



# Thompson Rivers University

## ***STARS REPORT***

**Date Submitted:** May 31, 2022

**Rating:** Platinum

**Score:** 86.17

**Online Report:** [Thompson Rivers University](#)

**STARS Version:** 2.2

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## Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window - it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

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# About STARS

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

STARS is designed to:

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

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

## About AASHE

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

# Summary of Results

**Score** 86.17

**Rating:** Platinum

## Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

## Academics

Curriculum	37.79 / 40.00
Research	17.33 / 18.00

## Engagement

Campus Engagement	17.62 / 21.00
Public Engagement	18.89 / 20.00

## Operations

Air & Climate	5.94 / 11.00
Buildings	4.86 / 8.00
Energy	9.97 / 10.00
Food & Dining	3.63 / 8.00
Grounds	3.97 / 4.00
Purchasing	5.23 / 6.00
Transportation	5.54 / 7.00
Waste	8.90 / 10.00
Water	3.46 / 6.00

## Planning & Administration

Coordination & Planning	8.00 / 9.00
Diversity & Affordability	8.91 / 10.00
Investment & Finance	4.07 / 6.00
Wellbeing & Work	5.07 / 7.00

## Innovation & Leadership

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

# Report Preface

## Introduction

**Points Claimed** 0.00

**Points Available** 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

## Executive Letter

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**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**James Gordon**

Zero Waste and Environmental Programs Coordinator  
TRU Sustainability Office

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### Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

### Executive cover letter:

[TRU\\_President\\_Letter\\_STARS\\_Submission\\_2022.pdf](#)

## Points of Distinction

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**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**James Gordon**

Zero Waste and Environmental Programs Coordinator  
TRU Sustainability Office

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### Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

### **Name of the institution's featured sustainability program, initiative, or accomplishment:**

Low Carbon District Energy System

### **A brief description of the institution's featured program, initiative, or accomplishment:**

Creative Energy will design, build (between 2020 and 2031), and operate TRU's Low Carbon District Energy System (LCDES) to provide reliable low-cost and low-carbon heating while reducing TRU's GHG emissions by over 90% for the connected buildings. Creative Energy and TRU are proposing a two-stage air-source/water-source heat pump system with high-efficient boilers, housed in a new building on campus constructed by TRU (The Energy Centre).

How it works:

The Energy Centre would include air-source heat pumps, water-source heat pumps, and high-efficient boilers. Powered through BC Hydro's 97% clean hydro electricity, the air-source heat pumps extract heat from outdoor air for heating the connected building. Water-source heat pumps reheat the generated thermal energy from the air-source heat pumps to increase the temperature to the required level for the connected buildings. The natural gas boilers would be for backup and peaking during winter. The generated heat would be delivered from the Energy Centre to each connected building through an underground piping network. Subject to regulatory approvals and construction, the project could be operational by April 2025. The proposed LCDES would remove over 90% of GHG emissions per year from nine of the campus' main buildings. The remaining buildings will be connected during the remaining phases of the project which should be complete by 2031.

### **Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:**

Air & Climate

Buildings

Energy

### **Website URL where more information about the accomplishment may be found:**

<https://www.tru.ca/sustainability/buildings-grounds.html>

### **STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):**

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**A photograph or document associated with the featured program, initiative, or accomplishment:**

[2021\\_11\\_19\\_lcdes\\_render\\_1.png](#)

**Name of a second highlighted sustainability program/initiative/accomplishment:**

TRU Campus Tree Program

**A brief description of the second program/initiative/accomplishment:**

The TRU Sustainability Office's TRU Campus Tree Program is designed to allow members of the TRU community to actively get involved in helping maintain one of the planet's most vital sustainability attributes: thriving and healthy trees and forests. Members of the TRU community are encouraged to volunteer in the 1-year pilot, whose three over-all goals are planting, care and preservation of trees on the TRU campus. The office is working with members from the TRU Grounds and Horticulture Departments who will supervise all program activities, as well as other members of the TRU community who are helping to ensure the success of the program.

**Which impact areas does the second program/initiative/accomplishment most closely relate to?:**

Campus Engagement  
Grounds

**Website URL where more information about the second program/initiative/accomplishment may be found:**

[https://www.tru.ca/\\_shared/assets/terms-of-reference-tru-campus-tree-program54168.pdf](https://www.tru.ca/_shared/assets/terms-of-reference-tru-campus-tree-program54168.pdf)

**STARS credit in which the second program/initiative/accomplishment is reported (if applicable):**

IN-50: Innovation D

**A photograph or document associated with the second program/initiative/accomplishment:**

[Group\\_Shot\\_Sept\\_22\\_2021\\_National\\_Tree\\_day.jpg](#)

**Name of a third highlighted program/initiative/accomplishment:**

Focus on Biodiversity

**A brief description of the third program/initiative/accomplishment:**

Thompson Rivers University has a strong focus on protecting and rebuilding biodiversity through multiple venues.

The university's unique Natural Resource Science program equips students with the knowledge to apply scientific principles and knowledge toward the management and conservation of water, forests, rangeland, soil, minerals, fisheries and wildlife across Canada and around the world. Some of the primary disciplines in this program lead to work in: land-use planning, conservation biology, energy use, climate change, renewable resource management, forest and wildlife management, and natural resource policy.

Research in Natural resource science from students and faculty at TRU includes work on identifying and protecting species of concern around Kamloops and the surrounding communities. Recently, Lauchlan Fraser, PhD, was appointed as the NRSC Industrial Research Chair in Ecosystem Reclamation making TRU a major hub on cutting edge ecosystem reclamation research which includes partnerships with several mines in the province.

On campus work has been undertaken to protect local bird species and migratory birds from collision related fatalities with buildings. Starting with a summer position for undergraduate research a student was hired to count and document areas of high mortality around campus buildings. Using this



information suggestions were made to implement film that adheres to windows making them more visible to the avian population. This has led to a reduction in bird mortality on campus.

The newly created Biodiversity subcommittee was created as an indirect result of projects like the bird strike prevention project to see what else can be done around campus to protect the species that we share our campus with.

Pictured below are the dots added to the windows that break up reflections

**Which impact areas does the third program/initiative/accomplishment most closely relate to?:**

Research  
Public Engagement  
Buildings  
Diversity & Affordability

**Website URL where more information about the third program/initiative/accomplishment may be found:**

<https://www.tru.ca/science/programs/nrs.html#:~:text=Natural%20Resource%20Science%20Play%20an%20active%20role%20in,and%20wildlife%20across%20Canada%20and%20around%20the%20world.>

**STARS credit in which the third program/initiative/accomplishment is reported (if applicable):**

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**A photograph or document associated with the third program/initiative/accomplishment:**

[Window\\_film\\_image.jpg](#)

# Institutional Characteristics

**Points Claimed** 0.00

**Points Available** 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

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

## Institutional Boundary

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### Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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## Criteria

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

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

## Institution type:

Master

## Institutional control:

Public

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

The main campus is centrally located in Kamloops, B.C. (population 98,788) and is 178.6 acres. An additional 90 acres will be developed by the TRU Community Trust into a university village concept over the next decade. The campus is situated in a cross section of residential, commercial, industrial and urban wilderness environments. The main campus has 27 buildings for learning spaces, which equal just over 1.6 million square feet. It also has 40 acres of gardens, including a teaching horticulture garden. The three on-campus housing complexes can accommodate 1200 students, and all students have access to the Kamloops Tournament Capital Centre, a world-class sports complex.

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

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

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

The satellite campus was not included in either the 2011, 2015, or 2018 reports, so in order to be consistent, and compare the same parameters, it will be left out of this report.

**Additional documentation to support the submission :**

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## Operational Characteristics

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**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

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

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

**Endowment size:**

15,449,442 US/Canadian \$

**Total campus area:**

335 Acres

**Locale:**

Large town

**IECC climate zone:**

5 - Cool

**Gross floor area of building space:**

1,379,298 Gross Square Feet

**Floor area of laboratory space:**

91,912 Square Feet

**Floor area of healthcare space:**

61,850 Square Feet

**Floor area of other energy intensive space:**

80,640 Square Feet

**Additional documentation to support the submission :**

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**Data source(s) and notes about the submission:**

The Endowment Fund is in Canadian dollars, and is recorded as of February 28, 2021 by Paul Manhas, Associate Vice President, Finance.

Gross floor area and floor areas of energy intensive spaces is provided by Bryce Parks from TRU Facilities. This represents the most up to date data (March 2021).

Since the last STARS submission in 2018, the Kamloops campus has grown due to acquisitions and is now 335 acres.

## Academics and Demographics

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**Score**

0.00 /

Total adjusted for non-applicable credits

[Close](#)**Responsible Party****James Gordon**Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

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

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

**Number of academic divisions:**

8

**Number of academic departments (or the equivalent):**

23

**Number of students enrolled for credit:**

26,660

**Total number of employees:**

1,816

**Full-time equivalent student enrollment:**

14,176

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

4,622

**Full-time equivalent of employees:**

1,512.60

**Number of students resident on-site:**

1,101

**Number of employees resident on-site:**

0

**Number of other individuals resident on-site:**

89

**Weighted campus users, performance year:**

8,664.20

**Additional documentation to support the submission:**

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## Data source(s) and notes about the submission:

The number of reported academic divisions includes the following eight faculties (the ninth faculty, the School of Trades and Technology, is not included since it is not an academic faculty): Faculty of Adventure, Culinary Arts and Tourism; Faculty of Arts; Faculty of Education and Social Work; Faculty of Law; Faculty of Science; Faculty of Student Development; Bob Gaglardi School of Business and Economics; and School of Nursing.

The number of reported academic departments (23) was arrived at by subtracting 15 departments from the total at TRU, which is 38 (38 was provided by the TRU Registrar's Office). The reason for excluding these 15 is because the courses taught within them are not considered traditional academic courses but rather fall within the parameters of what departments can be excluded as per the STARS Technical Manual (page AC-01 p.5; Part 2, second paragraph: "An institution may exclude departments that exclusively offer practice-oriented courses (see above on p. 4), as long as they are excluded from both the count of departments with sustainability course offerings and the count of total academic departments." From p. 4 it says: "The following course types may be excluded at the institution's discretion, as long as they are excluded from both the count of sustainability course offerings and the count of total courses:

- Individually-directed courses (e.g., thesis, independent study, practicum)
- Courses of four or fewer students
- Special topics courses (e.g., courses that address emerging issues or specialized content and that are not offered on an ongoing basis)
- Required courses for which the content is dictated by external bodies or legislation and not under institutional control (e.g., legally mandated courses on research ethics)
- Courses that are strictly practice-oriented, e.g.:
  - Medical courses dedicated to clinical practice.
  - Arts courses dedicated to performance, technique, or composition.
  - Physical education courses that are activity-based.
  - Trades courses dedicated to hands-on learning or practice.)

Students: FTE student enrollment figures are from TRU Factbook (2019-2020):

[https://www.tru.ca/\\_shared/assets/2019-202051980.pdf](https://www.tru.ca/_shared/assets/2019-202051980.pdf)

The Student Headcount Unduplicated Total figure reported above (26,660) is different from the figure in the Factbook (page 2 of 13, under 'TRU at a Glance, Student Headcount Trends by Fiscal Year') which is reported as 30,432. The difference, according to Pete Hrkac, from the TRU INTEGRATED PLANNING & EFFECTIVENESS office, is due to 3,772 students not counting for the following reason: "Given the criteria in the section, you could exclude students who are in Continuing Education (2,788), as they are not taking courses that count towards a formal award. Additionally, Apprenticeship students (984) could be excluded as they also do not receive an award from TRU (it is the Industry Training Authority that gives them their red seal award, not TRU)".

$30,432 - (2,788 + 984) = 26,660.$

On-Campus Residents: figures are from September 2019 data, and provided by TRU Ancillary Services (Brandon de Kreiger).

Employees: headcount figure (1,816), and full-time equivalent (FTE) of employees figure (1512.6) are as of Feb 2021; and provided by Jody Coolahan, TRU Human Resources/Payroll Coordinator.

# Academics

## Curriculum

**Points Claimed** 37.79

**Points Available** 40.00

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

<b>Credit</b>	<b>Points</b>
Academic Courses	14.00 / 14.00
Learning Outcomes	5.79 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	4.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00



## Academic Courses

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Score	Responsible Party
14.00 / 14.00	<b>James Gordon</b> Zero Waste and Environmental Programs Coordinator TRU Sustainability Office

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## Criteria

## **Part 1. Sustainability course offerings**

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

## **Part 2. Sustainability course offerings by department**

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

## Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

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

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	885	107
Number of sustainability-focused courses offered	47	8
Number of sustainability-inclusive courses offered	168	19

### Percentage of courses that are sustainability course offerings:

24.40

### Total number of academic departments that offer courses:

23

### Number of academic departments with sustainability course offerings:

22

### Percentage of academic departments with sustainability course offerings:

95.65

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

[TRU\\_Sustainability\\_Courses\\_2019-2020.pdf](#)

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

One

### A brief description of the methodology used to complete the course inventory :

The methodology used to compile the course inventory is different compared to previous STARS reports. Instead of primarily using the academic calendar to determine if courses and departments counted in the inventory, as was done in previous reports, a database pulled directly from the TRU Registrar's Office was used (and this database excluded courses that had 4 or fewer students). Using this much more accurate Excel database review process resulted in a smaller total count for this report, since many classes and departments that were not eligible for this section were removed. Once all eligible courses were identified, then course were flagged for review as either sustainable or not using certain key words (e.g.: environment, environmental, society, inequality, poverty, sustainability, social justice, health and climate). This short list was then reviewed to determine if courses should be on either the 'sustainability-focused' or 'sustainability-inclusive' list. Certain courses were excluded based on specifics outlined in the Technical Manual (e.g.: they exclusively offered practice-oriented courses, or they were special-topic courses). Regarding departments, likewise, some were excluded based on specifics outlined in the Technical Manual (e.g. those that exclusively offered practice-oriented courses). Further details on course and department exclusions are provided in the PRE 5 section in the Notes field.

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

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

**A brief description of how courses with multiple offerings or sections were counted:**

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**Website URL where information about the sustainability course offerings is available:**

<https://www.tru.ca/sustainability/everyday.html>

**Additional documentation to support the submission:**

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## Learning Outcomes

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**Score**

5.79 / 8.00

**Responsible Party**

**Aaron Wiebe**  
Research Assistant  
Sustainability

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**Criteria**

## **Part 1. Institutional sustainability learning outcomes**

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

## Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

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

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

**Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:**

No

**Which of the following best describes the sustainability learning outcomes?:**

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**A list of the institution level sustainability learning outcomes:**

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**Total number of graduates from degree programs:**

2,677

**Number of graduates from degree programs that require an understanding of the concept of sustainability:**

1,937

**A brief description of how the figure above was determined:**

For the academic year of 2017/18 to 2019/20 every graduating student from all of the university's on campus programs were recorded. To determine if each program lead to sustainability outcomes or included sustainability as a key focus the program's learning outcomes and class list was analyzed and compared to the list from AC-1 where possible. The end result was recorded in the spreadsheet attached below.

**A list of degree programs that require an understanding of the concept of sustainability:**



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

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

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

**Documentation supporting the figure reported above (upload):**

[2017\\_to\\_2020\\_credentials\\_awarded\\_STARS.xlsx](#)

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

One

**Percentage of students who graduate from programs that require an understanding of the concept of sustainability:**

72.36

**Website URL where information about the sustainability learning outcomes is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Total number of graduates for each program was requested and obtained from TRU Integrated Planning and Effectiveness. Figures about total number of graduates taken from TRU Factbook. Reported figures in this section only those students graduating with certificates, diplomas, bachelor and masters degrees.

## Undergraduate Program

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### Score

3.00 / 3.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) for undergraduate students

AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

### **Does the institution offer at least one sustainability-focused major, degree, or certificate program for undergraduate students?:**

Yes

### **Name of the sustainability-focused undergraduate degree program:**

Geography and Environmental Studies Major (BA)

### **A brief description of the undergraduate degree program:**

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

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

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

### **Website URL for the undergraduate degree program:**

<https://www.tru.ca/programs/catalogue/geography-and-environmental-studies-major.html>

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

Bachelor of Natural Resource Science Degree Program (BNRS)

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

Bachelor of Natural Resource Science (BNRS).

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

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

**Website URL for the undergraduate degree program (2nd program):**

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

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

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

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**Website URL for the undergraduate degree program (3rd program):**

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

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**Does the institution offer one or more sustainability-focused minors or concentrations for undergraduate students?:**

Yes

**Name of the sustainability-focused undergraduate minor or concentration:**

Leadership in Environmental Sustainability certificate

**A brief description of the undergraduate minor or concentration:**

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

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

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

**Website URL for the undergraduate minor or concentration:**

<https://www.tru.ca/current/student-life/leadership-development.html>

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

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

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**Website URL for the undergraduate minor, concentration or certificate (2nd program):**

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

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

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**Website URL for the undergraduate minor or concentration (3rd program):**

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

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**Additional documentation to support the submission:**

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## Graduate Program

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### Score

3.00 / 3.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution offers at least one:

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

AND/OR

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

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

### **Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:**

Yes

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

Masters of Environmental Science (MSc)

### **A brief description of the graduate-level degree program:**

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

Thompson Rivers University (TRU) is ideally located to study environmental issues because of its proximity to a wide variety of diverse regional ecosystems. Kamloops is a small city of approximately eighty thousand people centred in the Southern Interior of British Columbia. The Thompson/Okanagan region and neighbouring Cariboo Plateau provides rare native grassland ecosystems, freshwater wetlands, lakes and rivers, and a rich diversity of forested ecosystems, all within easy access of TRU, as well as mountain and ocean ecosystems withing a few hours' drive. The location of the University also provides collaborative potential with a number of neighbouring institutions and agencies, such as B.C. Ministry of Forests and Range, Agriculture Canada Research Station, B.C. Ministry of Environment, Fisheries and Oceans Canada, B.C. Grassland Conservation Council, and Ducks Unlimited Canada.

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

**Website URL for the graduate-level degree program:**

<https://www.tru.ca/science/masters-degrees/msces.html>

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

Master's of Environmental Economics and Management

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

Worldwide economic growth is rapid and there is an urgent demand for management practices that balance financial gains with sustainability.

Businesses across the public and private sectors are increasingly incorporating these considerations into their planning. Managers who understand them will be at the forefront of leading change, and TRU's master's degrees in environmental economics and management prepare graduates to make major contributions to this growing field.

Thompson Rivers University's new master's degrees in environmental economics and management prepare graduates to make major contributions to the field of economic sustainable management.

**Website URL for the graduate degree program (2nd program):**

<https://www.tru.ca/business/masters-degrees/eem.html>

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

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

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**Website URL for the graduate degree program (3rd program):**

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

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

No

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

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

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**Website URL for the graduate minor, concentration or certificate:**

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

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

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**Website URL for the graduate minor, concentration or certificate (2nd program):**

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

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

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**Website URL for the graduate minor, concentration or certificate (3rd program):**

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

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**Additional documentation to support the submission:**

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## Immersive Experience

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### Score

2.00 / 2.00

### Responsible Party

**James Gordon**

Zero Waste and Environmental Programs Coordinator  
TRU Sustainability Office

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### Criteria

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

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

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

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

Yes

### **A brief description of the sustainability-focused immersive program(s) offered by the institution:**

TRU offers a number of sustainability focused, immersive experience programs including a Natural Resource Science (NRSC) course in Belize, and a Bachelor of Tourism Management (BTM) international community development field trip. TRU also offers two Field School options for the BBA program to Spain and the Netherlands respectively.

The NRSC course in Belize introduces students to issues and management of natural and cultural resources in a tropical environment. More information:

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

The BBA Field School offers one sustainability focused immersive experience. A field school in Spain. For the trip, Students travel to the city of Malaga for one week to discover local industries, collaborate with the University of Malaga faculty and students, and explore Spain. They work towards ECON 3990: Global Economic and Environmental Issues, accommodation, ground transportation, site visits and most meals. More information can be found at:

<https://www.tru.ca/business/students/field-schools.html>

### **Website URL where information about the institution's immersive education programs is available:**

<https://www.tru.ca/science/programs/nrs/field-school.html>

### **Additional documentation to support the submission:**

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### **Data source(s) and notes about the submission:**

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

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

Information about the Natural Resource Science (NRSC) Field School can be found here:

<https://www.tru.ca/science/programs/nrs/field-school.html>

## Sustainability Literacy Assessment

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**Score**

4.00 / 4.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

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

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

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

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

**Does the institution conduct an assessment of the sustainability literacy of its students?:**

Yes

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

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

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

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

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

[TRU\\_Sustainability\\_Literacy\\_Assessment\\_Survey\\_Student.Final.pdf](#)

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

The list of questions can be found in the link to the final assessment from 2021:

<https://www.tru.ca/sustainability/sustainability-office/plans-reports-surveys.html>

Scroll down about 3/4 down to 'TRU Sustainability Literacy Assessments' and then click on 'Download 2021 Student Report'.

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

The TRU Sustainability Literacy Assessment was developed to gauge students' level of knowledge and attitudes regarding sustainability, and was administered during the winter 2021 semester. It is very similar to the assessment that was done in 2015, and one of the reasons for making it very similar is in order to compare results. By comparing results, members of the TRU Sustainability Office can develop programs and initiatives to try and address any short-comings that are brought to light through the comparison. A follow-up post assessment is scheduled for the same cohort of students during the same period in 2022 (January to March).

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

The following is from the Executive Summary of the final report (see URL under 'Optional Fields' below for full report), and it explains how a representative sample was reached and how the assessment was administered:

#### Administration Methodology

The Sustainability Literacy Assessment Survey (SLAS) was administered to a randomized sample of 1,000 on-campus undergraduate students enrolled in a baccalaureate program at TRU in the winter of 2021. A contact list was created and uploaded into Qualtrics—a web-based survey tool for conducting survey research, evaluations and other data collection activities—and the survey was sent through an email distribution on January 12, 2021. The first reminder email was sent on January 19, with the second and final one sent a week later on January 27. The survey closed on February 2, 2021.

#### Representation of the Student Population

By definition, a representative sample is a one that accurately reflects, or represents, the overall population from which it was chosen or selected. According to the latest enrolment numbers, reported by the Integrated Planning and Effectiveness (IPE) department, out of a population of 4,764 on-campus undergraduate students—enrolled in a baccalaureate program at TRU in the winter of 2021—58% were female, 9% were Indigenous, and 29% were international. Of the 311 students who responded to the survey, 64% were female, 10% were Indigenous, and roughly one-in-three (34%) were international.

#### Response Rate

This survey was administered to 1,000 students, where 311 completed the survey, yielding an overall response rate of 31%.

#### Margin of Error

The margin of error indicates how much the results of a survey reflect the views of the overall population. With 311 completed responses—out of a census of 4,764 baccalaureate students—and a confidence level of 95%, the margin of error is +/- 5 percentage points.

### **A brief summary of results from the literacy assessment(s):**

Results from the 2021 TRU Sustainability Literacy Assessment can be found at:

<https://www.tru.ca/sustainability/sustainability-office/plans-reports-surveys.html>

Scroll down about 3/4 down to 'TRU Sustainability Literacy Assessments' and then click on 'Download 2021 Student Report'.

### **Website URL where information about the sustainability literacy assessment is available:**

<https://www.tru.ca/sustainability/sustainability-office/plans-reports-surveys.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

In the URL posted above, scroll down to 'TRU Sustainability Literacy Assessments'.

## Incentives for Developing Courses

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### Score

2.00 / 2.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

**Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :**

Yes

### **A brief description of the incentive program(s):**

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

#### Sustainability Grant Fund:

As of the 2013-2014 school year, an opportunity for any faculty member to apply to the TRU Sustainability Grant Fund for the purposes of receiving funds for any purposes related to the development of sustainability-related courses. The Sustainability Grant Fund has a separate category that is specifically for faculty and, to date, has only been used by faculty to review and revamp courses and programs to increase sustainability-related content. Details can be found here:

<https://www.tru.ca/sustainability/get-involved/sustainability-grant-funds.html>

#### Sustainability in the Curriculum Workshop:

The Sustainability in the Curriculum workshop was conducted in May 2018 and May 2019. The plan is that it will be an annual event. See the link for more detail on the 2019 workshop:

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

### **A brief description of the incentives that academic staff who participate in the program(s) receive:**

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

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

**Website URL where information about the incentives for developing sustainability course content is available:**

<https://www.tru.ca/sustainability/get-involved/sustainability-grant-funds.html>

**Additional documentation to support the submission:**

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## Campus as a Living Laboratory

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### Score

4.00 / 4.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

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

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

### **Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:**

Yes

### **A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:**

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



This project engages TRU students (Janelle Zimmer, Matthew McIsaac) staff (Karl Fultz) and faculty (Dr. Tom Dickinson).

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

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

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:**

Under the supervision of Dr. Karl Larsen, and in collaboration with The Osoyoos Indian Band and the Nk'Mip Desert Cultural Centre, TRU student Dana Eye initiated Western Canada's first study on pregnant Western Rattlesnakes. To date, the research team has tracked the movements of 25 pregnant snakes and has identified 18 gestation sites. The data collected from these sites has provided critical information to land users and land managers. Much of Eye's time has also been spent doing community outreach. She developed resources for land users to increase their understanding of rattlesnake movement patterns, of how they give birth and of how to walk and work safely while in their habitat.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:**

Amie Schellenberg, an instructor at Thompson Rivers University, is in the process of installing a demo site that includes 4 solar demonstrations on the hill between the ITTC building and Facilities. This demo site helps facilitate the tools needed to educate her students as well as others. The use of these implements and infrastructures will be incorporated into the curriculum, specifically in Power Engineering and HVAC. Those lessons revolve around energy production and system efficiency. Emphasizing the sites, benefits, infrastructure incorporation, and educational capabilities. This solar demonstration will be used by RE and Electrical students moving forward to demonstrate 4 common PV mounting methods. Schellenberg hopes to install a wind generator as well as an EV charging station on the bluff above the ITTC during the 2nd phase of a demo site.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:**

Faculty member Amie Shellenberg is installing 4 solar demonstrations on the TRU's demo site between the ITTC building and Facilities. Two of which are complete and operational, and two will be installed by students in the Renewable Energy fundamentals class in 2021. In addition, TRU also produced an inter-departmental collaboration on campus, the Solar Road Project. Canada's first solar electric walkway, the solar walkway will gather enough energy from the sun to produce about 10,000 Kilowatt (kW) hours of electricity annually. This ongoing project is a continuous example used to educate students in the collaborating departments and only the beginning of the proposed project by lead Michael Mehta.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:**

In the TRU Culinary Arts programs, students are exposed to and participate in a comprehensive scope of multidisciplinary and experiential learning practices surrounding whole food preparation and practice. The program revolves around being a 'working kitchen' in two functioning restaurants (Accolades and Scratch Café) within the program building. Within the building students learn the theory of proper food preparation and then, under the supervision of their instructors, put it into practice and prepare and serve breakfast, lunch and dinner during several days of the week. The program even has a walk-in food retail outlet. By working side-by-side with their instructors, students have an opportunity to continuously seek better and more sustainable methods and systems of delivering outstanding meals and service to the entire TRU community. The programs engage a mandate of "local, sustainable and fresh" and strive to embrace each of these guiding pillars through purchasing and delivery methods. Sustainable practice by the purveyor is an important factor in purchasing decisions, including their locality to lessen the environmental footprint. The program also has its own herb garden beside the building and students are exposed to the basics of growing and harvesting the herbs. All programs participate in a fulsome recycling program including composting all food waste. The program is working with the TRU Sustainability Office and is examining the area of containers for take-away service with the goal of eventually having all containers be either compostable or reusable. Through careful planning, students also practice excellent habits to reduce as much food waste as possible. Students are advised of all of these practices and actively participate in having them become normal practice to take forward into working in the Food and Dining Industry.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:**

Elise Menard, faculty member with the TRU Horticulture Program, was a key member of the organizing committee for the new TRU Campus Tree Program that started in September 2021. The focus of the program is threefold: planting, caring, and preserving of campus trees. She engaged her students from the Horticulture Program in the tree program and they learnt key skills during their hands-on activities around planting of many different types of trees, and caring for existing trees through such activities as mulching and pruning. They also learned about irrigation fundamentals and

proper tree selection criteria. The Tree Program was active during the fall and spring growing seasons and 102 trees were planted. The program will restart in September 2022 for another full year. Although tree preservation ideas were discussed, no substantive activities took place during the first year with the tree program.

In November 2021, TRU student Marisa Amgammanna proposed a project within the Campus Tree Program to plant a 'mini forest' (along the lines proposed by Shubhendu Sharma in this TED Talk:

<https://www.youtube.com/watch?v=mjUsobGW8&t=55s>

). She is working with members of the TRU Sustainability Office and the Campus Tree Program, and this project is scheduled to start with the first tree plantings in October 2022.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:**

In 2020 MScENV student Aaron Wiebe began his project on Transportation. Aaron's project looks at the way power-assisted technology like ebikes and electric scooters are changing the way society commutes. He has partnered with the Kamloops Association for Low Carbon Transportation (KALCAT) where he is acting president as a way of working with the City of Kamloops directly to address issues raised by the community who provide input through KALCAT. The goal of the research and partnerships is to improve the safety of low carbon commuting options in Kamloops while providing research insights into the long-term impacts both on the environment and health of those involved.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:**

Aarush Shori and Jennifer Revel were the lead student auditors in a team of students who helped with a Community Based Social Marketing project that began during the winter 2018 semester and ended in the fall 2019 semester. The purpose of the project was to change students' behaviour so they would not throw contaminants into recycling bins. The students conducted waste audits before and after their efforts and their findings showed a 50% reduction in recycling contamination through their efforts.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:**

MScEnvs Student Kyle Gillich is working on a project in forestry to identify the advantages of alternative management methods in forestry, specifically around varying kinds of strip forestry. The idea is that these strips of removed forest will provide more shade cover preserving snowpack and increasing soil moisture, aiding in water shed conservation efforts as well as forest harvest sustainability.

**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:**

No

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:**

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**Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:**

Yes

**A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:**

In 2018/19 the TRU Wellness Centre received a grant to “seek insight into the factors and influences that shape smoking cultures beyond and within campus settings; explore the most appropriate ways a campus community might reflect together on the diverse experience and perspectives among its members; and develop resources collectively to identified issues”.

After receiving this grant, Chelsea Corsi, TRU Wellness Coordinator partnered with Aaron Ladd (faculty member, Respiratory Therapy) to conduct research on campus about smoking cultures through student dialogues and survey questions on the 2019 National College Health Assessment (NCHA). They mentored various student leaders including members of the Student Wellness Ambassador Team (SWAT) (11), nursing practicum students (2), and respiratory therapy students (8), and provided them with literacy and training about true dialogue theory, how to facilitate dialogue/focus-groups, how to prepare and submit a research ethics application, how to obtain informed consent, as well as how to document what was being shared in the dialogues.

The student leaders conducted four separate student dialogue groups (21 participants) in winter 2019 and facilitated open student dialogue groups at a campus-wide Cannabis Café in March 2019 (148 participants). A student was also hired as a research assistant to code all the qualitative data – a project that is just wrapping up (as of Jan 2021).

**Website URL where information about the institution’s living laboratory program is available:**

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

**Additional documentation to support the submission:**

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# Research

**Points Claimed** 17.33

**Points Available** 18.00

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

<b>Credit</b>	<b>Points</b>
Research and Scholarship	12.00 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	1.33 / 2.00

## Research and Scholarship

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Score	Responsible Party
12.00 / 12.00	<b>James Gordon</b> Zero Waste and Environmental Programs Coordinator TRU Sustainability Office

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### Criteria

## **Part 1. Sustainability research**

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.



## **Part 2. Sustainability research by department**

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

# Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

## **Total number of employees that conduct research:**

194

## **Number of employees engaged in sustainability research:**

78

## **Percentage of employees that conduct research that are engaged in sustainability research:**

40.21

## **Total number of academic departments that include at least one employee who conducts research:**

38

## **Number of academic departments that include at least one employee who conducts sustainability research:**

32

## **Percentage of departments that conduct research that are engaged in sustainability research:**

84.21

## **A copy of the inventory of the institution's sustainability research (upload):**

[TRU\\_Sustainability\\_Research\\_Inventory\\_2021-2022.\\_Final.pdf](#)

## **Inventory of the institution's sustainability research:**

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## **A brief description of the methodology the institution followed to complete the research inventory:**

To prepare the research inventory, the following methodology was used:  
(for the 12 month period September 1, 2021, to August 31, 2022)

1. Each of the eight TRU faculties that conduct academic research was contacted (the ninth faculty, the School of Trades and Technology, was not counted since no one in this faculty conducts academic research) and asked to supply a list outlining which of their faculties members were engaged in any sort of research during the 12 month period in question, and, if they were, if it was sustainability

research (as defined by the supplied definition of 'sustainability research': research and scholarship that explicitly addresses the concept of sustainability, furthers our understanding of the interdependence of ecological and social/economic systems, or has a primary and explicit focus on a major sustainability challenge.).

2. The TRU Office of Research and Graduate Studies was also contacted and asked to supply the same two-tiered list (all research and sustainability research) and, utilizing data from the TRU Romeo reporting tool (a research administration tool that allows researchers and administrators to work collaboratively to manage internal and external grant applications throughout the life span of a research application), the list provided by their office was cross-referenced against the data that each faculty member provided.

3. Furthermore, for those faculty members who did not respond in a timely manner, a search was conducted on their individual websites to determine if they were engaged in any sustainability research. At this time, each faculty member's department affiliation was also identified, if this information was not already supplied in previous steps.

4. If further clarity was still needed to determine if faculty members were engaged in any sort of sustainability research, then meetings/phone calls/emails with faculty deans or secretaries, or department chairs took place to get answers.

5. Once all relevant information was submitted, then a final review took place to validate that it was 'sustainability research'.

6. Finally, all relevant statistical data was entered into the Reporting Tool (Parts 1 and 2) and all qualitative data into the spreadsheet, TRU Sustainability Research Inventory

**Website URL where information about the institution's sustainability research is available:**

<https://www.tru.ca/sustainability/everyday.html>

**Additional documentation to support the submission:**

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## Support for Sustainability Research

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### Score

4.00 / 4.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
  - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
  - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
  - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
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"---" indicates that no data was submitted for this field

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

Yes

### **A brief description of the student sustainability research program:**

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

### **Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:**

Yes

### **A brief description of the faculty sustainability research program:**

The TRU Sustainability Research Grant for Faculty: the purpose of the grant is to encourage interdisciplinary research and expand knowledge of sustainability and sustainable development, defined in terms of sustainability's four pillars — environmental, social, economic and cultural. Preference will be given to applications incorporating interdisciplinary perspectives and/or methodologies. The grant is a prestigious internal seed fund award that may be held only once and for one year at an annual value of \$10,000. With the approval of the grant holder's department and

dean, a portion of the funds (up to \$7,500) may be used as a research time stipend. The grant holder must be a tenured or tenure-track faculty member not currently holding a major multi-year Tri-Agency external grant or contract (over \$50,000) as the principal investigator.

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

Yes

**A copy of the promotion or tenure guidelines or policies:**

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**The promotion or tenure guidelines or policies:**

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

[http://www.tru.ca/\\_shared/assets/Academic\\_Plan24460.pdf](http://www.tru.ca/_shared/assets/Academic_Plan24460.pdf)

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

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

Yes

**A brief description of the institution's library support for sustainability research:**

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

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

**Website URL where information about the institution's support for sustainability research is available:**

<https://www.tru.ca/sustainability/get-involved/sustainability-grant-funds.html>

**Additional documentation to support the submission:**

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## Open Access to Research

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### Score

1.33 / 2.00

### Responsible Party

**James Gordon**

Zero Waste and Environmental Programs Coordinator  
TRU Sustainability Office

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### Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

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

### **Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:**

Yes

### **Website URL where the open access repository is available:**

<https://tru.arcabc.ca/>

### **A brief description of the open access repository:**

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

**Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:**

No

**A copy of the institution's open access policy:**

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**The institution's open access policy:**

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**Does the policy cover the entire institution? :**

No

**Does the institution provide an open access article processing charge (APC) fund for employees?:**

No

**A brief description of the open access APC fund:**

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**Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:**

Yes

**A brief description of the open access journal hosting services:**

TRU provides free, open access journal publishing through Open Journal Systems (OJS -

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

; direct link:

<https://publishing.bceln.ca/>

).

TRU community members can start, open and access/peer-reviewed journals through OJS, which is provided by the British Columbia Electronic Library Network, a library consortium (BCELN;

<https://bceln.ca/services/shared-services/publishing>

). Journals are stored on BCELN servers. TRU librarians also support journal editors with establishing journals and troubleshooting at no cost.

**Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:**

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**Website URL where information about the institution's support for open access is available:**

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



**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Details about this section provided by Erin May, TRU Scholarly Communications and Liaison Librarian.

# Engagement

## Campus Engagement

**Points Claimed** 17.62

**Points Available** 21.00

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

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

<b>Credit</b>	<b>Points</b>
Student Educators Program	2.04 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	1.58 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	2.00 / 2.00

## Student Educators Program

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**Score**

2.04 / 4.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

## **Part 1. Percentage of students served by a peer-to-peer, sustainability educators program**

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

## Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

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

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

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

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

### **Number of students enrolled for credit:**

26,660

### **Total number of students served by a peer-to-peer sustainability outreach and education program:**

26,660

### **Percentage of students served by a peer-to-peer sustainability outreach and education program:**

100

### **Name of the student educators program (1st program):**

TRU Student Sustainability Ambassadors Program

### **A brief description of the student educators program (1st program):**

The TRU Sustainability Office's Student Sustainability Ambassadors Program is designed to help spread the 'spirit of sustainability' at TRU. Students can be a force for change and improve the culture of sustainability on campus. This group is ideas-driven, goal-driven, while being effective and trying to have fun. The program is for all students enrolled in a for-credit program. Student Ambassadors will need to interact (either in-person or virtually) with at least 500 of their fellow students during one or more school semesters by educating them on a variety of sustainability issues. Once these 500 'touch points' are complete, and a report and program evaluation form are submitted, each ambassador will receive a certificate of completion and a credit of \$200 which they can put towards tuition at TRU. It is anticipated that it will take 12 to 20 hours to reach these 500 touch points. Three student mentors are also part of the Ambassadors Program and they will help ambassadors from each program/project to reach the goals of their program/project. Examples of peer-to-peer outreach activities include running the TRU Green Guide Challenge; educating fellow

students about what TRU is doing to support the City of Kamloops Community Climate Action Plan; starting up a Paper Reuse Program; conducting Eco-Hikes (which combine nature walks while picking up garbage); a food scraps composting project; and surveying and quizzing fellow students on zero waste activities.

**A brief description of the student educators program's target audience (1st program):**

The TRU Student Sustainability Ambassador Program targets all TRU students enrolled for credit. For those TRU students interested in getting involved in a student sustainability educators program that is completely virtual, they are encouraged to consider joining the All-TRU Sustainability Educators Program.

**Number of trained student educators (1st program):**

12

**Number of weeks the student educators program is active annually (1st program):**

23

**Average or expected number of hours worked weekly per trained student educator (1st program):**

2

**Total number of hours worked annually by trained student educators (1st program):**

552

**Website URL where information about the student educators program is available (1st program):**

[https://www.tru.ca/\\_shared/assets/sustainability-ambassadors-tof53966.pdf](https://www.tru.ca/_shared/assets/sustainability-ambassadors-tof53966.pdf)

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

All-TRU Sustainability Educators Program

**A brief description of the student educators program (2nd program):**

This program was developed specifically to be 'Covid-friendly' e.i. possible to do completely virtually. Sustainability encompasses so much – environmental, social and economic factors—and we all have much to learn about it and much to share about it. All TRU students (including from Open Learning), staff, faculty and administrators are encouraged to join the new All-TRU Sustainability Educators Program. At the heart of the program is telling 1 minute original 'sustainability stories' that are important to the participants to share with each other, and the world. Participants can learn about other people's 1 minute stories from a website where they are stored.

To participate in the program, participants are required to join for one year (30 minutes per month on average), and do the following:

1. Create at least one 60 second original 'sustainability story' about something they care about. Stories can be expressed in any creative format (video, text, photos, audio, etc.), so long as they can be shared in a digital format.
2. Share their story with ten members of the TRU community within their peer group who are not part of the program. Peer group examples: students sharing with other students; or staff/faculty members sharing with other staff/faculty members.
3. 'Experience' at least ten 60 second sustainability stories from other educators during the year. 'Experience' meaning to watch, read, listen to, etc..

Once a year there will be a program celebration with awards and prizes for best stories and educators, as well as weekly draw prizes that all program educators are eligible to win. Once the program requirements are met, all participants must complete a short program feedback survey. Once this is done they will be awarded a program certificate of completion.

Funding of up to \$50 per educator per year will be available on an as-needed basis and while budget lasts. This is for seed funding to help promote stories, help bring stories 'to life', or for other needs.

During the program, there will be one-on-one meetings and group meetings, as well as training on sustainability issues provided by Sustainability Office staff and other qualified people.

Sustainability story ideas will need to be approved by a vetting committee to ensure content is correct and that the nature of the story has not been covered extensively by other educators. The vetting committee will be made up of students, staff and faculty, with a minimum of five members.

All stories will be stored on this website:

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

**A brief description of the student educators program's target audience (2nd program):**

This program is open to TRU students and staff/faculty, but as part of the program terms of reference, each group must share their stories with at least 10 members from their peer group (students to students and staff/faculty with other staff/faculty).

**Number of trained student educators (2nd program):**

0

**Number of weeks the student educators program is active annually (2nd program):**

52

**Average or expected number of hours worked weekly per trained student educator (2nd program):**

1

**Total number of hours worked annually by trained student educators (2nd program):**

0

**Website URL where information about the student educators program is available (2nd program):**

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

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

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**A brief description of the student educators program (3rd program):**

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**A brief description of the student educators program's target audience (3rd program):**

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**Number of trained student educators (3rd program):**

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**Number of weeks the student educators program is active annually (3rd program):**

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**Average or expected number of hours worked weekly per trained student educator (3rd program):**

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**Total number of hours worked annually by trained student educators (3rd program):**

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**Website URL where information about the student educators program is available (3rd program):**

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**A brief description of all other student peer-to-peer sustainability outreach and education programs:**

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**Number of trained student educators (all other programs):**

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**Number of weeks, on average, the student educators programs are active annually (all other programs):**

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**Average or expected number of hours worked weekly per student educator (all other programs) :**

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**Total number of hours worked annually by trained student educators (all other programs):**

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**Grand total number of hours worked annually by trained student sustainability educators (all programs):**

552

**Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:**

0.02

**Website URL where information about the student sustainability educators programs is available:**

<https://www.tru.ca/sustainability/get-involved/programs.html>

**Additional documentation to support the submission:**

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## Student Orientation

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### Score

2.00 / 2.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

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

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

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

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

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

### Percentage of all entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

### A brief description of how sustainability is included prominently in new student orientation :

The TRU Sustainability Office has booths at all new student orientation events. The purpose of these booths is to increase interest in sustainability, both on and off campus. In addition, it allows students to share their thoughts on the subject. Materials available at the booths introduces students to TRU's efforts to increase sustainability on campus, as well as what students can do to help and get involved. TRU's Green Guide is made available every year to students at orientation and other times during the year. The Green Guide informs students about many of the simple and every-day 'green' actions they can take. Sign up sheets for volunteer and Sustainability Ambassador positions are also presented at the booth. At the 2019 student orientation, the Tap Water challenge was available for students to participate in. This challenge ensures students are educated in the quality of Kamloops' drinking water, and that there is no need to buy/use disposable water bottles. Reusable stainless steel water bottles are given to participants to take home and use on a daily basis. At the zero waste stations across campus, volunteers were stationed to help new students sort recyclables, compost, and landfill waste. Additionally, information about how to use the TRU car and bike share programs is shared to encourage students to pursue greener transportation options. Lastly, students can learn

about the Student Sustainability Ambassador program and how they can become more actively involved in championing sustainability in the community.

For fall 2020 orientation, the following video was made for all incoming TRU students. Due to Covid-19, face-to-face interactions were not allowed so this video was the next best thing.

<https://www.facebook.com/125809807481698/videos/674283693203792>

Also, a simple double-sided postcard was created to be included in the 400 hand-out bags for all new-to-TRU students. On the postcard were some simple sustainability messages, as well as how to contact the TRU Sustainability Office for any reason (see attachment below under 'Additional documentation to support the submission').

**Website URL where information about sustainability in student orientation is available:**

<https://www.tru.ca/sustainability/everyday.html>

**Additional documentation to support the submission:**

[Sustainability\\_Orientation\\_flyer\\_fall\\_2020.pdf](#)

**Data source(s) and notes about the submission:**

Initiatives found from the URL noted above are shared with students at the orientation.

## Student Life

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### Score

2.00 / 2.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

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

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

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

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

### **Does the institution have an active student group focused on sustainability?:**

Yes

### **Name and a brief description of the active student groups focused on sustainability:**

The TRU Eco Club is a student-governed group that holds weekly meetings and a number of events throughout the year to raise sustainability awareness. The group was founded in 2007 and has been very active since its inception. "TRU-ECO's mission is to identify sustainability issues, promote public awareness, develop strategies, and implement solutions in support of sustainability, both on campus and within the community."

<https://www.facebook.com/truecoclub/?fref=ts>

In 2019, President Katie Shouldice and fellow member, Christian Andrews were the recipients of the Environmental Sustainability Achievement Award. Heavily involved with the TRU Students' Union Eco Club, Shouldice has found an alternative way of suction filtration that could save nearly 300,000 litres of water that gets poured down the drain in chemistry labs on campus.

While Andrews helped organize a cleanup of downtown Kamloops on April 6, corralling more than 40 volunteers. He also designed a new product called Coastcards, where he recycled used coasters from bars and restaurants and turned them into greeting cards for several different occasions.

Both were presented their awards during the Beyond Climate film tour on March 8 by environmental activist David Suzuki.

<https://www.tru.ca/sustainability/get-involved/awards.html>

**Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:**

Yes

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

During the 2021 growing season (May to October) TRU Horticulture Department faculty member Ernest Phillips was involved in a co-curricular initiative outside of class time to help horticulture student Yullin (Dwayne) Guan learn about fundamental aspects of vegetable gardening and how to grow tree root stock in the campus garden known as the 'ginseng garden'. Mr Guan took the initiative to reach out to Mr Phillips to seek his advice on good growing techniques and learn in a experiential way. Mr. Phillips has been involved in this type of special project in years past with other students as well. If students are particularly interested and keen to learn outside of the classroom in a hands-on way, then Mr Phillips is happy to act as a mentor during key growing months and guide them in their interests regarding sustainable food systems and agriculture.

**Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:**

Yes

**A brief description of the student-run enterprises:**

The Common Grounds Coffee Shop is your only student-owned and operated cafe on campus, striving for superior environmental and ethical standards. They offer fairly traded organic espresso, biodegradable cups and containers, living wages for student employees, and extended hours of service for when you need us most.

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

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

No

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

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**Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:**

Yes

**A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:**

On the subject of conferences focused on sustainability, Films For Change is a community-inspired film series showing films of positive and inspiring content related to sustainability, with the intention of bringing together our Kamloops community to connect and raise awareness while sharing the desire to make a difference. Films take place at TRU on the last Wednesday of the month (except December, June, July, and August). Any community group can apply to have a film shown.

<https://www.tru.ca/sustainability/get-involved/programs.html>

**Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:**

Yes

**A brief description of the cultural arts events, installations, or performances focused on sustainability:**

As an example of cultural sustainability, TRU has committed to hosting a traditional powwow that takes place every year in late February or early March. Attracting people from near and far and of all ages for competitive and recreational performances. Participants from various Aboriginal communities within the Secwepemc, Nlaka'pamux, Ts'ilhqot'in, Dakelh, Syilx, and Nuxalk Territories (as well as other distant First Nations) who otherwise might not get the chance to participate and celebrate in this way. However, due to covid-19, 2020, and 2021's events have been canceled in correlation with group gatherings and restrictions.

<https://www.tru.ca/indigenous/news.html>

**Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:**

Yes

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

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

<https://www.truadventureu.com/>

**Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:**

No

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

TRU does not have themed semesters or years.

**Does the institution have a program through which students can learn sustainable life skills?:**

Yes

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

Education and Skills Training Program (ESTR)

Career options for everyone: Education and Skills Training provides knowledge about future employment opportunities and training in a specific area to students with cognitive disabilities. During the full-time, nine-month program students divide their time between classes, labs, and work placements.

<https://www.tru.ca/edsw/schools-and-departments/uprep/estr.html>

The students in the ESTR Program have an opportunity to participate/work in a market, supported by the skills the students have learned. Retail work, Kitchen Assistant, trades, and other career exploration, the market has a variety of hand-made local products, home-made meals, and snacks.

<https://www.tru.ca/edsw/schools-and-departments/uprep/estr/estrs-market.html>

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

Yes

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

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

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

No

**A brief description of the graduation pledge(s):**

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**A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:**

The Generator is a venture acceleration centre located on campus and designed to foster and develop the start-up tech companies of tomorrow. This economic sustainability program will expose students to the routes into entrepreneurship and show them the possibilities of starting their own companies. The centre will also act as an entry point for industry to engage with TRU researchers and form collaborations. The ultimate goal of the program is to foster a spirit of innovation and entrepreneurship on campus, and to allow students access to people in the field who can help steer them toward success.

Another co-curricular program is the TRU student-governed program "Environomics", which educates local elementary students about environmental economics in fun, interactive ways. Throughout the school year, students are taught about water conservation and quality, ecosystems, healthy eating, ocean acidification, budgeting, private and common goods, and more. The curriculum is adaptable for teachers and each lesson is created as a supplemental addition to the current curriculum. Each section is equipped with an educational field trip or an at-home challenge to truly give experiential learning and ensure retention of the material. Environomics goes beyond the classroom by educating and empowering environmental pioneers of tomorrow. The program is run by the TRU student club Enactus:

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

**Additional documentation to support the submission:**

[powwow\\_poster\\_2019.pdf](#)

## Outreach Materials and Publications

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### Score

2.00 / 2.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

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

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

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

Yes

### **Website URL for the central sustainability website:**

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

### **Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:**

Yes

### **A brief description of the sustainability newsletter or social media platform:**

The TRU Sustainability Office maintains a social media presence on Twitter, Instagram, and Facebook. Posted content for students, staff and faculty includes current events, promotion of the office's programs and initiatives, general news about sustainability around the region, province, Canada and the world, and, generally, what our followers can do to try and make the world a more sustainable place.

social media links are here:

Facebook: /TRUSustainability

Twitter: @TRUSustain

Instagram: @TRUSustain

### **Does the institution have signage that highlights sustainability features on campus?:**

Yes



## **A brief description of the signage that highlights sustainability features on campus:**

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

Copies of the posters are found here:

<https://www.tru.ca/sustainability/buildings-grounds/details-on-buildings.html>

## **Does the institution provide a sustainability walking map or tour?:**

Yes

## **A brief description of the sustainability walking map or tour:**

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

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

When you click on this link, scroll down to 'TRU Campus Sustainability Walking Tour':

<https://www.tru.ca/sustainability/get-involved/programs.html>

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

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

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

Yes

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

The TRU Green Guide has many helpful hints about how to live in a more sustainable way with a focus on student life. More content on daily sustainability tips can be found with downloadable guide links on the TRU Sustainability office website:

<https://www.tru.ca/sustainability/get-involved/green-guide-challenge.html>

or here:

[https://www.tru.ca/\\_shared/assets/green-guide-challenge54969.pdf](https://www.tru.ca/_shared/assets/green-guide-challenge54969.pdf)

**A brief description of other comprehensive sustainability outreach materials and publications not covered above:**

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**Additional documentation to support the submission:**

[Big\\_Poster\\_SUS\\_22003\\_Signage\\_map\\_CCAP\\_BigMoves\\_p4.pdf](#)

## Outreach Campaign

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**Score**

4.00 / 4.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

## **Part 1. Student outreach campaign**

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

## Part 2. Employee outreach campaign

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

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

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

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

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

Yes

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

Yes

**Name of the campaign:**

BC Cool Campus Challenge (2019 & 2020)

**A brief description of the campaign:**

TRU was involved in the 2019 and 2020 campaign challenges. The simplest way to explain this campaign is to print the text from the media release that TRU put out January 18, 2019 regarding the first campaign.

TRU helps to launch BC Cool Campus Challenge

In response to possible reductions of natural gas to certain BC communities during the coldest winter months due to the gas pipeline explosion last October near Prince George, BC, members of the TRU Sustainability Office took the lead to form a working group with members from other post-secondary institutions in BC and came together to create the BC Cool Campus Challenge. Institutions across BC are challenging each other to reduce natural gas use and encourage campus community members to take energy conservation actions by signing the Cool Campus Pledge. By reducing natural gas use, we can all demonstrate climate leadership and help reduce our climate impact.

FAQ

Who is Participating in the Cool Campus Challenge?

Universities and colleges are joining together to promote energy conservation across the province. Institutions currently participating include: The University of British Columbia, Simon Fraser University, British Columbia Institute of Technology, Selkirk College and Thompson Rivers University.

Why are post-secondary institutions leading this challenge?

Public institutions have taken this opportunity to be leaders in our community to respond to last October's pipeline explosion and subsequent provincial natural gas shortage. This challenge is an example of how collaboration can address concerns about energy use. Natural gas is a limited and uncertain non-renewable resource. The purpose of this challenge is to start a conversation on energy dependency and resiliency. How can we engage in energy saving practices in addition to seeking renewable energy resources? Let's take this opportunity to discuss it.

How will the winner of the BC Cool Campus Challenge be decided? What is the provincial prize?

The winner of the BC Cool Campus Challenge will be the institution that collects the highest percentage of online energy-saving pledges from the total of their campus community of students, staff, and faculty between January 18th and February 28th.

The winning institution will get a branded sweater or warm clothing item from each of the participating institutions. On behalf of the participating institutions, the winning team will donate all the warm clothing items to a local charitable organization to keep more people warm this heating season.

Additionally, the winning institution wins bragging rights as the coolest campus in BC!

Why are these actions being encouraged?

Simple actions like turning down the heat, wearing warmer clothing, taking shorter showers, and washing clothes in cold water all help to reduce natural gas use and lower our carbon footprint.

The Pledge

Those who want to participate in the Challenge will be asked to sign the following pledge:

"I pledge to reduce my energy use in my home and workplace this winter season by:

- Turning down the heat (between 1°C and 3°C)
- Layering up in warm clothing
- Taking shorter showers
- Washing laundry in cold water"

Hashtag: #BCCoolCampus

For information about the Challenge, please contact James Gordon (

[jgordon@tru.ca](mailto:jgordon@tru.ca)

) in the TRU Sustainability Office.

<https://www.tru.ca/sustainability/get-involved/bc-cool-campus-challenge.html>

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

As a result of the the 6 week (January 18 to February 28) energy conservation campaign aimed at TRU students, staff and faculty members to take actions both at home and on campus, the following results were realized by TRU:

Saved 1433 Giga Joules of natural gas; which is equal to approximately 71.65 tCO<sub>2</sub> (this is over 10 weeks since TRU started turning down the heat when school ended for Christmas break).

Got 245 energy-saving pledges (2.37 % of the TRU community population).

14 volunteers helped run six tabling sessions over six weeks to promote the event and had a free 'hot chocolate bar' (patrons had to bring their own mug).

## **Name of the campaign (2nd campaign):**

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**A brief description of the campaign (2nd campaign):**

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

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**A brief description of other sustainability-related outreach campaigns:**

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**Additional documentation to support the submission:**

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## Assessing Sustainability Culture

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### Score

1.00 / 1.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

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

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

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

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

### **Does the institution conduct an assessment of sustainability culture?:**

Yes

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

The entire campus community (students and employees) directly or by representative sample

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

Longitudinally to measure change over time

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

TRU conducted a Sustainability Literacy Assessment of its student and employee populations during the Fall 2021 semester. The Assessment was given to both students and employees in a similar assessment but using separate 'student' and 'employee' documents. Both were finalized with separate assessment reports in March 2021. Then, just for students, a follow-up assessment was conducted a year later to the same representative sample (a final report was completed in March 2022). A similar employee follow-up assessment is scheduled to have the final report completed by the end of 2022.

TRU used part of the Sustainability Literacy Assessments from 2021 and 2022 to act as a sustainability cultural assessment. The cultural assessment is based on the Criteria spelled out in the STARS Technical Manual (page EN-06 p.1; in the fourth paragraph under Criteria):

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

There are 17 questions from the Sustainability Literacy Assessment that pertain to assessing



sustainability culture at TRU. Here are the questions from TRU's Sustainability Literacy Assessment that focus on sustainability culture (values, behaviours and beliefs). These questions start on page 6 and go to page 27.

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

[TRU\\_Sustainability\\_Literacy\\_Assessment\\_Survey\\_Student.Final.pdf](#)

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

Here are the questions from TRU's Sustainability Literacy Assessment that focus on sustainability culture (values, behaviours and beliefs). These questions start on page 6 6 and go to page 27.

For each of the following questions, please select the frequency with which you do these actions. Always Often Sometimes Rarely Never Doesn't Apply

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

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

- 9) If I feel slightly chilled in my home, I am more likely to put on another layer (sweater, vest, etc.) than turn up the heat.
- 10) Energy conservation is an important issue, so people should try to do everything they can at home, and at the TRU, to save energy.
- 11) Our energy in BC is clean energy so it has no impact on the environment.
- 12) Taking small sustainability actions is something I do regularly (like using reusable coffee cups, water bottles and shopping bags).
- 13) Having TRU continue to demonstrate strong sustainability leadership is important to me.
- 14) When it comes to environmental responsibility, I believe TRU backs up what it says it will do with action and initiatives.
- 15) I feel the people at TRU truly practice green behaviours and don't just talk about them.
- 16) I am regularly trying to change my personal behaviours in order to be more sustainability focused.
- 17) TRU has provided students with opportunities to learn about sustainability and energy conservation and to get involved on campus.

**A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:**

The following is from the Executive Summary of the final report (see URL under 'Optional Fields' below for full reports ('Student'; and 'Employee'), and it explains how a representative sample was reached and how the assessment was administered:

**Administration Methodology**

The Sustainability Literacy Assessment Survey (SLAS) was administered to a randomized sample of 1,000 on-campus undergraduate students enrolled in a baccalaureate program at TRU in the winter of

2021. A contact list was created and uploaded into Qualtrics—a web-based survey tool for conducting survey research, evaluations and other data collection activities—and the survey was sent through an email distribution on January 12, 2021. The first reminder email was sent on January 19, with the second and final one sent a week later on January 27. The survey closed on February 2, 2021.

#### Representation of the Student Population

By definition, a representative sample is a one that accurately reflects, or represents, the overall population from which it was chosen or selected. According to the latest enrolment numbers, reported by the Integrated Planning and Effectiveness (IPE) department, out of a population of 4,764 on-campus undergraduate students—enrolled in a baccalaureate program at TRU in the winter of 2021—58% were female, 9% were Indigenous, and 29% were international. Of the 311 students who responded to the survey, 64% were female, 10% were Indigenous, and roughly one-in-three (34%) were international.

#### Response Rate

This survey was administered to 1,000 students, where 311 completed the survey, yielding an overall response rate of 31%.

#### Margin of Error

The margin of error indicates how much the results of a survey reflect the views of the overall population. With 311 completed responses—out of a census of 4,764 baccalaureate students—and a confidence level of 95%, the margin of error is +/- 5 percentage points.

### **A brief summary of results from the cultural assessment:**

#### Results:

Students 2021 report:

[https://www.tru.ca/\\_\\_shared/assets/slas-2021-tru-student-report53379.pdf](https://www.tru.ca/__shared/assets/slas-2021-tru-student-report53379.pdf)

Students 2022 post-assessment report:

[https://www.tru.ca/\\_\\_shared/assets/student-report-2022-sustainability-post-literacy-assessment-survey55959.pdf](https://www.tru.ca/__shared/assets/student-report-2022-sustainability-post-literacy-assessment-survey55959.pdf)

Employees 2021 report:

[https://www.tru.ca/\\_\\_shared/assets/slas-2021-tru-employee-report53380.pdf](https://www.tru.ca/__shared/assets/slas-2021-tru-employee-report53380.pdf)

### **Website URL where information about the assessment of sustainability culture is available:**

<https://www.tru.ca/sustainability/sustainability-office/plans-reports-surveys.html>

### **Additional documentation to support the submission:**

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#### **Data source(s) and notes about the submission:**

Results from both the 'Student Report' and 'Employee Report' for the TRU Sustainability Literacy Assessments (2021), and follow up Sustainability Post Literacy Assessment Survey for students (2022) can be found under 'TRU Sustainability Literacy Assessments' here:  
<https://www.tru.ca/sustainability/sustainability-office/plans-reports-surveys.html>

## Employee Educators Program

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**Score**

1.58 / 3.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

## **Part 1. Percentage of employees served by a peer-to-peer educators program**

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

## Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

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

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

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

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

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

### **Total number of employees:**

1,816

### **Total number of employees served by a peer-to-peer sustainability outreach and education program:**

100

### **Percentage of employees served by a peer-to-peer sustainability outreach and education program:**

5.51

### **Name of the employee educators program (1st program):**

TRU Staff & Faculty Sustainability Ambassadors Program

### **A brief description of the employee educators program (1st program):**

Ambassadors spread the spirit of sustainability at TRU by being a force for change and improving the culture of sustainability on campus. This is a peer-to-peer sustainability education program with staff and faculty ambassadors demonstrating sustainability leadership to their colleagues. This group is ideas-driven, action-oriented, goal-motivated, all while having some fun. Examples of peer-to-peer outreach activities include coordinating a Sustainable Behaviour Pledge

campaign within the workspace; conducting zero waste seminars at office monthly meetings; doing energy assessments of workplaces (over-head lights, computers and monitors, kitchen and office equipment), followed by energy conservation campaigns and reporting on the energy conservation results; informing fellow staff and faculty members about sustainable printing practices in order to cut down on the volume of paper being used, and being involved during all of the varied sustainability-related events that take place on campus throughout the year. Examples of campus-wide initiatives that ambassadors participate in and promote include the TRU Campus Tree Program, TRU Trash Bash, and the Energy Dance.

**A brief description of the employee educators program's target audience (1st program):**

TRU Staff/Faculty Sustainability Ambassador members target fellow staff/faculty members within their work units (offices, departments, etc.), as well as all TRU staff/faculty members through campus-wide initiatives.

**Number of trained employee educators (1st program):**

13

**Number of weeks the employee educators program is active annually (1st program):**

43

**Average or expected number of hours worked weekly per trained employee educator (1st program):**

0.25

**Total number of hours worked annually by trained employee educators (1st program):**

140

**Website URL where information about the employee educators program is available (1st program) :**

<https://www.tru.ca/sustainability/get-involved/programs.html>

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

All-TRU Sustainability Educators Program

**A brief description of the employee educators program (2nd program):**

This program was developed specifically to be 'covid-friendly' e.i. possible to do completely virtually. Sustainability encompasses so much – environmental, social and economic factors—and we all have much to learn about it and much to share about it. All TRU students (including from Open Learning), staff, faculty and administrators are encouraged to join the new All-TRU Sustainability Educators Program. At the heart of the program is telling 1 minute original 'sustainability stories' that are important to the participants to share with each other, and the world. Participants can learn about other people's 1 minute stories from a website where they are stored.

To participate in the program, participants are required to join for one year (30 minutes per month on average), and do the following:

1. Create at least one 60 second original 'sustainability story' about something they care about. Stories can be expressed in any creative format (video, text, photos, audio, etc.), so long as they can be shared in a digital format.
2. Share their story with ten members of the TRU community within their peer group who are not part of the program. Peer group examples: students sharing with other students; or staff/faculty members sharing with other staff/faculty members.
3. 'Experience' at least ten 60 second sustainability stories from other educators during the year. 'Experience' meaning to watch, read, listen to, etc..

Once a year there will be a program celebration with awards and prizes for best stories and educators, as well as weekly draw prizes that all program educators are eligible to win. Once the program requirements are met, all participants must complete a short program feedback survey. Once this is done they will be awarded a program certificate of completion.

Funding of up to \$50 per educator per year will be available on an as-needed basis and while budget lasts. This is for seed funding to help promote stories, help bring stories 'to life', or for other needs.

During the program, there will be one-on-one meetings and group meetings, as well as training on sustainability issues provided by Sustainability Office staff and other qualified people.

Sustainability story ideas will need to be approved by a vetting committee to ensure content is correct and that the nature of the story has not been covered extensively by other educators. The vetting committee will be made up of students, staff and faculty, with a minimum of five members.

All stories will be stored on this website:

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

**A brief description of the employee educators program's target audience (2nd program):**

This program is open to TRU students and staff/faculty, but as part of the program terms of reference, each group must share their stories with at least 10 members from their peer group (students to students and staff/faculty with other staff/faculty).

**Number of trained employee educators (2nd program):**

1

**Number of weeks the employee educators program is active annually (2nd program):**

52

**Average or expected number of hours worked weekly per trained employee educator (2nd program):**

0.25

**Total number of hours worked annually by trained employee educators (2nd program):**

13

**Website URL where information about the employee educators program is available (2nd program):**

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

**A brief description of all other employee peer-to-peer sustainability outreach and education programs:**

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**Number of trained employee educators (all other programs):**

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**Number of weeks, on average, the employee educators programs are active annually (all other programs):**

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**Average or expected number of hours worked weekly per trained employee educator (all other programs):**

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**Total number of hours worked annually by trained employee educators (all other programs):**

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**Grand total number of hours worked annually by trained employee educators (all programs):**

153

**Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:**

0.08

**Website URL where information about the employee sustainability educators programs is available:**

<https://www.tru.ca/sustainability/get-involved/programs.html>

**Additional documentation to support the submission:**

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## Employee Orientation

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**Score**

1.00 / 1.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

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

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

**Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:**

100

**A brief description of how sustainability is included in new employee orientation:**

The TRU Sustainability Office is represented in all new employee orientations by either the Office Manager or Coordinator. Orientation sessions are organized by the TRU People and Culture Office and take place during the Fall and Winter semesters. Due to Covid-19, orientation sessions take place virtually using MS Teams. Along with representatives from the Sustainability Office, there are representatives from all other major non-academic departments/offices of the University, such as Office of Safety and Emergency Management (OSEM), Wellness, IT Services, Employee Assistance, and Facilities. Some of these departments, like OSEM and Wellness, cover issues to do with social sustainability. A speaker from the Sustainability Office provides information to the new employees so that they can familiarize themselves with different sustainability aspects of the office and university, and learn of relevant resources, systems, academic offerings, and activities on campus. Due to one of the goals of the Sustainability Office (working on various initiatives to try and limit paper use), information is provided electronically to the participants via online links instead of providing paper hand-outs.

**Website URL where information about sustainability in employee orientation is available:**

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**Additional documentation to support the submission:**

[Staff\\_and\\_Faculty\\_Orientation\\_Winter\\_2022.pdf](#)

## Staff Professional Development and Training

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**Score**

2.00 / 2.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

## **Part 1. Availability of professional development and training in sustainability**

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

## Part 2. Participation in professional development and training in sustainability

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

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

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

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

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

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

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

Yes

### **Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?:**

Yes

### **Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:**

75% or more

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

The TRU Human Resources Department (HR) offers training and professional development in sustainability to their employees. These programs are recognized by the institution as formal training and professional development. Participants carry event passports and they get them stamped by HR staff once they go to each event to demonstrate that they've attended. Over the last four years, many events have been made available to all staff and faculty, but the most prominent professional development event has focused primarily on issues to do with social sustainability. Included in this definition are diversity, equity, inclusiveness, gender/transgender issues, civility, kindness, mental health, Aboriginal experiences, bullying and harassment, respectfulness, cultural differences, and mindfulness.

A broad array of topics regarding sustainability were on the agenda for the 2020 event, including but not limited to accessibility, essentials, leadership, professional growth, wellness, and technology.

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

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

Workshops offered through the training include:

Building Intercultural Competencies

Interculturalizing the Curriculum: A Learning Outcomes Approach

Culture in the Classroom & Rethinking Multicultural Group Work

Academic Integrity: Whose Culture is it?

Writing across Borders

Culturally Diverse Learners: Examining Expectations, Assumptions, and Approaches

An example of a sustainability training initiative at TRU is Professional Development Day. An annual event hosted by Thompson Rivers University, this year's theme being "Empowered to Transform".

This event gives faculty and staff the opportunity to educate themselves on sustainability, professional development, and training opportunities that the institution makes available.

This link shows events agenda and opportunities:

<https://pdweek2021.sched.com/>

these opportunities include, but are not limited to:

DIY- Chair Yoga

Creative Thinking- The Power to Navigate Disruption

TRU People Open Discussion

DIY- Mindfulness for Work & Life

Diversity, Equity & Inclusion Foundations

DIY- Computer & Neck Stretching

Get Zero Wasted! How Good are your home waste management systems?

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

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

## **A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :**

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

Another example of one of the conferences financially supported by the institution would be the annual Global Conference on Sustainability in Higher Education. In order to help prepare our community to meet the sustainability challenges facing us all, TRU has become a key sponsor of this renowned university sustainability conference, hosted by AASHE. Every current TRU student, staff, and faculty member can attend any part of it for free. The theme for the conference is Mobilizing for a Just Transition.

Information about the conference can be found below:

<https://www.facebook.com/TRUsustainability/posts/3655331191196191>

<https://inside.tru.ca/events/event/virtual-global-conference-sustainability-in-higher-ed/?fbclid=IwAR3ZkoUY5Gr67PxIzxxvWLiPDyYW5pMVLgSndm2tWRszj1EU8MkYM6IAjEkY>

**Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:**

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**A brief description of how sustainability is included in staff performance reviews :**

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**Website URL where information about staff professional development and training in sustainability is available:**

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

**Additional documentation to support the submission:**

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# Public Engagement

**Points Claimed** 18.89

**Points Available** 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit 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.

<b>Credit</b>	<b>Points</b>
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	5.00 / 5.00
Community Service	3.89 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	2.00 / 2.00

## Community Partnerships

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### Score

3.00 / 3.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

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

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

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

### **Name of the institution's formal community partnership to advance sustainability :**

Kamloops Air Quality Roundtable

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

Yes

### **Which of the following best describes the partnership timeframe?:**

Multi-year or ongoing

### **Which of the following best describes the partnership?:**

Sustainability-focused

### **Are underrepresented groups and/or vulnerable populations engaged as equal partners? :**

Yes

### **A brief description of the institution's formal community partnership to advance sustainability:**

About the Kamloops Air Quality Roundtable:

The Kamloops Air Quality Roundtable (the Roundtable) is a multi-party collaborative initiative formed



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

TRU's financial and material support for the Kamloops Air Quality Roundtable:

TRU gave \$1000 during the 2020-2021 fiscal year, and \$2000 in the following fiscal years: 2016/17, 2017/18, and 2018/19. On top of this, TRU provides free meeting space on campus for the committee every quarter, which is coordinated by a TRU staff member.

Objectives:

- Educate and raise awareness of air quality issues amongst the public and various audiences.
- Support implementation of the City of Kamloops Airshed Management Plan and, upon request, review, advise, and provide feedback on the plan.
- Identify and address air quality monitoring gaps, support new post-secondary research and continue existing monitoring partnerships
- Implement and measure impacts of initiatives to improve air quality including, but not limited to, industry initiatives, anti-idling, woodstove, and open burning bylaws.

Members of the Kamloops Air Quality Roundtable:

The partnership of all of the following members is inclusive and participatory, representatives from the following organizations (in alphabetical order) serve on the Roundtable:

City of Kamloops

Domtar

First Nations Health Authority

Interior Health Authority

School District 73

Kamloops Moms for Clean Air

KGHM Ajax

Lafarge

BC Ministry of Environment & Climate Change Strategy

New Gold

Thompson Rivers University – Science & Education Faculties

Tolko Industries

Tk'emlúps te Secwépemc (TtS).

<https://www.tru.ca/sustainability/sustainability-office/committees-networks-organizations.html>

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

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

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

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

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**Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):**

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**A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):**

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

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

No

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

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

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**Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):**

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**A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):**

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

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**Website URL where information about the institution's community partnerships to advance sustainability is available:**

<https://www.tru.ca/sustainability/sustainability-office/committees-networks-organizations.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

For details on TRU's community partnership with the Kamloops Air Quality Roundtable, visit this link and look for the second bullet: Kamloops Air Quality Roundtable.

<https://www.tru.ca/sustainability/sustainability-office/committees-networks-organizations.html>

## Inter-Campus Collaboration

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### Score

3.00 / 3.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

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

- Is a member of a national or international higher education sustainability network.
  - Actively participates in a regional, state/provincial, or local higher education sustainability network.
  - Has presented at a higher education sustainability conference during the previous year.
  - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
  - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
  - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
  - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
- 

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

### Is the institution currently a member of a national or international higher education sustainability network?:

Yes

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

The Association for the Advancement of Sustainability in Higher Education (AASHE), Canadian College and University Environmental Network (CCUEN;

<https://www.ccuen-rccue.ca/>

), and Colleges and Institutes Canada (CICan;

<https://www.collegesinstitutes.ca/>

).

### Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

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

TRU is involved in the following five sustainability networks that are either focused solely on the higher education sector within BC, or open to other types of public sector organizations as well as institutions of higher education.

1. Recently, TRU joined a network of four other British Columbia universities called the Pacific Institute for Climate Solutions (

<https://pics.uvic.ca/>

), which operates out of the University of Victoria. The four universities are Simon Fraser University, the University of British Columbia, the University of Northern British Columbia, and the University of Victoria. TRU has signed on to join a task force to investigate the issue of greenhouse gas measurement and reporting within institutions. Since TRU's involvement is very new, it is not listed on their website, however questions can be directed to Researcher in Residence, Devin Todd (

[picsnet@uvic.ca](mailto:picsnet@uvic.ca)

).

2. In January 2020, as well as January 2019, TRU partnered with several other BC institutions of higher education and invited the entire network of all 24 BC public institutions of higher education (

[https://en.wikipedia.org/wiki/List\\_of\\_colleges\\_in\\_British\\_Columbia](https://en.wikipedia.org/wiki/List_of_colleges_in_British_Columbia)

) to join the 'BC Cool Campus Challenge' (

<https://www.tru.ca/sustainability/get-involved/bc-cool-campus-challenge.html>

).

Although only four institutions accepted the invitation and participated in 2020, and five in 2019, all institutions were invited to join this initiative. The main goal of the initiative was to bring awareness of the need to conserve natural gas to mitigate against climate change, and asked students, staff and faculty members to take a pledge to take personal actions to this end and reduce their use of fossil fuels.

3. TRU is a member of the Energy Wise Network, which is a BC-wide organization with an Advanced Education division that is dedicated to energy conservation and energy behaviour change initiatives (

<https://www.prismengineering.com/case-study/energy-wise-network/>

). All member organizations commit to completing one annual energy conservation campaign (either electricity or natural gas, or both) that involves changing behaviour of those working/studying/living within their organizations.

4. TRU is also part of the BC 'Public Sector Climate Risk and Resilience Community of Practice', which hosts monthly webinars on important topics regarding climate change. This initiative is open to the whole network of BC public institutions of higher learning as well as other BC public organizations, and where member institutions can actively participate in the discussions in the webinars, present in the webinars, and request topics for future webinars (

<https://www2.gov.bc.ca/gov/content/environment/climate-change/public-sector/managing-climate-risk>

).

5. Finally, last year in February 2022 (as well as in February 2021), TRU invited students, staff and faculty from all institutions in the network of 24 BC public institutions of higher education to join a virtual event to try to raise awareness of the need for energy conservation - as well as to help with the loneliness and poor mental health that Covid 19 caused everyone (in particular students) - and join an evening event called 'The Energy Dance' (it was 'The Sweater Dance' in 2020). Both were virtual dance parties with a live DJ and both attempted to get people to take steps to reduce their

energy consumption while enjoying a Friday night dance with those in their Covid bubbles. The event started with an Energy Wise Trivia contest, and also asked to participants to 'pay a cover charge' to attend the event (since it was free) by making an 'Energy Wise Pledge' (energy-conservation options were listed here:

[https://www.tru.ca/\\_shared/assets/energy-saving-pledges-list54714.pdf](https://www.tru.ca/_shared/assets/energy-saving-pledges-list54714.pdf)

).

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

Yes

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

Two members of the TRU Sustainability Office staff, James Gordon and Aaron Wiebe, were co-presenters at the annual conference of the organization Colleges and Institutes Canada (CICan) on April 28, 2021. The title of their presentation was 'Five big goals to keep on keeping on: How TRU plans to keep sustainability in the spotlight'.

James Gordon was also a presenter at the 2022 CICan Annual Conference: Navigating Anew (April 25 - 27, 2022, Halifax, NS). The title of the conference was 'Reach for the S.T.A.R.S. Join CICan's Globally Top Ranked Institutions for Sustainability to Inspire Your Net Zero Journey'.

Finally, on May 19, 2022 James co-presented on the topic of TRU's first year running its 'TRU Campus Tree Program' at the AGM of the Canadian College and University Environmental Network (CCUEN).

Presented by

Chris Adam, Dawson College, James Gordon,

Thompson Rivers University, Kate Flynn, Mohawk College and Michael Chapman, NSCC

**Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:**

Yes

**A list or brief description of the sustainability resource center or awards program and submission(s):**

On September 1, 2022 the TRU Sustainability Office had its post of a case study accepted into AASHE's Campus Sustainability Hub (

<https://hub.aashe.org/>

). The case study is called 'TRU Campus Tree Program: What We Learned From Year One' and it's listed in the 'Grounds' topic list.

Here is the Project Overview:

The TRU Sustainability Office started the new TRU Campus Tree Program in September 2021 as a one year pilot. The program was designed to allow members of the TRU community to actively get involved in helping maintain one of the planet's most vital sustainability attributes: thriving and healthy trees and forests. Members of the TRU community were encouraged to volunteer in the 1-year pilot, whose three over-all goals were planting, care and preservation of trees on the TRU campus. The office worked with members from the TRU Grounds and Horticulture Departments who supervised all program activities, as well as other members of the TRU community who helped to ensure the success of the program. The program launched on September 22, 2021—the 10th anniversary of National Tree Day in Canada—with an opening ceremony in front of the new Chappell Family Building for Nursing and Population Health building on the TRU Kamloops campus. Ten Celebration Maples were planted. By the end of the last tree-planting event in April 2022 (there were 5 planting events in total during the first year of the program), 51 large trees (6'-12' tall) and 51 small trees (3'-6' tall) were planted on the campus. 51 represented the age of the TRU institution. Four tree

care events also took place in July and August 2022, when volunteers and staff reapplied mulch to bases of existing trees.

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

Yes

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

James Gordon, the Manager of Sustainability Programs in the TRU Sustainability Office sits as a committee member (Feb 2022 to present) on the National Planning Committee (NPC) on Awareness Raising for a Net-Zero Campus, which is a committee of Colleges and Institutes Canada (CICan). The mandate of the committee is:

Support awareness-raising among the students, faculty, staff, local communities, and employers of Canada's colleges, institutes and (in the province of Quebec) cegeps (Collège d'enseignement général et professionnel) about the effects of GHG emissions and how they can change their behaviours and enhance their engagement to reduce their impact.

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

Yes

**A brief description of the mentoring relationship and activities:**

James Gordon, Manager of Sustainability Programs for the TRU Sustainability Office, has a mentoring relationship with his counterpart, Margot Croft, at Vancouver Island University. He has talked both with her and one of her colleagues about how to try and get better buy-in from members of their university community (in particular executive office administration) to support sustainability programs more broadly on their campus. Also, James has mentored Margo on various aspects of running sustainability events over the years.

**Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:**

No

**A brief description of the peer review activities:**

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**A brief description of other inter-campus collaborative efforts around sustainability during the previous year :**

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**Website URL where information about the institution's inter-campus collaborations is available:**

<https://www.tru.ca/sustainability/get-involved.html>

**Additional documentation to support the submission:**

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## Continuing Education

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Score	Responsible Party
5.00 / 5.00	<b>James Gordon</b> Zero Waste and Environmental Programs Coordinator TRU Sustainability Office

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## Criteria

## **Part 1. Continuing education courses in sustainability**

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).



## **Required documentation**

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

## Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

### **Total number of continuing education courses offered:**

100

### **Number of continuing education courses that are sustainability course offerings:**

15

### **Percentage of continuing education courses that are sustainability course offerings:**

15

### **A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:**

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### **Institution's inventory of its continuing education sustainability course offerings and descriptions:**

TRU's inventory of its continuing education sustainability course offerings and descriptions:

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

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

Health and Safety - Foodsafe Level 1 (OCHS 0850)

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

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

The Transportation of Dangerous Goods course was developed in order to protect the public from the dangers of transportation accidents involving dangerous goods - by truck, train, ship or aircraft. Formal 'in-class' training is offered to ensure the provision of information to people who handle, offer

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

#### Health and Safety - WHMIS (OCHS 0860)

WHMIS was updated in 2015 to align with the Globally Harmonized System of Classification and Labelling of Chemicals (GHS) developed by the United Nations. The updated classifications, labels, and safety data sheets will improve communication, clarity, and worker safety. Although the system has changed, the responsibilities of workers, employers, and suppliers are unchanged. Hazardous products can cause injuries or diseases in workers. The goal of WHMIS is to provide workers with the information they need to stay safe on the job. With WHMIS, hazardous products must have a label and safety data sheet (SDS). Labels identify the product's hazards and precautionary measures. Safety data sheets, which must be available on the work site, provide more detailed information. This course addresses sustainability through the safe handling of chemicals and the (1) environmental concerns with unsafe handling, (2) the social concerns and consequences with unsafe handling and (3) the economic aspect of sourcing the chemicals from suppliers.

#### Continuing Education Courses for Water Treatment Industry:

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

#### Water and Wastewater Technology - XWTP 0030 Water Supply Protection

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

#### Water and Wastewater Technology - XWTP 0050 Small Water System Operations

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

#### Water and Wastewater Technology - XWTP 0170 Environmental Legislation

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

#### Water and Wastewater Technology - XWTP 0200 WaterSafe BC

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

#### Water and Wastewater Technology - XWTP 0290 Treatment Process Pathway

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

**Water and Wastewater Technology - XWTP 0310 Municipal Water & Wastewater Pumping**  
This course covers support systems typical in treatment facilities such as high-pressure air systems, blowers, compressors, vacuum pumps, pneumatic valve operator systems and process air systems. It is also designed to teach the student about chemical used in water treatment, along with associated hazards. Additionally, topics such as sludge and residual handling, building mechanical systems, maintenance and associated responsibilities will be discussed.

**Water and Wastewater Technology - XWTP 0500 Inorganic Species in Water**  
This course is designed to introduce students to the issues and analysis of metals and non-metals (inorganic species) in water systems. Topics will include identification, and removal processes, oxidation and reduction, and environmental sources of metals and non-metals.

**Water and Wastewater Technology - XWTP 0620 Standard Disinfection Practices**  
This course deals with chlorination, ozonation and UV disinfection. The student will be able to describe forms of chlorine used for disinfection: chlorine gas, sodium hypochlorite, calcium hypochlorite, chlorination. Explain ozone chemistry and properties. Explain how the UV disinfection process works. Describe the chlorination, ozonation and UV disinfection process and equipment, review benefits, misuse and safety plus review the legislation relating to chlorination, ozonation and UV disinfection.

**Water and Wastewater Technology - XWTP 0700 Microbiology**  
The purpose of this course is to expand on the microbiology basic principles covered in the XWTP 0690. Topics include bacteria, viruses, protozoa, algae, and fungi. Sampling, detection, and identification are also covered.

**Water and Wastewater Technology - XWTP 0900 Small Wastewater Operation Systems**  
This Small Wastewater Operation Systems course will introduce Small Wastewater Systems Operator to the numerous tasks and knowledge necessary in day-to-day operation such as wastewater characteristics, regulations, chemistry, collection, treatment and disposal. Students will also be eligible to write an Environmental Operators Certification Program (EOCP) Small Wastewater System certification examination if they have 50 hours over a six calendar months of hands-on experience in a wastewater collection and/or treatment.

**WTP 0640 - Cross Connection Control**  
This water related course teaches the hydraulic principles of backflow combined with testing of backflow prevention assemblies. The requirements for BCWWA examination are employment in a water or health-related field. For more details please contact BCWWA at 604-433-4389. There is an additional examination fee payable to BCWWA. NOTE: Prerequisite: Water Purveyor (Municipal Employees), journeyed or apprentice plumbers, steamfitters or sprinkler fitters, civil or mechanical engineer, manufacturers agent, irrigation-related personnel, or public health official.

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

One

**Does the institution have at least one sustainability-focused certificate program through its continuing education or extension department?:**

Yes

**A brief description of the certificate program(s):**

Renewable Energy Fundamentals for Electricians (Certificate Program).

This 16 week program provides students with the knowledge and skills needed to install and maintain Renewable Energy power generation systems and equipment. The program covers industrial, commercial, institutional, power generation and residential settings in compliance with appropriate codes, standards, and industry best practices.

Upon completion, all students earn a Certificate of Completion from TRU, and qualified Electrical Red Seal students will be eligible to register for the CSA NOC 7241 Solar Installer exam, earning a nationally recognized certification.

Students who complete this program have a leading advantage in the growing renewable energy

sector of the electrical industry. Canada's renewable industry is growing at exponential rates, exceeding 16% of Canada's total energy supply, and over 60% of electricity generated, according to Natural Resources Canada.

<https://www.tru.ca/trades/continuing-studies/electrical.html>

**Website URL where information about the institution's continuing education courses and programs in sustainability is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Contact persons for each department under Continuing Studies were contacted for confirmation about valid programs listed.

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

Note: The course inventory was captured during a COVID-19 pandemic year (2021 - 2022) which contributed to a smaller number of course offering compared to other years. Sustainability related courses that have been offered on an annual basis continued to be offered throughout this time period thus the percentage of sustainability courses offered is slightly higher than for previous STARS reports.

Contact information: Heather Hamilton, Associate Director, Community Education and Workforce Training

-  
[hhamilton@tru.ca](mailto:hhamilton@tru.ca)

## Community Service

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Score	Responsible Party
3.89 / 5.00	<b>James Gordon</b> Zero Waste and Environmental Programs Coordinator TRU Sustainability Office

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### Criteria

## **Part 1. Percentage of students participating in community service**

Institution engages its students in community service, as measured by the percentage of students who participate.

## **Part 2. Community service hours per student**

Institution engages students in community service, as measured by the average hours contributed per student per year.



## Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

### **Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:**

Yes

### **Total number of students:**

26,660

### **Number of students engaged in community service:**

13,485

### **Percentage of students engaged in community service:**

50.58

### **Does the institution wish to pursue Part 2 of this credit (community service hours)?:**

Yes

### **Total number of student community service hours contributed annually:**

715,821

### **Number of annual community service hours contributed per student:**

26.85

### **Does the institution have a formal program to support employee volunteering during regular work hours?:**

Yes

### **A brief description of the institution's program to support employee volunteering:**

TRU Employee Service Volunteer Program

#### Purpose

Thompson Rivers University is committed to providing service opportunities for employees to support the external, internal and international community through paid and unpaid volunteer opportunities. For TRU, volunteering is an important and valued activity and creates strong and connected communities. For TRU, it's about our community supporting the larger community.

#### Benefits Associated with Volunteering

TRU sees community volunteering not as a charitable model but a partnership model. One that builds mutual respect, trust and a commitment to accommodating each other's needs.

Our volunteer program is both good for our employees and the community. This program helps to:

- Engage and motivate employees
- Attract talent
- Facilitate professional development and individual well-being by boosting morale
- Strengthen collaboration through team building by increasing visibility in the community and enhancing TRU's public image
- Improve relationships with clients, students and other stakeholders

Our program also has a significant value to non-profits and community organizations by:

- Facilitating access to skilled and motivated volunteers
- Serving as a source of innovation
- Leveraging needed resources and donations
- Expanding community networks
- Enhancing public visibility within the larger community

#### Types of Volunteer Activities

Volunteer opportunities can be identified by TRU, the community or by individual employees. Opportunities should align with TRU's mission, vision and values.

Volunteering can involve a wide range of activities from coaching youth, supporting student events, advocating for environmental causes, fundraising for local charities, or serving on boards of directors.

TRU also provides the opportunity for employees to participate in a Leave 4 Change Program, which is a three-week international volunteer program.

#### Approval

TRU knows and understands that our employees volunteer hundreds of hours each year and the amount of time spent is difficult to track. However, we will continue to provide this opportunity and will provide reports on a periodic basis.

Employees who are interested in volunteer opportunities must review details with their manager and seek written prior approval from the People and Culture Department.

TRU also encourages groups to volunteer in activities like the United Way, Days of Caring and student convocation.

#### Remuneration

This program is willing to support employees volunteering during regular work hours.

In most cases, employees are paid for their volunteer time and as such, opportunities should align with TRU's mission, vision and values.

Volunteer opportunities that do not align with TRU's mission, vision and values may be approved as an unpaid leave of absence.

#### Conflict of Interest

No person who has a conflict of interest with any activity or program of the agency, whether personal, philosophical, or financial shall be accepted or serve as a volunteer with the agency.

### **Does the institution track the number of employee community service hours contributed through programs it sponsors?:**

No

### **Total number of employee community service hours contributed annually through programs sponsored by the institution:**

0

### **Website URL where information about the institution's community service programs is available:**

<https://www.tru.ca/sustainability/get-involved/programs.html>

### **Additional documentation to support the submission:**

[TRU\\_Student\\_Volunteering\\_Frequency\\_Survey\\_-\\_Summary\\_Data.pdf](#)

**Data source(s) and notes about the submission:**

The data sourced for this section came from a student survey administered during the 2021-2022 school year. The name of the survey was the TRU Student Volunteering Frequency Survey. 259 students in total responded to the survey and 50.58% answered yes they do volunteer in some capacity (131). Student answers were categorized into the following categories which represent the number of volunteer hours over a 12 month period: 1-2, 3-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-5-, 51-60, 61-70, 71+ hours. This data was collected and averaged across TRU's student population to get the numbers presented.

## Participation in Public Policy

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### Score

2.00 / 2.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

### **Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:**

Yes

### **A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:**

TRU is active in this area on three fronts. The following advocacy work is supported by the TRU Sustainability Office, and has the implicit support of TRU top administration (Matt Milovick, VP Administration & Finance).

1)

Both Warren Asuchak, TRU AVP of Campus Infrastructure, Sustainability and Ancillary Services, and Aaron Wiebe, TRU's Transportation Demand Management Coordinator, sat on the City of Kamloops Community Climate Action Plan Advisory Group. The goal of the advisory group was to help build the new City of Kamloops Community Climate Action Plan (CCAP), which was adopted by City Council in June of 2021. For details visit:

<https://letstalk.kamloops.ca/ClimateAction?preview=true>

2)

TRU Sustainability Office's Manager of Sustainability Programs, James Gordon, has worked with City of Kamloops staff on a regular basis to share ideas regarding zero-waste strategies in order to help each other improve their zero-waste programs. The City has adopted TRU zero waste strategies and procedures in the past, and implemented them across the city in order to have consistent infrastructure and procedures for all community members.

3)

Up to July 2020, former TRU Sustainability Office staff member, Jim Gudjonson, sat on the City of Kamloops Public Transportation Advisory Committee in order to advocate for better policies around increased public transportation and improved bike commuting infrastructure for TRU students, staff, faculty, and the general public.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:**

Since May of 2020, Matt Milovick, TRU's Vice-President Administration and Finance, has been leading the Province's post-secondary Covid-19 pandemic response with the British Columbia Ministry of Advanced Education and Skills Training and the Provincial Health Office. As the Chair of the 'Return to Campus' Steering Committee, Matt led the creation of the sector's "Go Forward Guidelines for Post-Secondary Education" released in summer 2020 to provide guidance for fall 2020 operations. That work evolved into the 'Return to Campus Guidelines' which were released in the summer of 2021 to provide guidance for a safe return to campus operations for fall 2021. Both documents have seen several revisions as circumstances have changed. The work that Matt and the committee advocated for led to a BC public health order (equivalent to a law) with the BC post-secondary sector to mandate vaccinations for students living in residence. The committee's advocacy work also helped define masking and hand sanitation protocols, and air circulation and minimum cleaning standards inside buildings. In his role as Chair, Matt was influential in setting the overall pandemic response strategy for the province and worked closely with the provincial health office to promote the importance of vaccinations; to develop an asymptomatic testing strategy for post-secondary institutions; to develop communication strategies for various constituency groups within the sector (e.g. student, labour and indigenous stakeholder groups); to organize and moderate province-wide sector specific townhalls with the Provincial Health Officer (Dr. Bonnie Henry); and for building consensus from university and college steering committee participants and presidents in support of the plan. All of the work that Matt did was with explicit support of the institution's top administrators.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the national level:**

TRU is active in this area on two fronts:

1)

James Gordon, TRU's Manager of Sustainability Programs, sits on the National Planning Committee on Awareness Raising for a Net-Zero Campus, which is a committee of the organization called Colleges and Institutes Canada (CICan,

<https://www.collegesinstitutes.ca/>

). He has been on this committee since January 2022.

CICan advocates as the collective voice of Canadian colleges and institutes, working with governments, industry and stakeholders to ensure all Canadians have access to training opportunities

that will prepare them for a fulfilling career in the field of their choice.

The mandate of the committee is: Support awareness-raising among the students, faculty, staff, local communities, and employers of Canada's colleges, institutes and, in the province of Quebec, its Collège d'enseignement général et professionnel (cegeps) about the effects of GHG emissions and how they can change their behaviours and enhance their engagement to reduce their impact.

2)

Matt Milovick, TRU's Vice-President Administration and Finance, has sat on the Thought Leadership Advisory Group for the Canadian Association of University Business Officers (CAUBO) since February 2020.

Canadian public institutions of higher learning have a significant role to play in mitigating the impacts of climate change and enabling the transition to a low carbon economy through their institutional operating practices, community engagement and research, and education that take place on their campuses; all while striving to manage and adapt to the climate risks on their institutions.

As a member of the Advisory Group, Mr. Milovick advocated for CAUBO to prioritize climate change and sustainability initiatives as a core focus for CAUBO to support post-secondary institutions. Due to this advocacy, and with the support of the CAUBO membership, CAUBO initiated in late 2020 a Climate Change Mitigation Strategies project to support members' efforts to mitigate and adapt to the impacts of climate change. The project includes four components, three of which are now complete and the fourth is pending. The components include:

1. Climate Change: Understanding the Implications on Post-Secondary Institutions - This resource material raises awareness of the risks and impacts of climate change, the implications of the Paris Agreement at the national and relevant provincial levels, the emission reduction strategies, and the impacts on operations pertaining to Scope 1, 2 and 3 emissions.
2. Climate Change Mitigation Strategies at Post-Secondary Institutions 2020 Survey Results - This is a high-level summary of the results of the 2020 members' survey. The "State of Affairs" report outlines the current landscape regarding member policies, practices, areas of focus, and planned priority areas related to climate change adaptation and mitigation.
3. The Roadmap to Net-Zero - This report provides guidance and information to orient institutions as they take actions to become "net-zero" and "resilient", and helps them create their unique, campus-specific roadmap to achieve this goal.
4. The last component of the project will be released in summer 2022- A recommended Common Measurement Tool and Approach for carbon measurement, including Scope 3, that can be adopted by post-secondary institutions to support consistent and transparent measurement across the sector.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:**

No

**A brief description of how the institution engages in public policy advocacy for sustainability at the international level:**

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**A brief description of other political positions the institution has taken during the previous three years (if applicable):**

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**A brief description of political donations the institution made during the previous three years (if applicable):**

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**Website URL where information about the institution's sustainability advocacy efforts is available:**

<https://www.tru.ca/sustainability/get-involved/sustainability-advocacy.html>

**Additional documentation to support the submission:**

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## Trademark Licensing

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### Score

2.00 / 2.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

### **Is the institution a member of the Worker Rights Consortium (WRC)?:**

Yes

### **Is the institution currently a member of the Fair Labor Association (FLA)? :**

No

### **Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:**

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### **A brief description of the independent monitoring and verification organization:**

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### **Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:**

No

### **A copy of the labor rights code of conduct for licensees:**

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### **The labor rights code of conduct for licensees:**

TRU has no such agreements in place. TRU branded merchandise is only available from a single store on campus (the TRU Bookstore).



**Website URL where information about the institution's trademark licensing initiatives is available:**

[https://www.tru.ca/\\_\\_shared/assets/ADM\\_24-0\\_Licensed\\_Product\\_Purchasing37739.pdf](https://www.tru.ca/__shared/assets/ADM_24-0_Licensed_Product_Purchasing37739.pdf)

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Link to Workers Rights Consortium where TRU is listed as a member:

<https://www.workersrights.org/affiliates/affiliate-institutions/>

# Operations

## Air & Climate

**Points Claimed** 5.94

**Points Available** 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

<b>Credit</b>	<b>Points</b>
Emissions Inventory and Disclosure	1.98 / 3.00
Greenhouse Gas Emissions	3.96 / 8.00

## Emissions Inventory and Disclosure

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**Score**

1.98 / 3.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

# Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
  - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
  - Commuting (regular commuting to and from the institution by students and employees)
  - Purchased goods and services (e.g., food and paper)
  - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
  - Fuel- and energy-related activities not included in Scope 1 or 2
  - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
  - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

## Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

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

**Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :**

Yes

**A copy of the most recent GHG emissions inventory:**

[TRU\\_Climate\\_Change\\_Accountability\\_Report\\_-\\_2020.\\_Final.pdf](#)

**A brief description of the methodology and/or tool used to complete the GHG emissions inventory:**

All British Columbia public institutions are mandated to be carbon neutral every year. As such, TRU compiles a comprehensive inventory of all Scope 1 and 2, and partial scope 3 emissions in a report called the Climate Change Accountability Report (CCAR). The data determines the amount of carbon tax TRU pays, and GHG offsets are purchased to offset all scope 1 and 2 and partial scope 3 emissions.

**Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:**

Yes

**A brief description of the GHG inventory verification process:**

The BC government BC Climate Action Secretariat verifies the scope 1, 2 and 3 emissions reported in the TRU CCAR, and can conduct audits.

**Documentation to support the GHG inventory verification process:**

[CGRT\\_2020\\_GHG\\_emission.xlsx](#)

**Gross Scope 1 GHG emissions, performance year:**

	Weight in MTCO2e
Stationary combustion	3,085 <i>Metric Tons of CO2 Equivalent</i>
Other sources (mobile combustion, process emissions, fugitive emissions)	91.70 <i>Metric Tons of CO2 Equivalent</i>

**Total gross Scope 1 GHG emissions, performance year:**

3,176.70 *Metric Tons of CO2 Equivalent*

**Gross Scope 2 GHG emissions, performance year (market-based):**

	Weight in MTCO2e
Imported electricity	595 <i>Metric Tons of CO2 Equivalent</i>
Imported thermal energy	0 <i>Metric Tons of CO2 Equivalent</i>

**Total gross Scope 2 GHG emissions, performance year:**

595 *Metric Tons of CO2 Equivalent*

**Gross GHG emissions from biogenic sources, performance year:**

0 *Metric Tons of CO2 Equivalent*

**Does the GHG emissions inventory include Scope 3 emissions from the following sources?:**

	Yes or No	Weight in MTCO2e
Business travel	---	0 <i>Metric Tons of CO2 Equivalent</i>
Commuting	---	0 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	Yes	38.30 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	---	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	---	0 <i>Metric Tons of CO2 Equivalent</i>
Other sources	---	0 <i>Metric Tons of CO2 Equivalent</i>

**Total Scope 3 GHG emissions, performance year:**

38.30 *Metric Tons of CO2 Equivalent*

**A brief description of how the institution accounted for its Scope 3 emissions:**

it's calculated by The BC government BC Climate Action Secretariat using TRU consumption data . (excel file CGRT\_2020 GHG emission attached above)

**Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:**

Yes

**Annual weight of emissions for::**

	Weight of Emissions
Nitrogen oxides (NOx)	2.55 Tons
Sulfur oxides (SOx)	0.02 Tons
Carbon monoxide (CO)	2.14 Tons
Particulate matter (PM)	0.19 Tons
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

**Do the air pollutant emissions figures provided include the following sources?:**

	Yes or No
Major stationary sources	---
Area sources	---
Mobile sources	---
Commuting	---
Off-site electricity production	---

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

The air emissions inventory was estimated using conversion factors provided by the United States EPA. The source data considered were the total gigajoules of natural gas combusted for stationary heating for the Kamloops campus.

**Gross Scope 2 GHG emissions from purchased electricity (location-based):**

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**Gross Scope 2 GHG emissions from imported thermal energy (location-based) :**

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**Website URL where information about the institution's emissions inventories is available:**

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

**Additional documentation to support the submission:**

[TRU Anti-Idling Guidelines.pdf](#)

## Greenhouse Gas Emissions

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**Score**

3.96 / 8.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**



## **Part 1. GHG emissions per person**

Institution has reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

## **Part 2. GHG emissions per unit of floor area**

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO<sub>2</sub>e) per gross square metre (0.02 MTCO<sub>2</sub>e per gross square foot) of floor area.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see Standards and Terms).

# Carbon sinks

For this credit, the following carbon sinks may be counted:

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

## Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	3,085 <i>Metric Tons of CO2 Equivalent</i>	3,377.17 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	91.70 <i>Metric Tons of CO2 Equivalent</i>	136.17 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported electricity	595 <i>Metric Tons of CO2 Equivalent</i>	400.43 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported thermal energy	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	3,771.70 <i>Metric Tons of CO2 Equivalent</i>	3,913.77 <i>Metric Tons of CO2 Equivalent</i>

## Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	3,375 <i>Metric Tons of CO2 Equivalent</i>	4,132.40 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from non-additional sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	---

	Performance year	Baseline year
Carbon sold or transferred	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon sinks	3,375 <i>Metric Tons of CO2 Equivalent</i>	4,132.40 <i>Metric Tons of CO2 Equivalent</i>

**A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):**

The Climate Action Secretariat, a division of the BC government, is responsible for purchasing verified carbon offsets on behalf of public sector institutions, of which TRU is one.

**Adjusted net Scope 1 and Scope 2 GHG emissions:**

	Performance year	Baseline year
Adjusted net GHG emissions	396.70 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Start and end dates of the performance year and baseline year (or three-year periods):**

	Performance year	Baseline year
Start date	Jan. 1, 2020	Jan. 1, 2010
End date	Dec. 31, 2020	Dec. 31, 2010

**A brief description of when and why the GHG emissions baseline was adopted:**

The baseline adopted (2010) best reflects the start of TRU energy/GHG reductions and sustainability initiatives which followed the establishment of the TRU Sustainability Office in 2009. Furthermore, the campus also saw rapid and substantial growth between 2005 and 2010, and so the 2010 baseline best reflects the changes factoring in that growth.

**Figures needed to determine “Weighted Campus Users”:**

	Performance year	Baseline year
Number of students resident on-site	1,101	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	89	0
Total full-time equivalent student enrollment	14,176	8,206
Full-time equivalent of employees	1,512.60	961
Full-time equivalent of students enrolled exclusively in distance education	4,622	2,716
Weighted Campus Users	8,664.20	4,838.25

**Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:**

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0.05 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:**  
0

**Gross floor area of building space, performance year:**  
1,379,298 *Gross Square Feet*

**Floor area of energy intensive building space, performance year:**

	Floor area
Laboratory space	91,912 <i>Square Feet</i>
Healthcare space	61,850 <i>Square Feet</i>
Other energy intensive space	80,640 <i>Square Feet</i>

**EUI-adjusted floor area, performance year:**  
1,767,462 *Gross Square Feet*

**Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**  
0.00 *MtCO2e / GSF*

**A brief description of the institution’s GHG emissions reduction initiatives:**

Buildings & Campus - Energy Reduction Projects and Initiatives

**Low Carbon District Energy System (LCDES)**  
 In 2020 Thompson Rivers University partnered with creative energy and started the process to build a low carbon district energy system on the campus which, when complete in 2030, is expected to reduce emissions from heating the campus buildings by 95% compared to a 2020 baseline. The system design is complete; BC Hydro has approved it; engagement sessions with the TRU community have taken place; and Creative Energy will pay for most of the whole system and then act as the utility provider to TRU for the next 30 years to recoup its investment. The system will be built in three phases. Phase 1 began in 2020 and will consist of nine main campus buildings; it should be done by 2025. The system will use a 2-stage heating system using BC Hydro electricity to power air-source and water-source heat pumps. Combined, the heat pumps can extract heat from the air even when it drops to -15C. The system will also have natural gas boilers to help with cooling peaks that are colder than -15C.

**Revolving Energy Fund**  
 The Revolving Energy Fund (REF) continues to grow upon the completion of annual energy conservation projects and accumulated savings. TRU remains on track towards a 40 percent reduction in GHG emissions by 2022. In addition to technical changes, TRU’s involvement over the years in the Energy Wise Network Program and the support of the TRU Environmental Sustainability Advisory Committee, and the TRU Sustainability Ambassador Program (which educate, engage and empower students and staff), have helped garner the much needed internal support towards reducing our carbon emissions and environmental impact. The table below illustrates TRU’s reductions in the Energy Management program (EM) to date relative to growth of building space.

**Continuous Optimization program - Round 2**  
 TRU has completed Round 2 of BC Hydro’s Continuous Optimization Program at A&E, IB and HOL. All Round 1 measures have been reviewed and, based on the changes in occupancy, building use and the building’s systems, new recommendations were suggested and implemented upon (especially at HOL) to ensure each building is performing optimally. We anticipate a total of 375,000 kWh will be saved each year.

### DDC optimization (direct digital controls)

Based on a campus-wide study (funded by the Fortis Custom Design program), most DDC optimization measures recommended in the study were implemented, which included nighttime setbacks, reduced minimum damper positions, and weather predictors. We will see 2500 GJ and 145,000 kWh of savings every year.

### Condensing make-up air unit installation

One condensing make-up air unit was installed at the Gym building to replace an old make-up air unit. The new unit provides much higher efficiency and longer life. About 200 GJ will be saved every year by installing this unit.

### Transportation

#### TRU BikeShare Program

The university bike share program was re-structured with a focus on encouraging TRU staff, faculty, and students to purchase their own e-bike by providing an ebike to try out for free for a few days before committing to a significant purchase. An incentive program for employees offering 10% off of the purchase of a bicycle (up to a maximum of \$300; and for new or used, and regular or ebikes) proved popular in 2020 with approximately 70 people taking advantage of it.

#### TRU CarShare & Zipcar Programs

Car sharing on campus suffered the loss of the public car sharing company previously partnered with Zipcar. The organization withdrew from the entire province at the end of 2020. Zipcar was popular with students due to the low rental rates and convenient reservation system.

The business-use car sharing service for TRU staff and faculty (called 'TRU CarShare'), however, has continued but at a reduced capacity due to low demand as a result of covid-19 making local and regional business travel very unnecessary. Two of the three vehicles have been re-assigned to allow them to be used on campus while demand for business travel is low, leaving a single vehicle available for regular use.

### Telematics

Telematics trackers (supplied by Advantage Asset Tracking) were installed on most of the university's fleet vehicles for compliance reporting and maintenance tracking. These trackers were also used to inventory the fleet and index fuel and maintenance costs with the intention of building a case for transitioning the fleet to EV's. This work is ongoing.

### E3 Program (managed by Fraser Basin Council)

Further to the fleet reporting systems using telematics, the university is also reporting on its fleet through a system called E3, which looks at maintenance and fuel costs and suggests fleet changes appropriate for saving money and reducing emissions. The main objective of the E3 program is to continuously work to make the fleet more sustainable, and help improve the fleet drivers' skills.

### Campus Community Engagement

#### Launch of Campus Strategic Sustainability Plan - 2020-2025 (CSSP)

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

1. Plan for Carbon Neutral and Net Zero Campus
2. Eliminate Single-Use Plastics and Other Single-Use Items
3. Integrate Sustainable Purchasing Throughout Campus Operations
4. Conserve Potable Water
5. Advance Sustainability Performance of Campus Built Environment
6. Champion Sustainability Beyond Campus for Global Impact (which entails increasing the impact of the TRU Student and Employee Ambassador Programs)

### Event - The BC Cool Campus Challenge

The BC Cool Campus Challenge was TRU's 2020 campaign event for its participation in the Energy Wise Network program, which is a BC Hydro and Fortis funded program to help organizations run energy conservation behaviour change campaigns. Here is the opening paragraph from the event

media release:

“The BC Cool Campus Challenge gives TRU community members an opportunity to make a pledge to take personal steps reduce fossil fuel use and help TRU become the ‘coolest campus’ in BC. The increasing significance of climate change makes this year’s challenge almost as important as last year’s inaugural event, which was initiated to reduce use of natural gas in many parts of BC during a gas crisis. Several BC post-secondary institutions are participating in this year’s BC Cool Campus Challenge, which will continue with the main message of the importance of fossil fuel use awareness and reduction. TRU wants to once again demonstrate climate leadership and help reduce our climate impact. The event runs from January 6 to March 1, 2020 and the theme is ‘Hands-On Action’.”

**Website URL where information about the institution's GHG emissions is available:**

<https://www.tru.ca/sustainability/sustainability-office/plans-reports-surveys.html>

**Additional documentation to support the submission:**

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# Buildings

**Points Claimed** 4.86

**Points Available** 8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

<b>Credit</b>	<b>Points</b>
Building Design and Construction	2.50 / 3.00
Building Operations and Maintenance	2.36 / 5.00



## Building Design and Construction

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### Score

2.50 / 3.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

### Total floor area of newly constructed or renovated building space:

105,809.13 *Square Feet*

### Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 <i>Square Feet</i>
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	105,809.13 <i>Square Feet</i>
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 <i>Square Feet</i>
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 <i>Square Feet</i>
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 <i>Square Feet</i>

	Floor area
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 <i>Square Feet</i>
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 <i>Square Feet</i>
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 <i>Square Feet</i>
Total	105,809.13 <i>Square Feet</i>

**Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:**

100

**A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:**

New Construction

- The Industrial Training and Technology Centre (ITTC) -

<https://inside.tru.ca/2021/02/05/industrial-training-and-technology-centre-strikes-leed-gold/>

- Chappell Family Building for Nursing and Population Health (please see the final LEED scorecard below)

**An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:**

[TRU\\_Nursing\\_and\\_Population\\_Health\\_Final\\_LEED\\_Scorecard.pdf](#)

**Website URL where information about the institution's green building design and construction program is available:**

<https://www2.gov.bc.ca/assets/gov/environment/climate-change/cng/resources/lcm-comprehensive-guide.pdf>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Since 2007, the B.C. government has required that all public sector buildings newly constructed or undergoing major renovations achieve LEED Gold or equivalent certification.

## Building Operations and Maintenance

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### Score

2.36 / 5.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/ program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

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

### Total floor area of existing building space:

1,379,298 Square Feet

### Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square Feet
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 Square Feet
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square Feet

	Existing floor area
Certified at a step above minimum level under a 4 -or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 <i>Square Feet</i>
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 <i>Square Feet</i>
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	1,304,639.14 <i>Square Feet</i>
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 <i>Square Feet</i>
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 <i>Square Feet</i>
<b>Total</b>	<b>1,304,639.14 <i>Square Feet</i></b>

**Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:**

94.59

**A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:**

Major TRU existing buildings are BOMA BEST certified. BOMA BEST is Canada’s largest environmental assessment and certification program for existing buildings. It is a unique, voluntary program designed by industry for industry; it provides owners and managers with a consistent framework for assessing the environmental performance and management of existing buildings of all sizes. BOMA BEST Sustainable Buildings certification recognizes excellence in energy and environmental management and performance in commercial real estate. The Program is managed by the Building Owners and Managers Association of Canada (BOMA Canada) and delivered by the eleven Local BOMA Associations throughout Canada.

**Website URL where information about the institution’s sustainable operations and maintenance program is available:**

[http://www.tru.ca/\\_\\_shared/assets/Sustainable\\_Building\\_Operation\\_and\\_Maintenance\\_Guideline33420.pdf](http://www.tru.ca/__shared/assets/Sustainable_Building_Operation_and_Maintenance_Guideline33420.pdf)

**Additional documentation to support the submission:**

[Sustainable\\_Building\\_Operation\\_and\\_Maintenance\\_Guideline33420.pdf](#)

# Energy

**Points Claimed** 9.97

**Points Available** 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

<b>Credit</b>	<b>Points</b>
Building Energy Efficiency	5.97 / 6.00
Clean and Renewable Energy	4.00 / 4.00

## Building Energy Efficiency

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**Score**

5.97 / 6.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

## **Part 1. Reduction in source energy use per unit of floor area**

Institution has reduced its total source energy consumption per gross square metre or foot of floor area compared to a baseline.

## Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

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

### Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	11,469,410.61 <i>Kilowatt-hours</i>	39,133.63 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/ devices (e.g., renewable energy systems)	11,286.91 <i>Kilowatt-hours</i>	38.51 <i>MMBtu</i>

### Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	50,933.76 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

### Total site energy consumption, performance year:

90,105.90 *MMBtu*

### Gross floor area of building space, performance year:

1,379,298 *Gross Square Feet*

### Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	91,912 <i>Square Feet</i>
Healthcare space	61,850 <i>Square Feet</i>
Other energy intensive space	80,640 <i>Square Feet</i>

### EUI-adjusted floor area, performance year:

1,767,462 *Gross Square Feet*

### Degree days, performance year:

	Degree days
Heating degree days	6,572 <i>Degree-Days (°F)</i>
Cooling degree days	639 <i>Degree-Days (°F)</i>

### Total degree days, performance year:

7,211 *Degree-Days (°F)*



**Start and end dates of the performance year (or 3-year period):**

	Start date	End date
Performance period	Jan. 1, 2020	Dec. 31, 2020

**Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:**

7.07 Btu / GSF / Degree-Day (°F)

**Electricity use, baseline year (report kWh):**

	kWh	MMBtu
Imported electricity	16,050,000 <i>Kilowatt-hours</i>	54,762.60 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

**Stationary fuels and thermal energy, baseline year (report MMBtu):**

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	63,454.78 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

**Total site energy consumption, baseline year:**

118,217.38 *MMBtu*

**Gross floor area of building space, baseline year:**

813,272.85 *Gross Square Feet*

**Start and end dates of the baseline year (or 3-year period):**

	Start date	End date
Baseline period	Jan. 1, 2010	Dec. 31, 2010

**A brief description of when and why the energy consumption baseline was adopted:**

The baseline is 2010, which followed substantial energy retro-fits and energy conservation measures at TRU. As well, 2010 was used as the baseline in the TRU 2018 STARS report submission so, in order to be consistent, it should be used for this report.

**Source-site ratio for imported electricity:**

2

**Total energy consumption per unit of floor area:**

	Site energy	Source energy
Performance year	0.07 <i>MMBtu / GSF</i>	0.09 <i>MMBtu / GSF</i>
Baseline year	0.15 <i>MMBtu / GSF</i>	0.21 <i>MMBtu / GSF</i>

**Percentage reduction in total source energy consumption per unit of floor area from baseline:**

55.95

**Documentation to support the performance year energy consumption figures reported above:**

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**A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:**

TRU Staff/Faculty Sustainability Ambassador Program

The Sustainability Office piloted the Sustainability Ambassadors program in the 2015/2016 school year, and then rolled out the actual program the next year. Based on the success of the program, new departments were added. The program had to be paused due to Covid-19, and restarted during the 2021-2022 school year.

The program is focused on increasing participation in, and support for, sustainability practices and behaviours. The program is coordinated through the TRU Sustainability Office, which organizes quarterly meetings and offers training and on-going support. Employees from every department are encouraged to join the program. A delegate from a campus office/department steps forward to be the Sustainability Champion and identifies challenges within their work setting. They then provide solutions for improving the sustainability of their work environment. These ambassadors are integral in changing the way people view everyday situations through a sustainability lens, and help to communicate the initiatives being promoted. Participation is during paid work time and involves 4 hours/month.

As part of the program, the Sustainability Office developed four toolkits to help ambassadors in their sustainability efforts: Energy Conservation, Zero Waste, Sustainable Printing, and Paper Saving/Go Digital. Future toolkits, such as transportation and food/dining, will also be developed. The Energy Conservation toolkit guides users in simple conservation steps such as turning out unused lights, unplugging unused appliances, and installing timers to save on electricity. The Zero Waste toolkit explains how to properly use the roughly 20 waste streams on campus in order to try and keep as much out of the landfill as possible. The last two toolkits (Sustainable Printing and Paper Saving/Go Digital) suggest ways to reduce paper use, printing as efficiently as possible, and using a variety of digital 'tips and tricks' to avoid using any paper.

**A brief description of energy use standards and controls employed by the institution:**

ANSI/ASHRAE standard 55 Thermal Environmental Conditions for Human Occupancy and WorksafeBC's Occupational Health and Safety(OHS) regulation are two main standards employed at TRU regarding building temperature. Heating and air conditioning for buildings at TRU are controlled by a Direct Digital Control (DDC) system. All DDC systems are programmed to operate according to these two standards. Control strategies are constantly reviewed and recommissioned to adopt building changes and current control technology regarding energy conservation by using time scheduling, set-points control, outdoor temperature monitoring, and dual max RCx etc.).

**A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:**

All campus areas were retro-fitted to LED lighting technology, which now includes all exterior (high shop bays, sidewalk, parking and street lights)

**A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:**

A geothermal heat pump system is used to provide heating/cooling at the House of Learning building. TRU also employed solar thermal systems at three buildings (OM, CAC, CATC) to pre-heat domestic hot water.

**A brief description of co-generation employed by the institution:**

n/a

**A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:**

Based on the recommendations from campus wide energy audit and studies via various energy conservation programs provided by local utility providers, BC Hydro and FortisBC. More information at:

[https://www.bchydro.com/powersmart/business/programs/continuous-optimization.html?WT.mc\\_id=rd\\_o](https://www.bchydro.com/powersmart/business/programs/continuous-optimization.html?WT.mc_id=rd_o)

Idcontinuousopt

,

<https://www.fortisbc.com/rebates-and-energy-savings/rebates-and-offers/rebates-business?l=aeec46e-9f5c-422d-9276-204f0ac1cbd4&pos=false>

**Website URL where information about the institution's energy conservation and efficiency program is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

TRU has reduced energy consumption by 45% over the past 11 years and on track to achieve carbon natural by 2030.

## Clean and Renewable Energy

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**Score**

4.00 / 4.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options:

## **Clean and renewable electricity**

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy generated, it may not claim such energy here. The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

## **Clean and renewable thermal energy**

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

## Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

## Total energy consumption, performance year:

90,105.90 MMBtu

## Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>
Electricity from on-site, clean and renewable sources (rights retained/retired)	11,286.91 <i>Kilowatt-hours</i>	38.51 <i>MMBtu</i>

## A brief description of the certified/verified sources of clean and renewable electricity:

n/a

## A brief description of the on-site renewable electricity generating facilities/devices:

A 10 kW solar photovoltaic system for the TRU Student Union building has been operational since 2014, and the new Nursing and Population Health building (completed in 2020) also has a solar PV system that produces 54.28 KW. Both systems are tied-in with the grid.

## Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 <i>MMBtu</i>

## A brief description of the clean and renewable stationary fuels:

n/a

**A brief description of the certified/verified sources of clean and renewable thermal energy:**

n/a

**Unbundled renewable energy products (report kWh):**

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	30,982,222 <i>Kilowatt-hours</i>	105,711.34 <i>MMBtu</i>

**A brief description of the unbundled renewable energy products:**

TRU has started purchasing Bullfrog Power's green electricity and green natural gas. Their third party audit prepared by Deloitte confirms that Bullfrog Power only sources EcoLogo certified green electricity certificates (equivalent to Green-e for low-impact renewable electricity products in Canada) and green natural gas certificates produced at facilities that meet the ICF standard.

**Total clean and renewable energy generated or purchased:**

105,749.85 *MMBtu*

**Percentage of total energy consumption from clean and renewable sources:**

117.36

**Website URL where information about the institution's support for clean and renewable energy is available:**

<https://www.tru.ca/sustainability/sustainability-office/plans-reports-surveys.html>

**Electricity use, by source (percentage of total, 0-100):**

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	98
Natural gas	---
Nuclear	---
Solar photovoltaic	2
Wind	---
Other (please specify and explain below)	---

**A brief description of other sources of electricity not specified above:**



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**Energy used for heating buildings, by source::**

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	98
Other (please specify and explain below)	2

**A brief description of other sources of building heating not specified above:**

2% is from the geo-exchange system in the Brown Family House of Learning.

**Additional documentation to support the submission:**

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# Food & Dining

**Points Claimed** 3.63

**Points Available** 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

<b>Credit</b>	<b>Points</b>
Food and Beverage Purchasing	1.63 / 6.00
Sustainable Dining	2.00 / 2.00

## Food and Beverage Purchasing

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### Score

1.63 / 6.00

### Responsible Party

**James Gordon**

Zero Waste and Environmental Programs Coordinator  
TRU Sustainability Office

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### Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

## Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

### Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:

12.31

### Percentage of total annual food and beverage expenditures on plant-based foods:

29.66

### An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[TRU\\_-\\_STARS\\_2.2\\_Food\\_and\\_Beverage\\_Purchasing\\_Inventory\\_2021-2022.Final.xlsx](#)

### A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

The managers of the two main TRU food and beverage operations (TRU Food Services, which includes Aramark) and Culinary Arts) were asked to supply a list of all food and beverage purchases from September 1, 2021 to August 31, 2022 that met the criteria and definitions around the STARS defined terms 'Sustainable/Ethical' and 'Plant-based'. This data was then verified by TRU Sustainability Office staff to confirm its accuracy, and then it was entered into the attached inventory sheet.

### Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

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### Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	Yes	No
Franchises (e.g., regional or global brands)	Yes	Yes
Convenience stores	No	No

	Present?	Included?
Vending services	Yes	No
Concessions	Yes	Yes

**Total annual dining services budget for food and beverage products:**

\$500,000 - \$999,999

**A brief description of the institution’s sustainable food and beverage purchasing program:**

TRU has two primary food and beverage operations that are part of the institution: the TRU Culinary Arts Program (which includes the Retail Meat Cutting program), and Aramark, the primary dining services contractor hired by TRU Food Services. The TRU Student Union (TRUSU) runs a cafe called Common Grounds. It will not be counted in this section since TRUSU is officially a separate governed entity from the institution of TRU (

<https://trusu.ca/>

). Only Culinary Arts and Aramark expenditures are included in the figures provided. Following is a brief description of each of their sustainable food and beverage purchasing programs:

TRU Culinary Arts Program (

<http://www.tru.ca/act/culinary.html>

). Culinary Arts supports local and community-based vendors whenever possible and buys from many on a regular basis, especially when fresh produce is available during the main growing months. All meats used in the Retail Meat Processing program is sourced from local and community-based suppliers. The former Chair of the Culinary Arts Program and current faculty member, Ed Walker, was instrumental in developing the successful Farm2chefs collaborative (

<http://www.farm2chefs.com>

), which works by bringing local farms/ranches together and partnering them with local restaurants in order to see more local and substantially produced food get from the farm to the consumer. Most beer and wine used in the Culinary Arts program is sourced from local providers. All coffee used is fair trade and organic.

Aramark (in contract with TRU Food Services) (

<http://www.aramark.com/>

): Aramark accounts for the majority of food and beverage purchases at TRU (approximately 70%) and buys many local, community-based and/or third-party verified products, especially during the growing season when fresh produce is easily attainable. Due to its defined contract, however, it is often limited by price, supplier and other contractual obligations regarding its ability to buy from local, community-based and/or third-party verified vendors. As the largest food provider on campus (including largest caterer), Aramark buys a lot of coffee, most of which is certified fair trade and organic.

Aramark at TRU has implemented their “Green Tread” program in its operations. The following is from the Aramark website (

<https://www.tru.ca/campus/life/food-services/did-you-know/sustainability.html>

): "Green Thread™ was introduced in 2008 by Aramark, and is a brand that encompasses a range of environmental stewardship programs and practices that can be offered to our clients. Green Thread™ allows Aramark to efficiently customize an environmental strategy that educates and engages

consumers in environmental practices that extend from our on-site operations to opportunities at home for the entire family".

<http://www.aramark.com/about-us/news/aramark-general/green-thread-environmental-sustainability-platform>

. TRU Food Services is also part of the relatively new Feed BC program. Feed BC is a provincial government initiative led by the Ministry of Agriculture and Food, to encourage, inspire and support a shift to more B.C. food in hospitals, residential care facilities, public post-secondary institutions, and other government-supported facilities. (<https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood/growbc-feedbc-buybc/feed-bc-and-the-bc-food-hub-network>).

**Website URL where information about the food and beverage purchasing program is available:**

<https://www.tru.ca/current/campus-services/food-services/did-you-know.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Data provided by Paul Murphy (TRU Culinary Arts) and Rajinder Kaur (TRU Food Services/Aramark).

## Sustainable Dining

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**Score**

2.00 / 2.00

**Responsible Party**

**Aaron Wiebe**  
Research Assistant  
Sustainability

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**Criteria**

# Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.



## Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

**Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:**

No

**A brief description of the farmers market, CSA or urban agriculture project:**

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**Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:**

Yes

**A brief description of the sustainability-themed food outlet:**

The TRU Retail Meat Store, which is part of the TRU Culinary Arts program, offers only locally produced meats from the region, most of which are raised to strong sustainability-based standards (free-run, no antibiotics, etc.). All beef, pork, chicken, lamb and fish (seasonal) comes from local ranchers, farmers and producers in the region, and is processed on the campus by students and staff in the Retail Meat Cutting program, and sold to TRU and community customers from its retail outlet. See "Sustainability-related aspects of meats" section on site:

**Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:**

Yes

**A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:**

TRU Culinary Arts approaches cuisine from a community-driven, farm to table approach, with much of our food being local, regional and sustainable. We tour and source from local farms for fresh herbs, fruit and produce, meat and more from vendors like SSOL farms, Blackwell dairy, and Devick's ranch.

Aramark has joined "feed BC" as a partner. Feed BC is a provincial government initiative that encourages institutions to bring in more BC food to government support facilities. As a partner, we aim to reach the goal set by Feed BC of 30 percent of all food purchased being locally sourced from within BC. We are currently at 21 percent BC-sourced food suppliers and plan to continue to increase that over the next year. read more here:

<https://inside.tru.ca/2022/03/18/news-nibbles-supporting-local-suppliers/>

**Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:**

30

**Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:**

Yes

**A brief description of the low impact dining events and/or plant-forward options:**

One of the main campus food service outlets, Urban Market (run by Aramark), has had several "Meatless Mondays" events during the last three years.

**Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:**

Yes

**A brief description of the vegan dining program:**

Aramark identifies vegan entree options in its menus and through other types of signage whenever they are available. On top of this, they always have choices of salads, fruit options, nuts, and often various cooked grain/vegetable dishes (for example, rice and/or quinoa). They also introduced "Vegetarian Wednesdays". They offer vegan, vegetarian, gluten-free and halal options in the nine food-service outlets it operates on campus. TRU's Culinary Arts Program indicates on their menu when an entrée is vegan. They also have an extensive salad bar open every lunch, which features several vegan options, including complete-protein options. Their two or three daily soup options also often have vegan choices.

**Does the institution or its primary dining services contractor inform customers about**

**low impact food choices and sustainability practices through labelling and signage in dining halls?:**

Yes

**A brief description of the sustainability labelling and signage in dining halls:**

TRUSU's Common Grounds Cafe has biodegradable cutlery, compostable coffee and soup cups made from 100% renewable resources, and locally roasted, certified organic coffee, which are all either labeled or have visible signage.

All Aramark-run dining service outlets on campus have vegetarian, vegan, and halal labeling, with the following signage:

<https://inside.tru.ca/2017/11/24/dietary-friendly-food-selections/>

**Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:**

No

**A brief description of the food recovery competition or commitment program or food waste prevention system:**

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**Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:**

Yes

**A brief description of the trayless dining or modified menu/portion program:**

TRU Food Services has a tray-less dining system to minimize food waste, conserve energy and water and reduce the amount of cleaning chemicals entering the waste stream.

**Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:**

Yes

**A brief description of the food donation program:**

When possible, excess food from Culinary Arts (CU) is donated to the Kamloops Mission (social assistance and housing program for men) or Kamloops Food Bank. The food bank comes to pick up the surplus perishable food supplies at the end of each semester from CU, or before they are closed for an extended period (example: Reading Break).

**Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:**

Yes

**A brief description of the food materials diversion program:**

A local animal food manufacturing facility from the regional town of Grindrod, BC picks up the used cooking oil from the main campus kitchen regularly to use in their manufacturing process.

**Does the institution or its primary dining services contractor have a pre-consumer composting program?:**

Yes

**A brief description of the pre-consumer composting program:**

TRU has partnered with Spa Hills compost services to broaden what we are able accept in our composting program to include things like BPI certified plastics, compostable paper products, and box board which were not able to be composted on-site with our previous setup.

**Does the institution or its primary dining services contractor have a post-consumer composting program?:**

Yes

**A brief description of the post-consumer composting program:**

Compost bins are available around campus and are collected by the janitorial team and the contents are delivered to centralized bins for weekly pickup by Spa Hills.

**Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:**

Yes

**A brief description of the reusable service ware program:**

In addition to the above-mentioned composting by Common Grounds, both main food preparation operations on campus (TRU Culinary Arts and Aramark), and, to a lesser extent, the student union run cafe/restaurant (Common Grounds), all offer regular reusable china and metal cutlery for many meal and catering functions.

**Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:**

Yes

**A brief description of the compostable containers and service ware:**

All food service outlets use only compostable to-go coffee cups, clamshell containers, and soup bowls. These to-go items will soon be able to be composted in a new industrial-strength anaerobic digester called The Rocket.

**Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?:**

Yes

**A brief description of the reusable container discount or incentives program:**

Common Grounds coffee shop offers a 50 cent discount to any students who bring their own reusable mugs. Culinary Arts offers a 15% discount for reusable mugs. Aramark offers a 25 cent discount to

students who bring their own mug, and Starbucks and Tim Horton's offer a 10 cent discount for bringing a reusable mug.

**A brief description of other sustainability-related initiatives not covered above:**

TRU's annual International Days event in March (IDays) is a week-long event all over campus that celebrates and educates about the many diverse cultures that are on the TRU campus each year, and food is a central part of this education and celebration. The culmination of this sharing of the value and appreciation of wide-ranging foods and food choices is expressed in the final event, where a variety of entertainment from all over the world is mirrored in the types of foods offered and enjoyed.

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

**Website URL where information about the sustainable dining programs is available:**

<http://www.tru.ca/campus/life/food-services/did-you-know/sustainability.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

All dollar amounts are in Canadian.

Data and information came from the TRU website, as well as Jessica Papineau (Aramark), and Paul Murphy (Culinary Arts)

# Grounds

**Points Claimed** 3.97

**Points Available** 4.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources.

Credit	Points
Landscape Management	1.97 / 2.00 2.00 / 2.00
Biodiversity	<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none"><li>• Legally protected areas (e.g., IUCN Category I-VI)</li><li>• Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)</li><li>• Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)</li><li>• Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li></ul> <p>2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.</p>
Close	

## Landscape Management

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<b>Score</b>	<b>Responsible Party</b>
1.97 / 2.00	<b>James Gordon</b> Zero Waste and Environmental Programs Coordinator TRU Sustainability Office

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### Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

### Total campus area:

335 Acres

### Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	193.50 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	5 Acres
Area managed using conventional, chemical-based landscape management practices	0 Acres
Total area of managed grounds	198.50 Acres

### A brief description of any land excluded from the area of managed grounds:

107 acres of TRU's land is unmanaged, and 29.5 acres account for the footprint of buildings, roads, sidewalks and other impermeable surfaces on campus, which totals 136.5 acres (136.5 + 198.5 = 335).

### Percentage of grounds managed organically:

97.48

### A brief description of the organic landscape management program:

All of TRU's organic yard-clippings are brought to City sites for composting. This quality compost is then bought back for use in flowerbeds and as top-dressing and for other landscaping needs. No

chemical fertilizers are used, and an organic plant-growing program will be implemented when funds become available. Only organic mulches are used as well.

**Percentage of grounds managed in accordance with an IPM program:**

2.52

**A copy of the IPM plan or program:**

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**A brief description of the IPM program:**

TRU uses an Integrated Pest Management Plan which recognizes the importance of planning to prevent organisms from becoming pests, followed by identification, monitoring and injury thresholds related to pests or problems. Once action is determined to be necessary, strategies for managing problems may include biological, physical, cultural, mechanical, behavioral and chemical controls. When a chemical control is employed, the least toxic pesticide is chosen. Spraying of insecticides is only used as a "last option" when survival of plant material is threatened, and only directed against the target problem/population, and never used as a preventative measure. In addition, the Campus Sustainability Action Plan includes the task of further reducing pesticide use in years to come.

**A brief description of the institution's approach to plant stewardship:**

The new TRU Campus Strategic Sustainability Plan requires that all new landscape design or disturbances must include provisions that protect native vegetation. This includes the protection of existing Ponderosa Pine and their drainage patterns. In addition, TRU Grounds staff attempts to incorporate native vegetation where possible.

**A brief description of the institution's approach to hydrology and water use:**

All irrigation water is potable and is supplied through the city's state-of-the-art water filtration system. Water use is controlled by a computer program/weather station in order to water only what is required for specific plants and turf areas. Also, natural areas on campus are protected as wildlife corridors.

**A brief description of the institution's approach to landscape materials management and waste minimization:**

TRU grounds staff separates any garbage from compostable plant material and takes it to City of Kamloops composting sites (approximately 200,000 lbs. annually). In addition, TRU purchases quality compost from the city for topsoil when planting and backfilling.

**A brief description of the institution's approach to energy-efficient landscape design:**

Two green roofs on the House of Learning building not only reduce heating and cooling demands on those buildings, but also provide habitat for wildlife, reduce the urban heat island effect, and assist in storm water management.

**A brief description of other sustainable landscape management practices employed by the institution:**



The TRU Facilities staff only uses environmentally safe ice-melt substances to melt ice when necessary: Ice Fighter Plus from Zep ("people, pet and environmentally safe to use"), and Eco Melt. Here are other snow and ice removal measures ( as reported by Facilities staff on the TRU Facilities website,

[http://www.tru.ca/facilities/coreservices/snow\\_control.html](http://www.tru.ca/facilities/coreservices/snow_control.html)

):  
Provision for snow clearance and ice control for the University is provided for through a contract with a snow removal contractor. Whenever possible, snow and ice control activities will be scheduled during campus off-hours to minimize disruption to routine TRU educational and operational activities. The aim is to have all roads, parking lots and sidewalks snow and ice-free by 8:00 a.m. on each "school" day.

**Website URL where information about the institution's sustainable landscape management program is available:**

<http://www.tru.ca/facilities/coreservices/grounds.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Details for this section regarding TRU's IPM program and figures required to calculate the total area of managed grounds were provided by TRU's head Groundskeeper, Robert Van Leeve.

## Biodiversity

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### Score

2.00 / 2.00

### Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

**Aaron Wiebe**  
Research  
Assistant  
Sustainability

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

---

### Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

### **Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?:**

Yes

### **A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:**

A significant portion of the protected TRU natural area lands are adjacent to Kenna Cartwright Nature Park, the largest municipal park in the province, and home to many kinds of wildlife, including bears, coyotes, deer, cougars, bobcats, marmots, and many bird species. Further, TRU natural area lands house at least three at-risk species: the Lewis' Woodpecker, American Badger, and the Great Basin Gopher Snake.

**Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:**

Yes

**A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:**

Lewis's Woodpecker, American Badger, Great Basin Gopher Snake.

For a description of environmentally sensitive areas, please see the description in the text box above.

**Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:**

Yes

**A brief description of areas of biodiversity importance on land owned or managed by the institution:**

Much of Kamloops and subsequently TRU's property lies within the bunchgrass (BG) biogeoclimatic zone which accounts for less than 1% of the area of British Columbia.

**The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:**

Several Faculty of Science members have researched three species at risk on the campus over many years: Lewis's Woodpecker, American Badger, and Great Basin Gopher Snake. The badgers received much attention in 2014 when a mother and three kits were found in a den in the heart of the campus:

<http://inside.tru.ca/2014/07/17/badgers-on-campus-gain-some-attention/>

The methodology used with the grassland restoration project consisted of ensuring no future disturbance of the protected lands would take place; forming a faculty-student team and securing funding for the restoration project; growing new native plants in greenhouses and transplanting these plants with faculty, students and community volunteers; erecting the educational kiosk; and laying out the framework with the faculty and students to continue monitoring the project.

**A brief description of the scope of the assessment(s):**

The assessment of biodiversity is inclusive of both TRU property and portions of the surrounding Kenna Cartwright Park lands and include searches for flora and fauna present in order to advise land use plans for TRU.

**A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:**

TRU is committed to protecting and positively affecting environmentally sensitive areas and habitats, as well as the previously identified at-risk species on campus. The 2013 TRU Master Plan document (p. 40) supports outdoor research and teaching space, indicating that "learning is a process that occurs indoors as much as it does outdoors. At TRU, the diversity of native grasses, plant life and wildlife is recognized by various faculties and community groups to benefit research as an outdoor

lab. This land use is designated to protect and preserve the existing natural areas for learning and teaching, as well as recreational purposes. It is similar to, but differentiates itself from, the open space network by the nature of pre-existing native plant life unique to the region. TRU's academics consist of a strong horticulture tradition and the study of plant species crosses many of the academic programs currently offered by TRU. These range from the Horticulture to the Culinary Arts program. The current outdoor teaching lab for the Natural Resource Sciences program will be protected from development in the master plan. Undevelopable areas containing challenging topography or environmentally sensitive zones have also been designated under this land use."

Further, last year marked the 20th year of TRU's small mammal grassland monitoring project, one of the longest monitoring projects of its kind. Each year students from Natural Resource Science trap, record and release small mammals such as deer mice to monitor populations present in sensitive grasslands.

Dr. Matt Reudink, Associate Professor in the Faculty of Biological Sciences, is also monitoring small bird species on campus via automated recording stations that document the ingress and egress of birds through his custom-made bird feeders/recording stations. More information on Matt's research can be found here:

<http://truomega.ca/2016/01/12/tracking-campus-birds-for-science/>

Further to the efforts to reduce bird mortality in campus, TRU has started adding film to windows that make it easier for birds to identify surfaces they would have normally collided with. These efforts can be found under the campus as a living laboratory section here on the STARS report.

**Estimated percentage of areas of biodiversity importance that are also protected areas :**

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**Website URL where information about the institution's biodiversity initiatives is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Further information can be found at either the TRU Sustainability Office site or the TRU Faculty of Science, Natural Resource Science site:

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

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

# Purchasing

**Points Claimed** 5.23

**Points Available** 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

<b>Credit</b>	<b>Points</b>
Sustainable Procurement	3.00 / 3.00
Electronics Purchasing	0.63 / 1.00
Cleaning and Janitorial Purchasing	1.00 / 1.00
Office Paper Purchasing	0.60 / 1.00

## Sustainable Procurement

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**Score**

3.00 / 3.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

# Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

## Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.



## Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services  Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none"><li>• Published measures to minimize the use of chemicals.</li><li>• A stated preference for green cleaning services and third party certified products.</li><li>• Including sustainability objectives in contracts with service providers.</li></ul>
B. Consumable office products  Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none"><li>• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., <a href="#">FSC</a>) content.</li><li>• A stated preference for extended use, rechargeable, or remanufactured products.</li><li>• A stated preference for low mercury lamps.</li></ul>
C. Furniture and furnishings  Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none"><li>• A stated preference for third party certified materials and products (e.g., <a href="#">FSC</a> or <a href="#">LEVEL certified</a>)</li><li>• A stated preference for furnishings that are low-VOC or free of flame retardants</li></ul>
D. Information technology (IT) and equipment  Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none"><li>• Published measures to reduce the demand for equipment.</li><li>• A stated preference for <a href="#">ENERGY STAR</a>, <a href="#">TCO Certified</a>, <a href="#">Blue Angel</a>, or <a href="#">EPEAT</a> registered products.</li><li>• A stated preference for <a href="#">ACT-labeled</a> laboratory products</li></ul>
E. Food service providers  Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none"><li>• Including sustainability objectives in contracts with on-site food service providers.</li><li>• Requiring that dining service contractors pay a living wage to employees.</li></ul>

F. Garments and linens

Clothing, bedding, laundry services.

- Published labor and human rights standards that clothing suppliers must meet.
- A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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

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

**Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:**

Yes

**A copy of the policies, guidelines or directives:**

[TRU\\_Sustainable\\_Purchasing\\_Guide.pdf](#)

**The policies, guidelines or directives:**

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**Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:**

Yes

**Which of the following best describes the institution's use of LCCA?:**

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

**A brief description of the LCCA policy and/or practices:**

TRU Life Cycle Cost Analysis practices for energy and water-using products and systems: Whenever energy and/or water-using products and systems will be purchased, TRU Campus Infrastructure and Sustainability (formerly a combination of Facilities Services Division and the Sustainability Office), TRU Procurement Services, and any other TRU office/department (such as researchers) and/or outside organizations/individuals with relevant expertise carry out a Life Cycle Cost Analysis (LCCA). The possibility of accessing third-party rebates and/or incentives is always factored into the purchase plan for such equipment/systems in order to make the LCCA as attractive as possible over time.

**Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:**

Yes

**A brief description of the published sustainability criteria for chemically intensive products and services:**

see

[https://www.tru.ca/\\_\\_shared/assets/chemically-intensive-products54534.pdf](https://www.tru.ca/__shared/assets/chemically-intensive-products54534.pdf)

**Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:**

Yes

**A brief description of the published sustainability criteria for consumable office products:**

see

[https://www.tru.ca/\\_\\_shared/assets/consumable-office-products54535.pdf](https://www.tru.ca/__shared/assets/consumable-office-products54535.pdf)

**Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:**

Yes

**A brief description of the published sustainability criteria for furniture and furnishings:**

See

[https://www.tru.ca/\\_\\_shared/assets/furniture54487.pdf](https://www.tru.ca/__shared/assets/furniture54487.pdf)

**Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:**

Yes

**A brief description of the published sustainability criteria for Information Technology (IT) and equipment:**

See

[https://www.tru.ca/\\_\\_shared/assets/it-hardware-software54537.pdf](https://www.tru.ca/__shared/assets/it-hardware-software54537.pdf)

**Does the institution have published sustainability criteria to be applied when evaluating food service providers?:**

Yes

## **A brief description of the published sustainability criteria for food service providers:**

TRU Food Services last went to competitive bid for a vendor in 2012 and this is a long-term contract which will expire in 2027, if all the extension terms are used.

Below were the proposal requirements in the 2012 RFP document which were scored under the "Operating Plan" section, which was 20% of the value of the scoring for the bid. When TRU will go out for competitive bid again in 2026-27, it is planned that 'Sustainability' will have its own category and scoring, and will include more advanced topics such as social engagement, living wage, zero-waste management, etc..

In the 2012 RFP for vendors, the Sustainability Parameters read:  
"Consistent with the University's values for sustainability, Thompson Rivers University should set the sustainability performance objectives higher than the current systems and infrastructure can support and advocate bringing the local systems and infrastructure up to its standards, rather than be constantly lagging behind the current standards and available municipal services.

Some examples of sustainable practices that should be adopted within the University and the foodservice program include:

- Selection of cleaning supplies
- Composting.
- Reduced carbon footprint.
- Reduced packaging.
- Compostable packaging
- Using local suppliers and growers
- Reducing food miles
- Use of organic foods
- Increased use of technology to reduce paper
- Energy saving equipment
- Water conservation
- Develop an on campus farmers' market
- Support sustainable growing practices and animal care
- Donate perishable food items to a local charity or food bank at the end of each semester

When selecting a foodservice management firm, the University will place a heavy weighting on the ability of a firm to demonstrate both commitment and capability in this area, based upon success at other campuses."

## **Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:**

Yes

## **A brief description of the published sustainability criteria for garments and linens:**

TRU has the LICENSED PRODUCT PURCHASING Policy that deals with all TRU garments bearing the TRU logo:

[https://www.tru.ca/\\_shared/assets/Garments\\_and\\_linens42938.pdf](https://www.tru.ca/_shared/assets/Garments_and_linens42938.pdf)

The policy reads: "Thompson Rivers University is committed to ensuring that those products which are licensed to bear the TRU logo are produced in a socially responsible and ethical manner. TRU is a member of the Worker Rights Consortium and has adopted the Worker Rights Consortium's Code of Conduct. In keeping with this commitment, TRU departments that wish to source products that are licensed to bear the TRU logo are required to source such products exclusively through the TRU BookStore. The TRU BookStore shall be responsible for ensuring TRU licensed products adhere to TRU purchasing practices and TRU logo guidelines and visual identity usage standards.

[https://www.tru.ca/\\_\\_shared/assets/ADM\\_24-0\\_Licensed\\_Product\\_Purchasing37739.pdf](https://www.tru.ca/__shared/assets/ADM_24-0_Licensed_Product_Purchasing37739.pdf)

**Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:**

Yes

**A brief description of the published sustainability criteria for professional service providers:**

See

[https://www.tru.ca/\\_\\_shared/assets/professional-services54485.pdf](https://www.tru.ca/__shared/assets/professional-services54485.pdf)

**Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:**

Yes

**A brief description of the published sustainability criteria for transportation and fuels:**

TRU will only buy either electric or electric-hybrid vehicles for all new campus fleet vehicles. This directive is in keeping with the data from an Electric Vehicle Suitability Assessment Report that TRU undertook by the organization Fleetcarma. (

[https://www.tru.ca/\\_\\_shared/assets/FleetCarma\\_EV\\_Suitability\\_Assessment\\_Results41012.pdf](https://www.tru.ca/__shared/assets/FleetCarma_EV_Suitability_Assessment_Results41012.pdf)

)

TRU guidelines:

[https://www.tru.ca/\\_\\_shared/assets/Transportation\\_and\\_fuels42937.pdf](https://www.tru.ca/__shared/assets/Transportation_and_fuels42937.pdf)

**Website URL where information about the institution's sustainable procurement program or initiatives is available:**

<https://www.tru.ca/sustainability/everyday/sustainable-purchasing.html>

**Additional documentation to support the submission:**

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## Electronics Purchasing

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**Score**

0.63 / 1.00

**Responsible Party****Aaron Wiebe**  
Research Assistant  
Sustainability

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**Criteria**

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/ administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

**Total annual expenditures on electronics:**

149,000 US/Canadian \$

**Expenditures on environmentally or socially preferable electronics:**

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	57,000 US/ Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	50,000 US/ Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	0 US/Canadian \$
Labeled under a single-attribute standard	0 US/Canadian \$

**Do the figures reported above include leased equipment?:**

No

**A brief description of the time period from which the figures reported above are drawn:**

One-year time period.

**Website URL where information about the institution's electronics purchasing is available:**

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**Additional documentation to support the submission:**

[TRU\\_Sustainable\\_Purchasing\\_Guide\\_Final.pdf](#)

**Data source(s) and notes about the submission:**

Figures in Canadian dollars.

Look on site under 'TRU Sustainability Purchasing Guidelines for Information Technology' in the attached PDF

## Cleaning and Janitorial Purchasing

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**Score**

1.00 / 1.00

**Responsible Party**

**Aaron Wiebe**  
Research Assistant  
Sustainability

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**Criteria**

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

**Total annual expenditures on cleaning products:**

41,407.24 US/Canadian \$

**Annual expenditures on certified green cleaning products:**

41,407.24 US/Canadian \$

**Total annual expenditures on janitorial paper products:**

103,881.28 US/Canadian \$

**Annual expenditures on certified green janitorial paper products:**

103,881.28 US/Canadian \$

**A brief description of the time period on which the figures reported above are based :**



One year, 2020

**Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:**

100

**Website URL where information about the institution's cleaning and janitorial purchasing is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Figures from Mark Gunnlaugson, Manager of Wesclean Equipment & Cleaning Supplies Ltd, Kamloops, BC.. This company is the supplier for all TRU cleaning and janitorial paper products.

## Office Paper Purchasing

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### Score

0.60 / 1.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

---

### Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

### Total annual expenditures on office paper:

34,965.70 US/Canadian \$

### Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	23,360.50 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	11,605.20 US/Canadian \$

### A brief description of the time period from which the figures reported above are drawn:

2021 fiscal year

### Website URL where information about the institution's paper purchasing is available:

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### Additional documentation to support the submission:

[TRU\\_Sustainable\\_Purchasing\\_Guide.pdf](#)

### Data source(s) and notes about the submission:

All figures in Canadian dollars.

All of the paper TRU purchases is FSC certified, as per Randy Matter, Manager, TRU Print Services. Look on linked pdf (TRU Sustainable Purchasing Guide) under 'TRU Sustainability Purchasing Guidelines for Paper and Wood Products'

New for 2021: TRU has begun purchasing "sugarsheet" paper made from agricultural waste, moving forward it is intended that this paper is the main source of printer paper for the TRU print shop.

# Transportation

**Points Claimed** 5.54

**Points Available** 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

<b>Credit</b>	<b>Points</b>
Campus Fleet	0.35 / 1.00
Commute Modal Split	4.19 / 5.00
Support for Sustainable Transportation	1.00 / 1.00

## Campus Fleet

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**Score**

0.35 / 1.00

**Responsible Party****Aaron Wiebe**  
Research Assistant  
Sustainability

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**Criteria**

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

**Total number of vehicles in the institution's fleet:**

55

**Number of vehicles in the institution's fleet that are:**

	Number of Vehicles
Gasoline-only	28
Diesel-only	8
Gasoline-electric hybrid	2
Diesel-electric hybrid	0
Plug-in hybrid	1
100 percent electric	16
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0

Number of Vehicles

Fueled with locally produced, low-level biofuel 0

**Do the figures reported above include leased vehicles?:**

Yes

**A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:**

In April 2021, TRU signed up with a BC Government program incentive called Go Electric Fleets, which is administered by the Fraser Basin Council. Once TRU finishes the program it will receive 50% of the cost of the program back. Through the program, TRU contracted with a company called Charge

[FWD.com](https://www.fwd.com)

which will conduct a study to determine a plan to transition TRU's fleet vehicles - when feasible - to electric or hybrid vehicles. The final report is expected in Fall 2022.

During the 2013-2014 school year, TRU was involved in a Electric Vehicle Suitability Assessment with 14 of its fleet vehicles. As part of the Plug-in BC program, the Fraser Basin Council and FleetCarma partnered with the TRU Sustainability Office (as well as other interested organizations in British Columbia) to determine electric vehicle suitability for their fleets.

After a three week period that assessed driving patterns, it was determined that many of the 14 vehicles were suitable to be replaced--once they came to the end of their life-cycle--with an electric vehicle. It was determined that the extra up-front retail cost would be more than offset by the long-term savings during the anticipated life span of an electric vehicle.

Results can be found here:

[https://www.tru.ca/\\_shared/assets/FleetCarma\\_EV\\_Suitability\\_Assessment\\_Results41012.pdf](https://www.tru.ca/_shared/assets/FleetCarma_EV_Suitability_Assessment_Results41012.pdf)

**Website URL where information about the institution's motorized fleet is available:**

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

**Additional documentation to support the submission:**

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## Commute Modal Split

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**Score**

4.19 / 5.00

**Responsible Party**

**Aaron Wiebe**  
Research Assistant  
Sustainability

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**Criteria**

## **Part 1. Student commute modal split**

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

## Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

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

### **Total full-time equivalent student enrollment:**

14,176

### **Full-time equivalent of employees:**

1,512.60

### **Has the institution gathered data about student commuting behavior?:**

Yes

### **Total percentage of students that use more sustainable commuting options as their primary mode of transportation:**

86

### **A brief description of the method(s) used to gather data about student commuting:**

Due to the COVID-19 pandemic, TRU's 2020 transportation survey was not able to completed for the planned fall semester. Because of this, data from the 2018 TRU STARS report is being used in its place as we have no other way to gather accurate data.

### **Has the institution gathered data about employee commuting behavior?:**

Yes

### **Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:**

64

### **A brief description of the method(s) used to gather data about employee commuting:**

Due to the COVID-19 pandemic, TRU's 2020 transportation survey was not able to completed for the planned fall semester. Because of this, data from the 2018 TRU STARS report is being used in its place as we have no other way to gather accurate data.

### **Percentage of students and employees that use the following as their primary mode of transportation:**

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	14	36
Zero-emissions vehicle	---	---



	Percentage of students (0-100)	Percentage of employees (0-100)
Walk, cycle, or other non-motorized mode	27	34
Vanpool or carpool	0	19
Public transport or campus shuttle	57	10
Motorcycle, motorized scooter/bike, or moped	2	1
Distance education / telecommute	---	0

**Website URL where information about student or employee commuting is available:**

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

**Additional documentation to support the submission:**

[Transportation Survey Data.pdf](#)

## Support for Sustainable Transportation

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### Score

1.00 / 1.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
  - Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
  - Offers preferential parking or other incentives for fuel efficient vehicles.
  - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
  - Has incentives or programs to encourage employees to live close to campus.
  - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
- 

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

### **Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:**

Yes

### **A brief description of the bicycle sharing program:**

The TRU Sustainability Office has a Bike Sharing Program, whereby any TRU student, staff or faculty member can borrow an e-bike or mountain bike free of charge. The mountain bikes are our way of contributing to the physical activity and well being of students, and to encourage them to explore Kamloops which raises awareness about our local ecosystem. The availability of electric bikes is intended to encourage employees to participate in a payroll deduction initiative to purchase their own e-bike.

### **Does the institution participate in a car sharing program?:**

Yes

### **A brief description of the car sharing program:**

The Sustainability Office runs its own car share program for staff and faculty. We currently have three Toyota hybrid vehicles. We also have two Zipcar vehicles on campus that are available for public use and have a discounted membership rate for staff, faculty and students.

**Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:**

Yes

**A brief description of the incentives for fuel efficient vehicles:**

The location of chargers are typically in "premium" lots around campus that are located closer to buildings making them more desirable parking locations.

**Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:**

Yes

**A brief description of the electric vehicle recharging stations:**

There are multiple charging stations provided near most of the larger buildings (24 in total on campus) which are all free to use.

**Does the institution have incentives or programs to encourage employees to live close to campus?:**

No

**A brief description of the incentives or programs to encourage employees to live close to campus:**

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**Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:**

Yes

**A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:**

Partial Parking Stall Program: Drivers who only park their vehicle at TRU for a set amount of days (between 1-4) will only have to pay the commensurate amount of parking fees

Bike Shelter and Repair Stand: TRU installed a covered bike shelter and a repair stand , that includes tools and an air pump.

Bicycle Events: TRU is an active participant in events that promote bicycle commuting and riding (Kamloops Bike to Work Week and the Multiple Sclerosis Kamloops River Ride). TRU also extends Bike to Work Week to an entire month for staff and faculty During this time, TRU offers prizes, free bike-maintenance courses, and supplemental transit passes to those involved.

Electric Vehicle Suitability Assessment program: TRU received financial assistance from the Fraser Basin Council to install 10 Electric Vehicle (EV) charging stations at the 2 main campuses (Kamloops and Williams Lake). TRU was selected by the Fraser Basin Council as one of only four organizations across BC to participate in an Electric Vehicle Suitability Assessment pilot study. The EV suitability pilot studied the duty cycle of TRU fleet vehicles to determine if existing vehicles could be replaced with comparable EV or hybrid vehicles. The study identified significant financial savings and reduced GHG emissions associated with replacing existing fossil fuel powered vehicles with EV or hybrids. The study will act as a guide for TRU's Facilities managers when they are replacing and updating TRU's existing fleet vehicles in the coming years.

TRU offers a reduced rate on reserved stalls for electric vehicles.

**Website URL where information about the institution's support for sustainable transportation is available:**

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

**Additional documentation to support the submission:**

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# Waste

**Points Claimed** 8.90

**Points Available** 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

<b>Credit</b>	<b>Points</b>
Waste Minimization and Diversion	7.06 / 8.00
Construction and Demolition Waste Diversion	0.84 / 1.00
Hazardous Waste Management	1.00 / 1.00

## Waste Minimization and Diversion

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**Score**

7.06 / 8.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

## **Part 1. Reduction in total waste per person**

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

## **Part 2. Total waste per person**

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.



## Part 3. Waste diverted from the landfill or incinerator

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste Diversion and Hazardous Waste Management credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

### Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	159.10 Tons	0 Tons
Materials composted	210.80 Tons	0 Tons
Materials donated or re-sold	4.50 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	155.40 Tons	991 Tons
Total waste generated	529.80 Tons	991 Tons

### A brief description of the residual conversion facility:

n/a

### Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	July 1, 2019	June 30, 2020
Baseline Period	Jan. 1, 2005	Dec. 31, 2005

### A brief description of when and why the waste generation baseline was adopted:

A 2005 baseline was adopted for the 2011 STARS Report; in order to be consistent, it will be used for this report.

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of students resident on-site	1,101	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	89	0
Total full-time equivalent student enrollment	14,176	5,702.50
Full-time equivalent of employees	1,512.60	872
Full-time equivalent of students enrolled exclusively in distance education	4,622	1,866
Weighted campus users	8,664.20	3,531.38

**Total waste generated per weighted campus user:**

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.06 <i>Tons</i>	0.28 <i>Tons</i>

**Percentage reduction in total waste generated per weighted campus user from baseline:**

78.21

**Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:**

70.67

**Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):**

70.67

**In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes

	Yes or No
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	Yes

**A brief description of other materials the institution has recycled, composted, donated and/or re-sold:**

TRU collects and recycles plastic bags/overwrap and Styrofoam, and donates bones and meat scraps from the Meat Processing Program to a local dog breeder. TRU also has a battery recycling program (working with Call2Recycle), and works with a third-party (Diabetes Canada) to collect and reuse textiles/clothing.

**Materials intended for disposal but subsequently recovered and reused on campus, performance year:**

---

**Does the institution use single stream recycling to collect standard recyclables in common areas?:**

Yes

**Does the institution use dual stream recycling to collect standard recyclables in common areas?:**

Yes

**Does the institution use multi-stream recycling to collect standard recyclables in common areas?:**

Yes

**Average contamination rate for the institution's recycling program:**

2

**A brief description of any recycling quality control mechanisms employed:**

All materials from the standard mixed-recycling stream around the campus that the City of Kamloops picks up weekly is first sorted in-house by a TRU janitor to extract all contaminants. All materials are collected in the approximately 200 bins in the campus' 120 Zero Waste Stations.

**A brief description of the institution's waste-related behavior change initiatives:**

All Zero Waste Station posters are updated on a regular basis to try to make it as easy as possible for users to figure out where they should put their waste-related items. Sustainability student ambassadors spend time at stations guiding other students on how to use the stations. During the 2019 2020 school year a 'zero waste video contest' was launched and 11 video entries

were submitted.

The TRU Green Guide is available to students and includes information on how to sort waste items properly.

### **A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:**

In the summer of 2014, small-scale waste audits were conducted by a co-op research student for the TRU Sustainability Office. The audits were conducted to compare the differences between contamination rates of single, stand-alone waste, recycling, and refundable bins compared to the use of a centralized Zero Waste station.

Between 2015 and 2018 TRU hired an external consultant to do extensive annual waste audits of all campus waste.

Starting in 2019 the Sustainability Office has been conducting quarterly audits of all campus waste. There's also been specific audits done only of recycling bins attached to the zero waste stations, as well as a recent audit in the fall of 2021 of two of TRU's residences.

### **A brief description of the institution's procurement policies designed to prevent waste:**

At TRU, the identification of equipment and other reusable materials that need to be disposed of is undertaken by every TRU department on a regular basis. The actual disposal of such equipment is the responsibility of Procurement Services. There are several ways to dispose of equipment. If replacement equipment needs to be purchased, then every effort is made to obtain a reasonable trade-in-allowance for the old equipment by selling it. In this case, Procurement Services would negotiate with the vendors interested in supplying the replacement equipment. To sell old goods, personnel fill out a Asset Disposal Form and send it to Procurement Services. The Procurement Manager will then do one of the following to dispose of the unwanted equipment or materials: re-use it within another TRU department; post the item for sale on BC Auction; offer the item to other educational institutions; donate it to charity, or dispose of it in an environmentally appropriate manner. Electronic waste goes to a recycling plant to be reused or disposed of in an environmentally responsible manner.

single-source materials (like scrap metal or wood) are picked up and recycled. Confidential paper documents are shredded and then recycled. All toner cartridges are recycled through Grand and Toy or sent back to the manufacturer.

### **A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:**

TRU runs a reuse site called TRU ReUse!. Here is the description on the site (

[https://one2.tru.ca/committee/TRUReUse/\\_layouts/15/start.aspx#/SitePages/Home.aspx](https://one2.tru.ca/committee/TRUReUse/_layouts/15/start.aspx#/SitePages/Home.aspx)

): "This online warehouse is designed to assist TRU employees to find and exchange items between departments on campus. All items listed are owned by TRU and are available to be reused at no cost to TRU departments."

If items are not claimed through this site, then, once an Asset Disposal Form is filled in that shows the item is in working condition, it is posted for sale through BC Auction. Surplus non-working obsolete items get recycled through Electronic Recycling Association (ERA) or Encorp Recycling Corp. who pick up the goods in TRU Warehouse as required.

### **A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:**

Please see the description directly above regarding TRU's reuse site called TRU ReUse!. TRU also working on a staff/faculty program called the Move Out Program which will make it easier for people when they are moving offices on campus or leaving TRU altogether (due to retirement or other reasons) to make sure their stuff gets reused, and if it can't be, then properly recycled. Avoiding landfilling their stuff is the last option.

### **A brief description of the institution's limits on paper and ink consumption:**

Free printing does not occur at TRU photocopier stations in either the libraries or the Printshop, and all campus printers are set to print double-sided automatically by default. Students are required to bring their own paper to computer labs for printing, and can only print colour at the Printshop (\$1.00 per page). All printing that occurs is doubled-sided by default and students are encouraged to use a size 11 font with one inch margins in order to reduce the amount of paper being printed. Students are also encouraged to read and edit journals online instead of printing.

All staff members are encouraged to use the large, centrally-located multi-function printers. It has been proven in other institutions that employing this tactic cuts down on the amount of paper and ink used, since most people think twice before printing something.

### **A brief description of the institution's initiatives to make materials available online by default rather than printing them:**

The university makes course catalogues, course schedules, and directories available online. Printed catalogues are available at an extra cost.

### **A brief description of the institution's program to reduce residence hall move-in/move-out waste:**

TRU is launching its first 5-Year Zero Waste Plan in March 2022 and one of the plan's main areas of focus is doing a much better job of dealing with all waste streams from the three residences. Initiating improved programs to manage waste streams specifically during move-in and move-out periods will be central to this new push.

Currently, there are several programs run in some or all of the residences to control waste at move-in and move-out. There is a donation bin outside one of the main entrances year-round and during peak times the number of pick-ups increase. One of the residences has hosted food drives for all leftover perishable food items, and provided an 'item swap' event for students. They continually search for new ways to reduce waste produced during these times.

### **A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:**

The most notable initiative on this front is the development of TRU's first 5-Year Zero Waste Plan which will be launched in early 2022. The goal of the plan is 95% diversion from landfill within five years. A consultant has been hired to write up the plan and all stakeholders from three key areas of the campus (Operations, Residences, Construction) are involved in engaging with the plan's development. Currently, The university manages roughly 20 waste streams and is very active also in managing several reuse programs; with the intention of rolling out more recycling and reuse programs on a regular basis.

TRU signed onto the pan-Canadian National Zero-Waste Council about 7 years ago, and is very active in all aspects of waste management.

**Website URL where information about the institution's waste minimization and diversion efforts is available:**

<https://www.tru.ca/sustainability/everyday/zero-waste-recycling-composting.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Regarding the question for the Baseline Year 'Number of students resident on-site?' (in Parts 1 and 2 in the section 'Figures needed to determine "Weighted Campus Users"'), TRU did not have student housing or students living on campus in 2005. The first student residence building was completed in 2008.

Regarding why zero was reported for the 2005 Baseline year. Zero has been reported for both 2011 and 2015 STARS reports as TRU had no recycling, composting or reuse systems in place on campus. 2005 Data related to our waste streams measured total tonnage of waste to landfill but zero tonnage reported in any recycling or organics stream and no reuse programs were in place.

2005 baseline figures for FTE for employees provided by Paul Archer, former Manager, TRU HR Services.

## Construction and Demolition Waste Diversion

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### Score

0.84 / 1.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator. Soil and organic debris from excavating or clearing the site do not count for this credit.

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

### Construction and demolition materials recycled, donated, or otherwise recovered:

247,043.84 Tons

### Construction and demolition materials landfilled or incinerated:

45,980 Tons

### Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

84.31

### A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

As a public BC institution, TRU is mandated by the provincial government to construct all new campus buildings to the LEED Gold standard (or better). LEED requires very stringent conditions regarding what happens with construction and demolition waste and recycling, and what percentage of the material is allowed to be landfilled. Construction contractors who work on TRU projects must abide by the LEED regulations and keep detailed records of all waste and recycling materials. The above figures pertain only to the new TRU School of Nursing & Population Health Building, the only major construction, renovation or demolition project on campus in the last three years. It was completed in October 2020.

### Website URL where information about the institution's C&D waste diversion efforts is available:

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### Additional documentation to support the submission:

[Waste\\_Management\\_-\\_April\\_2020.pdf](#)

### Data source(s) and notes about the submission:

Data from TRU School of Nursing & Population Health Building contractor PCL (building completed October 2020).

## Hazardous Waste Management

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Score	Responsible Party
1.00 / 1.00	<b>James Gordon</b> Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

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### Criteria



## **Part 1. Hazardous waste minimization and disposal**

Institution has strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

## Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards<sup>®</sup> and/or Responsible Recycling (R2) standards.

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

### **Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:**

Yes

### **A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:**

TRU Occupational Health and Safety is responsible for disposing of hazardous, universal and non-regulated chemical waste. The steps needed to deal with this waste are listed on this site:

<https://www.tru.ca/risk-management-services/safety/lab-safety/hazardous-waste-management.html>

### **A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:**

#### TRU HAZARDOUS WASTE MANAGEMENT PROCEDURE

Regarding the disposal of hazardous waste; the following procedure will be implemented immediately!

- 1] There will be only two pickups of chemical waste per year, one in the month of May and the other in December.
- 2] Hazardous waste will be picked up from your designated location/s as entered on a Hazardous Waste Disposal Form.
- 3] Details of the waste to be entered are as follows:
  - Chemical name
  - Quantity of waste
  - Size and type of container
  - Physical state of the waste: solid, liquid, gas or powder
- 4] Hazardous Waste Disposal Forms must be received by S&EM no later than April 30 and November 30, otherwise they will not be included in the pickup schedule the following month.
- 5] S&EM will make the call for pickup to the waste contractor/s.
- 6] Prior to pick up date, Safety & Emergency Management (S&EM) will come into the location with the waste chemicals and organize all the waste in accordance with Canadian Transportation of Dangerous Goods designations.
- 7] Waste contractors will place all chemical waste into either drums or buckets and then seal and label as to the hazard level by TDG.

8] Waste contractor will then complete all designated paperwork on all the hazardous chemical waste and arrange delivery for disposal.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

There has been no significant hazardous materials release incidents during the previous three years.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

There is no policy set in place to facilitate the reuse or redistribution of laboratory chemicals, however, laboratory professors use best practices to ensure chemicals are properly recycled through a third-party company. To minimize waste, TRU lab instructors are encouraged to only prepare the amount of chemicals needed for each class. Some classes will use the same chemical for a variety of labs so it can be redistributed if there is any leftover from a prior class.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:**

TRU has several programs for students and staff to responsibly recycle, reuse, and/or refurbish electronic waste.

Used batteries are collected in 17 designated battery collection bins located in all main buildings (and some secondary buildings) throughout the campus. These go to a third-party organization in Kamloops (Battery Direct), which undertakes proper shipment and recycling of batteries. Any student or staff member can access these battery bins.

Smaller electronics (like cell phones, laptops, iPads, etc.) can be taken by any student or staff member to designated recycling bins in the Campus Activity Centre or Student Street in Old Main, or be taken to the TRU Warehouse. They are then picked up by the non-profit organization Electronic Recycling Association (

<https://www.era.ca/>

) to be either refurbished for reuse or stripped of all usable parts, then responsibly recycled or disposed of.

All big electronics can be brought by staff to the Warehouse either to be recycled, reused, and/or refurbished. Reuse or items is the preferred method and these items are put up for auction on the site BCBid (

<https://www.bcbid.gov.bc.ca/open.dll/welcome?language=En>

). If no one buys them then recycling and/or refurbishing of the items is done by the organization Electronic Recycling Association (

<https://www.era.ca/>

). Electronic items include IT equipment, like computers and monitors, as well as virtually anything with a cord (besides large kitchen appliances, like fridges, stoves, or other large and heavy items).

**Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:**

Yes

**Website URL where information about the institution's hazardous waste program is available:**

<https://www.tru.ca/risk-management-services/safety.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The Electronic Recycling Association is ISO 9001:2008 certified.

Another website with information pertaining to these issues:

<https://www.tru.ca/sustainability/everyday/zero-waste-recycling-composting.html>

# Water

**Points Claimed** 3.46

**Points Available** 6.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

<b>Credit</b>				<b>Points</b>
	2.46 / 4.00			
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:			
	<b>Physical Risk QUANTITY</b>	<b>Points available for each part</b>	<b>Total available points for this credit</b>	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
Close				
Rainwater Management	1.00 / 2.00			

## Water Use

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### Score

2.46 / 4.00

### Responsible Party

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Aaron Wiebe
Low and Low to Medium Risk	1 $\frac{1}{3}$	4	Research Assistant Sustainability
Medium to High Risk	1 $\frac{2}{3}$	5	
High and Extremely High Risk	2	6	

[Close](#)

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## Criteria

## **Part 1. Reduction in potable water use per person**

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

## **Part 2. Reduction in potable water use per unit of floor area**

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.



## Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

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

### Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

Low to Medium

### Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	44,688,402 Gallons	46,232,741.72 Gallons

### Potable water use:

	Performance Year	Baseline Year
Potable water use	44,688,402 Gallons	46,232,741.72 Gallons

### Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	Jan. 1, 2020	Dec. 31, 2020
Baseline Period	Jan. 1, 2013	Dec. 31, 2013

### A brief description of when and why the water use baseline was adopted:

In order to remain consistent, 2013 is used as the baseline year since it is the year used as the baseline year for our 2018 STARS report. It is also the 'performance year' in our 2015 STARS report.

### Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,101	880
Number of employees resident on-site	0	0
Number of other individuals resident on-site	89	0
Total full-time equivalent student enrollment	14,176	11,066
Full-time equivalent of employees	1,512.60	1,254
Full-time equivalent of students enrolled exclusively in distance education	4,622	3,462

	Performance Year	Baseline Year
Weighted campus users	8,664.20	6,863.50

**Potable water use per weighted campus user:**

	Performance Year	Baseline Year
Potable water use per weighted campus user	5,157.82 <i>Gallons</i>	6,736.03 <i>Gallons</i>

**Percentage reduction in potable water use per weighted campus user from baseline:**  
23.43

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area	1,379,298 <i>Gross Square Feet</i>	903,004.24 <i>Gross Square Feet</i>

**Potable water use per unit of floor area:**

	Performance Year	Baseline Year
Potable water use per unit of floor area	32.40 <i>Gallons / GSF</i>	51.20 <i>Gallons / GSF</i>

**Percentage reduction in potable water use per unit of floor area from baseline:**  
36.72

**Area of vegetated grounds:**

	Performance Year	Baseline Year
Vegetated grounds	192 <i>Acres</i>	194.82 <i>Acres</i>

**Total water withdrawal per unit of vegetated grounds:**

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	232,752.09 <i>Gallons / Acre</i>	237,310.04 <i>Gallons / Acre</i>

**Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:**  
1.92

**A brief description of the institution's water-related behavior change initiatives:**

TRU has teamed up with Fill It Forward (formerly called Cupanion) to encourage TRU staff and students to use reusable water bottles instead of buying bottled water. Cupanion runs a points-based program that lets users self-scan a barcode on their own water bottle every time they refill it, which allows them to win prizes. Scanning also helps to enable developing countries receive fresh drinking water (Cupanion has a formula to calculate how this happens).

The TRU Sustainability office runs a promotion during school orientation every year called "The Tapwater Challenge" where students are given samples of bottled water and tap water to see if they can tell the difference, and see if they care. It's meant to be a fun way to highlight the very minimal difference between Kamloops' tap water and bottled water that many international students rely on when their own home water source may not be safe for drinking, or taste good.

Across campus TRU has water bottle stations that most students will pass on the way to class. These have been replacing drinking water fountains and each tracks how many equivalent bottles of water they've saved, and some offer chilled water too.

**A brief description of the institution's water recovery and reuse initiatives:**

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**A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:**

In 2019 TRU finished an inventory of all faucets, water use fittings and appliances on campus for another rating platform; the data will be used to target upgrades and renovations as work is being done to upgrade the oldest buildings on campus.

**Website URL where information about the institution's water conservation and efficiency efforts is available:**

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

City of Kamloops water consumption utility data used. We are not using New Residence data because the university is not responsible for the management of the building and cannot implement the water use reduction initiatives there as has been done across the rest of campus and other residence buildings.

## Rainwater Management

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### Score

1.00 / 2.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

### **Which of the following best describes the institution's approach to rainwater management?:**

Less comprehensive policies, plans or guidelines that incorporate green infrastructure

### **A brief description of the institution's green infrastructure and LID practices:**

Assessments of the construction of all new buildings as well as major renovations of existing buildings will factor in the best practices for green infrastructure, Low Impact Development (LID), and storm water runoff (see definitions below).

Definitions:

Green Infrastructure: Consistent with the U.S. Environmental Protection Agency (EPA), the term "green infrastructure" refers to:

...systems and practices that use or mimic natural processes to infiltrate, evapotranspire (the return of water to the atmosphere either through evaporation or by plants), or reuse storm water or runoff on the site where it is generated.

Examples include rainwater harvesting, downspout disconnection, rain gardens, bioswales, permeable pavements, green streets and alleys, green roofs, and urban tree canopy.

Low Impact Development (LID): Consistent with the U.S. Environmental Protection Agency (EPA), Low Impact Development (LID) is defined as:

...an approach to land development (or re-development) that works with nature to manage storm water as close to its source as possible. LID employs principles such as preserving and recreating natural landscape features, minimizing effective imperviousness to create functional and appealing site drainage that treat storm water as a resource rather than a waste product. There are many practices that have been used to adhere to these principles such as bioretention facilities, rain gardens, vegetated rooftops, rain barrels, and permeable pavements. By implementing LID principles and practices, water can be managed in a way that reduces the impact of built areas and promotes the natural movement of water within an ecosystem or watershed. Applied on a broad scale, LID can maintain or restore a watershed's hydrologic and ecological functions. LID has been characterized as a sustainable storm water practice by the Water Environment Research Foundation, and others. LID can be applied to new development, redevelopment, or as retrofits to existing development. LID has been adapted to a range of land uses from high density ultra-urban settings to low density development.

Storm water Run-Off: storm water runoff refers to water from precipitation that flows over land or impervious surfaces into bodies of water or sewer systems.

**A copy of the institution's rainwater management policy, plan, and/or guidelines:**  
[TRU Rainwater Management Guideline.pdf](#)

**A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:**

TRU Rainwater Management Guideline:

All new buildings and major renovations of existing buildings will implement a rainwater management system unless site selection or unforeseen factors make a rainwater management system impossible or impractical. Assessments will factor in the best practices for Green infrastructure, Low Impact Development (LID), and storm water run-off. The intent of TRU's rainwater management systems is to reduce runoff volume and improve water quality by replicating the natural hydrology and water balance of the site, based on historical conditions and undeveloped ecosystems in the region. The assessments will also factor in other ecological, social and economic considerations within the entire TRU campus and community.

**Website URL where information about the institution's green infrastructure and LID practices is available:**

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**Additional documentation to support the submission:**

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# Planning & Administration

## Coordination & Planning

**Points Claimed** 8.00

**Points Available** 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

<b>Credit</b>	<b>Points</b>
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Inclusive and Participatory Governance	3.00 / 3.00
Reporting Assurance	0.00 / 1.00

## Sustainability Coordination

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### Score

1.00 / 1.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

### Does the institution have at least one sustainability committee?:

Yes

### The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Environmental Sustainability Advisory Committee (ESAC) is dedicated to providing evidence-based advice with regard to environmentally sensitive policies and practices that foster a sustainable future and lead to health, social, and economic benefits for the university community. The ESAC will act to promote dialogue and discussion on issues related to the environment and sustainability. The ESAC is also committed to fostering environmental literacy, sustainable development, and environmental responsibility at Thompson Rivers University that can serve as a model for others.

<http://www.tru.ca/senate/committees/esac.html>

### Members of each committee, including affiliations and role:

Appointed by the Board (3)

Dipesh Prema - Faculty of Science

Nicole Schabus - Faculty of Law

Peter Tsigaris - School of Business and Economics

Faculty (5)

Meng Sun - School of Business and Economics

Jana Noskova - School of Business and Economics

Bala Nikku - School of Social Work and Human Services

Christine Miller (ESAC Chair) - Faculty of Education and Social Work

Carolyn Ives - Open Learning Faculty

Staff (2)

Karl Fultz (ESAC Vice Chair) - Database Administrator Enterprise Systems, Information Technology

Services  
Pete Hrkac - Integrated Planning and Effectiveness  
Students (2)  
Ziqing "Christin" Chen  
Thamindu Widyaratne

JOHSC Committee Representative: Micahel Mehta  
Director of Ancillary Services (or designate):  
Robyn Hollas  
Director of Facilities (or designate):  
Warren Asuchak  
General Counsel (or designate):  
Scott Blackford  
Deans Council representative:  
vacancy  
Director of Aboriginal Affairs (or designate):  
Tina Matthew

Non-Voting Members  
James Gordon - ESAC Support and Admin  
Alana Hoare - Accreditation Liaison Officer

**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:**

Yes

**A brief description of each sustainability office:**

The TRU Sustainability Office is located in a central part of the campus, and has a full time Director (VP of Campus Infrastructure, Sustainability and Ancillary Services), Energy Specialist, and Manager of Sustainability Programs. The office also employs students at various times through work-study, cooperative education, and research programs.  
The office performs four primary functions: 1) oversees installation and/or on-going operations of energy-related campus projects (improving efficiency of equipment; installing renewable energy equipment, monitoring energy use, etc.); 2) runs and administers several office sustainability-related events and out-reach activities (National Sweater Day, Earth Hour, TRU Orientation events, TRU Sustainability Grant Fund, etc.); 3) provides support and resources for any students, staff, and/or faculty who are interested in starting or running any sustainability-related initiatives; and 4) takes the lead on or assist with TRU sustainability-related reports and plans (TRU Campus Strategic Sustainability Plan, TRU Master Plan, BC Carbon Neutral Action Plan, etc.).

**Full-time equivalent of people employed in the sustainability office(s):**

3.50

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Warren Asuchak, AVP of Campus Infrastructure, Sustainability and Ancillary Services

**Does the institution have a mechanism for broad sustainability coordination for the entire institution?:**

Yes

**A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:**



The TRU Environmental Sustainability Advisory Committee (ESAC) has accomplished, amongst other things, the following over the last three years (March 2018 to Feb 2021):

Sustainability in the curriculum initiative - a sub-committee was formed many years ago and work is on-going to research issues and take steps to entrench and infuse sustainability into the TRU curriculum.

Beginning at the ESAC meeting in December 2019, members of the ESAC advocated for TRU to sign a 'climate emergency letter', known as the Global Climate Letter for Universities and Colleges (

<https://www.sdgaccord.org/climateletter>

). Although the pace of this advocacy was slowed due to the Covid-19 pandemic, members of the ESAC were successful in having the TRU Senate and Board of Governors agree that TRU should sign it, and in January 2021 the TRU President finally signed it.

At the December 2019 ESAC meeting, it was agreed to start an ongoing Zero-Waste subcommittee to help with TRU's efforts to improve continuously improve its waste management program. The sub-committee started the next month and meets each month.

Campus Strategic Sustainability Plan (2020-2025)- After TRU's first five year plan expired (2014-2019), the ESAC helped with the development of the next five year plan. ESAC members helped with the plan by attending input and discussion sessions, as well as promoting the planning process throughout the campus.

After the committee approved a motion in 2017 to work with Reeve Consulting in order to pursue developing guidelines for a campus-wide sustainable purchasing guideline, the TRU Sustainable Purchasing Guide was approved in August 2019.

**Job title of the sustainability officer position:**

Manager of Sustainability Programs, TRU Sustainability Office

**Job description for the sustainability officer position:**

[Job\\_Description-Manager\\_of\\_Sustainability\\_Programs\\_-\\_Dec\\_16\\_2020.docx](#)

**Job description for the sustainability officer position:**

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**Job title of the sustainability officer position (2nd position):**

Energy Specialist, TRU Sustainability Office

**Job description for the sustainability officer position (2nd position):**

[ES\\_revised.doc](#)

**Job description for the sustainability officer position (2nd position):**

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**Job title of the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Website URL where information about the institution's sustainability coordination is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Website for the Environmental Sustainability Advisory Committee (ESAC):

<http://www.tru.ca/senate/committees/esac.html>

## Sustainability Planning

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**Score**

4.00 / 4.00

**Responsible Party**

**Aaron Wiebe**  
Research Assistant  
Sustainability

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**Criteria**

# Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

## Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

### **Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:**

Yes

### **A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:**

The measurable objectives, strategies and time frames included in the Curriculum plan are as follows (see page 64:

[https://www.tru.ca/\\_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf](https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf)

):

1 to 3 years

Literacy Baseline Survey

Who: Director of Sustainability

Conduct a new Literacy Baseline survey of staff knowledge of sustainability and report to the Board. Determine the desire for increased TRU leadership, motivators to contribute, and ability or contribute related to organizational issues such as senior management commitment, supporting policies, etc. Include in the next student survey similar questions related to knowledge and perceptions of sustainability performance at TRU and report to the Board.

3 to 5 years

Leadership in Environmental Sustainability Certificate

Who: Provost and VP Academic, Faculty Deans

Grow the Leadership in Environmental Sustainability credential, which students can earn in tandem with any credit program (undergraduate, graduate, or open-learning).

5+ years

Course Inventory

Who: Provost and VP Academic, Faculty Deans

Track and report proportion of available courses that are sustainability-related. Consider investing in new software and IT systems to support tracking and reporting initiatives.

Undergraduate Program

Who: Provost and VP Academic, Faculty Deans

Offer a formal, undergraduate-level degree program focused on sustainability. Initially, proceed with a minor in sustainability (1-3years) and continue to explore a major in sustainability over the long-term (5+years).

**Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:**

Yes

**A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:**

The measurable objectives, strategies and timeframes included in the Campus Engagement plan are as follows (see page 55:

[https://www.tru.ca/\\_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf](https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf)

):

Within 1 to 3 years...

Assessing Sustainability Culture

Who: Director of Sustainability, Communications

Conduct a renewed assessment of campus sustainability values, behaviours, beliefs, and awareness of ongoing campus sustainability initiatives

**Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:**

Yes

**A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:**

The measurable objectives, strategies and timeframes included in the Energy plan are as follows (see page 29:

[https://www.tru.ca/\\_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf](https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf)

):

Within 1 to 3 years...

Green Building Requirements for Institutional

Who: Director of Capital Projects, Director of Sustainability

Update the green building requirements for new institutional development on campus to reflect the increased industry standards that are emerging. Target LEED Gold Certification and energy performance aligned with BC Energy Step Code 4.

Alternatives to LEED certification such as the Zero Carbon Building Standard, Passive House Certification, WELL Building Standard Living Building Challenge and/or Envision will be reviewed on a case by case basis.

#### Pedestrian Oriented Design

Who: Director of Sustainability

Design Walkable Public Spaces: Establish design guidelines that promote walking, and other active means of transport within campus to decrease the environmental impacts of driving from building-to-building.

#### Green Building Requirements for Market

Who: VP Administration & Finance, TRUCT, Director of Sustainability

Define sustainability requirements for market developments on campus along with a process of oversight and accountability to ensure high quality development that contributes to the TRU's image and sustainability values.

3 to 5 years

#### Healthy and Accessible Buildings

Who: Director of Capital Projects, Director of Sustainability

Incorporate revised performance requirements targeting improved occupant health and wellbeing into campus design guidelines, including, healthy and low VOC materials, daylighting, and design for active and accessible building use (including prominent stairway design).

5+ years

#### Climate Adaptation and Resilience

Who: Director of Sustainability

Prioritize resilient and climate adaptive design strategies.

#### University Village

Who: AVP Finance, TRUST, Director of Capital Projects

Create a vibrant, mixed use campus by: creating a diverse range of housing options for students, staff and faculty (market and non-market housing) and exploring opportunities for retail and commercial uses along McGill and in the campus 'heart'.

### **Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:**

Yes

### **A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:**

The measurable objectives, strategies and timeframes included in the Energy plan are as follows (see page 73:

[https://www.tru.ca/\\_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf](https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf)

):

Within 1 to 3 years:

#### Academic Coordinator

Who: Director of Sustainability, Provost and VP Academic

Establish role of academic coordinator in the Sustainability Office

to facilitate academic partnerships, priorities, and reporting.  
Establish joint reporting to Provost and VP Admin.

Environmental Sustainability Advisory  
Committee Representation

Who: Director of Sustainability, Chair of ESAC

Ensure equitable representation of the TRU community on ESAC.  
Provide opportunities for open learning faculty members (OLFM)  
and open learning (OL) students to participate in ESAC.

Define Academic Direction

Who: Provost and VP Academic

Clarify the role of sustainability as a strategic intention between  
the Board, the Academic Priority and Planning Committee, the  
Environmental Sustainability Advisory Committee and the  
Educational Programs Committee.

**Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :**

Yes

**The institution's highest guiding document (upload):**

---

**Website URL where the institution's highest guiding document is publicly available:**

<https://www.tru.ca/vpacademic/integrated-strategic-planning/guiding-principles.html>

**Which of the following best describes the inclusion of sustainability in the highest guiding document?:**

Major theme

**The institution's sustainability plan (upload):**

---

**Website URL where the institution's sustainability plan is publicly available:**

[https://www.tru.ca/\\_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf](https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf)

**Does the institution have a formal statement in support of sustainability endorsed by its governing body?:**

Yes

**The formal statement in support of sustainability:**

The following has been copied from the TRU website

<https://www.tru.ca/about/tru-mission-statement.html>

TRU is a comprehensive, learner-centred, sustainable university that serves its regional, national, and international learners and their communities through high quality and flexible education, training, research and scholarship.

Our values

Inclusion and Diversity

Access is open: we welcome students, faculty, staff and communities from our region and around the world to learn from and with one another. We embrace diversity of thought and people. We commit to equity. We continually see the world and its inhabitants in new ways by re-examining our practices and their impacts.



### Community-Mindedness

We come together to help one another (Pelkwaílct es knucwentwécw-kt). Mutual benefit guides us to connect meaningfully with people in the communities we serve, contributing to an interconnected world where we all share a common future and humanity.

### Curiosity

We seek out new ideas and embrace change, understanding they may involve risks. We break paths with creative, critical, yet thoughtful purpose. We push boundaries as a university and encourage students, faculty, staff, and the community to do the same.

### Sustainability

The natural world inspires us with wonder and reverence. We recognize how the health of our societies, cultures and ecosystems rests upon wellness of people, biodiversity, and wise stewardship of precious and finite resources. As a world leader in sustainability we know that the well-being of generations to come is shaped by what we do today.

## The institution's definition of sustainability:

Definition of Sustainability, found here:

<http://www.tru.ca/senate/committees/esac/composition.html>

### "Sustainability

Definition: A concept based in the principle that humans depend on the natural environment for survival and well-being, and that humans and nature can exist in productive harmony. Sustainability is the conditions that ensure that human impact on the environment is sufficiently mitigated in pursuit of the protection of natural resources and of future generations' access to water, material, resources, and social and economic requirements."

from:

[https://sor.epa.gov/sor\\_internet/registry/termreg/searchandretrieve/glossariesandkeywordlists/s](https://sor.epa.gov/sor_internet/registry/termreg/searchandretrieve/glossariesandkeywordlists/s)

[earch.do;jsessionid=bx74M-b9DQg71hNoLQOJQcH88-ljUi2uwgQ1FyakuyzCn5-NnQo!-651788833?details=&vo](https://sor.epa.gov/sor_internet/registry/termreg/searchandretrieve/glossariesandkeywordlists/search.do;jsessionid=bx74M-b9DQg71hNoLQOJQcH88-ljUi2uwgQ1FyakuyzCn5-NnQo!-651788833?details=&vo)

[cabName=Sustainable%20Manufacture%20Terms&filterTerm=sustainability&checkedAcronym=false&checkedTerm=false&hasDefinitions=false&filterTerm=sustainability&filterMatchCriteria=Contains](https://sor.epa.gov/sor_internet/registry/termreg/searchandretrieve/glossariesandkeywordlists/search.do;jsessionid=bx74M-b9DQg71hNoLQOJQcH88-ljUi2uwgQ1FyakuyzCn5-NnQo!-651788833?details=&vo)

## Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Pan-Canadian Protocol for Sustainability	---
SDG Accord	Yes
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	---

	Yes or No
The Talloires Declaration (TD)	Yes
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	Yes

**A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:**

TRU is committed to sustainability. This is evident in the following initiatives:  
 The TRU Office of Environment and Sustainability opened in 2009 when it hired its first director. The Environmental Programs and Research Coordinator position began a year after that.  
 The Senate and Board approved committee, and the Environmental Sustainability Advisory Committee is populated by staff, faculty and students and meets monthly.  
 The province of British Columbia enacted carbon neutral legislation for all public institutions starting in 2009, and TRU has followed the letter of this law since then, and has published Carbon Neutral Action Reports each year.  
 The TRU Sustainability Office publishes regular Strategic Energy Management Plans (SEMP) that oversee the use of energy throughout the campus.  
 The five year TRU Strategic Sustainability Plan, which started in 2014, considers virtually every aspect of the university and sustainability's relationship with those aspects.  
 The TRU Master Plan, also a five-year plan, oversees the development of the entire university, and has sustainability as one of its core principles.  
 The TRU Strategic Priorities Plan, also a five-year plan, has “increasing sustainability” as one of its five core pillars.

Regarding TRU's other multi-dimensional sustainability commitments (as indicated just above), TRU President, Brett Fairbairn, signed in January 2021, the Global Climate Letter for Universities and Colleges:

<https://www.sdgaccord.org/climateletter>

**Website URL where information about the institution’s sustainability planning efforts is available:**

[https://www.tru.ca/\\_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf](https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf)

**Additional documentation to support the submission:**

[campus-strategic-sustainability-plan-2020-202547354.pdf](https://www.tru.ca/_shared/assets/campus-strategic-sustainability-plan-2020-202547354.pdf)

## **Inclusive and Participatory Governance**

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<b>Score</b>	<b>Responsible Party</b>
3.00 / 3.00	<b>James Gordon</b> Zero Waste and Environmental Programs Coordinator TRU Sustainability Office

---

### **Criteria**

## Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

## **Part 2. Campus stakeholder representation in governance**

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

## **Part 3. Gender equity in governance**

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

## Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

### Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

### A brief description of the institution's formal participatory or shared governance bodies:

#### Board of Governors:

Thompson Rivers University's 15-member Board of Governors comprises the Chancellor; the President; two faculty members elected by faculty; eight persons appointed by the Lieutenant-Governor (two of whom are appointed from among persons nominated by the alumni association); two students elected from students who are members of an undergraduate student society or a graduate student society; and one person elected by and from the employees of the university who are not faculty members. See Part 6 (Board of Governors), section 19 (Composition of board) of The University Act (for British Columbia) for details:

[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96468\\_01#section27](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96468_01#section27)

. The Governors' varied backgrounds provide valuable contributions during Board deliberations. Board members bring the views of various constituencies to the Board table, however there are no advocates for any one group. Decisions are made in the best interest of the University.

#### Students:

##### TRU Student Union

Thompson Rivers University students participate in TRU's tricameral governance system by serving as student representatives on faculty councils, administrative advisory committees, committees of the TRU Senate, and various working groups. Support and resourcing for these volunteer student representatives comes from the Student Caucus, a program run by the TRU Students' Union. Students are subsequently recruited, interviewed, selected, and oriented to their roles on various decision-making bodies. Beyond participating in their institutional committee role, student representatives in the Student Caucus are engaged and connected through regular presentations, information sessions, and invites to key university activities. There are currently seventy-one (71) student positions in the Student Caucus.

Student representatives serve a one (1) year term on a particular committee. For administrative advisory committees, faculty councils, and any additional working groups, students are appointed via Student Caucus recruitment for a term start date of October 1st each year. For committees of TRU's Senate, students are nominated via Student Caucus recruitment, and those names go forward to the

Steering Committee of Senate for approval, for a term start date of October 1st each year. There are two (2) student positions on the TRU Board of Governors and four (4) student seats on the TRU Senate that are not nominated/appointed by the Student Caucus, and are instead elected via TRU each spring.

Non-Academic Staff:

CUPE 4879 is the Union representing support (non-academic) staff at Thompson Rivers University. There is an opportunity to have one representative on the TRU Board of Governors and 2 representatives on the TRU Senate. Under the (BC) University Act, the criteria for the Board is that one person is elected by and from the employees of the University who are not faculty members, so this may mean administration staff or CUPE members are eligible to run for that position. Likewise, the Senate has two seats for non-academic support staff members and, as per the criteria, is an employee of the University other than a member of faculty, a member of the teaching staff of the Open Learning Division, the Deans, the President, the Vice-Presidents, the Chief Librarian or the Registrar (who is elected to the Senate). Currently the three seats are held by elected support staff representatives who come from the CUPE Bargaining Unit.

Some of the institutional committees appoint staff members who may be support staff from CUPE. Sometimes the Union will be requested to recommend members to committees such as the Equity, Diversity and Inclusion Committee, the Employee Engagement Committee. The Union will generally have the CUPE members select and vote for the representative. There are committees in the collective agreement such as the Joint Job Evaluation Committee, Labour Management, Joint Health and Safety Committee all of which the CUPE membership elects the representatives.

Non-academic and support staff employees are invited to participate in town halls, surveys and other key university activities as part of an engagement initiatives by TRU.

Faculty:

Thompson Rivers University faculty participate in TRU's tricameral governance system as members of faculty councils, Senate, governance committees and administrative advisory committees, as well as various working groups. Senate comprises 18 faculty seats (

<https://www.tru.ca/senate/membership.html>

); two representatives are elected by each of the 9 faculty units. The Board of Governors has 2 elected faculty seats (

<https://www.tru.ca/board/membership.html>

). Standing committees of Senate have variable faculty representation (

<https://www.tru.ca/senate/committees.html>

), but typically have a mix of senators and faculty at large. Faculty members belong to the Thompson Rivers University Faculty Association. From this collective, an executive runs day to day business, while the president and table officers belong to the Faculty Consultative Committee which brings Administration and Faculty leaders to discuss issues between bargaining. In bargaining years, a committee is created by TRUFA to conduct negotiations.

**Total number of individuals on the institution's highest governing body:**

15

**Number of students representing their peers as official members of the institution's highest governing body:**

2

**Number of academic staff representing their peers as official members of the institution's highest governing body:**

2

**Number of non-academic staff representing their peers as official members of the institution's highest governing body:**

1



**Number of women serving as official members of the institution's highest governing body:**

8

**Percentage of official members of the highest governing body that are women:**

53.33

**Website URL where information about the institution's highest governing body may be found:**

<https://tru.ca/board.html>

**Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:**

Yes

**A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:**

The Board of Governors

The Board of Governors has a legislated set of responsibilities for directing the affairs of the institution and setting policies in accordance with the Thompson Rivers University Act. The Board is responsible for the management, administration and control of the property, revenue, business, and affairs of the University. Board members represent the local government, educational organizations, private sector organizations and civil society. Board members include: Rick Heney – private sector, Heney is a partner with Fulton & Company LLP with a focus in corporate and business law, and a member and former president of the Kamloops Chamber of Commerce; Jim Thompson – private sector, CEO of Plainsman Construction Ltd. local business; Michelle Stanford – private sector, lawyer at Kamloops firm Stanford + Co.; Marilyn Mclean – non-profit organization, lead volunteer for the Kamloops chapter of Special Olympics British Columbia; Barbara Berger – local government, City of Kamloops recreation, social development and culture manager; Sandra Blair – private sector, senior tax manager at Daley & Company Chartered Accountants; Katy Gottfriedson – local government, Tk'emlúps te Secwépemc Councillor; Guenter Weckerle – non-profit organization, Service Projects Director for Williams Lake Rotary Club; Nathan Matthew – educational organization representation, administrator at the Kamloops Residential School in 1975, served as a First Nations representative for provincial education committees and was a founding member of the Kamloops-Thompson school district's First Nations Education.

Stakeholders include local government (including the municipal City of Kamloops, local MLAs, and the provincial government of British Columbia); educational organizations; local businesses; non-government organizations and non-profit organizations. All stakeholders are invited to participate in planning processes through town halls, public surveys, community meetings, visioning sessions, and social media outreach. These engagement processes are outlined in the Campus Master Plan, and the TRU Community Engagement Policy(attached above, reference 2d. Engagement Strategy): TRU is committed to inclusive consultative processes with First Nations and stakeholders in all levels of planning and development across the campus. The policy supports the Thompson Rivers University 2015 Master Plan, the vision and framework for future development and growth, as well as the 2014 Strategic Priorities Plan.

2.Principles

c. Stakeholders

i. Local government including the municipal City of Kamloops, local MLAs, and the provincial government of British Columbia.

ii. Educational organizations

iii. Local businesses

iv. Non-government organizations and non-profit organizations

d. Engagement Strategy

i. All Stakeholders are invited to participate in planning processes through Town Halls, public surveys, community meetings, visioning sessions, and social media outreach.

ii. The University will use technology for digital engagement. Social media is fundamental to engagement and will be utilized.

iii. The University commits to a process of continual improvement and best practices.

**Number of people from underrepresented groups serving as official members of the institution's highest governing body.:**

20

**Website URL where information about the institution's governance structure is available:**

<http://www.tru.ca/about/governance.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Senate: The TRU Senate consists of 40 members plus 4 student members. All students are visible minorities (2 are women). Out of the 40, 12 are women, 6 are visible minorities and 2 are Indigenous members. Therefore, out of the 44 Senate members, there are 14 women, 10 visible minorities and 2 Indigenous members for a total of 20 people from underrepresented groups.

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

## Reporting Assurance

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Score	Responsible Party
0.00 / 1.00	<b>Aaron Wiebe</b> Research Assistant Sustainability

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### Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

## Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
  - All required reporting fields, attachments, inventories, and URLs are included;
  - Reported information meets credit criteria and is consistent with required timeframes; AND
  - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
  - A statement of affirmation from each reviewer, AND
  - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

**Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:**

No

**Did the assurance process include internal review, an external audit, or both?:**

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**The name, title, and organizational affiliation of each reviewer:**

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**A brief description of the institution's assurance process:**

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**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:**

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**Completed STARS Review Template:**

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**Affirmation from the reviewer(s) that the report has been reviewed in full and that all**

**identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):**

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**Completed STARS Review Template (2nd review):**

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**Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):**

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**Copy of completed STARS Review Template (3rd review):**

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**Website URL where information about the institution's reporting assurance is available:**

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**Additional documentation to support the submission:**

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# Diversity & Affordability

**Points Claimed** 8.91

**Points Available** 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

<b>Credit</b>	<b>Points</b>
Diversity and Equity Coordination	1.89 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	3.02 / 4.00

## Diversity and Equity Coordination

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Score	Responsible Party
1.89 / 2.00	<b>James Gordon</b> Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

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### Criteria

## Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.



## Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

**Does the institution 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, equity, inclusion and human rights?:**

Yes

**Does the committee, office and/or officer focus on students, employees, or both?:**

Both students and employees

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

There are eight departments and/or committees at TRU involved in supporting various underrepresented groups on campus through developing policies and programs related to diversity and equity, inclusion and human rights. (Note: while STARS is set up for a single diversity committee, TRU will be claiming credits on the grounds that the responsibilities associated with a Diversity and Equity committee are distributed throughout these eight departments and/or committees). Here are the seven departments and/or committees: TRU Human Resources, TRU World, Aboriginal Education Resources, Regional Community Advisory Committees, International Affairs Committee, First Nations and Aboriginal Affairs Committee, the TRU Wellness Centre, and the Diversity and Inclusion Committee.

1) The TRU Human Resources department (HR), also known as People and Culture, coordinates diversity and equity training for staff and faculty. This office has a strong Diversity and Inclusion program:

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

2) TRU World: TRU World is one of the main TRU offices that support international students. They are housed in the International Building and offer a comprehensive program called Support Services (including International Admissions, International Student Advisors, International Academic Advising, and the International Student Activity Program (

<https://www.tru.ca/truworld/future-students/support-services.html>

).

3) Aboriginal Education Resources: Indigenous student services offered include:

- Access to the TRU Aboriginal Services Team of 6 staff members (including Aboriginal Transition Planner, Instruction & Outreach Librarian, Aboriginal Mentor and Community Coordinator, and Aboriginal Life Skills Coach);
- Aboriginal Mentor Program;
- opportunities to consult and interact with Elders;
- access to Cplul'kw'ten (a friendly and inviting centre that provides information on all aspects of university life and doubles as space to socialize, study or just take a break. It is truly a home away from home. Students receive assistance in finding services on campus, supporting band-funding applications, and exploring academic support options such as tutoring or locating housing and off-campus amenities. They also receive support from the established Elder in the House Program and often gather in the lounge or backyard BBQ area for social or ceremonial events. Students can also

take advantage of workshops on study skills and wellness, one-to-one counselling, librarian services, on-site computers, as well as a kitchen and lounge area);

- opportunities to focus on Indigenous frameworks for teaching and learning
- opportunities to get involved in research (through their research ethics initiatives, the Tri-Council of the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC) support an approach to research that encourages positive relations with indigenous peoples and builds bodies of knowledge that include an indigenous perspective and benefits Indigenous peoples.)
- opportunities to get involved in local communities and community events, including historical and cultural events and experiences.

[http://www.tru.ca/campus/services/aboriginal/aborig\\_svcs.html](http://www.tru.ca/campus/services/aboriginal/aborig_svcs.html)

4) Regional Community Advisory Committees: these committees assist "on matters pertaining to course and program requirements for the communities TRU represents". Where possible, there will be equality in the numbers of male and female representatives on the committees. Other recognized groups, such as Indigenous peoples, people with disabilities and visible minorities will be included in these committees.

#### TERMS OF REFERENCE

Each committee will:

1. Assist with the identification of post-secondary educational and training needs of individual adults, community groups or organizations, businesses and government agencies in their area.
2. Where practicable, the committees will assist TRU staff to identify local personnel capable of assisting TRU to meet the identified needs.
3. Assist the Community Coordinator and other TRU staff to promote programs and services in the community.
4. Assist TRU staff to develop two-year rolling plans for program and service delivery in the community. Where joint TRU/School District planning of educational and training services for adults is underway, assist both parties to develop two-year rolling plans.

(

[http://www.tru.ca/\\_shared/assets/Regional\\_Community\\_Advisory\\_Committees5599.pdf](http://www.tru.ca/_shared/assets/Regional_Community_Advisory_Committees5599.pdf)

)

5) The International Affairs Committee: the committee advises Senate on measures to achieve the goals set out in the University's Strategic Priorities Plan with regard to International Opportunities with a focus on internationalization and increasing the number of international opportunities for TRU students and faculty. It also advises Senate on measures to promote alignment of academic, budgetary and other priorities of Senate with the international activities of the University. The specific goals from the University's Strategic Plan that are related to this credit and are focused on by the International Affairs Committee are:

- Review curricula to identify courses and programs where it is appropriate to incorporate international perspectives and increase awareness of global issues.
- Develop an international presence on the Williams Lake campus and create activities that will profile and celebrate internationalism on all TRU campuses.
- Expand TRU's academic activities internationally.
- Expand support and services available to international students.
- Expand training for faculty and staff in order to develop cultural awareness and sensitivity to the issues faced by students from international backgrounds.

(

<http://www.tru.ca/senate/committees/intaffairs.html>

)

6) First Nations and Aboriginal Affairs Committee: responsibilities of the First Nations and Aboriginal Affairs Committee are:

- Advise Senate on measures to promote, support and celebrate the success of students of aboriginal ancestry
- Advise Senate on measures to ensure linkage and alignment of academic, budgetary and other priorities of Senate with its efforts in connection with aboriginal affairs at the University
- Advise Senate on measures to assist the University in meeting the goals set out in its Strategic Plan

with regard to making TRU the University of Choice for Indigenous Students

- Other duties as assigned by Senate:

(

<http://www.tru.ca/senate/committees/fnaac.html>

)

7) TRU Wellness Centre: a quiet place to hang out, read a book, play a game, have a cup of tea, or ask questions about your health and wellness.

(

<https://www.tru.ca/current/wellness/wellness.html>

)

8) The Diversity and Inclusion Committee focuses on students, staff and faculty (

<https://www.tru.ca/research/research-chairs/equity-diversity-inclusion.html>

).

**Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

Most

**Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

All

**Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

All

**A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:**

The TRU Wellness Centre and the TRU Human Resources Department are the two main campus offices that offer regular sessions, workshops, and programs to all employees and students. These cover a wide range of issues including issues of diversity, equity and inclusion. Diversity awareness and activities also take place during TRU's largest and best attended annual event, International Days (TRU IDays). The TRU Student Union (TRUSU) also hosts the annual TRU Pride Parade, which took place on campus for the 8th year in September 2019 (

<https://trusu.ca/campus-life/pride-parade/>

). Finally, there are qualified administrators of the Intercultural Development Inventory at TRU:

<http://www.tru.ca/intercultural/inventory.html>

.

The TRU In-Service Day's professional development workshops have mandatory requirements that staff and faculty attend at least one session and because 2016, 2017 and 2018 have focused on sustainability and equity and inclusion it seems almost impossible that staff and faculty could have no training. The 2016 in-service day focused exclusively on diversity, equity and inclusion, and in 2017-2018 staff received passports to be stamped upon completion of workshops.

**Website URL where information about the institution's diversity and equity office or trainings is available:**

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Websites for the eight offices/departments listed above in Part 1 (under 'A brief description of the diversity and equity committee, office and/or officer, including purview and activities') are listed at the end of the each office/department description.

Manpreet Dhillon (TRU Diversity and Inclusion).

## Assessing Diversity and Equity

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### Score

1.00 / 1.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

### **Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:**

Yes

### **A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:**

The company TransFocus conducted a Gender Diversity Audit in order to identify challenges and develop solutions for transgender, non-binary, and Two Spirit (TNB2) students and employees at Thompson Rivers University (TRU). The final report was released February 4, 2020.

The purpose of this project is to better understand current systems, spaces, and procedures at the university along with the current experiences, challenges, and unmet needs of TNB2S students and employees at TRU. The project was undertaken from March to December 2019. This project was intended to inform the development of meaningful and effective solutions to improve TRU's supports for TNB2S people across five key areas: (a) communications; (b) gendered records; (c) gender data; (d) gendered facilities (including washrooms, change rooms, and residences); and (e) programs and services.

TransFocus conducted mixed methods research among administrative and student stakeholders. The administrative stakeholders were engaged during six interviews. The names of the interviewees and the dates of the interviews are summarized in Appendix 1. Tours of key facilities were undertaken at five buildings and three residences. Furthermore, all TRU employees and students (including TNB2S and cisgender people) were invited to participate in a 15 to 30 minute survey that contained 44 questions. Representatives of the TRUSU Equity Committee were also engaged for TNB2S issues in previous years.

**Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:**

Yes

**Does the assessment process address student outcomes related to diversity, equity and success?:**

Yes

**Does the assessment process address employee outcomes related to diversity and equity?:**

Yes

**A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:**

Here is a brief description of the most recent assessment findings:

The report discovery process surfaced three key themes among TNB2S students and employees, highlighting the urgent need for strong and effective measures to address their specific challenges and barriers. It was also determined that cisgender employees and students were unsure or uncertain of how gender diversity fits at TRU. Many of these challenges and barriers operate together to maintain a difficult status quo for TNB2S people studying and working at TRU. However, they can be addressed with strategic system changes and clearer and more effective communications.

Key Theme 1: Ongoing challenges handled alone.

Key Theme 2: Cisgender employees not knowing how to help.

Key Theme 3: Lack of systems preparedness that reinforce invisible challenges. (For further details about there 3 Key Themes, see Page 3 here:

[https://www.tru.ca/\\_shared/assets/TransFocus\\_Final\\_Public\\_Audit48712.pdf](https://www.tru.ca/_shared/assets/TransFocus_Final_Public_Audit48712.pdf)

).

Here is a brief description of how the results are used in shaping policy, programs, and initiatives: TransFocus developed a total of 23 recommendations to address these and other challenges detailed in this report. These are divided into five different areas, including: a) communications and interpersonal interactions; b) gender records; c) gender data; d) gendered facilities, and e) programs and services. Table 1 summarizes eight high impact solutions across the five areas, which are identified as the most pressing to implement for TNB2S wellbeing.

(For further details about there five different areas, see Page 4 here:

[https://www.tru.ca/\\_shared/assets/TransFocus\\_Final\\_Public\\_Audit48712.pdf](https://www.tru.ca/_shared/assets/TransFocus_Final_Public_Audit48712.pdf)

).

**Are the results of the most recent structured diversity and equity assessment shared with the campus community?:**

Yes

**A brief description of how the assessment results are shared with the campus community:**

The report is available open to anyone to see from this part of the TRU Diversity and Equity website. Scroll down to 'Resources', then click on the last bullet - TransFocus Consulting's Final Audit Report - then go to 'Annual Progress Reporting' and click on link for 2019-2020:

[https://www.tru.ca/current/diversity-equity/2SLGBTQIA\\_.html](https://www.tru.ca/current/diversity-equity/2SLGBTQIA_.html)

[https://www.tru.ca/\\_shared/assets/TransFocus\\_Final\\_Public\\_Audit48712.pdf](https://www.tru.ca/_shared/assets/TransFocus_Final_Public_Audit48712.pdf)

**Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:**

Yes

**The diversity and equity assessment report or summary (upload):**

[TransFocus\\_Final\\_Public\\_Audit\\_PA-6.pdf](#)

**Website URL where the diversity and equity assessment report or summary is publicly posted:**

[https://www.tru.ca/\\_shared/assets/TransFocus\\_Final\\_Public\\_Audit48712.pdf](https://www.tru.ca/_shared/assets/TransFocus_Final_Public_Audit48712.pdf)

**Website URL where information about the institution's diversity and equity assessment efforts is available:**

<https://www.tru.ca/research/research-chairs/equity-diversity-inclusion.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Sources:

Manpreet Dhillon - TRU Diversity and Equity Coordinator

## Support for Underrepresented Groups

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### Score

3.00 / 3.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
  - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
  - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
  - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

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

### Does the institution have a publicly posted non-discrimination statement? :

Yes

### The non-discrimination statement, including the website URL where the policy is publicly accessible:

TRU's non-discrimination statement is within the TRU RESPECTFUL WORKPLACE AND HARASSMENT PREVENTION Policy (POLICY # BRD 17-0), and the policy is listed alphabetically here with other TRU Policies that the public can access:

<https://www.tru.ca/policy/allpolicy.html>

The direct link to the policy is here:

[https://www.tru.ca/\\_shared/assets/](https://www.tru.ca/_shared/assets/)



.pdf

The non-discrimination statement from the policy states (under section 2. Principles): 2.1: "All members of the University community have the responsibility to respect the rights of others. Discrimination and harassment, will not be tolerated by the University." The policy also states (on page 1 under 'Policy'): "Thompson Rivers University promotes teaching, scholarship and research, and the free and critical discussion of ideas. The University is committed to providing a working and learning environment that allows for the full and free participation of all members of the University community. Discrimination undermines these objectives, violates the fundamental rights, personal dignity and integrity of individuals or groups of individuals and may require remedial action by the University.

Harassment is a form of discrimination that is prohibited under this policy and may result in the imposition of disciplinary sanctions including, where appropriate, dismissal or permanent suspension. This policy responds to the University's responsibility under the Human Rights Code of British Columbia ('the Human Rights Code') to prevent discrimination, to provide procedures to handle complaints, to resolve problems, and to remedy situations when a violation of this policy occurs. The University will offer educational and training programs designed to support the administration of this policy and to ensure that all members of the University community are aware of their responsibilities under the Human Rights Code and this policy."

**Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:**

Yes

**A brief description of the institution's discrimination response protocol or team:**

Any member of the University community who believes that he/she/they may have experienced discrimination - for example experienced or witnessed a bias incident, any sort of act of discrimination or hate crime - should discuss the matter with the Human Rights Officer or the Dean/Director of the faculty/school/division in which the concern has arisen. To contact the Human Rights Officer, visit

<https://www.tru.ca/secretariat/governance-contacts.html>

A link to the Annual Report of the Human Rights Officer (2020-2021) is here:

[https://www.tru.ca/\\_\\_shared/assets/2020-2021-annual-report-of-the-human-rights-officer54681.pdf](https://www.tru.ca/__shared/assets/2020-2021-annual-report-of-the-human-rights-officer54681.pdf)

). A member of the Human Rights Office will discuss the complaint fully with the complainant, who will be informed of the procedures of this policy, the RESPECTFUL WORKPLACE AND HARASSMENT PREVENTION policy (BRD 17-0; Page 7 of 12. Link to policy:

[https://www.tru.ca/\\_\\_shared/assets/BRD\\_17-0\\_Respectful\\_Workplace\\_and\\_Harassment\\_Prevention47390](https://www.tru.ca/__shared/assets/BRD_17-0_Respectful_Workplace_and_Harassment_Prevention47390)

.pdf

). A complainant may bring a complaint to the Human Rights Office within six months of the last alleged incident of discrimination.

TRU supports those who have experienced or witnessed a bias incident, act of discrimination or hate crime by the following measures:

The bulk of the types of support that those who have experienced or witnessed a bias incident, act of discrimination or hate crime are listed in policy section 7. INVESTIGATION PROCEDURES:

7.1. If a complaint is within the jurisdiction of this policy and proceeds, the Human Rights Officer will initiate an investigation that is appropriate to the circumstances.

7.2. At any time, and even if the complainant and respondent have reached a resolution through

mediation or otherwise, a responsible officer may, in appropriate circumstances, decide to assume the role of complainant in a case in order to initiate or continue an investigation.

7.3. Investigations may be conducted by either an internal or external investigator, as deemed appropriate by General Counsel.

7.4. If more than one complaint has been made about a respondent, General Counsel may decide that the complaints will be investigated together. Each party will have the opportunity to make submissions on this matter and to comment on the other's submission.

7.5. If a complainant makes the request for an external investigation, the request will contain a full account of the alleged discrimination. If the respondent requests an external investigation, the request must explain the reasons why he/she seeks an external investigation.

7.6. General Counsel has power to authorize or refuse to authorize an external investigation; this decision will be guided by the following criteria:

- the alleged discrimination or harassment may have had a serious impact on the complainant or respondent;
- the complaint is important to the mission, values or goals of the University; or
- the respondent has refused to participate in earlier efforts to address the complaint. If General Counsel refuses to authorize an external investigation, he/she will give reasons for this decision.

7.7. When a request for an external investigation has been refused by General Counsel, a direct appeal to the President, meeting without General Counsel, may be made. The appeal must be made within three weeks of General Counsel's refusal to authorize an external investigation. The appellant will make an initial submission; the other party may make a response to which the appellant will have a right of reply. After consideration of the reasons for the request for an external investigation and any submissions and comments from the parties, the President will decide whether or not to authorize an external investigation.

7.8. When an external investigation is authorized, General Counsel will appoint an experienced investigator with expertise in administrative law and trauma informed investigations who is external to the University. The investigator will be provided with terms of reference for the investigation, a protocol for conducting the investigation and a timeline for completing the investigation and report.

7.9. Whether internal or external, the investigation will conform to the principles of natural justice and procedural fairness and:

7.9.1. be undertaken promptly and diligently, and will normally commence within three weeks of its authorization;

7.9.2. be fair and impartial; and

7.9.3. be sensitive to the interests of all parties involved and maintain confidentiality to the extent reasonably possible.

7.10. The investigator will normally interview the complainant, respondent, and such other persons and/or review documents as he/she considers may have or contain relevant information pertaining to the complaint.

7.11. Any complainant who wishes the University to assist in the resolution of a complaint through investigation must be prepared to be identified to the respondent.

7.12. All parties must be given the opportunity to present evidence in support of their positions and to defend themselves against allegations of discrimination or harassment. Where a party has the opportunity to make a submission, response or comment, it will normally be provided within two weeks.

7.13. All parties may be accompanied by legal counsel, a support person, and/or a representative of their constituency organization throughout the procedures set out in this policy.

7.14. A complainant may withdraw his/her complaint at any time. However, the University may nonetheless have an ongoing obligation to investigate the concerns raised.

7.15. If the complainant or the respondent refuses to cooperate with the investigator, the investigator will proceed with the investigation with the available evidence.

7.16. The investigator will normally prepare a report that conforms to the legislative requirements of the Freedom of Information and Protection of Privacy Act of BC. The investigator's report will include an opinion on the facts of the case, disputed and undisputed, and whether, on a balance of probabilities, there has been a violation of the policy.

7.17. The report of the investigator will be sent to General Counsel. In accordance with the Freedom of Information and Protection of Privacy Act of BC, the report is not releasable to either the complainant or respondent unless the complainant or respondent makes a written request under the provisions of the Freedom of Information and Protection of Privacy Act of BC and all personal information about other individuals is severed.

7.18. The investigator may recommend that the investigation be adjourned, stayed, or terminated, or otherwise settled with the agreement of the parties. The decision on this recommendation will be made by whoever authorized the investigation after considering submissions on the recommendation, if any, from each party.

Further measures to prevent any sort of discrimination from taking place at TRU take place by having ongoing educational activities on the subject. Under the Policy, the Human Rights Officer is responsible for coordinating a training and education strategy for students and employees on harassment and discrimination prevention. Educational activities and events have been documented since 2012 and are ongoing.

Other details around the process to deal with anyone at RTRU who has experienced discrimination include the following:

The Human Rights Officer may reject a complaint on the grounds that it is frivolous, vexatious, malicious, lies outside the jurisdiction of this Policy, or is beyond the time limits for laying a complaint. The decision to reject a complaint must include the reasons for the decision and may be appealed to General Counsel. General Counsel's decision will be final.

The Human Rights Officer will determine whether or not a complaint falls within the definition of policy section 1(a), 1(b), or 1(c). If a complainant disagrees with this determination, the complainant may appeal this determination to General Counsel, whose decision is final.

A complainant will be informed of avenues for redress or resolution.

Complainants who elect to pursue redress or resolution under a collective agreement may not use section 9 of this policy. If a complaint is within the jurisdiction of this policy and proceeds, the Human Rights Officer will:

a. Begin an informal inquiry;

b. After receiving the consent of the complainant, the person responsible for the inquiry may discuss the complaint with the respondent in order to seek a mutually acceptable resolution. The complainant will not necessarily be identified to the respondent during an informal inquiry;

c. Every attempt should be made to resolve the complaint at this stage, prior to moving to the stage of mediation. If no resolution is reached through an informal inquiry, the Human Rights Officer will explain the options for proceeding further to both parties. The complainant may be identified to the respondent during this explanation and will be identified if the complaint proceeds further.

Complaints involving allegations of personal harassment (1(c)) may be dealt with using the informal procedures of sections 6, 7, and 8 of this policy but will not use the procedures set out in section 9. If informal procedures have not been successful, the complaint should be directed to the supervisor of the person whose behavior is the subject of the complaint. The Human Rights Officer may be asked to provide further assistance in resolving the complaint. This policy responds to the University's responsibility under the Human Rights Code of British Columbia to prevent discrimination, to provide procedures to handle complaints, to resolve problems, and to remedy situations when a violation of this policy occurs. The University will offer educational and training programs designed to support the administration of this policy, and to ensure that all members of the University community are aware of their responsibilities under the Human Rights Code and this policy. This policy applies to all students, faculty, and staff on campus. It is overseen by the TRU Board of Governors.

**Does the institution have programs specifically designed to recruit students from underrepresented groups?:**

Yes

**Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:**

Yes

**Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:**

Yes

**A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:**

Regarding the recruitment of students from underrepresented groups, TRU embarked on a project in 2016 to address one major underrepresented group in Canadian society, Indigenous people. The project is called the Coyote Project and it has over-all goals as well as set recruitment goals, defined by individual faculties. From the project website (

<https://www.tru.ca/indigenous/coyote.html>

), it says this about general goals: "In response, The Coyote Project will address recruitment, retention and completion issues for Indigenous students. Some faculties and departments are addressing all three areas, while others are tackling one or two. Regardless, the goal is to support Indigenous students and make TRU a university where they want to study and graduate." For information about specific recruitment goals by faculty, go to 'See the goals' at the bottom of the website.

Regarding the recruitment of staff and faculty from underrepresented groups:  
TRU's Employment Equity Policy (

[https://www.tru.ca/\\_shared/assets/EmploymentEquity5580.pdf](https://www.tru.ca/_shared/assets/EmploymentEquity5580.pdf)

) promotes the removal of barriers for underrepresented groups and encourages the development of a diverse workforce. As part of this policy, we make a commitment on each job advertisement that states: "As part of its commitment to Employment Equity, TRU encourages applications from qualified members of the four designated groups: women, aboriginal peoples, persons with disabilities, and visible minorities"; and "Applicants are invited to identify themselves if they belong to any of the four designated groups".

In addition to our Employment Equity Policy, The Canada Research Chairs Program at TRU (CRCP) Secretariat has implemented an Equity, Diversity, and Inclusion Action Plan to respond to recommendations from the program's 15-year evaluation. Many of the recommendations refer to Four Designated Groups (FDGs) of Chairs, namely women, Indigenous/Aboriginal peoples, persons with disabilities, and visible minorities. Thompson Rivers University is committed to the changes in policy, practice, organization, and culture necessary to support the advancement of equity, diversity, and inclusion at the university. This represents a commitment on the part of the university to strive beyond EEP, to create an inclusive environment that nurtures academic and employment success for all.

<https://www.tru.ca/research/research-chairs/equity-diversity-inclusion.html>

**Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:**

Yes

**A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:**

TRU's International Student Advisors provide personal counseling for international students both before arrival in Canada and during their time at TRU. They also provide information and coordinate housing, orientation, and settlement services. TRU's International Student Activities Program (ISAP) plans and co-ordinates a number of on and off-campus student activities for International and Canadian Students.

Additionally, to support international students there is an International Academic Advising team, and finally, the Leisure Exploration Activity Program (LEAP). Details on Support Services for International Students can be found here:

<https://www.tru.ca/truworld/future-students/support-services.html>

TRU's Aboriginal Services Team provides support with everything from day-to-day life to funding applications and supports accessing daycare and housing programs. They also act as liaisons to faculty and other networks on campus and work to recruit, retain, and help aboriginal students be successful at TRU. The Elder in the House Program at The Gathering Place building on TRU's Kamloops campus also provides mentoring, counseling, and support.

The Aboriginal Mentor Program assists new students with a successful transition into TRU. Through training, the TRU Mentor Program develops mentors' skills and abilities for the work they do independently and collaboratively for the Students they mentor. Mentoring happens in different forms (one-to-one, groups, events, workshops, etc.) and is based on student needs. The program is supported by the Aboriginal Mentor Coordinator. New Aboriginal students who wish to be matched to a Mentor can apply to have one through the Aboriginal Mentor Coordinator, Vernie Clement. Those interested in becoming a mentor can apply by downloading the Aboriginal Mentor Program Application Form.

The Gathering Place also offers Indigenous students the following: on-site computers, kitchen and lounge area, assistance in locating basic facilities (daycare and housing), educational support like homework and scholarship and bursary applications, assisting with band funding applications, one-on-one tutoring, library outreach program, and personal development seminars (at no charge).

The health and wellness program at Cplul'kw'ten advocates for students on important issues such as discrimination and harassment. It offers on-site counseling three days a week (in addition to the counseling available all week in the Old Main building). Social support systems are set in place to enhance the sense of community and social activities, like potlucks and games.

TRU Accessibility Services provides access services to all eligible TRU students (on-campus or Open Learning students). Accessibility Services assists in facilitating equal access to educational opportunities at TRU by reducing the physical, attitudinal and systemic barriers for students.

Accessibility Services facilitates and/or provides a variety of services and accommodations for eligible students with disabilities, ranging from exam accommodation, alternate format text material, sign language interpretation, access to adaptive technology, and the facilitation of in-class note-taking.

Regarding programs designed specifically to mentor/support academic staff, and/or non-academic staff from underrepresented groups, TRU offers the following.

The TRU Faculty Association (TRUFA) has three committees that focus on this issue (and all committees are open to and support both faculty members and non-academic staff and students):

- Gender Equity Committee (

<http://trufa.ca/directory/committees/other-trufa-committees/status-of-women-committee/>

): The committee's main focus is to represent the interests of, and provide a voice for, female members of the TRU community. The Status of Women Committee members care deeply about equality and social justice, not only in our working lives, but also in society at large. The Status of Women Committee works on strategies for achieving equality in our institutions, and in our communities.

- Equity Committee (

<http://trufa.ca/directory/committees/other-trufa-committees/equity-committee/>

). The committee represents the interests of equity-seeking groups at TRU, including but not limited to Aboriginal people, people from racialized groups and ethnic minorities, persons with disabilities, women, gay, lesbian, bi-sexual, and transgendered persons. The main purpose of the Equity Committee is to: increase public awareness; seek improvements in equity issues at TRU; create a safer campus climate for members of equity-seeking groups; and advocate for improvements to equity issues at TRU critically examine current TRU and TRUFA practices as they affect negotiations and practices. The Equity Committee anticipates that its work will influence TRU policy.

- The Decolonization, Reconciliation, and Indigenization Standing Committee (DRIC;

<http://trufa.ca/directory/committees/other-trufa-committees/dri-committee/>

). The committee is open to all TRU faculty, staff, students, and community members interested in learning about, or contributing towards, DRIC teaching, research or service based initiatives. Broadly, these interdisciplinary initiatives are related to TRU's implementation of Indigenous goals, objectives and policies with respect to the TRC Calls to Action, human rights instruments such as the UN Declaration on the Rights of Indigenous Peoples, and Section 35 of the Canadian Constitution.

The union which represents the majority of non-academic staff at TRU (CUPE), also has many mentoring/support programs and resources for their members (

<https://4879.cupe.ca/resources/>

).

These include sites on: Equality, justice, full inclusion and the right to self-government for all Indigenous peoples (

<https://cupe.ca/indigenous>

); Rights for workers with disabilities (

<https://cupe.ca/disability-rights>

); LGBTTI rights (

<https://cupe.ca/lgbtti>

); Racial equality (

<https://cupe.ca/racial-equality>

); and Women's equality and rights (

<https://cupe.ca/women>

).

Besides these specific programs/offerings, support for staff and/or faculty from underrepresented groups is offered through the TRU Human Resources Department on an as-needed basis. Training is available for HR staff, and resources are available to connect underrepresented groups and individuals to outside support if requested or necessary. TRU offers a variety of support mechanisms and benefits for all staff and faculty, which includes those from underrepresented groups: 100% paid employer benefits for Medical Services Plan (MSP), dental, extended health, sick leave, life insurance, AD&D, Free family assistance program, Confidential counseling, and preventative health programs, a free Employee Family Assistance Program (EFAP). Details of employee benefits can be found at the website listed below. This website also lists the tuition reimbursement for all staff and faculty (which includes dependent children of staff and faculty members). In addition to that, Administrative & Faculty staff members can receive support for funding graduate-level courses, and faculty can apply for educational loans.

<https://www.tru.ca/careers/health-and-well-being-benefits.html>

**Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:**

Yes

**A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:**

TRU has two programs: Knowledge Makers Project and First Nations Language Teaching.

1. Knowledge Makers Project

(link:

<https://www.tru.ca/indigenous/knowledge-makers-tru.html>

)  
The Knowledge Makers will be prepared to become instructors across all faculties within TRU that have indigenous students throughout.

42 Indigenous undergraduate students were mentored to lead research over three school years (2016/17, 2017/18, 2018/19). Of these, two have gone onto post-baccalaureate study, two have received national graduate scholarships, four have gone onto masters degrees, nine have gone onto to be research assistants, five have received graduate studies scholarships, one has participated in an international internship, one has received mainstream funding for an undergraduate research project, one has started his own business informed by their research and 42 have published at least one journal article.

Participants have self-identified as being Secwepemc Nation, Ojibway Nation, Sauteau First Nation, Métis, Seton Lake Band, Shushwap Nation, Dakelh Nation, Stó:lō Nation, Cold Lake First Nations, Waywayseecappo First Nations, Treaty Four Gimley, Ahnishinaabe, Chippewas of Nawash Unceded First Nation, St'at'limc Nation, Ts'Kw'laxw First Nation, Tsimshian, Carrier, Mi'kmaq, Nsyixcen: Upper Nicola Band, Tkemlups te Secwépemc, Tlingit, Neskonlith Indian Band, Inuit: Nunatsiavut region, Haida, Tahltan, T'exlc (Williams Lake Band), Tsqescen (Canim Lake), Stella'ten First Nations, Te Tsq'escen, Gitanmaax Band, Nak'azdli and Saik'z First Nation, Dene, Simpcw, Nisga'a, Nak'azdli Whuten and Skidegate, Haida Gwaii.

A key commitment is service to the unceded territory in which TRU is located. For the first time in 2018, Knowledge Makers had more than 50% of participants from Secwépemcul'ecw, the peoples on whose territory on which the program takes place at TRU. The 42 participants have been from across Thompson Rivers University including Nursing, Fine Arts, Education, Social Work, Humanities, Social Sciences, Tourism, Computer Science, Science, Business, and Law.

Further information about the TRU KNOWLEDGE MAKERS -

Three mentoring Circles are preparing future Indigenous academics: Knowledge Makers Undergraduate, Knowledge Makers Master, Knowledge Makers Doctoral Circles. We acknowledge and give honour to the Secwepemc—the ancestral peoples who have lived here for thousands of years—upon whose traditional and un-ceded land Thompson Rivers University is located. We recognize that as we serve the growth of future researchers and professors for TRU and beyond, here in Secwepemc Nation there have been researchers and professors who have existed and served for millennia.

The Knowledge Makers goals is to create the next generation of Indigenous professors at TRU through delivering on five measurable results in four areas - Big Sky aims, and mentoring at undergraduate, Masters and doctoral levels.

We are inspired by the symbol designed by 2016/17 Knowledge Maker Levi Glass (TRU Fine Arts). Drawing on the traditional Secwepemc practice of pine needle basket weaving, Levi has created an image that reminds us of the strength that comes from individual potential and effort combined together with that of others'. In our Knowledge Makers initiative we combine the younger up and coming scholars with those at graduate and post graduate level, who in turn are mentored by Indigenous and settler professors and scholars. It is a collective effort that together brings strength, shape, and success in reach our Knowledge Makers goals.

**KNOWLEDGE MAKERS: FIVE RESULTS IN FOUR AREAS**

1. Knowledge Makers 'Big Sky': Goals

- By 2022: The proportion of Indigenous faculty at TRU will be at least on par with the regional Indigenous demographic (13%)
- By 2024: The proportion of faculty members who are Secwepemc will be at least on par with the Secwepemc regional demographic

2. Knowledge Makers Undergraduate Circle: Goals

- By 2022: 100 undergraduate Indigenous students identify as Knowledge Makers, have at least one published research article, and graduate;

In the past three years of Knowledge Makers (Undergraduate) 42 Indigenous undergraduate students have been mentored (2016/17, 2017/18, 2018/19) to begin their journey towards becoming university researchers and academics. Even at this early stage in their journey two Knowledge Makers have gone onto post-baccalaureate study, two have received national graduate scholarships, four have gone onto masters degrees, nine have gone onto to be research assistants, five have received graduate studies scholarships, one has participated in an international internship, one has received mainstream funding for an undergraduate research project, and 42 have published at least one journal article in the TRU Knowledge Makers Journal (



).

Participants have self-identified as being Secwepemc Nation, Ojibway Nation, Sauleau First Nation, Métis, Seton Lake Band, Shushwap Nation, Dakelh Nation, Stó:lō Nation, Cold Lake First Nations, Waywayseecappo First Nations, Treaty Four Gimley, Ahnishinaabe, Chippewas of Nawash Unceded First Nation, St'at'limc Nation, Ts'Kw'laxw First Nation, Tsimshian, Carrier, Mi'kmaq, Nsyixcen: Upper Nicola Band, Tkemlups te Secwépemc, Tlingit, Neskonlith Indian Band, Inuit: Nunatsiavut region, Haida, Tahltan, T'exlc (Williams Lake Band), Tsgescen (Canim Lake), Stella'ten First Nations, Te Tsq'escen, Gitanmaax Band, Nak'azdli and Saik'z First Nation, Dene, Simpcw, Nisga'a, Nak'azdli Whuten and Skidegate, Haida Gwaii. A key commitment is service to the unceded territory in which TRU is located. For the first time in 2018 Knowledge Makers had more than 50% of participants from Secwépemcul'ecw, the peoples on whose territory on which the program takes place. Once trained and having a PhD these 42 Knowledge Makers have the potential to transform universities having come have been from across TRU: Nursing, Fine Arts, Education, Social Work, Humanities, Social Sciences, Tourism, Computer Science, Science, Business, and Law.

The increase in demand from Indigenous undergraduate students for Indigenous-responsive teaching and research at TRU is helping drive the recruitment of Indigenous faculty.

### 3. Knowledge Makers Masters Circle: Goals

- By 2023: 50 Masters indigenous students identify as Knowledge Makers, have at least two published research articles, and graduate.

Beginning in 2018/19 Indigenous Master students meet weekly to discuss research underway and for mentoring as researchers. Masters Knowledge Makers published in the TRU Knowledge Makers Journal. In addition TRU Masters programs have introduced Indigenous-specific content. For example the Masters of Nursing includes an Indigenous leadership specialization. In the MEd there are five Indigenous-focused courses, including land-based learning, and Indigenous research methodologies.

The increase in demand from Indigenous Masters students for Indigenous-responsive teaching and research at TRU is helping drive the recruitment of Indigenous faculty.

### 4. Knowledge Makers PhD Circle: Goals

- By 2024: 20 doctoral Indigenous students identify as Knowledge Makers, have at least four published research articles, and graduate.

Beginning in 2017/18 Indigenous PhD students meet monthly to be mentored in their doctoral studies. PhD Knowledge makers will publish in the TRU Knowledge Makers Journal along with a range of national and international journals. PhD Knowledge Makers are admitted to a range of doctorate granting institutions nationally and internationally in order to find the best-fit for their disciplinary areas, and through distance learning have the opportunity to remain at home and student with their peers from their own community. TRU provides the mentoring space and Indigenous research expertise to support success in the PhD programs. At least two will have the opportunity to be employed by TRU as instructors, while holding Masters; and mentored in these roles towards higher levels of academic success.

### Contributors:

Knowledge Makers is based at Thompson Rivers University. Thank you to Indigenous and university leadership including the President and Vice Presidents, and Executive Director Aboriginal Affairs Paul Michel. Knowledge Makers is co-led by Prof Airini and Dr Sereana Naepi, and made possible through funding and support from the TRU Research and Graduate Office. Thank you Prof Will Garrett-Petts. Faculty from across TRU and beyond provide support and input to the initiative, including the TRU Dean of Law Prof Brad Morse (Knowledge Makers, PhD), Dr Mahtab Nazemi (co-coordinator Knowledge Makers: Masters, PhD), and Assoc Prof Natalie Clark (co-coordinator: Knowledge Makers: PhD). Thank you to the All My Relations Research Centre at TRU for the leadership and mentoring provided to Knowledge Makers (Director: Prof Rod McCormick, Assoc. Director Dr Sereana Naepi).

### 2. First Nations Language Teaching:

Language Apprentice - Each upper level class in Secwepmecstin that is led by Elder Mona Jules has had a student language apprentice attached (Marie Sandy). Marie is a graduate of the TRU BEd and is now a FNLG language instructor in Secwepmecstin (at level 1) and a MEd student.



Besides these two programs, Thompson Rivers University encourages a diverse faculty through its Employment Equity Policy (ADM 04-1). In accordance with the BC Human Rights Code and the Federal Contractors Program on Employment Equity, Thompson Rivers University (TRU) will promote the interests of the four designated groups under the Employment Equity program (women, Indigenous peoples, persons with disabilities, and visible minorities). The goal of the Employment Equity program at TRU is to establish a qualified and diverse workforce that is representative of the labour market(s) to which TRU draws its employees and faculty members. TRU will ensure that no person is denied access to employment opportunities or benefits for reasons unrelated to ability or qualifications. This program will identify and remove systemic barriers to equality in employment for members of the designated groups. TRU will ensure that university policies, practices and procedures promote accessibility, equality and diversity, including the provision of reasonable accommodation as required for the designated groups.

The full policy can be found here:

[https://www.tru.ca/\\_shared/assets/EmploymentEquity5580.pdf](https://www.tru.ca/_shared/assets/EmploymentEquity5580.pdf)

**Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:**

Yes

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

**Website URL where information about the institution's support for underrepresented groups is available:**

<https://www.tru.ca/current/diversity-equity.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

For more information about TRU's All-Gender washroom, see:

<https://trusu.ca/news/equity/new-inclusive-trusu-washroom-signage-for-trans-and-differently-abled-people/>

## Affordability and Access

---

### Score

3.02 / 4.00

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

---

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

### **Percentage of need met, on average, for students who were awarded any need-based aid :**

64

### **Percentage of students graduating without student loan debt:**

52

### **Percentage of entering students that are low-income:**

31

### **Graduation/success rate for low-income students:**

80

### **A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:**

TRU offers a comprehensive range of programs and initiatives to assist students in financing their educational and living costs. Financial support can be a combination of bursaries, scholarships, awards, work-study situations, co-op work terms, loans and grants. Policies regarding student awards are found here:

<https://www.tru.ca/awards/award-policies.html>

### **A brief description of notable policies or programs to support non-traditional students:**

Non-traditional students have the opportunity to earn educational credits online through TRU Open Learning. It offers over 55 programs and 590 courses in a variety of flexible formats, including print-based, web-based, online and in-person. Courses and programs delivered by TRU-OL are fully accredited and recognized by other post-secondary institutions, so students can take even a single course (and transfer the credits to another institution) or complete an entire program. Further information is available from:

<http://www.tru.ca/distance/about/distance.html>

**Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:**

---

**Website URL where information about the institution's accessibility and affordability initiatives is available:**

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

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Statistics used for this point are sourced from the most granular data available to us, in this case percent calculations 2, 3 and 4 were sourced from provincial average data.

# Investment & Finance

**Points Claimed** 4.07

**Points Available** 6.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

<b>Credit</b>		<b>Points</b>										
Committee on Investor Responsibility	2.00 / 2.00											
	1.07 / 3.00											
<p>This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:</p> <table border="1"> <thead> <tr> <th></th> <th><b>Total value of the investment pool (US/ Canadian dollars)</b></th> <th><b>Total points available for the credit</b></th> </tr> </thead> <tbody> <tr> <td rowspan="3">Sustainable Investment</td> <td>\$1 billion or more</td> <td>5</td> </tr> <tr> <td>\$500 - 999 million</td> <td>4</td> </tr> <tr> <td>Less than \$500 million</td> <td>3</td> </tr> </tbody> </table>				<b>Total value of the investment pool (US/ Canadian dollars)</b>	<b>Total points available for the credit</b>	Sustainable Investment	\$1 billion or more	5	\$500 - 999 million	4	Less than \$500 million	3
	<b>Total value of the investment pool (US/ Canadian dollars)</b>	<b>Total points available for the credit</b>										
Sustainable Investment	\$1 billion or more	5										
	\$500 - 999 million	4										
	Less than \$500 million	3										
Investment Disclosure	1.00 / 1.00											

## Committee on Investor Responsibility

---

### Score

2.00 / 2.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

---

### Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

---

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

### **Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:**

Yes

### **The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:**

TRU's Advisory Committee on Investments (ACI) is the equivalent of a committee on investor responsibility (CIR) because the major role of the ACI is to make recommendations to endowment fund decision makers regarding socially and environmentally responsible investment choices that help to advance TRU's sustainability performance. The ACI is a formal committee and is listed on the website for the TRU Board of Governors' committees (scroll down under 'Related committees'):

<https://www.tru.ca/board/committees.html>

). The key purpose of the ACI, according to its Terms of Reference, is: "To provide advice to the Vice President, Administration and Finance on investment policies, strategies and asset mix." TRU's Investment Objectives Policy (# BRD 22-0;

[https://storage.googleapis.com/stars-static/secure/244/8/781/7547/BRD\\_22-055027.pdf](https://storage.googleapis.com/stars-static/secure/244/8/781/7547/BRD_22-055027.pdf)

) is the primary policy that guides the work of the ACI and it has a focus on socially and environmentally responsible investing. The policy states (on page 1) that "The University has adopted a responsible investment approach that is aligned with the industry best practices framework established by the United Nations Principles for Responsible Investment (UN PRI). The application of the UN PRI to Fund management is determined by the Committee (ACI). This policy applies to all

University-administered accounts, including operating funds, professional development funds, ancillary services, grants, research grants, contracts, endowments and other restricted accounts." The policy goes on to state on page 2, "The University believes socially responsible investing (SRI) using environmental, social and governance (ESG) factors, can have a positive effect on long term financial performance and investment returns. To facilitate this, the University will engage with asset managers which are, or intend to become, signatories of the United Nations Principles for Responsible Investment (UNPRI)." The ACI uses this and other stated sustainability-focused objectives of the Investment Objectives Policy to guide and lead its committee work.

The ACI has academic staff, non-academic staff and student representation (details of the members of the ACI are listed in the field below 'Members of the CIR...').

Furthermore, the following are stated in the ACI's Terms of Reference:

Duties of the ACI are:

- Develop investment policy (short and long term) for recommendation to the Board of Governors through the Vice President, Administration and Finance
- Review on a regular basis the investment performance of the Investment Manager, including the Investment Manager's adherence to the investment policy and asset mix
- Recommend the appointment and termination of the Investment Management Firm
- Recommend modifications to investment policy and asset mix to Vice President, Administration and Finance
- Review and provide appropriate comment on the Investment Manager's annual report to TRU on investment performance

Quorum for the ACI:

Majority, and in addition the Chair (or designate) must be present.

Investment Advisory Committee.

Meeting Schedule of the ACI:

- Meetings will be held a minimum of two times per year
- Additional meetings will be at the call of the Chair

#### **Does the CIR include academic staff representation?:**

Yes

#### **Does the CIR include non-academic staff representation?:**

Yes

#### **Does the CIR include student representation?:**

Yes

#### **Members of the CIR, including affiliations and role:**

- Vice President, Administration and Finance - Chair
- Board of Governors members (2) appointed by the Board
  - o Chair of the Finance Committee of the Board of Governors (ongoing appointment)
  - o Board of Governors' member (two year term appointment)
- One faculty member from the Board of Governors, nominated by the Board Chair and appointed by the Vice-President, Administration and Finance
- One student, appointed by the Vice-President, Administration and Finance
- Associate Vice President, Finance (staff member)
- Executive Director, Financial Services
- Vice President, Advancement

Ex-officio members:

- President
- Representative(s) from the Investment Management Firm
- Other advisory or consultative personnel as needed

#### **Examples of CIR actions during the previous three years:**

The University has adopted a responsible investment approach that is aligned with the industry best practices framework established by the United Nations Principles for Responsible Investment (UN

PRI). TRU's investment objectives policy was adjusted in 2021 to appropriately reflect this commitment. Starting in 2021, Raymond James, TRU's investment advisors, at the request of TRU's Advisory Committee on Investments (ACI), has begun to provide a summary of sustainable investment highlights associated with the TRU investment portfolio.

As an active strategy, while TRU has not formally declared its divestment from fossil fuels, Raymond James monitors TRU's exposure in the energy sector specifically and has maintained our current exposure to less than 5% over the past 3 years. TRU held steadfast to maintaining low exposure to this area despite the potential for strong returns in the energy sector in the last 12 to 18 months (March 2021 to August 2022).

In addition, TRU's ACI also supports a student led initiative - the Thompson Rivers University Investment Fund (TRUSIF). In the fall of 2019, ACI recommended (and actioned) a \$100k contribution to TRUSIF as seed money so that TRUSIF could actively engage in market investments. TRUSIF has its own ESG strategy and scoring matrix, aligned with the UNPRI that guides its market investments and reports quarterly to the ACI on its progress.

**Website URL where information about the institution's committee on investor responsibility is available:**

[https://www.tru.ca/\\_\\_shared/assets/2022\\_Advisory\\_Committee\\_on\\_Investments\\_Terms\\_of\\_Reference55060.pdf](https://www.tru.ca/__shared/assets/2022_Advisory_Committee_on_Investments_Terms_of_Reference55060.pdf)

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Details about this section were provided by Matt Milovick, TRU VP of Administration and Finance.

## Sustainable Investment

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**Score**  
1.07 / 3.00

**Responsible Party**

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

<b>Total value of the investment pool (US/ Canadian dollars)</b>	<b>Total points available for the credit</b>	<b>James Gordon</b> Zero Waste and Environmental Programs Coordinator TRU Sustainability Office
\$1 billion or more	5	
\$500 - 999 million	4	
Less than \$500 million	3	

[Close](#)

---

### Criteria



# Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.
- Green revolving loan funds that are funded from the endowment.

## Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).
- Uses its sustainable investment policy to select and guide investment managers.
- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

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

### Total value of the investment pool:

78,330,410.45 US/Canadian \$

### Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving funds funded from the endowment	1,100,000 US/ Canadian \$

### A brief description of the companies, funds, and/or institutions referenced above:

The green revolving fund is used on a case by case basis to improve the campus' sustainability performance through, primarily, various energy efficiency related projects.

### Percentage of the institution's investment pool in positive sustainability investments:

1.40

## **Does the institution have a publicly available sustainable investment policy?:**

Yes

### **A copy of the sustainable investment policy:**

[BRD\\_22-055027.pdf](https://www.tru.ca/_shared/assets/BRD_22-055027.pdf)

### **The sustainable investment policy:**

The direct link to the TRU Investment Objectives policy (BRD 22-0) is here:

[https://www.tru.ca/\\_shared/assets/BRD\\_22-055027.pdf](https://www.tru.ca/_shared/assets/BRD_22-055027.pdf)

The following link will take anyone in the public to all TRU policies; the Investment Objectives policy is listed alphabetically:

<https://www.tru.ca/policy/allpolicy.html>

The thread is TRU Home > Official Policies and Procedures > Index of All Policies)

TRU has adopted a responsible investment approach that is aligned with the industry best practices framework established by the United Nations "Principles for Responsible Investment (UN PRI)". The application of the UN PRI to Fund management is determined by the Committee.

This policy applies to all University-administered accounts, including operating funds, professional development funds, ancillary services, grants, research grants, contracts, endowments and other restricted accounts.

From the policy (page 2):

The University believes socially responsible investing (SRI) using environmental, social and governance (ESG) factors, can have a positive effect on long term financial performance and investment returns. To facilitate this, the University will engage with asset managers which are, or intend to become, signatories of the United Nations Principles for Responsible Investment (UNPRI).

We will expect these managers to:

1. Promote acceptance and implementation of the Principles within the investment industry
2. Work together to enhance our effectiveness in implementing the Principles
3. Provide regular disclosure regarding the processes by which ESG factors are incorporated into their investment decision making process.

Climate Change is a key risk to both the investment returns and the future of the University. We will expect our managers to work with the companies they invest in to reduce greenhouse gas emissions and other factors which may contribute to climate change through:

1. Assessment of companies owned for full disclosure of climate change impacts and issue annual assessment reports.
2. Engagement with corporate managers towards positive change.
3. The selection of assets to improve the climate change profile, as well as investigating alternative energy options where appropriate.

When funds are donated, or are provided to the University with guidelines or restrictions articulated by an external donor, the University will insure that these guidelines and requirements are adhered to. A key component of funds Endowed to the University will be capital preservation while meeting the Donor's distribution requirements.

The objectives have competing demand for current cash flow and capital preservation. In order to achieve them, the University has adopted an asset mix policy and guidelines which are expected to supply sufficient cash flow while maintaining the Fund's contributed capital and earnings stream.

## **Does the institution use its sustainable investment policy to select and guide investment managers?:**

Yes

## **A brief description of how the sustainable investment policy is applied:**

The policy allows the committee to mandate fund managers to adhere to the principles outlined in the UN Principles for Responsible Investment. TRU's outside investment managers are all members of UNPRI and conform to its standards and reporting.

## **Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:**

No

## **A copy of the proxy voting guidelines or proxy record:**

---

## **A brief description of how managers are adhering to proxy voting guidelines:**

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## **Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:**

Yes

## **Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:**

As an example, Capital Group (CG) - which is a fund manager that runs one of the pools (Capital Group Global Equity) for the TRU Long-Term account - voted at more than 2,100 annual and special general meetings (AGMs and SGMs) on behalf of clients, and voted against approximately 8% of proposals put forward at AGMs and SGMs. CG participated in and voted for a resolution with Chevron on its energy transition strategy. CG engaged with approximately 50 companies which did not have any board gender diversity.

Here is another ESG-focused shareholder proposal vote from Capital Group. CG voted in favor of a shareholder proposal for the company (ConocoPhillips) to address the risks and opportunities presented by the global transition towards a lower emissions energy system by setting emission reduction targets covering the greenhouse gas (GHG) emissions of the company's operations as well as their energy products (Scope 1, 2, and 3). This was against the company's recommendation. The ESG policy statement for Capital Group (environmental, social and governance) is here:

[https://www.capitalgroup.com/content/dam/cgc/tenants/canada/pdf/en/public/ESG\\_policy\\_statement.pdf](https://www.capitalgroup.com/content/dam/cgc/tenants/canada/pdf/en/public/ESG_policy_statement.pdf)

Here are two other examples from two other funds that are owned by TRU: the CI Canadian Equity Fund (CI Financial is an asset manager), and the Fidelity Concentrated Value fund.

CI voted for two shareholder proposals in "CGI Inc" which were against the recommendation of management. Proposal number one was to have the company "increase formal employee representation in highly strategic decision-making". The other proposal was to adopt French as the official language, since CGI is headquartered in Montreal, Quebec.

For Fidelity, they voted in support of a shareholder proposal to "oversee the preparation of an annual public report describing and quantifying the effectiveness and outcomes of company efforts to prevent abuse, harassment and discrimination against protected classes of employees".

**Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:**

No

**A brief description of the divestment effort or negative screens and how they have been implemented:**

---

**Approximate percentage of endowment that the divestment effort and/or negative screens apply to:**

---

**Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:**

Yes

**A brief description of the investor networks and/or collaborations:**

TRU is a member of the Canadian Association of Business Officers (

<https://www.caubo.ca/>

), an organization that provides a national perspective on matters related to higher education administration. It strengthens the capacity of leaders in the sector by connecting them with peers and information, enabling them to pursue opportunities and create solutions for shared issues. CAUBO has been instrumental in collecting data and sharing resources and best practices regarding responsible investment strategies for post-secondary institutions in Canada. In 2018 CAUBO conducted their first Responsible Investing Survey and then followed it up again in 2020. TRU actively participated in both surveys and has used the results to shape their investment activities. TRU is also a member of the Research Universities Council of British Columbia (RUCBC) where the subject of divestment has been discussed on numerous occasions over the past number of years. This forum has allowed Vice-Presidents of Finance and Administration to share best practices and strategies around managing the issue of divestment. TRU members have benefited from this forum.

**Website URL where information about the institution's sustainable investment efforts is available:**

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**Additional documentation to support the submission:**

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## Investment Disclosure

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Score	Responsible Party
1.00 / 1.00	<b>Aaron Wiebe</b> Research Assistant Sustainability

---

### Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

---

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

### Does the institution make a snapshot of its investment holdings available to the public?:

Yes

### A copy of the investment holdings snapshot:

[tru\\_asset\\_breakdown\\_Dec\\_31\\_2020.xlsx](#)

### Website URL where the investment holdings snapshot is publicly available:

---

### Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	100
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	0

### Does the institution engage in proxy voting?:

No

### Are proxy voting records included in the snapshot of investment holdings?:

No

### Website URL where information about the institution's investment pool is available:

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### Additional documentation to support the submission:

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# Wellbeing & Work

**Points Claimed** 5.07

**Points Available** 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

<b>Credit</b>	<b>Points</b>
Employee Compensation	1.75 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	1.57 / 2.00

## Employee Compensation

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Score	Responsible Party
1.75 / 3.00	<b>James Gordon</b> Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

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### Criteria



## **Part 1. Living wage for employees**

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

## **Part 2. Living wage for employees of contractors**

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

## **Part 3. Minimum total compensation for employees**

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

# Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off](#) (LICO) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

---

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

## **The local living wage (based on a family of four and expressed as an hourly wage):**

16.71 US/Canadian \$

## **Percentage of employees that receive a living wage (benefits excluded):**

100

## **Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:**

Yes

## **A list or brief description of significant on-site contractors:**

- Aramark - food services
- L&J Diamond Maintenance - janitorial services
- Pronto Enterprises - snow removal and landscaping services
- Advanced Electrical - electrical services

## **Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):**

66.14

## **Total compensation provided to the institution’s lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:**

125 percent

## **A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade:**

\$20.33

## **Has the institution made a formal commitment to pay a living wage?:**

No

**A copy or brief description of the institution's written policy stating its commitment to a living wage:**

---

**Website URL where information about employee compensation is available:**

<https://www.tru.ca/careers/contact-us.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Figures in Canadian dollars.

Data for Parts 1 and 3 supplied by:

Jody Coolahan (HR / Payroll Coordinator; TRU Human Resources Dept.).

Data for Part 2 supplied by:

Aramark (food services): Jennifer Bissel (Food Service Director, Canada West).

L&J Diamond Maintenance (janitorial services): Zahid Malik (Head janitor at TRU).

Pronto Enterprises (snow removal and landscaping services): Robb Munegatto (Partner).

Advanced Electrical (electrical services): Corey Stasiuk (Owner).

Part 2 percentage (66.14%) was arrived at by dividing the number of employees of all four onsite contractors who receive a living wage (84) by the total of all of the employees of all four contractors who work at TRU (127).

## Assessing Employee Satisfaction

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### Score

1.00 / 1.00

### Responsible Party

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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### Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

### **Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:**

Yes

### **Percentage of employees assessed, directly or by representative sample:**

100

### **A brief description of the institution's methodology for evaluating employee satisfaction and engagement:**

Envision TRU encompassed five phases from March 2019 to April 2020 and sought to include all members of the TRU community, from alumni and current students to employees, donors, advisory boards, Indigenous groups, employers, community organizations, and many more.

COVID-19 Employee Feedback Survey - TRU Surveyed all of its employees to monitor how its employees we're handling COVID-19

### **A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:**

Based on the response from TRU's COVID-19 Survey, TRU addresses the issues raised in this survey by identifying and taking action on four key items.

1. Communication - to consider: sharing what's happening in the background, the rationale for decisions, regular updates, proactive/timely, positive, two-way)
2. Home Office Supports - Ergonomic resources, office equipment/supplies available, explore tax-write offs for home office expenses
3. Managing Stress, Anxiety, Overwhelm - Provide anxiety/stress/burnout supports; promote mental health/EAP; explore strategies for managing work-life balance/workload; flexibility/resources for parents & caregivers
4. Return to Campus - Safety Adherence - look into how compliance and PP will be monitored

**Website URL where information about the employee satisfaction and engagement evaluation is available:**

<https://www.tru.ca/envision/consultation-process.html>

**Additional documentation to support the submission:**

High-Level\_COVID\_Survey\_Feedback\_Final.pdf

**Data source(s) and notes about the submission:**

Envision TRU -

<https://www.tru.ca/envision/consultation-process.html>

## Wellness Program

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Score	Responsible Party
0.75 / 1.00	<b>James Gordon</b> Environmental Programs and Research Coordinator TRU Office of Environment and Sustainability

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### Criteria



## **Part 1. Wellness program**

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

## Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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

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

**Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:**

Yes

**A brief description of the institution's wellness and/or employee assistance program(s):**

TRU students and employees can make one-on-one appointments to discuss health and wellness related issues. These issues may include, but are not limited to: stress, substance use, nutrition, sexual health, healthy relationships, and problems with work-life balance. As a faculty member, one of the Wellness Centre Coordinator's roles is to provide health and wellness education to the campus community. Health teaching occurs in many student classrooms and in many campus workshops throughout the year. Those interested in having the Wellness Coordinator come to their classroom or workshop to talk about health and wellness can contact the Coordinator at the Wellness Centre.

**Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:**

Yes

**Does the institution restrict outdoor smoking?:**

Yes

**Does the institution prohibit smoking and tobacco use across the entire campus?:**

No

**A copy of the institution's smoke-free policy:**

[adm05-35601.pdf](#)

**The institution's smoke-free policy:**

Revised policy on Alcohol, Cannabis and Tobacco takes effect Oct. 17, 2018  
Cannabis is now legal in Canada. At TRU campuses, however, non-medicinal (recreational) use of cannabis remains prohibited. This includes student residences. There are exceptions in TRU's policy

for those who require medicinal cannabis as authorized by a doctor, and the use of cannabis for teaching or research purposes with prior written university approval. TRU took into account varying perspectives when drafting this policy, with a focus on creating a safe and healthy campus environment for everyone—one where we can learn, teach and work at our best.

**Website URL where information about the institution's wellness programs is available:**

<https://www.tru.ca/current/wellness/counselling/links.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The website for the Employee Family Assistance Program (EFAP), which is available 24/7/365 to TRU employees, their spouses, and dependents who are currently covered by TRU's benefits plan, is here: <https://one2.tru.ca/sites/hr/HRFS/Pages/Employee-Family-Assistance-Program-%28EFAP%29.aspx>

## Workplace Health and Safety

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**Score**

1.57 / 2.00

**Responsible Party**

**James Gordon**

Environmental Programs and Research Coordinator  
TRU Office of Environment and Sustainability

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**Criteria**

# **Part 1. Health and safety management system**

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

## Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

### **Does the institution have an occupational health and safety management system (OHSMS)?:**

Yes

### **Does the system use a nationally or internationally recognized standard or guideline?:**

No

### **The nationally or internationally recognized OHSMS standard or guideline used:**

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### **A brief description of the key components of the custom OHSMS:**

Here are the seven key components of TRU's custom Occupational Health and Safety Management System (OHSMS):

1. Protect the safety of all faculty, staff, students, and visitors against unsafe conditions and occupational hazards having regard to the resources available to TRU;
2. Comply with the Workers Compensation Act, the Occupational Health and Safety Regulations and all other applicable occupational health and safety laws;
3. Ensure that adequate resources are available to implement appropriate safety procedures and practices;
4. Ensure priority is given to a safe working and learning environment in the planning, budgeting, direction and implementation of TRU's activities;
5. Provide, having regard to the resources available, information, instruction, training, and supervision necessary to ensure the health and safety of (a) employees in carrying out their work and (b) students during their studies on TRU's campuses;
6. Ensure that core Health and Safety responsibilities are clearly outlined and communicated to TRU's employees through the completion of the Health and Safety Orientation Program and training; and,
7. Formulate and carry out continuing Health and Safety programs appropriate to TRU's operations which also include threat assessment and emergency management programs.

### **Annual number of recordable incidents of work-related injury or ill health:**

8

### **Full-time equivalent of employees:**

1,512.60

### **Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:**

139

### **A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :**

Injury statistics are collected and monitored through injury reporting procedures and protocols. We have an online reporting tool, and email process. Once a report is received, the information is reviewed. Then, if needed, follow-up forms and /or information is collected if required, and the data is entered into the tracking database. We track employees by group (Union, Admin and Faculty); as well as students and visitors/contractors. We track injury type, mechanism, location, department, and lost time/days.

**Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:**

0.48

**Website URL where information about the occupational health and safety program is available:**

<https://www.tru.ca/risk-management-services/safety.html>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The number in Part 2 for 'Annual number of recordable incidents of work-related injury or ill health' (8) is based on the most recent 12 months of data at the time of submission (August 1, 2020 to July 31, 2021).

Section details provided by Sarah Martin, Manager of the TRU Health and Safety Office.

# Innovation & Leadership

## Innovation & Leadership

**Points Claimed** 2.00

**Points Available** 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.



# Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

<b>Credit</b>	<b>Points</b>
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50
Innovation C	0.50 / 0.50
Innovation D	0.50 / 0.50

## Innovation A

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### Score

0.50 / 0.50

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Sweater Dance Event

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

created as a way to continue the office's events in a manner that complies with provincial pandemic restrictions, this event was a online virtual dance event hosted for all 24 provincial public universities and colleges. The dance event was inspired by the "sweater day" events in the past where the temperature was turned down around the campus to raise awareness about the impact of heating on climate change. Participants were encouraged to turn down their own thermostats from 0.5 to 2 degrees and put a sweater on to stay warm during the event.

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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**The website URL where information about the innovation is available :**

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**Additional documentation to support the submission:**

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## Innovation B

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### Score

0.50 / 0.50

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Compost with black soldier flies

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

Food scraps and coffee grounds collected from zero waste stations and kitchens across campus are picked up by a local farmer for livestock feed. The scraps are fed to black soldier fly larvae which grow into full size flies which are then fed to ducklings. Once the ducklings grow to full size they are harvested and sold into the community; including the University culinary arts department. This poultry is then prepared by the student chefs and served to patrons at the University café.

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

the Campus Strategic Sustainability Plan (CSSP) describes some of what lead up to the decision to make a mini district energy system, but the campus Strategic Energy Management Plan has more technical details about which buildings will be included and the processes leading up to implementation.

## Innovation C

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### Score

0.50 / 0.50

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

Reusable Cutlery Program

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

The Sustainability Office has collaborated with a local small-business owner, Haley Feller, who sewed 1000 cutlery bags to hold the cutlery so it's easy for students and staff to pack them around campus. The bags are made from unwanted used cotton/poly sheets; they can easily be cleaned in the washing machine. The cutlery has been sourced from local thrift stores or donated around campus; only purely stainless steel cutlery is being accepted for the simplicity of managing the program.

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

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**Additional documentation to support the submission:**

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## Innovation D

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### Score

0.50 / 0.50

### Responsible Party

**Aaron Wiebe**  
Research Assistant  
Sustainability

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### Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

### **Name or title of the innovative policy, practice, program, or outcome:**

TRU Tree Program

### **A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

The TRU Sustainability Office's new TRU Campus Tree Program is designed to allow members of the TRU community to actively get involved in helping maintain one of the planet's most vital sustainability attributes: thriving and healthy trees and forests. Members of the TRU community are encouraged to volunteer in the 1-year pilot, whose three over-all goals are planting, care and preservation of trees on the TRU campus. The office is working with members from the TRU Grounds and Horticulture Departments who will supervise all program activities, as well as other members of the TRU community who are helping to ensure the success of the program.



**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

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**Additional documentation to support the submission:**

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[stars.aashe.org](https://stars.aashe.org) Thompson Rivers University | STARS Report |