2016 Annual Sustainability Report



UNIVERSITY OF SASKATCHEWAN Office of Sustainability FACILITIES MANAGEMENT DIVISION SUSTAINABILITY.USASK.CA

A Letter From the **Sustainability Co-ordinator**

I am pleased that the University of Saskatchewan has achieved a Silver rating from STARS – Sustainability Tracking Assessment and Rating System. The university's goal of achieving STARS Silver by 2020 has been reached three years ahead of schedule, providing a great milestone for all of those who have been working hard to embed sustainability into all aspects of our university. This report presents the initiatives and projects that have helped us achieve this Silver rating.

STARS, created by the Association for the Advancement of Sustainability in Higher Education, is a rating system that is used by more than 700 universities and colleges. It measures sustainability performance based on metrics and, based on the score achieved, awards ratings of bronze, silver, gold or platinum. Our previous submissions to STARS (2011, 2013 and 2015) yielded Bronze ratings. Our recent submission moved us well into the mid-range of Silver.

Attaining this Silver rating is the result of great work being done throughout our university. On the academic side, the School of Environment and Sustainability and the Sustainability Education Research Institute are leading the way, complemented by other academic initiatives happening throughout campus and across a variety of disciplines. On the operational side, Consumer Services is making great strides forward, especially in regards to transportation and food issues. Facilities Management is making progress in regard to buildings, energy, water and waste. The USSU has embraced sustainability in regard to both the management of their facilities and student engagement. The number of student sustainability groups and initiatives are increasing year-to-year. Work Green champions across the campus are working hard to encourage changes in their workplaces. A new President's Sustainability Council has been formed to provide recommendations to the President on how to best contribute to a sustainable future on campus. This report shines a light on these and many other accomplishments.

Our university's partnerships with First Nations, increased Aboriginal enrolment and projects such as the Gordon Oakes Red Bear Student Centre have also had an effect on our STARS rating. Sustainability isn't just about the environment; sustainability is about the environment, society, the economy, and the interactions between all three. Our university's commitment to indigenization and reconciliation support the social and cultural aspects of sustainability.

When I started at the university in 2004 there were isolated pockets of people on campus working on sustainability, but conversations and collaborations between them were limited. Thirteen years later, there is interest in sustainability across campus and more of us are working on sustainability initiatives collaboratively and co-operatively across the university's traditional silos. Sustainability cannot be achieved by one person, one committee or one university unit; it takes a village.

We have made great progress, but there is still a lot of work left to do. My hope is that we can keep up this momentum and continue working together, and that we can achieve a Gold rating by 2020.

I am honoured to be in the company of so many good people who are working to make our university, and ultimately our world, more sustainable.

Margret asmuss

Margret Asmuss Sustainability Co-ordinator Office of Sustainability, Facilities Management Division University of Saskatchewan

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The Office

Odili Obi

Waste Prevention Co-ordinator

Odili is in charge of managing the university's single-stream recycling program along with all other aspects of waste management and prevention around campus. His position includes both operational and managerial components and ensures that recycling on campus stays accessible and effective.

Matt Wolsfeld

Community Engagement

Co-ordinator

Matt works with staff, faculty, and students to facilitate the development of a strong culture of sustainability that is visible throughout campus. By supporting and carrying out the Campus Sustainability Plan's Community Engagment objectives, he helps to achieve the Plan's goal of having all members of the campus community intentionally choosing and initiating sustainable behaviour in all areas of campus life.

Margret Asmuss Sustainability Co-ordinator

Margret oversees the day-to-day activities of the Office of Sustainability and progress on Campus Sustainability Plan goals and initiatives. She also facilitates the implementation of the Campus Sustainability Plan's Education and Research initiatives by facilitating linkages to sustainability in those disciplines outside the traditional environmental and sustainability disciplines. Her work includes coordinating the Sustainability Living Lab and facilitating professional development

opportunities for faculty and instructors. Upon request, Margret also provides guest lectures on sustainability for a variety of classes.

CAMPUS SUSTAINABILITY PLAN

EDUCATION

OPERATIONS

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COMMUNITY

IGAGEMEN

nered with the university community on the Climate Action Plan and other related initiatives that strive towards achieving sustainable energy consumption.



Erin Akins Sustainability Initiatives Co-ordinator

Erin works to integrate sustainability into all aspects of university operations by facilitating changes to day-to-day activities, planning, and decision-making across campus. She works directly with various work units to review existing practices and facilitate positive change. She also oversees the Work Green program.

Kathryn Theede Energy and Emissions Officer

Kathryn develops initiatives and implements strategies to conserve energy and reduce the university's greenhouse gas emissions. She works towards enhancing practices on campus as they relate to energy management in such areas as facilities, campus utilities, solid waste, water, transportation, infrastructure, and equipment. Kathryn has also part-



Governance

Sustainability is a core value that is embedded in everything that we do at the University of Saskatchewan

or the University of Saskatchewan, as in any large organization, an essential component of change management for sustainability is formalizing its commitment to sustainability.

The <u>Campus Sustainability Plan</u>'s Governance goals focus on approaches to embed sustainability into the very fabric of our organization. By including all three of our governing bodies — Senate, Board of Governors, and University Council — the Plan is able to enhance our organizational capacity to integrate sustainability at all levels of the university.

President's Office and USSU Memorandum of Understanding

Campus Sustainability Week 2016 marked an historic moment of co-operation between U of S students and administration as USSU VP Student Affairs Renata Huyghebaert and U of S President Peter Stoicheff signed a Memorandum of Understanding on sustainCampus Sustainability Plan Goals for Governance

ability before an eager crowd of students, staff, and faculty. The MOU established funding for the <u>USSU</u> <u>Sustainability Committee (USSUSC</u>), a commitment for the President to attend a USSUSC meeting annually, the development of an annual President's Leadership Award in Sustainability, and the creation of the President's Sustainability Council.

President's Sustainability Council

The President's Sustainability Council (PSC), as announced in the previously mentioned USSU MOU, represents the next step in the administrative adoption of sustainability into the university's governing policies. Headed by the School of Environment and Sustainability's Executive Director Toddi Steelman, the President's Sustainability Council (PSC) will advise and counsel the President on how to advance sustainability at our university and support students, faculty, and staff to participate meaningfully in the planning and implementation of institutional sustainability.



The President's Office signing a sustainability MOU with the USSU began an important partnership.



Students' Union resident's Office

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Education & Research

Students from across Canada and the world recognize the U of S for its innovative sustainability-related and sustainability-focused academic programs and services.

The University of Saskatchewan will be recognized across Canada for its outstanding sustainability-focused research, scholarly, and artistic work across all disciplines.

Campus Sustainability Plan Goals for Education & Research

he importance of education as a foundation in moving towards a more sustainable world was recognized by the United Nations when it declared 2005 to 2014 the UN Decade of Education for Sustainable Development.

Education — in all its forms and at all levels — is not only an end in itself but is also one of the move powerful instruments we have for bringing about the changes required to achieve sustainable development.

UN Decade of Education for Sustainable Development, 2005 – 2014; The DESD at a glance (ED/2005/PEQ/ESD/3)

The <u>Campus Sustainability Plan</u> set out to build on the university's existing strengths and to identify areas for

improvement in regard to education for sustainability. Recommendations ranged from cataloguing what we currently do to developing entirely new programs to fill in existing gaps.

At the University of Saskatchewan, 7.7% of course offerings include sustainability content with 63% of departments offering at least one sustainability course or course that includes sustainability content. In terms of research, 10% of faculty are engaged in sustainability research spread across 56% of departments. The university's "signature areas" of research all touch upon dimensions of sustainability.

Sustainability transcends traditional academic disciplines, so the university's ongoing support of inter-

disciplinary scholarship is an important element in sustainability education and research.

Sustainability Course and Research Inventories

With the help of our Sustainability Interns, the Office of Sustainability was able to update its existing <u>sustainability course inventory</u> and to complete a <u>sustainability research inventory</u>, both of which are publically available. In addition to acting as a valuable information resource to students, staff, and faculty, these inventories provide baseline information which will inform future initiatives to support sustainability education and research.

Sustainability Living Lab

The <u>Sustainability Living Lab</u> uses the campus and community as a laboratory for students to explore sustainability and develop solutions to sustainability issues. In 2016 over 110 students from a variety of



students participated in the Sustainability Living Lab in 2016 disciplines worked on 25 projects including studying campus farmer's markets, fruit orchards, solar installations, planning proposals for regional mega-projects, and much more.

Sustainability Course Development Institute

In 2016, the <u>Gwenna Moss Centre for Teaching Effec-</u> <u>tiveness (GMCTE)</u>, the Office of Sustainability and the <u>School of Environment and Sustainability</u> partnered to offer the second annual course development workshop for faculty and course instructors interested in injecting sustainability into their curriculum. Building on the positive response to the 2016 workshop, GMCTE and the Office of Sustainability are collaborating on developing a sustainability specialization to be offered as a component of GMCTE's core Course Development Institute, with the hope that this will make the sustainability content more

broadly available and accessible.

SERI RCE International Award

This year marked another first for sustainability at the University of Saskatchewan: an international sustainability award. The Sustainability Education Research Institute (SERI) was the proud recipient of a "2016 Regional Centre for Expertise (RCE) Award for Innovative Projects in Education for Sustainable Development" at the 10th Global Regional Centre for Expertise (RCE) Conference in Yogyakarta, Indonesia. The award is for its flagship project, the Sustainability and Education Policy Network (SEPN). SEPN is an international network of researchers and organizations advancing sustainability in education policy and practice. Its research examines the relationships between sustainability education policies and practices in early childhood to grade 12- and post-secondary education with the goal of enabling educational change for a more sustainable future.

SENS Master of Water Security Program

After nearly a decade of managing the university's first graduate programs in sustainability, the <u>School of</u> <u>Environment and Sustainability (SENS)</u> unveiled its <u>Master of Water Security Program (MWS)</u> in 2016. The MWS is a cross-disciplinary, project-based program that prepares graduates to address complex regional, national and international water issues through training in science, engineering and policy analysis. Graduates will have expertise to tackle the complex and multidisciplinary water problems facing us now and in the future.

SERI & SEPN Connecting Education and Environment Conference

In June 2016, <u>SERI</u> held its conference 'Connecting Education and Environment: Mobilizing Sustainability in Education Policy, Practice, and Research' which focused on land, place, environment, and sustainability, as well as connections to education policy, practice, and research. It was attended by over 150 people and featured keynote speaker Manulani Meyer of the University of Hawaii at Hilo, who gave a stirring and provocative presentation that brought together research, policy, practice, and challenged "business as usual" ways of knowing.

Undergraduate Certificate in Sustainability

In September 2014, SENS began offering the Undergraduate Certificate of Proficiency in Sustainability - the first of its kind in Canada. The certificate enriches a student's current degree program by providing significant exposure to sustainability-related concepts and practices. Students gain an understanding of how to integrate human-environmental systems within our current reality and how to critically evaluate sustainability efforts. Students choose their elective courses from one of three areas of focus: natural resources and sustainability, community and sustainability or food systems and sustainability.

> students are expected to graduate with an Undergraduate Certificate in Sustainability in 2017

The program saw 5 students graduate in 2015 followed by 13 additional graduates in 2016. Enrollment has continued to grow, with 38 students being enrolled in

ENVS 201 and 67 being enrolled in ENVS 401 (the two flagship courses of the certificate). As of publication, the certificate expects 19 more graduates in 2017.

One Health

One Health, a worldwide strategy for expanding interdisciplinary collaborations in all aspects of health care for humans, animals, and the environment, was identified in 2010 as an area where the U of S has potential to develop eminence nationally and internationally. As the only university in Canada with a full range of health science colleges and schools on one campus, the university is well-positioned to make tremendous strides forward in its research, training capacity, and reputation related to One Health. As one of six University of Saskatchewan signature areas of research and scholarship, "One Health: solutions at the animal-hu-

Undergraduate Environmental Degree Programs at the U of S

- <u>Enviroment & Society</u>
- Environmental Biology
- Environmental Earth Sciences
- Environmental Engineering
- Environmental Science
- <u>Renewable Resource Management:</u> Resource Economics and Policy
- <u>Renewable Resource Management:</u> **<u>Resource Science</u>**
- <u>Toxicology</u>

Other Sustainability-Related Programs at the U of S

- Indigenous Studies
- <u>Northern Studies</u>
- Aboriginal and Northern Education
- Critical Environmental Education Cohort
- Land-Based Indigenous Education

Graduate Sustainability

Degree Programs at the U of S

- <u>Master of Sustainable Environmental</u> Management
- Master of Environment & Sustainability
- <u>Ph.D in Environment & Sustainability</u>
- Master of Environmental Engineering

man-environmental interfact" fits well with established U of S strengths.

However, many faculty members have been working in isolation on aspects of One Health without opportunities to create interdisciplinary or cross-disciplinary collaborations and synergies and to provide innovative training opportunities for students. Successes to date have included the One Health Research Development Program, the One Health Leadership Experience for students, a fund for One Health student projects, and a Graduate Certificate in One Health.





Community Engagement

All members of the campus community intentionally choose and initiate sustainable behaviour in all areas of campus life.

Campus Sustainability Plan Goals for Community Engagement

hile technological innovations generally garner the most attention, they are really only one part of the long-term solutions to overcoming our sustainability challenges. At its core, sustainability also depends on creating good lifestyles with behaviour, values, and ethics. Any technical solution is limited by the extent to which people interact with it.

Social psychology research indicates that initiatives to promote behaviour change are often most effective when they are carried out at the community level and involve direct contact with people. Through community engagement, we can create a culture of sustainability at the University of Saskatchewan that enables sustainability initiatives to take hold and perform at their most effective levels.

Community Gardens

The University of Saskatchewan is currently home to four <u>community gardens</u>: the McEown Community Garden, the Aboriginal Students Centre Community Garden, the FMD Staff Community Garden, and the Horticulture Club Community Garden. These gardens provide students and staff opportunities to participate in communal gardening, increasing access to healthy and nutritious food while tackling issues in food security at the university.

Co-ordinated by the Office of Sustainability and Consumer Services in 2015, the McEown Community Garden is the largest and longest-standing community garden on campus. Currently serving ~100 gardeners living in the residences at McEown Park, College Quarter, and Grad House, the garden operates as an allotment garden where parcels are allocated to individuals who are responsible for cultivating them. A

Community Garden Co-ordinator — a student intern ability provides internships and co-op placements for position shared by Consumer Services and the Office students to help advance sustainability initiatives on of Sustainability - supports operational logistics and campus while providing employment that helps stuhelps to plan events or workshops throughout the dents train for future careers. season.

Annual Sustainability Events

In 2016 the Office of Sustainability collaborated on sustainability events around campus including:

- Welcome Week, which features sustainable practic-Pack newsletter keeps students, staff, and faculty upes and offers students opportunities to learn about to-date on general campus sustainability initiatives, and engage with campus sustainability; volunteer opportunities, and community events. Sig-• Hike, Bike, and Roll, a celebration of active transnup opportunities for both can be found at the Office's portation on campus jointly co-ordinated with website.
- many campus and local cycling groups;
- The Office of Sustainability also maintains a regularly of the university's sustainability successes; updated website to provide information on all of its programs and initiatives. Interested people looking for ebration of energy conservation successes and more avenues to sustainability information can follow
- Campus Sustainability Week, an annual celebration • Energy Conservation Month, a month-long celopportunities for behavior change at the university; the Office's Facebook, Twitter, or Instagram accounts
- EcoBash, a fundraiser organized by the Environfor other updates and event postings. mental Studies Students Association (ESSA) and supported by the Office of Sustainability to raise Campus Sustainability Tour funds for important local environmental groups; The Office of Sustainability offers a
- MOMENTUM, an annual planning conference
- planned by the Regional and Urban Planning Students Society (RUP) and supported by the Office of Sustainability; and
- The Living Lab Project Symposium, which displays and presents the accomplishments of the year's Sustainability Living Lab student projects.

Student Employment **Opportunities**

Providing opportunities for student employment is an important aspect of university sustainability, helping provide income and hands-on sustainability training and experience to students trying to integrate their academic studies into the working world. The Office of Sustain-

Sustainability-Related Student Saskatchewan

- Association (ESSA)
- Students Association (EBSA)
- School of Environment and
- (SENSSA)
- Students Society (RUP)
- Green Legal
- University of Saskatchewan
 - EnactUS
 - Western College of Veterinary (WCVSA)

Newsletters and Online Communications The Work Green monthly newsletter provides updates and access to resources for our Work Green Sustainability Champions around campus, while the Green

Campus Sustainability Tour that ex-

• Environmental Studies Students • Environmental and Bioresources Sustainability Students Association

• Regional and Urban Planning

• Engineers Without Borders Innovative Energy Team (USIET)

Medicine Students Association

plores hidden aspects of sustainability around campus. The tour highlights green buildings, the results of student projects and retrofits, green landscaping features, and much more.

In 2016, the Campus Sustainability Tour was given to hundreds of members of Work Green workplaces. Staff members were able to take a break from their daily duties to walk the university and learn about the elements of their campus sustainability initiatives. We hope to expand our Campus Sustainability Tour offerings in 2017 to include even more workplaces and student groups.

Energy Conservation Month

During Energy Conservation Month in March we celebrate our successes in energy conservation and highlight initiatives and behaviours that help save energy and associated GHG emissions. 2016's Energy Conservation Month featured the first full involvement of our Work Green workplaces, who hosted energy conservation pledges across campus to push workplaces to convert to more energy-aware behaviours.

ART*Cycled

During Campus Sustainability Week 2016, a group of art and sculpture students collaborated with the Office of Sustainability to produce <u>ART*Cycled</u>, a reclaimed, retored, and upcycled public art installation. The students selected landfillable materials to create beautiful works of sculpture. The art all centered on themes of waste and reclamation and included a central collaborative piece made from a discarded rooftop dome.



ART*Cycled will continue as an annual collaboration between the Office of Sustainability and U of S art students. The combination of sustainability concepts and visual art made for an interesting and accessible introduction to waste issues for both students and staff.

USSU Sustainability Committee

For years the Office of Sustainability has provided U of S student groups with grants to help student-led sustainability events and initiatives. In 2016 the USSU Sustainability Committee was restructured to become primarily a student granting entity. With funding from both the Office of Sustainability and the USSU, the new

Committee now oversees a larger pot of funding that is able to issue sustainability grants to students with greater impact and oversight.

Work Green

Work Green, the university's workplace sustainability champions program, continued to grow in 2016 to 57 member workplaces across campus. Some 2016 highlights of Work Green include:



• A K-Cup Chal-

lenge hosted by Advancement and Community Engagement. To reduce the amount of waste generated in offices through K-Cup use, Work Green grants provided reusable K-Cups to interested participants. Employees who reduced the most waste through reusing their K-Cups were awarded prizes perfect for the office coffee addict.

- The International Students and Study Abroad Centre also hosted an initiative to reduce coffee cup waste. Any employees caught using a disposable coffee cup had to buy a round of coffee for the person who caught them.
- Many offices who have been with the program since its inception reached certification status, which recognizes their sustainability efforts and provides goals to improve their footprint.
- During Energy Conservation Month Work Green participated in a campus-wide energy reduction pledge. Participating workplaces made their energy reduction pledges public, with prizes going to the office with the most participation.
- Signups for our Campus Sustainability Tours hit a high, with new Work Green workplaces signing up entire offices to take the tour.
- Work Green events included a workshop on community-based social marketing, a world cafe session, and workshops on completing Work Green certification.

In 2017, Work Green champions can look forward to exclusive invites to Office of Sustainability pilot programs, educational opportunities, and workshops.

Campus Sustainability Week

<u>Campus Sustainability Week</u> — our annual October Slave River Delta. celebration of sustainability — did not disappoint in 2016 with some of our best offerings to date. University The partnership works within and across communities of Winnipeg Dean of Science and Prairie Climate Atlas to improve our understanding of knowledge mobilico-founder Danny Blair joined us for a fantastic lecture zation around issues of sustainability within northern on climate change's impacts on the prairie provinces, inland deltas. By focusing on knowledge mobilization, the return of our winter cycling workshop was a conthe DDN hopes to build upon the best ways to share tinuing success, ART*Cycled introduced a new artistic and create knowledge so it is useful for communities, element to our sustainability outreach efforts, and the decision-makers, and academics. signing of a Memorandum of Understanding on sustainability between the USSU and the President's Office On April 5 – 7, 2016 the DDN hosted Delta Days 2016 marked an historic level of co-operative sustainability which, for the first time, brought together members of commitments between students and administration.

Syrian Refugee Donation Drive

In late 2015, the Office of Sustainability reached across campus to launch a donation drive in response to the announcement that Saskatoon would be accepting 770 new Syrian refugees. Over the course of a month, the university was able to collect a full 40 foot shipping container's worth of clothes, household supplies, and children's toys. With the help of the Saskatoon Open Door Society, these donations were distributed to the newly-arrived refugees along with other needy families at Station 20 West in April 2016.



Community Partnerships

Delta Dialogue Network

The Delta Dialogue Network (DDN) is a SSHRC-funded partnership between the University of Saskatchewan, the University of Manitoba, and three inland

northern river delta communities: the Saskatchewan River and Delta, the Peace-Athabasca Delta, and the

all three river deltas for a joint workshop. Two days of the workshop were held at Wanuskewin Heritage Park, with the third at the University of Saskatchewan. Activities included presentations, breakout group discussions, mapping exercises, film screenings, and a public panel presentation. Youth participants from all three deltas attended the main workshop, but also took part in a number of youth-centered activities. They participated in art activities, traditional games, a tour of the Aquatic Research Facility, otolith dating, and finger weaving.

The DDN was also able to create a Delta Days mobile traveling exhibit, which combines community-produced art, collaborative research results, and story-

telling to showcase the successes and importance of the DDN. This traveling exhibit will make its way around Western Canada in 2017, spreading the word about the importance of river deltas to related communities across the country.

Redberry Lake Biosphere Reserve MOU

In April 2012, the School of Environment and Sustainability and the Redberrry Lake Biosphere Reserve signed a Memorandum of Understanding which allows SENS and the biosphere reserve to expand the scope of research and education projects relating to the environment and sustainability. SENS students and faculty have been conducting research at the reserve for the past few years, and one course (ENVS 801) holds a field trip there annually.

Beardy's and Okemasis First Nation SENS Research Partnership

The School of Environment and Sustainability (SENS) is undertaking research with community members at Beardy's and Okemasis First Nation that can help the community address a range of issues related to environment and sustainability, including source water protection, clean drinking water, climate change planning, the role of traditional knowledge and values in land and resource decisions, among others.

Mr. Conrad Alfred Gamble from Beardy's and Okemasis First Nation is the program's Indigenous Mentor. Mr. Gamble has been working with faculty and students at SENS since 2015, sharing his considerable knowledge of environment and sustainability issues at his First Nation, and ensuring research that will benefit his community.

SERI Digital Media Mobile Lab

The Sustainability Education Research Institute's Digital Media Mobile Laboratory consists of 25 waterproof cameras and a workshop curriculum available to educators, non-profits, and community organizations interested in encouraging youth



to use digital media to explore place and sustainability issues that are important to them. Since 2013, the cameras have been used by multiple projects including Voices in Vision, the Northern Indigenous Media Art Project, and the Ecoquest Media Camp.

Diversity and Equity Co-ordination

The University of Saskatchewan is home to one of the highest proportions of Indigenous community members across all of Canada's universities and has put a considerable degree of effort into ensuring equity and diversity in its academic offerings. The hiring of a Diversity and Inclusion Consultant in Human Resources helped to ensure that campus leaders are successful in developing and implementing diversity plans and contributing to the creation of an inclusive community.

Staff Diversity Workshops

In 2016, the university began offering staff diversity workshops which have reached 450 employees to this date. The workshops are intended to increase self-awareness of personal thought patterns and behaviours; discover how assumptions, unconscious bias and stereotypes show up in our workplace; and begin to think about our vision of diversity and inclusion at the U of S.

Gwenna Moss Centre for Teaching Effectiveness Indigenous Voices Program

The Gwenna Moss Centre for Teaching Effectiveness supports a variety of faculty and curriculum development initiatives related to decolonizing and Indigenizing education. The <u>Indigenous Voices program</u> aims to raise awareness of Aboriginal history, culture and contemporary issues, and decolonization. The program includes Ceremony, learning opportunities through waskamisiwin seminars (Plains Cree for "the act of becoming more aware"), a public talk, a conference, and support to decolonize and Indigenize curricula.

Aboriginal Achievement Week

Each year in March, the University of Saskatchewan hosts Aboriginal Achievement Week to celebrate Aboriginal accomplishments, reflect on traditions and ceremonies, and connect with the community. Aboriginal Achievement Week 2016 featured a variety of cultural and artistic events, speakers and academic talks, the presentation of annual student awards, and the event's flagship round dance.

College of Education Aboriginal Awareness Initiative

The College of Education has developed an initiative to provide professional development to everyone in the college — faculty, researchers and staff — in order to build on their awareness of Aboriginal culture and knowledge. This awareness will inform teaching, learning, research and engagement for First Nations, Métis and Inuit peoples.

Discrimination and Harassment Prevention Policy

The University of Saskatchewan is committed to creating and maintaining a positive environment for working and learning that is free of discrimination based on any of the following grounds: religion, creed, marital status, family status, sex, sexual orientation, disability, age, colour, ancestry, nationality, place of origin, race or perceived race and receipt of public assistance.

Youth From Care Initiative

The U of S provides one of the most comprehensive university-sponsored funds in Canada to students leaving the child welfare system. The Saskatchewan Youth From Care Bursary pays for up to five years' of tuition, student fees, required books, accommodation, meal plans, and a stipend for personal costs, as well as a laptop and software to help recipients complete their first undergraduate degree. The university has allocated \$100,000 annually from its operating budget to support for up to five students per year.

Aboriginal Career Start Program

The University of Saskatchewan, in partnership with Dumont Technical Institute (DTI), Saskatchewan Indian Institute of Technology (SIIT), and the Saska-



- toon Tribal Council, launched an Aboriginal Career Start program in an effort to provide practical expe-
- rience and training to Aboriginal students. Eighteen graduates from DTI and SIIT receive paid, on-the-job training in a variety of university departments, such as financial services and human resources. The initiative is designed to increase the number of Aboriginal staff members that work on campus and also to help ensure communities have well-trained Aboriginal people working in them. The program was launched in April 2016 and currently 17 new self-declared Aboriginal employees are in their work place internships.

Wellbeing and Compensation

All regular employees at the University of Saskatchewan earn a living wage, based on Saskatchewan metrics. In addition, all employees are offered wellness programs that include access to counselling, referral, and wellbeing services. The Employee and Family Assistance Program contributes to these services, providing employees with aid in obtaining these services.



Operations

Sustainability is a guiding principle in all operations at the University of Saskatchewan

Campus Sustainability Plan Goals for Operations

perational changes for sustainability are highly visible and have the most direct potential for positive economic return. Operational changes engage the campus community and make people more receptive to advancing sustainability in other areas of campus life.

Advancing sustainability in operations can significantly impact utility expenditures, with even moderate reductions proving significant. Proactive operational changes can also act as a buffer against future regulatory costs and changes in addition to providing positive sustainability-related benefits to campus. Visible commitments to sustainability through operational changes may improve the university's reputation, specifically in terms of fundraising, attracting personnel and recruiting students.

Energy and Water Energy Management Program

The University of Saskatchewan maintains an Energy Management Program (EMP) to guide its energy use and development. The program includes important policies such as the <u>Energy and Water Conservation</u> <u>Policy</u>, which instructs all of campus on acceptable use of energy and water resources.

Energy Action Plan

Beginning in 2015, the Office of Sustainability launched the Energy Action Plan (EAP) to address energy usage and conservation issues at the University of Saskatchewan. The EAP was developed in partnership with SaskPower and is composed of 3 parts: lighting upgrades and retrofits, a recommissioning process for older buildings on campus, and the development of an Energy Management Information System (EMIS) to help track and respond to the university's energy use.

As of 2016 the EAP has helped to provide funding for lighting retrofits to the following campus spaces:

- University Services Building
- Animal Science Building
- Education and PAC Pools (PAC to be completed in 2017)
- Museum of Antiquities (to be completed 2017)
- Education Building (to be completed 2017)

The Education and Geology buildings have been reviewed by external consultants and based on their recommendations, modifications will be made to the operations and equipment to improve energy efficiency. The first implementation

phases for the EMIS are set to begin in 2017.

University of Saskatchewan GHG Emissions



GHG Emissions Scopes

Direct GHG emissions from sources owned or controlled by the university.

Scope 1

Scope 2

Scope 3

Indirect GHG emissions from the generation of electricity consumed by the university.

All other indirect emissions from sources not owned by or controlled by the university. Reporting is optional.

GHG Inventory

A <u>Greenhouse Gas (GHG) In-</u>

ventory is completed each year to help track the university's carbon footprint. In general, very little has changed in the university's GHG emissions profile over the past few years. While our new buildings are more efficient in their lighting, water, and heating systems, increased floor space, electricity usage, and research intensity has essentially offset any decrease in GHG emissions. In short, building new green buildings is not enough to outweigh the emissions created by growing electricity use.

The University of Saskatchewan maintains GHG reduction targets in its Climate Action Plan. These targets align with provincial targets and call for a 20% reduction in

GHG emissions from our 2006 levels by 2020.



The Gordon Snelgrove Art Gallery was one of the first locations on campus to receive LED lighting retrofit.

LEED Buildings

Leadership in Energy and Environmental Design, or LEED, is a green building rating system that serves to recognize and rate achievements in green building. The University of Saskatchewan is home to many LEED certified buildings, including:

LEED Gold

- Health Science E-Wing is notable for its prairie stormwater pond and hot water solar collectors. The building is also designed for excellent access to natural lights which is evident in the main atrium.
- College of Law Addition is notable for its living roof. The living roof provides insulation for the building, extends the lifespan of the roof, and absorbs rainwater to filter the water and reduce the rate of stormwater runoff.
- Gordon Oakes Red Bear Student Centre, which is targeting LEED Gold, includes many cultural sustainability elements such as culturally significant architectural additions and advanced ventilation systems to allow for smudge ceremonies.

LEED Silver

• Health Science D-Wing, which is targeting LEED Silver, incorporated a high degree of daylight and views which is in contrast to other older laboratory buildings on campus.

• Murray Building University Learning Commons renovation, where existing building features were extensively used to reduce the need for new inputs, expand opportunities for usable space, and eliminate much of the construction waste.

less water use in the Education

Building after retrofits

 Place Riel Student Centre Expansion, which achieved innovation credits for exemplary performance in water use reduction, recycled content of materials used and sourcing local/regional materials.

Sustainability Revolving Fund

The Sustainability Revolving Fund (SRF) was established in 2014 to help finance sustainability initiatives at the University of Saskatchewan. Through the fund, projects that result in utility savings (either directly or indirectly through behaviour change) are financed; the fund grows by using operational savings to return the initial funding plus 50% back into the fund.

Projects funded by the SRF currently include:

- Geology Building Plumbing Upgrades
- Agriculture Parkade LED Lighting Retrofit
- ULT Freezer Rebate Program
- Flow Cytometer Replacement Rebate Program
- Steam Trap Insulation Jackets

Low-Flow Water Retrofits

A low-flow plumbing retrofit program was officially funded by the Sustainability Revolving Fund in 2016 to help reduce water waste around the university. The first implementation of these retrofits occurred in the

Education Building where a 48% reduction in water use was seen. These retrofits will continue to be implemented across the university, with preference being given to older buildings.

Ultra-Low Temperature Freezer Rebate Program

Another successful candidate of the Sustainability Revolving Fund, the Ultra-Low Temperature (ULT) Freezer Rebate Program helps provide funding for researchers at the

U of S to upgrade their older ULT freezers into newer, more energy efficient models. Researchers who replace an older freezer are given \$5,000 towards a newer model. Newer ULT freezers use one-quarter of the energy of their older counterparts and save up to half of the GHG emissions.

Programming, Transportation, and

A local food assessment was conducted in 2016 by **Consumer Services** Localize, which acts as a connector between food **Open Textbooks** businesses, retailers, and consumers. The resulting Consumer Services began pushing for expanded open report identified that 13.1% of the food provided by textbook and educational resources in 2016 to help Marquis Culinary Centre is verified local and comreduce student costs. munity-based. This is achieved through purchasing food from local growers and vendors or by using food During the 2016-2017 academic year, at least 2,750 grown right here at the university; the Horticulture students in six colleges and schools at the U of S are Club and the College of Agriculture and Bioresources' using open textbooks instead of commercial textbooks, Rooftop Garden are two sources of local produce that saving them approximately \$275,000. Students have sell their goods directly to Consumer Services.

13%

of food provided by Marquis Culinary Centre is verified locally-sourced

saved more than \$400,000 since the U of S launched the open textbook initiative during the 2014-2015 academic year.

Transportation Modal Split Survey

Commuting at the U of S is slowly moving closer towards our sustainability goals. According to our 2016 transportation modal split survey, students and employees commute to campus using sustainable options at a rate of 78% and 50%, respectively. These methods include walking, biking, bussing, or carpooling.

Support for Alternative Transportation

The University of Saskatchewan offers a broad array of support for alternative transportation to, from, and around campus. These include:

> • Maintaining adequate access to bike racks across campus by actively monitoring and adjusting for use; • Providing higher security bike parking options through the Health Science parkade cage (75 spots), the Agriculture parkade secure rack (10 spots), underground storage for residences, and 19 personal bike lockers;

• Maintaining an extensive and well-connected network of multiuse pathways through campus to

encourage active transportation; • Subsidizing bus pass programs for students (U-Pass) and staff (Eco-Pass); and • Maintaining the <u>UCommute</u> ride share application for campus use.

Food and Gardens Localize Local Food Inventory

College of Agriculture and Bioresources Rooftop Garden

With the help of Plant Sciences professor Grant Wood and the College of Agriculture and Bioresources, the university's first rooftop garden was implemented in 2016. Situated on a lower roof of the Agriculture Building and visible through the skywalk between it and the W.P. Thompson Building, the Rooftop Garden is also the center of the university's first closed-loop food system. Compost from the FMD Grounds Compost Centre is used to fertilize the food grown at the Rooftop Garden, which is in turn sold to Consumer Services for use at Marquis Culinary Centre. Any resulting scraps or food waste will soon be dehydrated and returned to the Compost Centre to be turned into compost for a new round of compost to feed the vegetables.

The Rooftop Garden also has an academic component in that Plant Sciences and Soil Science students are able to use the garden for class purposes during the spring and fall months.

Food Waste Reduction Week

In September 2016, the Office of Sustainability and Consumer Services collaborated on Food Waste Reduction Week to draw attention to food waste at the university. A week-long food waste audit was conducted at Marquis Culinary Centre to collect data on the scale of food waste, while a "food waste buffet" was positioned on the patio outside Marquis for the week featuring the food waste thrown out from the previous day. The week's events were paired with informational signage and table materials to help provide education on food waste issues to the Centre's patrons.

Biodegradable Catering Trays

In an effort to curb the waste associated with their catering services, Consumer Services moved to biodegradable catering trays in 2016. The trays contain no petrochemicals and are made from low-grade post-consumer and renewable pulped fibers. As programs continue to develop, we hope to integrate these trays into the university's composting operations, ensuring that the breakdown of materials happens



properly and results in usable fertilizer. **Marguis Culinary Centre Sustainable Food Options**

Marquis Culinary Centre, the main dining hall on campus and the center of Culinary Services' operations, has made it their mission for many years now to increase the sustainability of their operations and extend additional options to campus in terms of sustainable dining. Some of these initiatives include:

- Trayless dining to reduce the amount of water required for dishwashing and the amount of food waste per diner;
- Kitchen techniques such as batch cooking and controlled kitchen production to reduce food waste associated with food preparation;
- Using food from local vendors and student operations such as the Horticulture Club and the College of Agriculture and Bioresources Rooftop Garden;
- Highlighting sustainable and culturally-significant food offerings through events such as Local Food Month, the annual Sustainable Gourmet meal, and International Street Food Week;
- products, desserts and treats, handcrafts, and much Advertising sustainable food offerings through sigmore. The Campus Market is co-ordinage and plasma screens in the dining hall; nated with the help of the USSU and the • Offering a broad variety of vegan and vegetarian Saskatoon Farmer's Market.
- options to diners;
- Using reusable service ware in their dining hall;
- Packaging their catering offerings with biodegradable cutlery, plates, and platters;
- Offering reusable mug discounts at all Consumer Services outlets alongside Tim Hortons, Starbucks, and Subway locations on campus; and
- Partnering with FMD and the Office of Sustainability on installing a food waste dehydrator in the Culinary Centre to help eliminate food waste from the campus waste stream (still in development).

Landscape Management

Through its dedication to sustainable landscaping practices, the University of Saskatchewan is able to lay claim to an incredible sustainably-maintained campus. Some of their initiatives include:

- **Did You** Know:

All Consumer Services coffee locations offer a discount for customers who bring a reusable mug!

- An Integrated Pest Management Plan which manages weed and insect pests through methods which avoid chemical inputs when possible;
- Planting native prairie plant species in all new beds and landscaped areas;
- Irrigating some campus beds with rainwater collected from the roof of the University Services Building;
- Selectively paving parking lanes to reduce the amount of stormwater runoff generated;
- Composting a high percentage of the waste generated by campus landscaping operations;
- Utilizing large, old-growth trees and shading to enhance energy efficiency on campus; and

• Using granular, rather than chemical, de-icers.

U of S Campus Market

Last year marked the start of a monthly farmer's market at the University of Saskatchewan. The result of a number of Living Lab pilot projects, the U of S Campus Market debuted in September 2016 at its regular location in the Place Riel North Concourse. Many local vendors have joined on with the Market to sell fresh produce, baking

Waste **Recycling Program Changes**

A full overhaul of the messaging and communications surrounding the university's single-stream recycling program was launched in late 2016. A Community-Based Social Marketing framework was used to address this issue and began with literature review, observational analysis, focus group testing, and a larger recycling survey that was distributed to all of campus. With nearly 2,700 responses, the survey provided a fantastic level of detail around the behaviours and attitude of campus in regards to recycling.

New signage was designed to help simplify the recycling program while addressing common issues and questions. The updated signage was implemented in December to positive reception and will be followed in 2017 with accompanying informational and educational signage to help address confusion areas.

The U of S uses a single-stream recycling program contracted through Loraas Recycling. Plastic, paper, cardboard, metal, and glass are all accepted into recycling bins across the university and sent to Loraas' Materials Recovery Facility for sorting and marketing. In 2016 beverage containers were amalgamated into the single-stream system.

UTransfer Surplus Assets Transfer Portal

Slated for rollout in early 2017, the Office of Sustainability has partnered with Financial Services and ICT to create a Kijiji-like web portal for University of Saskatchewan employees to transfer assets between offices and departments. The portal, called UTransfer, will help to eliminate waste at the university associated with the landfilling of still-usable items.

Special Materials Diversion

The University of Saskatchewan diverts other types of specialty waste from the landfill. Some of these measures include:

- Collecting waste paint and taking it to the Saskatchewan Paint Recycling Program;
- Partnering with the Bridge City Bicycle Co-op to return abandoned bicycles on campus to neighborhood co-operatives;
- Piloting the first laboratory glove recycling program in Canada;

- Diverting 82% of the construction waste generated by large building projects from the landfill;
- Returning toner and ink cartridges for recycling through Supreme Basics;
- Collecting and recycling scrap metals and concrete from construction and demolition;
- Composting landscaping materials including tree trimmings and grass clippings; and
- Diverting usable electronics to SARCAN for proper disposal and recycling

Purchasing Electronics Purchasing

97% of all electronics purchased by the university are Electronic Product Environmental Assessment Tool (EPEAT) certified, with 87% of these purchases ranked as EPEAT Gold certified. EPEAT certified products meet strict environmental criteria that address the full product lifecycle, from energy conservation and toxic materials to product longevity and end-of-life management, offering a reduced environmental impact.

Green Cleaning Purchases and Practices

In 2016, 91.7% of cleaning products and janitorial paper products purchased by the university were third party certified sustainable; these include EcoLogo certified products that are non-toxic, low-VOC, or made from recycled post-consumer content.

The university has also begun an ozone cleaning pilot project, where water is ozonated to produce a safe and degradable cleaning product.



97%

of electronics purchased by the university are EPEAT certified

The College of Law Addition is home to one of two living roofs at the University of Saskatchewan.





2016 STARS Innovation Credits

n each STARS submission, the University of Saskatchewan is given the opportunity to be credited for innovative advancements in sustainability around campus. These credits are often used to recognize unique initiatives that push outward our existing definition of sustainability, showing that sustainability can be achieved across every field of study or research at the university.

wîcêhtowin Aboriginal Theatre Program

In 2015, the Department of Drama at the University of Saskatchewan launched the wîcêhtowin - Aboriginal Theatre Program, the first of its kind in Canada: The wîcêhtowin - Aboriginal Theatre Program is a two year certificate program for Aboriginal youth delivered over six consecutive semesters of study. The intensive applied approach trains emerging First Nations and Métis theatre professionals in the areas of performance, theatre design and collective creation. The program culminates in a world premiere of a new work; created designed and performed by the program participants.

This distinctive Aboriginal Theatre Program (ATP) certificate is unique not only to University of Saskatchewan, but also to the province and to Canada. In addition to providing marketable skills to Indigenous youth, many of whom are from remote and northern communities, the program seeks to cultivate opportunities to create new performance work rooted in Indigenous language, worldviews and cultural praxis. The program is consistent with the University of Saskatchewan's commitment to address Indigenous issues as a key strategy toward social sustainability in our province.

A cornerstone of the program is the DRAMA 211 -Indigenous Performance Methods course which is based on oracy and cultural expression inherent in an Indigenous language through a number of performance arts: story-telling, song, dance and theatrical works. The laboratory/practicum component of the course provides students with opportunities to learn how to communicate creatively and express ideas, emotions, and stories in an Indigenous language while engaging in the process of developing creative material made up of a broad spectrum of students ranging from for presentation. The course is delivered in an integrata Prince Alber high school graduate to a former leader ed approach — a combination of seminars, and lab/ — a First Nation Band Councilor from File Hills in practicum sessions. Language and cultural specialists southern Saskatchewan. Although the course sizes elders, traditional Knowledge Keepers, guest lecturare currently still very small, (the maximum capacity ers/artists enrich this course through socio-cultural for ATP is twenty students biannually) the experience activities intended to provide a foundation for the exploration of contemporary Indigenous worldviews Even without the promotion that the final showcase and cultural arts.

The Department of Drama held the first DRAMA 211-Indigenous Performance Methods: Practicum I in the summer of 2016. Cree scholar, cultural advisor, and theatre practitioner Darlene Auger was invited to the University of Saskatchewan to help pilot this innovative new course. By using a blend of methodologies and pedagogies, students were introduced to the basic worldviews, values and cultural theories of an Indigenous culture though the Cree language and



contemporary Indigenous theatre study and practice The fellowship enabled this nationally-acclaimed Indigenous speaker, actor, scholar and cultural advisor over a period of approximately ten months in 2016 a 2017 — to conduct a series of classes and workshops and give a public lecture at the Drama Department. The research fellowship which is a core part of the A certificate program is divided into three stages and t results will be promulgated and disseminated in three different ways: public performances, live-streaming on the internet, and video documentation of the ent research project.

wîcêhtowin had eight students in its inaugural year (2015) and five in its second year. The cohort was

has been very empowering for those students involved. production in May of 2017 would give, this first cohort have already been great ambassadors for the program and interest in the next ATP intake has been growing exponentially. We anticipate that the wîcêhtowin program will continue to gain momentum as word spreads and the quality of our graduates is recognized.

College of Nursing Remote Presence Nursing

The <u>College of Nursing</u> at the University of Saskatchewan is committed to a "learn where you live" philos-

	ophy. Evidence of this is its distributed	
e.	undergraduate Bachelor of Science in	
-	Nursing program which uses unique	
r —	and innovative technology to support	
and	teaching and learning in remote areas of	
S	the province using technologies such as	
ТР	video and web conferencing, mobile device	s, asynchro-
he	Presence Telementoring	1 Kemote
ee	Tresence Telementoring.	
ire	The Learn where you Live education initiat	ive helps to

advance a number of Aboriginal and northern health priorities that contribute to the provinces social sustainability and economic sustainability in many ways:

- First, it makes health education, specifically a nursing degree, much more accessible to northerners while reducing the cost of delivering that education. Northern students are able to live and study in or close to their home communities, reducing financial and social barriers to getting a university education and improving their chances for success.
- Second, it trains northern and Aboriginal residents in areas with an acute shortage of health care professionals, making it more likely they will practice in those communities, minimizing prospects for turnover, and improving the cultural appropriateness of care. In addition, existing local nurses are involved in many aspects of the nursing education, increasing the capacity of the local health system, and providing new opportunities for local leadership and input.
- Third, incoming practitioners are fully immersed in the use and practice of the remote presence technology. Due to heavy work loads that leave little time for professional development, it is difficult



and expensive to train rural and remote nurses in new technologies. By training nursing students with the remote presence technology, they will be uniquely qualified to practice with it when they become registered nurses. It will also empower northern-trained nurses as they will be at the forefront, not a passive recipient, of developing new uses for this promising technology

A shortage of health professionals in rural and remote areas is a universal challenge for global health. The best strategy for developing a rural and remote health

workforce is by educating rural and remote students where they live. While distance education has been around for decades, developing clinical skills had to be done in person and on campus. Remote Presence (RP) technology could help to change this. By way of example, the College of Nursing has been creating partnerships with institutions in Canada, the United States, Norway, Russia, and the Philippines to introduce the use of this technology for the delivery of nursing education. In addition, Continuing Education and Development for Nurses (CEDN) has been engaged with the RP technology to help build opportunities to provide continuing nursing education around the world. Similarly, other potential RP initiatives include nursing in remote mines, circumpolar nursing education, municipal and provincial corrections, diabetes screening through remote optical retinopathy, nurse practitioner clinic service hub.

The Remote Presence (RP) technology allows nursing students in rural and remote communities to be connected to faculty located at the three U of S College of Nursing urban campuses in Regina, Saskatoon and Prince Albert. The Remote Presence Technology system was designed for clinical practice and has been used predominantly in neurosurgery and for establishing Stroke Networks in the United States. Along with the US military, the College of Nursing is the first to extend the application to nursing education in the health sciences. A network of independently mobile robot endpoints and authorized faculty users are located around the province. Users connect to the endpoints over regular broadband or cellular internet from a control station enabled device such as a computer, laptop, or tablet. The In-touch VITA is about 5 feet tall with a built-in flat-screen monitor on top. A number of medical devices can be accommodated to enhance the versatility and functionality of the units. High precision cameras capture images of the students in a practice environment that are transmitted to the professor. When in use the professor's face is displayed on the robot's monitor, which can also display images, videos, or real time captures from the camera(s). The remote presence platform allows faculty experts to engage with learners at remote sites in order to educate and assess clinical competencies, essentially being in two places at one time.

The robots are located in the Northlands College Nursing Skills Lab in Air Ronge, the Keewatin Yatthe Regional Health Authority at St. Joseph's Hospital and Indigenous and non-Indigenous peoples. This accord, Health Centre in Ile-a-la-Crosse, and at the Yorkton the first province-wide commitment of its kind, is an Regional Health Centre. These Saskatchewan commuongoing initiative within Saskatchewan. In February nities are the first in Canada using this innovative techof 2016, the U of S and the National Centre for Truth nology for nursing education. and Reconciliation (NCTR) signed a memorandum

Building Reconciliation National Forum The Canadian Truth and Reconciliation Commission

(TRC) identified an urgent need for reconciliation between Indigenous and non-Indigenous peoples and societies. As universities play an important societal role in this reconciliation process, the University of Saskatchewan hosted a national forum on November <u>18 - 19, 2015</u> to discuss the important issues emerging from the TRC.



SK post-secondary institutions signed on to TRC forum commitments

As the TRC had already set out the "why" and the "what" in their report, the forum spent time discussing how universities can respond to the calls to action put forward by the TRC. Several powerful underlying messages emerged, including:

- 1) The time for action is now. Allies are everywhere and the national agenda has shifted to make this an ideal time to bring about change. Still, patience is needed as real and sustained change will take years.
- 2) The change in our institutions must be change to the core. Change must be long-term and sustainable.
- 3) Concrete resources are required to achieve change and metrics need to be in place to measure progress.
- 4) Although the work of changing institutions belongs to everyone with everyone playing a part, Indigenous faculty and administrators are critical to bringing Indigenous viewpoints into post-secondary institutions. Collaboration with Indigenous people is required at every step — exemplifying the idea of "nothing about us without us."
- 5) It is vital that Indigenous students are able to see themselves in our institutions—in our people, in our spaces and in our values.

Following the forum, U of S President Peter Stoicheff announced that all 24 post-secondary institutions in Saskatchewan, in consultation with Indigenous communities, signed on to a commitment to seek opportunities to collaborate to close the gap between

of understanding to provide access to information on Canada's history with Indigenous peoples. As is the case at many institutions across campus, new initia-

tives are planned or underway at the U of S to ensure the university is the best place it can possibly be for Indigenous peoples.

Ozone Cleaning System Pilot

An ozone cleaning system was installed in 3 buildings in May 2016 as a pilot initiative to reduce the amount of chemical based cleaning products used for cleaning. Water is converted to aqueous ozone and is used in spray bottles and containers as well as mop

buckets for cleaning. Staff were trained in new cleaning protocols as part of the pilot.

The ozone cleaning system reduces purchasing and associated transportation of cleaning products. It also reduces exposure to chemicals from cleaning products for cleaning staff and building occupants.





Future Plans

s we leave 2016 having established important partnerships, started ambitious multi-year commitments, and seeing greater public commitment to sustainable actions, the future of sustainability at the University of Saskatchewan looks bright. Keep your eyes open for some of our more exciting projects slated for implementation in the coming years.

Marquis Culinary Centre Food Waste Dehydrator

Food and organic waste makes up more than half of the university's overall waste composition. Without effective composting or organic waste collection programs on campus, it will be difficult to achieve the university's goal of 90% waste reduction.

Enter the Marquis Culinary Centre Food Waste Dehydrator. This device takes food waste and removes the liquid, producing a dry compostable product and a nutrient-rich liquid compost that can be used in landscaping operations around the university. The Dehydrator's installation is currently underway and will hope to see completion in late 2017.

Green Labs Program

Laboratories are some of the most energy intensive spaces present on a university campus; lab equipment, ultra-low temperature freezers, fume hoods, and many other things present in lab spaces contribute to a massive energy load that finds itself distributed widely across campus.

With the support of a SENS Master of Sustainable Environmental Management student the Office of Sustainability is developing a Green Lab program. This program would focus on occupant engagement measures such as offering grants and rebates to upgrade inefficient lab equipment, providing training on proper fume hood use, identifying ways to reduce, reuse, or recycle lab waste materials, and many initiatives. With effective research, resources, and co-operation among campus units, we hope to see this program see implementation in 2018, just in time to make its way into the brand new Collaborative Sciences Research Building.



Sustainability: Your University, Your World

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