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STRIVES TO BE A LEADING POST-SECONDARY INSTITUTION

York University strives to be a leading post-secondary institution for sustainability, where our community of students, staff, and faculty demonstrate our ongoing commitment to be innovators in working to reduce our ecological impact and enhance the university experience for all community members. Through the President’s Sustainability Council (PSC), the University encourages meaningful participation in the planning and implementation of York’s sustainability policies, initiatives, projects and practices. The PSC serves to foster the integration of knowledge and issues about sustainability into research, education and application.

The past year has seen considerable progress in advancing sustainability at York, including the creation of two new sustainability coordinator positions, new programming such as the Sustainability Ambassadors and Green Office programs, a new sustainability website and the University's pledge to phase out the sale of disposable water bottles on campus by 2015.

This report summarizes the progress made to date on recommendations from both the 2009 and 2010 PSC Annual Reports, and also includes new recommendations made by the PSC over the course of the past year.

New recommendations include:

Sustainability and Organizational Structure

1. Given that the Planning, Budgets and Accountability report (PBA) is no longer printed, which had included a CSBO Sustainability Report, we recommend that future Sustainability reports be more comprehensive. The York University Sustainability report should include specific university sustainability goals with data and progress on those goals, along with a report from the President’s Sustainability Council. This approach is currently being done at other Canadian Universities.

2. We recommend that the University consider adding new policies, modifying existing policies, or develop guidelines for the community to reflect best practices in the following areas of sustainability:
   - Procurement
   - Food
   - Paper
   - Water - A water policy is part of the approved motion to phase out the sale of bottled water and is expected to be in place by September 2015.

Sustainability in the Curriculum

In order to facilitate the enhancement of sustainability within curricular and co-curricular contexts, the Council recommends the following:

3. The Office of the Vice-Provost Academic will facilitate the enhancement of sustainability in curricular contexts through existing academic planning mechanisms (e.g. quality assurance, development of learning outcomes) and aligned university committees (Community Safety Committee).

4. The Vice-Provost Academic will undertake to discuss with the new Vice-Provost Students the creation of a Working Group, involving students, faculty and staff, with a mandate to explore and foster co-curricular intellectual interests in issues of sustainability.
Social Justice and Human Rights

5. Strengthen York U’s messaging to showcase diversity and equity as a key York U commitment. Specifically, the messaging should be highlighted in student, faculty and staff recruitment materials and York U’s external webpage.

6. Create further opportunities for campus wide discussion, especially with students, to solicit input about SJ&HR issues in a sustainability context.

7. York U communicates regularly with the neighbouring communities using plain language and various accessible means to promote opportunities to connect with the campus (for example, events, facilities, etc.).

8. Continue to explore viable mechanisms to promote and expand opportunities for community use of space on our campuses.

9. Monitor, and where possible, strengthen the social justice and human rights considerations in the implementation of the York University Secondary Plan.

10. Continue to support and monitor progress related to previous SJ&HR recommendations in past PSC reports recognizing that several of the 2011/12 recommendations are refinements of previous recommendations based on the progress and new information gathered.

Campus Operations and Development

11. It is recommended that the President authorize the implementation of a three-year plan developed by the Vice-President Finance and Administration to phase out the sale of bottled water at the University, with the phase-out to be complete by September 2015. This plan should address the following:

- Assess the current state of public drinking water infrastructure;
- Address deficiencies of existing infrastructure;
- Engage community through participation and promotion/education;
- Improve access/way finding to public drinking water;
- Reduce bottled water use from administrative areas;
- Coordinate phase-out with University Food Services, York Lanes and York University Student Centre;
- Establish access to drinking water as an element of York University’s standards for new buildings;
- Expand water bottle refill stations; and
- Establish a University policy on sale of bottled water on our campuses.

12. It is recommended that the University create an advisory committee on responsible investing that includes student and employee members. The Committee should provide a forum to discuss and express opinions on responsible investing and, from time to time, provide advice to the University administration through the Vice-President Finance and Administration. The VPFA is responsible for formulating recommendations for decision by the Board of Governors of York University, through its Investment Committee.

The scope of the Advisory Committee’s work might include:

- Advice about investments where investment managers can actively engage;
- Identification of companies who may be involved in activities contrary to the University’s principles and beliefs, where active engagement by York’s investment managers would be warranted;
- Advice about circumstances in which stocks held by the University may cause social or environmental injury;
- Advice on proxy voting guidelines, including areas in which the University should invoke proxy voting; and
- Identification of like-minded organizations, shareholder groups or coalitions, with which the University could potentially affiliate or become a member.
A REVIEW OF KEY ACTIVITIES

This Annual Report is intended to serve as a review of the key activities of the President’s Sustainability Council (PSC) from May 1, 2011 to April 30, 2012, to assess our progress on past recommendations aimed at enhancing campus sustainability, as well as offer new recommendations.

The PSC is an advisory body to the President, with a mandate to help advance sustainability initiatives on our campuses. The Council is made up of students, staff, administrators, and faculty. We are committed to a holistic and equitable approach to taking action that recognizes the full consequences and benefits of what we do. Our long term perspective acknowledges our responsibility to be innovators and to continually work as a community to reduce our ecological impact. Our vision of sustainability and details about our mandate are provided on our website (www.yorku.ca/sustainability/). Membership of the PSC during 2011-12 can be found in Appendix B. As well, our 2009 and 2010-11 Annual Reports, all the recommendations of which were accepted by President and Vice-Chancellor Mamdouh Shoukri, can be found at www.yorku.ca/sustainability/annualreports/.

Since its inception, the Council has followed a consensus-based process for decision-making. The Council met seven times between May 2011 and April 30, 2012; the agendas and minutes of these meetings are posted on the Council website (www.yorku.ca/sustainability/). The Student Sub-Committee has also held regular meetings in order to ensure that the specific concerns and priorities of York’s student body are integrated into our campus sustainability initiatives.

The PSC has four “working groups,” each of which has met regularly throughout the year. The working groups are organized around four themes, capturing the broad scope of sustainability issues at York:

- administrative
- curriculum
- social justice and human rights
- campus operations and development

Working groups are coordinated by Council members, and participation is open to the broad York community. During 2011-12, the working group coordinators were Ijade Maxwell Rodrigues and Ross McMillan (administrative), Rhonda Lenton (curriculum), Noel Badiou and Sue Levesque (social justice and human rights), and Steve Dranitsaris and Chris Wong (campus operations and development).

While the next sections of this report provide a comprehensive review of PSC’s 2011-12 accomplishments, the following are five highlights:

1. **AIF Project**: Academic Innovation Fund (AIF) funding was received in May 2011 from the Office of the Provost. Supported by that funding, two Sustainability Coordinator positions were created. Approaching York as a “living classroom,” the project builds on the work of the President’s Sustainability Council and provides opportunities for students to gain experiential education through direct engagement with York’s sustainability operations. It will develop appropriate
programs, procedures and protocols, and campus partnerships to frame and support student participation in the creation of a more sustainable campus. The AlF funding was not renewed, but the PSC, by a full consensus, recommended to the President that the University renew funding to the two Coordinator positions. In February 2012, the President agreed that there is a need for at least one more 12 month cycle of work from the Sustainability positions before we can assess the merits of having permanent positions. The Office of the President and the Vice-President Finance and Administration will co-fund the continuance of the two Sustainability Officers until September 2013. They will continue to work out of and receive support from the Office of the President and will continue to work closely with CSBO, Vice-Provost Students and the rest of the University. Additionally, a business plan will be developed for these two positions by January 2013.

2. **Sustainability Coordinators:** In September, Andrew Plunkett (Sustainability Project Coordinator) and Pavel Graymason (Sustainability Engagement Coordinator) commenced their work and created a range of opportunities for the York community to engage in sustainability. This work included: (a) the launch of a Sustainability Ambassadors Initiative, made up of student, faculty, alumni, and staff volunteers. To date, thirty Ambassadors have signed up, with a steady flow of additional Ambassadors joining through the new sustainability website. This initiative will help in raising awareness and providing leadership on sustainability across campus, and (b) the launch of a Green Office Program for York University: a pilot was successfully launched in January 2012 and nine offices have completed the program so far, with several more committed or currently in progress. More details about these initiatives are provided in Section 2 of this report.

3. **York Rated Greenest University in Canada:** York was ranked first among Canadian universities in the UI GreenMetric survey, a global campus sustainability survey, and 14th in the world. This was the second year in a row that York ranked No.1 in Canada. The 2011 GreenMetric Ranking of World Universities rated participating universities in 42 countries based on criteria such as energy consumption, commuting practices, waste and water management, percentage of green space on campus, and the application of eco-sustainability policies and efforts. York’s high placement is a testament to the range and quality of work on sustainability that York’s community has been doing, particularly over the last four years. York’s ranking in this survey was covered by a number of print, television and online media outlets, including the CBC, Globe and Mail, CTV News, 680 News, University News, and Huffington Post.

4. **New Sustainability Website:** A new sustainability website was launched in March 2012. The website is designed to act as an information ‘hub’ on sustainability, providing news and videos about key events, and enabling us to engage the York community by promoting new and pre-existing programs, such as ZeroWaste, the Res Race to Zero, Sustainability Ambassadors and the Green Office program.

5. **Water Bottle Phase-Out:** On April 17, 2012, President Shoukri announced a phase-out of the sale of bottled water at York University by September 2015 and a move to improve access to clean and safe drinking water. The announcement came as a result of the work done over the past months by the PSC’s Campus Operations and Development working group, which engaged in discussions on this issue with several stakeholders, including the York Federation of Students, York Food Services, Campus Services and Business Operations, the Faculty of Environmental Studies, and the Institute for Research and Innovation in Sustainability. Details about this phase-out are provided in Section 2 of this report.

Ilan Kapoor
Chair, President’s Sustainability Council
York Students Participating in National Sweater Day
president’s sustainability council

REPORT FROM THE PSC STUDENT SUB COMMITTEE
The majority of the work conducted by the sub-committee’s executive has focused on making the meetings and communications more effective and efficient. The sub-committee has also continued to follow the format of standardized meeting agendas, making time in each meeting for introductions, approval of minutes, working group updates, and upcoming events and sustainability issues.

The sub-committee has continued to meet on a monthly basis, deciding to elect new executive members in September 2012. In light of this year’s scheduling difficulties and the upcoming Green Team and Sustainability Ambassadors program, the sub-committee has decided to re-focus efforts on its advisory role to the President’s Sustainability Council. The sub-committee has also chosen to downsize the number of executive members to four (plus one Outreach Coordinator) instead of seven. The executive will now consist of one Chair, one secretary, and two student working group representatives. General membership to the sub-committee will be open to all students, and those who attend a minimum of three meetings will be officially recognized as members. In addition, new guidelines have been developed on how incoming executive committee members will be oriented and trained for their positions. Executive members will continue in their roles until December of the following year to train and orient newly elected executive committee members. These new structures and procedures will be in place starting in September 2012.

The sub-committee is passionate and committed to upholding sustainability issues at York and looks forward to giving voice to all students on issues of campus sustainability.
Students assisting in green roof planting

York's Sustainability Engagement Coordinator with students from the PSCSS
PROGRESS ON RECOMMENDATIONS
FROM THE 2009 & 2010 REPORTS
PROGRESS ON RECOMMENDATIONS

The following is a summary of progress on recommendations accepted by President Mamdouh Shoukri in the 2009 and 2010 Annual Reports. The PSC has also prepared a table that summarizes progress on each of the recommendations, using icons that depict the status of each recommendation (complete, significant progress, work begun, or not yet started). This table is included as Appendix A.

SUSTAINABILITY AND ORGANIZATIONAL STRUCTURE

The organizational structure working group has been very active and has met six times in 2011-12. The working group membership was open to all members of both the PSC and PSCSS. In accordance with the mandate of this working group which is to generate ideas and discussion on efforts to build engagement, communications, sustainability best practices and assessment, policies and structure, we worked collectively on these areas and reviewed the PSC recommendations for 2009 and 2010 that were relevant to this working group.

Community Engagement
(Recommendations 1 and 5-2010 and 6 and 7-2009):

The Sustainability coordinators have been active in creating opportunities for the York community. Engagement opportunities pursued thus far include: a) launch of Sustainability Ambassadors, a volunteer initiative aimed at all community members including students, faculty, alumni, and staff, b) launch of the Green Office program, a comprehensive checklist to encourage offices at York University to be more sustainable and to track their progress, and c) numerous community engagement events.

The Sustainability Ambassadors are peer leaders who primarily use the importance of role modeling to learning in the affective domain. In other words, by demonstrating peer leadership plus some change management skills coupled with knowledge of ways to get involved with sustainability at York, Sustainability Ambassadors will be the engine for the gradual process of culture change that begins with changing values and motivations in the community. An essential component of the success of this initiative is the past, current, and future significant efforts that York University has and plans to put into various sustainability efforts as a community. A key responsibility of Sustainability Ambassadors is also to be, where appropriate and relevant, advocates and drivers for the Green Office program; thus, these two community engagement initiatives are inherently linked.

The Green Office program assists offices across the University in incorporating sustainable practices into day-to-day operations, and recognizes those offices that are already making a commitment to sustainability. Participating offices complete a checklist of key categories (Energy, Waste, Transportation, Purchasing, and Change) that includes information and tips on how to ‘green’ their practices to reduce their environmental impacts. The program is open to anyone with office space, including students, faculty and staff, as well as external organizations working at any York University campus location. Submitted checklists are scored, and participating offices will receive certification as a Green Office at York. Nine offices have completed the program as early adopters, and we will be busy recruiting more offices on an ongoing basis. Green Office certification is good for one year after the submission date, and we feel that it will be an excellent tool to assist us in engaging many more people on sustainability across the University, and also in improving our overall performance on a number of key environmental indicators. The Green Office program has been featured in Yfile and on the York community radio station, CHRY.

There have also been numerous engagement events this past school year. In both the fall and winter terms, we invited Soka Gakkai International (SGI) to bring their “Seeds of Hope” poster exhibit to York. The exhibit focused on global sustainability initiatives and individual and community level action, and sustainability staff and student volunteers conducted five days of outreach tabling to accompany the exhibit and engage the community on sustainability issues.
During this tabling we:

- received close to 300 sustainability pledges;
- promoted the PSC Student Sub-committee and helped recruit membership for the group (including most of the current members of the PSCSS executive);
- raised awareness about World Water Day by building re-used disposable water bottle “Sustainability” and “Robottlo” sculptures;
- helped promote key campus partners in sustainability, including Smart Commute, Maloca Community Garden, BESSA, Las Nubes, IRIS, and the York Bookstore.
- promoted the launch of the new yorku.ca/sustainability website.

Other community engagement events to date include inaugural YorkU participation in National Sweater Day on February 9, 2012, in collaboration with the World Wildlife Fund, the annual IRIS led Earth Hour event on March 28, 2012, and a Fair Trade Fair on January 12, 2012 in collaboration with OPIRG.

Policy Review
(Recommendation #2-2010):

Based on the recommendations from the 2010 report of the President’s Sustainability Council, we began a review of University policies and procedures relating to sustainability.

We reviewed several York University policies that relate to sustainability, including the policies on:

- Sustainability
- Capital Projects
- Brand Stewardship Procedures>
- Code of Conduct for Licenses
- Procurement of Goods and Services
- Vehicle Idling on Campus
- Surplus Assets Disposal
- Physical Accessibility
- Employment equity
- Board policy on investments

More information on policies can be found at:
www.yorku.ca/univsec/policies/ and
We then reviewed best practices on campus sustainability policies and procedures from members of the Association for the Advancement of Sustainability in Higher Education (AASHE). Based on the results from this first stage, the working group identified and researched best practices in the following areas:

- Food
- Green Building
- Paper
- Procurement
- Waste
- Water

**Food** - Ten policies and/or guides on sustainable and fair trade food from other universities and organizations were reviewed. Food policies are typically driven by issues such as human and environmental health, social justice, and local economic development. Most food policies focus on engaging stakeholders, such as consumers (students, staff and faculty), as well as vendors and producers, and aligning policy with other sustainability initiatives, such as procurement, energy, waste, and grounds. Policies should also incorporate some means to monitor and evaluate impact.

Based on this review and initial discussions with the Director, York Food Services, it is suggested that York continue to pursue the development of a food policy that incorporates sustainability principles such as local food, organic food, and fair trade food. However, it is important that the Student Centre and York Lanes food providers be included in these discussions for maximum impact.

**Green Building** - It was reported that the development of ‘green’ building standards is a work in progress, and that this would be further articulated in late 2012.

**Paper** - Six paper policies from universities, municipalities and NGOs were reviewed. Paper policies typically focus on a few key concepts, such as procurement (high recycled content, unbleached or non-chlorine bleached, third party certification), use (default printing to double sided, permitting and encouraging students to submit double sided assignments, providing financial incentives for duplex printing, tips for document layout and printing to reduce paper) and demand reduction (encouraging the use of digital documents such as e-newsletters and web-based assignments).

The paper policy review and sample guidelines have been circulated to UIT, Printing Services, PRASE and Procurement for review and comment.

**Procurement** - Nine sustainable procurement policies (including statements, guidelines, and policies) were reviewed. Generally the policies describe each university’s commitment to sustainable procurement and a framework within which each university will incorporate more environmentally and socially responsible practices into procurement processes.

The review and a sample policy has been shared with Procurement Services, and is currently being considered by the Office of the Vice-President, Finance and Administration.

**Waste** - Standard Operating Procedures on waste can be found on the CSBO website, and CSBO is currently rolling out a program to deal with cigarette waste on campus. The idea of a waste policy was discussed with the Director, Custodial and Grounds and Glendon Facilities Services. A formalized, comprehensive, multi-faceted waste management and diversion program was created and has been operational since the mid-1990s; this was expanded in 2010 with the ZeroWaste initiative which establishes broader and more aggressive goals; further policy in this area was seen as redundant.

**Water** - We reviewed policies from 12 universities on key areas such as water conservation (typically through ‘green’ building technology and landscaping), education and engagement, and water bottle policies (i.e. bottle water ban, expansion of hydration stations, and commitment to free access). It was agreed that discussions on a water policy should wait, since developing a
relevant water policy is part of the plan for phasing out the sale of bottled water by 2015, as recently approved by the President. Additionally, as part of the phase out plan, the community will be asked to voluntarily phase out the purchase of disposable bottled water ahead of schedule; relevant communications strategies for community engagement related to water are thus in concurrent development.

**Integrated Resource Planning**
*Recommendation #3-2010:*

We have been working with the Integrated Resource Planning office to assist us in advancing the sustainability agenda at York University. The University will be updating their Divisional and unit plans in the summer of 2012 and there will be an explicit reference to sustainability in one of the five strategic priorities. We expect that the plans that will be submitted will include specific reference from each Division and unit as to how they will advance the culture of sustainability at York.

**Communication and Outreach**
*Recommendation #7-2009:*

We have been actively working on a number of communications and outreach issues to improve our means of communicating sustainability issues within and outside of the University community. For example, the working group viewed early drafts of the new sustainability website, and provided input that assisted the website team in developing a site that is interactive, informative, and comprehensive. The new sustainability website will act as a ‘hub’ for sustainability information, news and events at York, and also enables us to engage the community through Sustainability Pledges and by promoting new programs such as the Sustainability Ambassadors and Green Office. The new site went live in the middle of March, and we have received very positive feedback on it thus far.

Our group has also been working on a draft communications plan on sustainability, which will guide us in how we communicate with our internal and external audiences to build a culture of sustainability at York U. The plan includes objectives, strategies, approaches, key messages, and suggested means of evaluation to measure our progress. As part of this plan, we have been actively engaging the York community through Yfile articles, events, and the new sustainability website, and we hope to continue to expand on these activities in the coming year. See Appendix C.

We have also created a page on the sustainability website dedicated to ‘green’ campus maps, which highlights the sustainability features of the Keele and Glendon campuses including transportation infrastructure (public transit and cycling), waste (recycling, composting) and water refill stations.

**Assessment**
*Recommendation #8-2009:*

The 2009 PSC Annual Report included a recommendation on undertaking a sustainability assessment project. In response to this recommendation, we are in the process of completing a pilot of the AASHE STARS Operations Module, which features over 70 indicators on campus sustainability in areas such as food, energy, transportation and waste. This pilot will be completed during the summer 2012, and will provide guidance to the PSC on what kind of data we require to measure our progress on sustainability, and how we should undertake ongoing assessments in this regard.

**Structure**
*Recommendation #9-2009:*

The administrative working group in the upcoming year will work with the research that was gathered during 2010-11 and will work on proposing a structure for establishing a Sustainability Office. The working group will assist in preparing a business plan to outline the strategies, goals and the rationale for establishing a permanent Sustainability Office with committed funding. The business plan was requested by the President in response to the motion tabled by the PSC in January 2012, and must be submitted by January 2013 for consideration for the 2013-14 budget cycle.
The curriculum working group was not as active this year; however, much work regarding sustainability and the curriculum was done offline to the work of the PSC. Also, in light of the broader university context, a shift to a co-curricular focus is being considered for next year.

Sustainability and the White Paper & University Academic Plan (Recommendation #10-2009)

As reported in the 2010 Annual Report, sustainability has been embedded as a major strategic feature of key academic planning documents. The White Paper, Building a More Engaged University: Strategic Directions for York University 2010-2020, prepared by the Vice-President Academic & Provost and endorsed by Senate, provides a framework guiding the University’s academic planning priorities for the next ten years. Specifically, the White Paper embraces a comprehensive and holistic definition of sustainability, recognizing that an engaged university is also a sustainable campus “that acts upon its local and global responsibilities to protect and enhance the health and well-being of humans and ecosystems, and actively engaging the expertise of the University community to address issues relating to climate change and sustainable development.” (p. 10)

The University Academic Plan (UAP) 2010-2015: Enhancing Academic Quality in a Globalized World was also approved by Senate in February 2011. The UAP supports the President’s Sustainability’s Council vision of a sustainable university and identifies sustainability as a major strategic feature, as stated below:

“Our vision of a sustainable university is one that enhances the ecological functioning of its campuses; provides equitable access to opportunities for active engagement in life-long learning; creates knowledgeable, active and responsible global citizens; and does so within an integrated, long-term framework of full-cost economic and environmental accounting.” (PSC Report 2009). It is our responsibility both as an academic institution and as community members to advance our commitments in this area and to respond to new sustainability challenges through a pan-university approach to the development of policies to enhance sustainability, the expansion of sustainable practices, and initiatives to increase the focus on sustainability in the curriculum and in outreach activities.” (p. 4)

At this time, with sustainability clearly articulated with both the White Paper and new University Academic Plan, this recommendation has been met and may be removed from future PSC Reports.

Curriculum and Sustainability (Recommendation #11-2009)

As was noted in the 2010 Annual Report, York continues to expand its curricular and co-curricular offerings related to sustainability across all disciplines and within undergraduate and graduate studies. As highlighted by the PSC Working Group on Sustainability in the Curriculum, creating a greater awareness of and focus on sustainability requires both curricular and co-curricular strategies; complementing what is learned within the classroom with that outside of the classroom. Sustainability may also be an intellectual and/or civic interest through which students have the opportunity to develop a broad range of skills (e.g. leadership, project management) and participate in community-based learning or community-service learning opportunities.

With support from the Vice-President Academic & Provost and the Associate Vice President Teaching & Learning, the Academic Innovation Fund (AIF) served as an important catalyst for academic innovation in 2011/2012. Over the past year, thirty-nine projects, including those that support sustainability (e.g. social justice, environmental sustainability) were given start-up funding support and the AIF will also be continuing in 2012/2013. Relevant AIF projects funded in 2011-2012 included the creation of a sustainable student-run business; the Community Partner in Residence program (creating a position with the York University-TD Community
Engagement Centre linking experiential education to community engagement/outreach; new internship opportunities for Environmental Studies students, increasing student engagement in campus sustainability learning opportunities; and initiatives to support access to postsecondary education.

Sustainability and Curriculum Survey (Recommendation #12-2009)

Establishing an understanding year to year, as well as over the long term, is an important aspect to understanding the University’s progress in integrating sustainability within the curriculum. Over the past year, the Office of Institutional Research and Analysis was approached to determine feasibility of conducting a survey of all faculty/programs to collect baseline data on existing course offerings related to sustainability. A similar project was also discussed with the Office of Experiential Education to explore the potential of engaging students, as part of a course, to conduct research on the same.

After consideration, two effective strategies emerged. The Office of the Vice-Provost Academic was able to establish a process to establish an annual “snapshot” of sustainability-related courses by conducting keyword searches (e.g. sustainability, environment, equity) of course titles and online course descriptions throughout the academic year. The ability to capture the prevalence of sustainability within curricular offerings through a “snapshot” method is useful as it is also a means by which students may seek out potential learning opportunities related to issues of sustainability.

The Office of the Vice-Provost Academic has also developed a plan to track, over the long term, the effective integration of sustainability in the curriculum. Using existing curricular processes such as the cyclical review of undergraduate and graduate programs as part of the York University Quality Assurance Procedures, the University will have a better ability to determine the current and future uptake of sustainability with York’s curriculum.

Academic Courses/Programs and Sustainability (Recommendation #13-2009)

Through regular meetings that the Vice-Provost Academic has with all Faculties, Deans have been invited to strengthen sustainability within their Faculty Plans. And as the development of curriculum remains a matter for faculty with expertise in a
specific field or discipline, there are opportunities emerging. Over the past year, the University has seen considerable interest, particularly from the provincial government, to increasing student mobility and expanding transfer pathways for college diploma students pursuing baccalaureate studies. Given York’s commitment to accessible postsecondary education and considerable expertise with college-university collaborative programs, articulation agreements and transfer credit, the University has been an active participant on several projects and discussions to develop new academic programs. In particular, there are discussions underway with key college partners to explore the development of new collaborative programs and/or transfer pathways from high affinity college diploma programs (e.g. Environmental Technology, Environmental Site Assessment) to York’s degree programs (e.g. Environmental Studies).

The Vice-Provost Academic, as part of the implementation of the York University Quality Assurance Procedures, is working with all programs to develop and finalize their student learning outcomes; articulating the expected learning outcomes that students will achieve through completion of specific degree programs. Student learning outcomes are also featured as part of the cyclical review of undergraduate and graduate programs every eight years. Where applicable, the Vice-Provost Academic will continue to work with programs to consider how sustainability may be incorporated in the development of student learning outcomes.

In addition to including sustainability as curriculum and content in university courses and academic programs, it is also important to include sustainable practices in the delivery of curriculum and courses. To this end, the University has identified eLearning as a key academic priority within its University Academic Plan and will be working actively to expand the number and variety of eLearning courses. It is expected that, over the next five years, students (undergraduate, graduate and non-degrees studies) will have access to more online and/or blended courses that effectively and efficiently use technology (e.g. use of online learning platforms such as Moodle) within the learning experience.

The expansion of eLearning responds to student demand for technology-enhanced learning and may also benefit campus sustainability by creating new ways for students to learn and complete courses beyond the traditional on campus class format. Through eLearning, the campus may see some reduction of commuter/car traffic to campus and paper waste (e.g. course outlines/materials available online, use of electronic student assignment drop box).

**Non-Degree Offerings and Sustainability**

(Recommendation #14-2009)

The University continues to provide non-degree offerings in sustainability, including the Graduate Diploma in Environmental/Sustainable Education. Over the past year, the University has also been highly successful in securing provincial funding through the Ministry of Citizenship & Immigration’s Bridge Funding Program to develop new bridging programs for internationally educated professionals (IEPs). One of these new programs will work collaboratively with the Association of Ontario Land Surveyors to support new immigrants with relevant professional/educational backgrounds to develop the skills and competencies for provincial licensing as certified land surveyors (including the development of relevant provincial environmental management practices and statutes).

**Student Opportunities and Sustainability**

(Recommendation #15-2009)

The University is committed to enhancing the student experience by providing opportunities for students to do research and work on campus sustainability projects. By getting involved in applied research and service learning, students are able to connect and apply theoretical knowledge gained through their courses. The new University Academic Plan, approved by Senate in 2011, has identified experiential education as a key priority and has made a commitment that, within the next five years, all students will be able to benefit from experiential learning opportunities as part of their academic experience.
Building upon existing student-led sustainability related projects such as the Maloca Community Garden, Glendon Forest Initiative and Res Race to Zero, the University was able to create new opportunities for student engagement through the Academic Innovation Fund (AIF). Initiated by the Vice-President Academic & Provost, the AIF dedicated $2.5M into thirty-nine projects in 2011/2012, including several projects engaging students to do research and/or work on campus sustainability projects. Among the projects funded was the “Engaging Students in Sustainability - Learning in the Living Lab” which resulted in the hiring of a Sustainability Engagement Coordinator for students to gain experiential education through participation in various campus sustainability operations. Another project, “Student Run Sustainable Business Initiative”, led by Darryl Reed in the Faculty of Liberal Arts & Professional Studies, links sustainable business content/practices and social entrepreneurship towards the development of student-run business start-ups.

**Sustainability Symposia**  
*(Recommendation #6-2010)*

In order for sustainability to be well integrated into the curriculum, the campus environment should be one that cultivates and possesses a strong intellectual interest in sustainability. In addition to courses and academic programs, the campus offers many cultural and intellectual opportunities and has, over the past year, seen several symposia and/or key events dedicated to and/or related to issues of sustainability. Faculties, student organizations and Organized Research Units (e.g. IRIS) host regular events such as public talks and film screenings, many open to the university and broader community. Below are select examples of events held over the past year:

- New Research in Sustainable Energy
- Inuit Knowledge and Climate Change
- Staging Sustainability: Arts, Community, Culture, Environment
- CoHearance audio/podcast program
- Transforming Canada: Histories of Environmental Change lecture series
- Green Words/Green Worlds: Environmental Literatures and Politics in Canada

**Sustainability Course Design & Teaching Practices**  
*(Recommendation #8-2010)*

With regards to sustainable practices related to teaching and learning operations, it was determined that the most appropriate channel to address these issues was through the University’s PRASE (Process Re-engineering and Service Enhancement) Program. Specifically, the work stream area of PRASE of greatest potential relevance to sustainability is the IT and Desktop Services area. As part of the review of IT services (including those used at the individual staff/faculty member level), opportunities for improved efficiencies have been identified including printer rationalization. The reduction of personal printers (e.g. desk top models), and the transition to shared use of printers, will reduce campus e-waste and paper use.

**Internal & External Sustainability Partners**  
*(Recommendation #9-2010)*

The University continues to monitor and collect information about how other universities support sustainability in their curriculum. Through the Ontario Council of Academic Vice Presidents, York is able to gather information (e.g. best practices) from other Ontario universities.

The Office of the Vice-Provost Academic, along with relevant Faculties/program areas, continues to explore opportunities for new or enhanced academic offerings related to sustainability that meet both emergent workforce needs and offer current/new students high quality academic programming.

The University has also initiated discussions with community college partners (e.g. Seneca) to explore opportunities for collaborative programming or creation of new college-transfer pathways for college diploma students in high affinity programs.
(e.g. Environmental Technology) to baccalaureate studies in Environmental Studies or Science. This priority will be discussed with Faculties through Deans/Principal in the context of the University’s community engagement strategy, teaching and learning, and research partnerships.

In light of changing circumstances, we propose a slight revision to the above recommendation (#9-2010):

Explore the opportunity, perhaps in collaboration with relevant faculty members, to:

a. request information through the Ontario Council of Academic Vice-Presidents to collect information about how other post-secondary institutions in Ontario support sustainability in the curriculum,

b. invite chairs and directors to consider opportunities for new or enhanced academic offerings related to sustainability that meet emergent workforce needs, and

c. continue to explore opportunities with colleges and universities to partner on academic programming that enhances seamless, lifelong learning.

SOCIAL JUSTICE AND HUMAN RIGHTS

The SJ&HR working group co-chairs met in early November to discuss timing and frequency of meetings for the subcommittee as well as the proposed activities. In regards to activities, it was suggested that the focus of the subcommittee should be to gather information about existing programs and initiatives that are identified or relate to the recommendations in the 08/09 and 2010 PSC Annual Reports and advise as to how they are progressing.

It was also thought that it would be useful to broaden the membership of the working group to invite some key persons who are directly or indirectly responsible for the implementation or oversight of some of the SH&HR sustainability initiatives that were identified and to obtain additional information from them about updates/progress.

During its first meeting on December 3, 2011, the members in attendance agreed with the proposed objectives of tracking and advancing relevant recommendations and connection between sustainability and the human rights and community components. Action items were articulated and follow up was assigned.

The subcommittee met again in January, March and April 2012 during which a couple of presentations were done in relation to updates/progress made on the noted recommendations. Regrettfully, there was insufficient time to gather updated information for all of the previous recommendations, and the working group members are committed to following through on the objectives over the course of the next year.

In spite of not having received all of the information desired, the working group focused its attention during the March and April meetings to work on reviewing the earlier recommendations in light of the updated information received with a view to crafting new suggested recommendations for the 2011/2012 PSC Annual Report. In this regard, the SJ&HR members believe that it would be valuable to reiterate/highlight the relevance/purpose of SJ&HR discussions in the context of Sustainability so that the history of this commitment continues to be seen.

Outreach and collaboration with local communities
(Recommendations #9 to 16-2010)

10. Establish an assessment model for community investments, including time, financial, in-kind and other resource allocations.

While several working committees at York, with an interest in community engagement, have discussed strategies to assess the overall allocation of resources and their impact, there has been no direct implementation of this recommendation during the 2011 period. A Community Engagement Committee had been established under the then University Relations division, however, personnel changes resulted in a significant delay in the advancement of this recommendation. The Evaluation Committee
of the York University – TD Community Engagement Centre and
the recently established Community Engagement Council will be
possible venues for discussing strategies to move this
recommendation forward.

11. Develop the York University-TD Community Engagement
Centre (CEC) as a hub for York’s various academic and non-
academic outreach and engagement activities.

During the 2011 academic year, the CEC increased its capacity
to function effectively as a hub for York’s outreach,
engagement, teaching and research activities in the Jane Finch
and Black Creek areas through increased financial, in kind and
human resources.

The CEC facilitates access to PSE, especially for non-traditional
students who would otherwise have not attended PSE. The CEC
receives approximately 600 admissions related to walk-in or
telephone enquiries per year, mostly from first generation and
college transfer students. The CEC’s visible and accessible
location in Yorkgate Mall helps break down barriers for those
who may find connecting with the Keele campus intimidating.

In addition to general walk-in, telephone and email admission
enquiries, the CEC serves an average of 50 additional participants
per year in our monthly info sessions. Sixty of those attending
the information sessions are staff in the community who are
seeking to increase their own capacity to advise and refer
potential applicants. In addition, the CEC provides space to at
least one section of the WMST Bridging Program annually, and
actively promotes and supports the Transition Year Program.
The CEC’s role as a reliable mechanism to reach non-traditional
applicants is growing as a result of our citywide networks.

The CEC is also an effective resource in building mentoring
activity between York students and local youth. The CEC helps
connect over 200 students (many are also graduates from local
high schools) annually to some form of experiential education
opportunity in Black Creek. This is achieved either by directly
housing students at the CEC who are doing their community field
placement or by providing space for students who are providing
services (such as ADMS/tax students or CLASP students), or by
identifying potential community based learning projects and
broking relationships between community and York partners.

The CEC also connects with an additional 125 youth every
summer through a partnership with a youth summer employment
program. Each one of these local youth are given basic post-
secondary information and the opportunity to connect with York
recruitment staff. Several (20 in 2011) also are connected to
employment opportunities on campus or inside programs that
are affiliated with York.

Recruitment Services in Human Resources will continue to
partner with the York University-TD Community Engagement
Centre at Yorkgate Mall so that the University has representation
at future employment events. Also, Recruitment Services is
continuing to identify groups for outreach presentations in the
area surrounding York on an ongoing basis. The goal is to
conduct about 12 outreach sessions per year.
Outreach presentations in adjacent communities

Outreach presentations in Jane & Finch and other adjacent communities have included the Next-Steps Employment Resource Centre (Operated by the TBS) at Sheppard and Keele; the Jewish Vocational Service of Toronto (Finch and Keele); Seneca Office Skills Building with Community Leading and Learning (for newcomers to Canada or those who have been laid off) at the CEC in Yorkgate Mall; and the Elspeth Heyworth Centre for Women (Finch and Keele).

14. Develop promotional materials for local neighbourhoods and other underrepresented communities that outline programs, admission, scholarship, financial aid and engagement opportunities

Student Recruitment has developed new recruitment materials (both print and online) to highlight the financial aid available to local youth and to present this information comprehensively. Monthly information sessions delivered at the CEC highlight programs, admission requirements and scenario based scholarship and other financial aid opportunities.

15. In collaboration with the Harry Sherman Crowe Housing Co-Op, explore creation of on-campus employment opportunities for HSC Co-Op youth and residents (e.g. social enterprise, summer employment).

The Director of Recruitment, Workforce Planning & Employment Equity in the Department of Human Resources has followed up with Robert Castle (Office of the VP Finance and Administration) who has been developing a close liaison with the Harry Crowe Co-op and was invited to join the Co-op Board about 12 months ago. There are plans now being developed for Human Resources to work with the Co-op on an employment outreach presentation in the next one to two months, in partnership with CSBO (for maintenance, custodial, grounds jobs, etc.). This is intended to strengthen the lines of communication between York University and the residents of the Co-op, as well as provide them with an overview of the types of employment opportunities available at York and how to apply.

16. Explore a program for workplace training opportunities, for example, through internships, skilled trade apprenticeships and other employment training in collaboration with local partners and community initiatives, including systems and support for faculty and staff to participate in supervision.

For the past five years, CSBO-Maintenance has accepted up to two high-school Co-op placements in trades areas. With CUPE 1356 (trades, grounds and custodial workers), we continue this partnership with the Board of Education and provide workplace literacy and, through the HR Technical Learning Centre, computer literacy.

The intention is to continue to explore with IUOE (Independent Union of Operation Engineers) the feasibility of an operating/stationary engineering internship.

Additionally, co-op students from community colleges, architecture and engineering students-in-training, and students in York’s Faculty of Environmental Studies have been given postings in CSBO-Planning & Renovations, Facilities Development and Campus Planning.

The intent with the introduction of the Change Academy (AIF) - is to include students in the process; we are at the early stages of exploring whether Schulich MBA students and MHRM students could participate in the change academy as an experiential course as part of their curriculum.

17. Advocate, with the City of Toronto, the Toronto Region Conservation Authority and other partners, for the construction of a physical link across the Black Creek, to enhance pedestrian and bicycle access to York University.

In addition to the commentary made by the Working Group on Campus Operations & Development, the SJ&HR committee noted
that there is now a physical link across Black Creek by way of a pedestrian/bicycle path. The new path was paved last summer and is part of the Finch Hydro Corridor Trail that runs from G. Lord Ross Park through to Norfinch Drive. There is a cross walk on Jane Street just north of Yorkgate Mall.

**Updated/Refined Recommendations**

During the SJ&HR working group meetings over the course of the 2011/12 academic year, it became apparent that the recommendations made in the 2008/09 and 2010 Annual Reports of the President’s Sustainability Committee continued to have relevance and importance in terms of York U’s larger social justice goals, including those related to sustainability. It was noted that several of the 2010 recommendations were in effect refinements of ones made in the 2008/09 report. In considering the progress on the 2010 recommendations, committee members agreed that it would be important to highlight and bring forward a combination of new, updated and further refined recommendations for the 2011/12 PSC Annual Report in addition to recommending that progress on the recommendations from the previous reports continue to be monitored and reported on.

**CAMPUS OPERATIONS AND DEVELOPMENT**

The campus operations and development working group met three times this year and achieved several concrete results. In addition to the following recommendations, the efforts of this working group were central to the University’s pledge to phase out the sale of bottled water by September 2015.

**Fair Trade Procurement (Recommendations 18 & 19-2010)**

18. All University contracted, non-franchised food service outlets that serve coffee and tea provide its customers with at least one option of fair trade certified coffee and tea at all times; that information on fair trade be displayed; and that these options are priced so that cost alone will not be an overriding factor in consumer selection. This approach, as a principle, should be extended to include other fair trade commodities (for example, sugar and cocoa) where this becomes feasible.

This has been implemented for University (CSBO Food Services) operations. Request for Proposals documents issued by Food Services to secure new caterers stipulate the requirement to offer at least one Fair Trade certified coffee and tea, with
Las Nubes being one of the standard offerings. Several Food Services locations, such as Central Square, TEL Café, the Strong and Winters Cafeterias, the Glendon Cafeteria and Freshii serve Fair Trade certified coffee on an exclusive basis, and Rainforest Alliance certified teas. Various merchandising is in place at each location to indicate the Fair Trade offerings, and Fair Trade coffees are line priced with other coffees. The new Food Services website also highlights where Fair Trade certified coffees are sold (http://foodservices.info.yorku.ca/sustainability/). Other Fair Trade products are less prevalent due to customer demand, availability and typical ingredient usage for current menus; however, this will continue to be monitored and more sustainable ingredients will be used when feasible. For example, Aramark-operated locations now use cage-free shell eggs on an exclusive basis.

19. Request the York University Development Corporation and the York University Student Centre to take the same approach with their contracted tenants and embed the requirement for a similar fair trade certified coffee and tea option in leases of food service operators within their respective premises. This approach, as a principle, should be extended to include other fair trade commodities (for example, sugar and cocoa) where this becomes feasible.

York University Development Corporation and York University Student Centre have been asked to follow similar practices employed by Food Services in requiring Fair Trade certified coffee/tea to be offered when selecting tenants, and to work with existing tenants to formalize this arrangement. Many of the coffee-oriented tenants in these buildings already offer Fair Trade certified coffee and Rainforest Alliance certified teas in the normal course of their business.

Green Supplier Program in Procurement (Recommendation 20-2010)

20. The University should give preference to suppliers who can meet or exceed predetermined “green” specifications. Procurement Services could include in their Request for Proposal (and other “RFx” procurement documents) criteria/specifications from suppliers that could be quantified on responses received. As a starting point to test this recommendation, Procurement Services should focus on goods that are easily measurable and have accepted industry standards, such as appliances (EnergyStar, Energuide), paper (FSC – Forest Stewardship Council) and vehicles (fuel efficiency, hybrid/alternate fuel technology).

In the last year, Procurement Services has added eco-friendly substitutes offered by the university office supplier and recycling of server boxes on Dell computers. Competitive bids include scoring points for supplier sustainability initiatives, instructions to bidders to submit documents double-sided with as little packaging as possible, biodegradable cable pulling lubricants and supplier submission binders are reused by staff and students. The lighting contract (a collaborative venture with the Education Municipal Purchasing Group) included participation in the “Take Back the Light” program for recycling of fluorescent tubes.

Sample of environmental sustainability language used in RFPs:

Environmental Sustainability:

All submissions shall include information on environmental commitments as they pertain to:

- Product manufacturing process
- Shipping
- Packaging
- Recycled content
- Low VOC
- Durability
- Maintenance requirements (cleaning program)
- FSC wood products (if applicable)
- End-of-use pick-up program
- Regional materials
All submissions shall list environmental programs to which there is an affiliation, or is initiated by the Manufacturer and all third-party certifications (e.g. Greenguard, Cradle to Cradle Certification, Ecologo, etc.).

Sample of efforts to improve sustainability practices in bidding submissions:

In the interest of supporting York’s sustainability initiative to reduce waste and extraneous use of natural resources, York is requesting the following:

1. That Proposals be submitted on two-sided recycled paper, where possible; and
2. That Proponents refrain from using excess and unnecessary packaging when shipping or mailing Proposals.

Other examples of sustainability efforts:

1. In June 2011, Procurement Services changed York’s paper supplier to Lyreco for cost savings and much larger catalogue of eco-friendly paper products. Additionally, Lyreco is SFC Chain of Custody certified.

2. Copiers are for a term of 60 months (which according to the industry is the expected useful life of the machine), in order to reduce the number of used copiers from 36 month rentals going to landfills. All new copiers are Energy Star 1.0 compliant and come with additional "green" features such as:
   - ENERGY STAR version 1.1 qualified using 65 percent less energy than the maximum amount allowed for qualification for operational speed (based on Energy Star’s TEC values);
   - self-launches into an energy saver power mode;
   - quick start-up technology;
   - duplexing of documents using less paper, and at almost the same speed as simplex;
   - scanning capture and imaging options allow for paperless communications;
   - an internal toner re-circulating mechanism where residual toner from the printing/copying process is re-circulated and mixed with fresh toner, minimizing toner going to waste;
   - toner container consists of 94 percent post-consumer recycled plastics; and
   - the machines have low emissions of dust, ozone and other volatile organic compounds (VOCs) **In accordance to standards set by Environmental Choice Program - (http://www.ecologo.org/common/assets/criterias/CCD-035.pdf).

3. Cold Beverage Vending Machines (CBVM)
   - Sustainability Program/Energy Efficiency - BVA 10 percent weighted score;
   - All CBVM are Energy Star Certified, a select few are Energy Star tier 2;
   - All CBVM are installed with Energy Misers which power down the unit when not in use. (i.e. sleep mode);
• All CBVM are installed with SEED active monitoring. This allows real-time communication of a CBVM stock level and allows the delivery truck to only carry the required restocking materials; and
• Delivery trucks are small vans and not fully stocked transport trucks; thereby reducing the carbon emissions required to perform the restocking service.


5. Staples (vendor of office supplies) provides green substitutes for 22 products.

6. Calstone (vendor of office, classroom and lab furnishings) recycles furniture and materials to be used in the manufacture of new furniture.

Green IT
(Recommendation #21-2010)

21. Develop a York-University-wide Green IT program that would, among other initiatives, include the following:

a. develop and issue a series of green IT guidelines to be adopted by all IT units across the institution;

Work on this initiative is continuing. UIT consults with IT clients and identifies opportunities that will reduce energy and use of paper. Examples of this include the implementation of Sm@rtBuy (on-line purchasing system) and the Time Managing Support System (payroll, attendance tracking/reporting, etc.) where thousands of monthly paper transactions will be replaced by electronic transactions.

b. further explore and, where practical, adopt virtualization technology and cloud computing as a means of achieving efficiencies and energy consumption reductions.

Adopting virtualization technology is now standard practice for all new and upgraded systems unless there are specific requirements that preclude it. Approximately 50 percent of the server systems managed by UIT are virtualized, approximately 160 servers were either retired or converted to virtualization during 2011-2012. This was offset by about 90 net new virtual servers added keeping our overall server count roughly even.

c. establish institution-wide standards for the management of IT infrastructure, servers requiring spaces with specialized utilities, and other considerations.

UIT provides standardized data-centre services for use by UIT, other IT groups, and researchers. This allows optimal use of space, power and cooling resources. Use of these standard services is encouraged but voluntary. Data centre power consumption was reduced by about 40KW over the last year, despite keeping the number of logical servers roughly even.

d. work with Procurement Services to establish and adopt minimum power efficiency standard for all new computer hardware; and

e. work with Procurement Services and the Waste Management department to develop a procurement process that requires consideration and adoption of life-cycle assessment for computer hardware purchases and in-house mechanisms to collect, recover and ensure that end-of-life computer equipment are recycled responsibly.

UIT has set up procurement standards that will constantly be updated to reflect the most current available energy efficient hardware. EPEAT (Electronic Product Environmental Assessment Tool) registered computer desktops, laptops, and monitors must meet an environmental performance standard for electronic products. We currently purchase “Gold-registered” which reduces waste and increases recyclability of waste. Gold-registered features 10 per cent post-consumer recycled plastic in its chassis and small form factor comes in recyclable packaging. To help reduce energy costs, minimum procurement standards now
include Energy Star 5.0-compliant desktops with 90 percent efficient power supply, Energy Smart Power Management settings, high efficiency processors and latest chip technology increase per watt performance.

f. develop and implement a centralized workstation power management initiative for all laboratory (and "computer common") workstations, as a way to reduce power consumption from these workstations, beginning with the approximately 2,000 laboratory workstations managed by UIT.

UIT-managed computer labs are power-managed so they are powered only when in use, or during application/software updates. We expect further power management gains with the release of SCCM2012 (soon) and the upgrade of remaining Microsoft Windows XP computing labs to Microsoft Windows 7 this summer. As the York Community is migrated to a single York U Active Directory, SCCM will enable power down of user workstations. Worked with CSBO to develop communication to users on to power down printers/ monitors/computers and other devices before a weekend.

g. phase out desktop printers in favour of an environment of duplex and network printers only.

UIT does discourage use of a local desktop printer approach, and the University’s PRASE initiative (Process Re-engineering and Service Enhancement) is contributing to this recommendation through the Printer Rationalization initiative, whereby the University is conducting an institutional-wide assessment of current printing practices and infrastructure, with a view to ‘right-sizing’ printing equipment to current and future needs. Utilization of networked printers not only reduces energy costs, but also consumables, and the packaging of both the consumables and the actual printers. Greater savings will be realized upon wide deployment of the leased multi-function networked all-in-one units (that integrate all functions of printers, fax, copiers, and scanners).

Glendon Forest Stewardship Plan

York University’s reforestation endeavors along the Glendon valley corridor are crucial for maintaining the health, longevity and sustainability of the Glendon Forest. During the past year, the $15,000 student award from TD’s Go Green Challenge was a welcome support to these efforts. The money was used to continue efforts to implement key recommendations arising from the 2006 Glendon Forest Stewardship Plan. This plan was commissioned by Campus Services and Business Operations (CSBO), and prepared by Schollen and Company Inc. in association with Brown and Co. Engineering Ltd. The City of Toronto, the Toronto Region Conservation Authority, as well as various local groups, all participated in the process of creating and implementing early recommendations.

This past year, work focused on rebuilding parts of the shoreline that had failed due to the extraordinary rainfall from Spring, 2010; the main West Trail was widened and re surfaced, while the East Trail was closed to allow a particularly distressed part of the forest to naturally regenerate; the South and North Bridges were closed, as earlier attempts to keep people, bikes and dogs away from the East Trail failed; now, heavy fencing should protect that part of the forest. Visitors now walk along the West Trail to a new head of trails garden, created early this year. Lastly, a new signage program meant to educate and inform the public of forest management efforts was implemented.

Future efforts need to focus on creating a long term management strategy for environmental protection, as well as recreational use; this work holds wide opportunity for student engagement and experiential learning. This past year, the forest was the subject of individual research, as well as group and class study from science, history and environmental studies.
president's
sustainability council

NEW RECOMMENDATIONS
The following new recommendations are grouped thematically according to the Council’s four priority themes of: a) organizational structure; b) curriculum; c) social justice and human rights (note: there are no new recommendations from this working group); and d) campus operations and development. The recommendations are presented as initiatives and actions that could be implemented over the short term (12 months), medium term (1 to 3 years) and longer term (3+ years).

**Sustainability and Organizational Structure**
1. Given that the Planning, Budgets and Accountability report (PBA) is no longer printed, which had included a CSBO Sustainability Report, we recommend that future Sustainability reports be more comprehensive. The York University Sustainability report should include specific university sustainability goals with data and progress on those goals, along with a report from the President’s Sustainability Council. This approach is currently being done at other Canadian Universities.
2. We recommend that the University consider adding new policies, modifying existing policies, or develop guidelines for the community to reflect best practices in the following areas of sustainability:
   - Procurement
   - Food
   - Paper
   - Water - A water policy is part of the approved motion to phase out the sale of bottled water and is expected to be in place by September 2015.

**Sustainability in the Curriculum**
In order to facilitate the enhancement of sustainability within curricular and co-curricular contexts, the Council recommends the following:
3. The Office of the Vice-Provost Academic will facilitate the enhancement of sustainability in curricular contexts through existing academic planning mechanisms (e.g. quality assurance, development of learning outcomes) and aligned university committees (Community Safety Committee).
4. The Vice-Provost Academic will undertake to discuss with the new Vice-Provost Students the creation of a Working Group, involving students, faculty and staff, with a mandate to explore and foster co-curricular intellectual interests in issues of sustainability.

**Social Justice and Human Rights**
5. Strengthen York U’s messaging to showcase diversity and equity as a key York U commitment. Specifically, the messaging should be highlighted in student, faculty and staff recruitment materials and York U’s external webpage.
6. Create further opportunities for campus wide discussion, especially with students, to solicit input about SJ&HR issues in a sustainability context.
7. York U communicates regularly with the neighbouring communities using plain language and various accessible means to promote opportunities to connect with the campus (for example, events, facilities, etc.)
8. Continue to explore viable mechanisms to promote and expand opportunities for community use of space our campuses.
9. Monitor, and where possible, strengthen the social justice and human rights considerations in the implementation of the York University Secondary Plan.
10. Continue to support and monitor progress related to previous SJ&HR recommendations in past PSC reports recognizing that several of the 2011/12 recommendations are refinements of previous recommendations based on the progress and new information gathered.
11. It is recommended that the President authorize the implementation of a three-year plan developed by the Vice-President Finance and Administration to phase out the sale of bottled water at the University, with the phase-out to be complete by September 2015. This plan should address the following:

- Assess the current state of public drinking water infrastructure;
- Address deficiencies of existing infrastructure;
- Engage community through participation and promotion/education;
- Improve access/way finding to public drinking water;
- Reduce bottled water use from administrative areas;
- Coordinate phase-out with University Food Services, York Lanes and York University Student Centre;
- Establish access to drinking water as an element of York University’s standards for new buildings;
- Expand water bottle refill stations; and
- Establish a University policy on sale of bottled water on campus.

12. It is recommended that the University create an advisory committee on responsible investing that includes student and employee members. The Committee should provide a forum to discuss and express opinions on responsible investing and, from time to time, to provide advice to the University administration through the Vice-President Finance and Administration. The VPFA is responsible for formulating recommendations for decision by the Board of Governors of York University, through its Investment Committee.

The scope of the Advisory Committee’s work might include:

- Advice about investments where investment managers can actively engage;
- Identification of companies who may be involved in activities contrary to the University’s principles and beliefs, where active engagement by York’s investment managers would be warranted;
- Advice about circumstances in which stocks held by the University may cause social or environmental injury;
- Advice on proxy voting guidelines, including areas in which the University should invoke proxy voting; and
- Identification of like-minded organizations, shareholder groups or coalitions, with which the University could potentially affiliate or become a member.
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  • Printing Services
  • Centre for Human Rights
  • Faculty of Environmental Studies
  • Office of the President
  • Communications and Public Affairs
  • Institute for Research and Innovation in Sustainability
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- Suharshi Perera
- Celia Popovic
## APPENDIX A

### PROGRESS ON THE 2009 PSC REPORT RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Status</th>
<th>Implementation Timeline</th>
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<tbody>
<tr>
<td>1. Establish opportunities for broad-based discussion of this report, including opportunities for constructive feedback.</td>
<td></td>
<td>Short</td>
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<tr>
<td><strong>Sustainability and organizational structure</strong></td>
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<tr>
<td>2. Develop a York University policy statement on sustainability.</td>
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<td>3. Include the Senior Manager, Environmental Design &amp; Sustainability in the Sustainability Council membership</td>
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<tr>
<td>4. Dedicate resources to the Sustainability Council to enable fulfillment of its objects</td>
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<tr>
<td>5. Establish a formal role for the Yorkwise program in relation to the Sustainability Council.</td>
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<tr>
<td>6. Establish a community of Campus Sustainability Ambassadors.</td>
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<tr>
<td>7. Continue to develop and implement opportunities for student engagement in collaboration with the Student Sustainability Sub-Committee.</td>
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<tr>
<td>8. Undertake and support a Sustainability Assessment Project.</td>
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<tr>
<td>9. Engage a review of sustainability administration models across Canadian and international institutions of higher education, with a view to identifying the most suitable model for York.</td>
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<td>Short for the review only</td>
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<tr>
<td><strong>Sustainability in the curriculum</strong></td>
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<tr>
<td>10. Request that the Academic Policy, Planning and Research Committee (APPRC) and the Vice-President Academic and Provost make sustainability a major strategic feature in the White Paper and the new University Academic Plan.</td>
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<td>11. Develop a greater focus on sustainability in the York curriculum.</td>
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<td>12. Work with the relevant faculty members/offices to design and implement a survey about sustainability within the existing York curriculum.</td>
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<tr>
<td>13. Include sustainability in more courses and academic programs throughout the University.</td>
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<td>Medium</td>
</tr>
<tr>
<td>14. Encourage and support the development of non-degree offerings in sustainability.</td>
<td></td>
<td>Medium</td>
</tr>
</tbody>
</table>

As of May 1, 2012. Please visit www.yorku.ca/sustainability for updates and additional information.

- =Completed  
- =Significant progress  
- =Work has begun  
- =Not yet started
### PROGRESS ON THE 2009 PSC REPORT RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Status</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Provide students with more opportunities to do research and work on campus sustainability projects.</td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td><strong>Social justice and human rights</strong></td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td>16. Enhance York’s resource commitment to existing initiatives such as those identified in the Inventory of Community Engagement (Office of University Events and Community Relations).</td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td>17. Improve access to York facilities such as the library system, buildings, and sports complexes and laboratories. In particular, a number of days each year should be designated as “community use days” for specified facilities (with streamlined approval process and waived or significantly reduced fees for facility use).</td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td>18. Assess and develop outreach initiatives to attract qualified applicants for part-time and full-time employment from communities-in-need surrounding York.</td>
<td>☑️</td>
<td>Short</td>
</tr>
<tr>
<td>19. Through the York Foundation encourage donor programs that enhance bursaries and awards for local residents.</td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td>20. Encourage deliberate outreach efforts with local secondary schools by each Faculty and department.</td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td>21. Coordinate bridging and transitional programs and explore opportunities for ongoing budget support to these programs.</td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td>22. Support and implement the policies of the updated York University Secondary Plan, specifically as they relate to housing, community services and facilities.</td>
<td>☑️</td>
<td>Medium</td>
</tr>
<tr>
<td>23. Support the ongoing work of the President’s Advisory Committee on Human Rights and help bridge this work with York’s sustainability initiatives.</td>
<td>☑️</td>
<td>Short</td>
</tr>
<tr>
<td><strong>Campus operations and development</strong></td>
<td>☑️</td>
<td>Short</td>
</tr>
<tr>
<td>24. Develop a York-specific green standard for the development and construction of all new buildings and building renovations.</td>
<td>☑️</td>
<td>Short</td>
</tr>
<tr>
<td>25. Establish an institution-wide program that enhances “e-waste” recycling practices in all academic departments and administrative units, and locate drop boxes throughout the Keele and Glendon campuses to facilitate broader community participation.</td>
<td>☑️</td>
<td>Short</td>
</tr>
<tr>
<td>26. Identify and implement policies, plans and incentives to substantially reduce the consumption of paper at York by adopting practices of double-sided printing on all multiple-paged documents and encouraging students to print and submit double sided papers and assignments.</td>
<td>☑️</td>
<td>Short</td>
</tr>
<tr>
<td>27. Implement a clear, comprehensive and coordinated program that is aimed at increasing the level of recycling and composting.</td>
<td>☑️</td>
<td>Short</td>
</tr>
<tr>
<td>28. Provide a larger selection of products made from 100% recycled materials in the University Bookstore.</td>
<td>☑️</td>
<td>Medium</td>
</tr>
</tbody>
</table>
## Recommendations

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Status</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Establish a program to reuse office furniture, when/where feasible, and if not, items should be offered by sale/donation to the York community, community charities, and organizations.</td>
<td><img src="image" alt="Tree" /></td>
<td>Medium</td>
</tr>
<tr>
<td>30. Support (and if possible increase support for) organizations focused on traffic demand management, the promotion of transit use and other alternate modes of transportation, and like sustainable transportation initiatives.</td>
<td><img src="image" alt="Clock" /></td>
<td>Short</td>
</tr>
<tr>
<td>31. Establish policies and practices to reduce emissions of greenhouse gases and other pollutants from vehicles, for example through establishment and enforcement of a “no idling” policy for all vehicles on York’s campuses.</td>
<td><img src="image" alt="Sun" /></td>
<td>Medium</td>
</tr>
<tr>
<td>32. Develop a York University policy or framework aimed at governing campus food service operations in a more coordinated fashion that enables and supports the implementation of sustainable practices at a much greater degree than is presently possible.</td>
<td><img src="image" alt="Document" /></td>
<td>Short</td>
</tr>
<tr>
<td>33. Develop a University food services policy that protects the investments made in campus food operations by restricting on-campus catering and food service provision to caterers and food service providers that are contracted, permitted or otherwise authorized by the University’s Food Services office.</td>
<td><img src="image" alt="Trash Can" /></td>
<td>Short</td>
</tr>
<tr>
<td>34. Improve the University’s marketing of the range of available food services on both campuses, for example through website improvements, and better signage.</td>
<td><img src="image" alt="Microwave" /></td>
<td>Short</td>
</tr>
<tr>
<td>35. Expand and enhance the availability of sitting/common space for use by students (both indoors and outdoors) and improve access to microwaves, water bottle refilling stations and sinks for those that bring food from home or want to refill water bottles.</td>
<td><img src="image" alt="Garden" /></td>
<td>Medium</td>
</tr>
<tr>
<td>36. Compile and analyze studies of the natural features of the University’s two campuses, establish a York inventory of natural features and develop a comprehensive plan for protecting and enhancing York’s endowment of natural features.</td>
<td><img src="image" alt="Tree" /></td>
<td>Medium</td>
</tr>
<tr>
<td>37. Continue to develop ecologically progressive plans and procedures to guide campus landscaping and grounds management practices.</td>
<td><img src="image" alt="Tree" /></td>
<td>Short</td>
</tr>
<tr>
<td>38. Integrate relevant research and studies into grounds management and other areas of campus operations by establishing formal opportunities with straightforward processes for the engagement of students (for example, through course-related research projects, internships, paid work, or volunteer opportunities).</td>
<td><img src="image" alt="Tree" /></td>
<td>Short</td>
</tr>
<tr>
<td>39. Continue to position the University to manage its carbon footprint more effectively through the implementation of the energy management program and other initiatives; and expand efforts to engage the community in prudent energy conservation practices in order to sustain, and possibly improve, the targeted reduction in energy consumption and emissions.</td>
<td><img src="image" alt="Tree" /></td>
<td>Medium</td>
</tr>
</tbody>
</table>
Arbor day at Glendon

The Zipcar car sharing program has two locations on the Keele campus
# Appendix A

**PROGRESS ON THE 2010 PSC REPORT RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Status</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sustainability and organizational structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Implement a pilot project for student engagement in sustainability in the summer of 2011.</td>
<td>=Completed</td>
<td>Short</td>
</tr>
<tr>
<td>2. Compile a list of University policies and procedures that are related to sustainability. The list will be reviewed to see if there are any opportunities for modification, and the list of relevant policies and procedures will be posted on the Sustainability Website.</td>
<td>=Significant progress</td>
<td>Short</td>
</tr>
<tr>
<td>3. Encourage University divisions and departments to integrate sustainability into their Integrated Resource Plans.</td>
<td>=Work has begun</td>
<td>Short</td>
</tr>
<tr>
<td>4. Create a President’s Sustainability Award that would recognize efforts of an individual or a team that initiates, adopts and/or fosters a culture of sustainability.</td>
<td>=Not yet started</td>
<td>Medium</td>
</tr>
<tr>
<td>5. Create a strategy that details how the Council and the Student Sub-Committee will engage the York community to establish greater awareness of sustainability, the work of the Council, as well as the opportunities for engagement.</td>
<td>=Completed</td>
<td>Short</td>
</tr>
<tr>
<td><strong>Sustainability in the curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Cultivate intellectual interest in sustainability among students and faculty through symposia and/or key events.</td>
<td>=Significant progress</td>
<td>Medium</td>
</tr>
<tr>
<td>7. Bring forward discussion of sustainability to the Teaching &amp; Learning Working Group on Technology enhanced Learning in order to identify strategies to embed sustainable practices in course design and teaching practices across the University (for example, use of electronic assignment drop-box).</td>
<td>=Work has begun</td>
<td>Short</td>
</tr>
<tr>
<td>8. Explore the opportunity, perhaps in collaboration with relevant faculty members, to: a. undertake research to identify how other post-secondary institutions nationally and internationally support sustainability in the curriculum; and b. conduct key informant discussions internally and externally to identify opportunities for new or enhanced academic offerings related to sustainability that meet emergent workforce needs.</td>
<td>=Not yet started</td>
<td>Short</td>
</tr>
<tr>
<td><strong>Social justice and human rights</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Establish an assessment model for community investments, including time, financial, in-kind and other resource allocations.</td>
<td>=Significant progress</td>
<td>Medium</td>
</tr>
</tbody>
</table>

As of May 1, 2012. Please visit www.yorku.ca/sustainability for updates and additional information.

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- =Work has begun  
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### PROGRESS ON THE 2010 PSC REPORT RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Status</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Develop the York University-TD Community Engagement Centre (CEC) as a hub for York’s various academic and non-academic outreach and engagement activities, by: a. expanding employment and enrollment recruitment sessions at CEC and with CEC partners; b. creating more opportunities to educate local community agency/support staff (such as youth workers, job developers, faith leaders) recognizing their important role as key influencers within the community for youth/residents interested in post-secondary education; c. building/enhancing current mentoring activity between York students and local youth (including WAY, partnering with Teacher candidates, and through nursing student placements in local schools and at Black Creek Community Health Centre); and d. developing capacity to host and support more York students who are high achieving local secondary school grads.</td>
<td>![Icon] Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>11. Explore policies and procedures at other institutions with a view to developing the best practices for improved community access to York, including access to events such as college speakers’ series, the March Gala, public workshops, and fine arts performances.</td>
<td>![Icon] Short</td>
<td>Short</td>
</tr>
<tr>
<td>12. Develop an electronic portal for external groups to understand York engagement opportunities and make requests for York resources and services.</td>
<td>![Icon] Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>13. Develop promotional materials for local neighbourhoods and other underrepresented communities that outline programs, admissions, scholarship, financial aid and engagement opportunities.</td>
<td>![Icon] Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>14. In collaboration with the Harry Sherman Crowe Housing Co-op, explore creation of on-campus employment opportunities for HSC Co-Op youth and residents (e.g. social enterprise, summer employment).</td>
<td>![Icon] Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>15. Explore a program for workplace training opportunities, for example, through internships, skilled trade apprenticeships and other employment training in collaboration with local partners and community initiatives, including systems and support for faculty and staff to participate in supervision.</td>
<td>![Icon] Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>16. Advocate, with the City of Toronto, the Toronto Region Conservation Authority and other partners, for the construction of a physical link across the Black Creek, to enhance pedestrian and bicycle access to York University.</td>
<td>![Icon] Long</td>
<td>Long</td>
</tr>
<tr>
<td><strong>Campus operations and development</strong></td>
<td>![Icon] Short</td>
<td>Short</td>
</tr>
<tr>
<td>17. All University contracted, non-franchised food service outlets that serve coffee and tea provide its customers with at least one option of fair trade certified coffee and tea at all times; that information on fair trade be displayed; and that these options are priced so that cost alone will not be an overriding factor in consumer selection. This approach, as a principle, should be extended to include other fair trade commodities (for example, sugar and cocoa) where this becomes feasible.</td>
<td>![Icon] Short</td>
<td>Short</td>
</tr>
<tr>
<td>18. Request the York University Development Corporation and the York University Student Centre to take the same approach with their contracted tenants and embed the requirement for a similar fair trade certified coffee and tea option in leases of food service operators within their respective premises. This approach, as a principle, should be extended to include other fair trade commodities (for example, sugar and cocoa) where this becomes feasible.</td>
<td>![Icon] Short</td>
<td>Short</td>
</tr>
</tbody>
</table>
### PROGRESS ON THE 2010 PSC REPORT RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Status</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. The University should give preference to suppliers who can meet or exceed</td>
<td></td>
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<tr>
<td>predetermined &quot;green&quot; specifications. Procurement Services could include in their</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request for Proposal (and other &quot;RFx&quot; procurement documents) criteria/specifications</td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td>from suppliers that could be quantified on responses received. As a starting</td>
<td></td>
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</tr>
<tr>
<td>point to be able to test this recommendation, Procurement Services should</td>
<td></td>
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</tr>
<tr>
<td>focus on goods that are easily measurable and have accepted industry standards,</td>
<td></td>
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<tr>
<td>such as appliances (EnergyStar, Energuide), paper (FSC – Forest Stewardship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council) and vehicles (fuel efficiency, hybrid/alternate fuel technology).</td>
<td></td>
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</tr>
<tr>
<td>20. Develop a York-University-wide Green IT program that would, among other</td>
<td></td>
<td>Short</td>
</tr>
<tr>
<td>initiatives, include the following:</td>
<td></td>
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</tr>
<tr>
<td>a. develop and issue a series of green IT guidelines to be adopted by all IT</td>
<td></td>
<td></td>
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<tr>
<td>units across the institution;</td>
<td></td>
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</tr>
<tr>
<td>b. further explore and, where practical, adopt virtualization technology and</td>
<td></td>
<td></td>
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<tr>
<td>cloud computing as means of achieving efficiencies and energy consumption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reductions;</td>
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</tr>
<tr>
<td>c. establish institution-wide standards for the management of IT infrastructure,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>servers requiring spaces with specialized utilities, and other considerations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. work with Procurement Services to establish and adopt minimum power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>efficiency standard for all new computer hardware;</td>
<td></td>
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</tr>
<tr>
<td>e. work with Procurement Services and the Waste Management department to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop a procurement process that requires consideration and adoption of life-</td>
<td></td>
<td></td>
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<tr>
<td>cycle assessment for computer hardware purchases and in-house mechanisms to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>collect, recover and ensure that end-of-life computer equipment are recycled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibly;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. develop and implement a centralized workstation power management initiative</td>
<td></td>
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</tr>
<tr>
<td>for all laboratory (and “computer common”) workstations, as a way to reduce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>power consumption from these workstations, beginning with the approximately</td>
<td></td>
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</tr>
<tr>
<td>2,000 laboratory workstations managed by UIT; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. phase out desktop printers in favour of an environment of duplex and network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>printers only.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
York University - TD Community Engagement Centre fair at the Yorkgate Mall in the Jane and Finch neighbourhood

Las Nubes – York’s own brand of Fair Trade coffee
PSC 2011-2012 MEMBERSHIP

Nicole Arsenault  Manager, Transportation & Student Services
Noel A.J. Badiou  Director, Centre for Human Rights
Anthony Barbisan  Director, YU-Card & Food Services
Gary Brewer  Vice-President, Finance & Administration
Rose Celebre (Secretary)  Administrative Assistant, Office of the President
Canina Clifford  Student Representative
Steve Dranitsaris  Senior Executive Officer, Finance & Administration
Eric Fogam  Student Representative
Richard Francki  Assistant Vice-President - Campus Services and Business Operations
Bob Gagne  Chief Information Officer
Nancy Ghumann  Student Representative
Pavel Graymason  Sustainability Engagement Coordinator, Office of the President
Ilan Kapoor (Chair)  Professor, Faculty of Environmental Studies
Rhonda Lenton  Vice-Provost Academic
Sue Levesque  Executive Director, York U-TD Community Engagement Centre
Ijade Maxwell Rodrigues  Chief of Staff, Office of the President
Ross McMilian  Senior Advisor, Policy, Assessment and Aboriginal Affairs
Nader Mirabdolbaghi  Student Representative
Yvette Munro  Academic Programs & Planning Officer
Kita Navalyal  Student Representative
Andrew Plunkett  Sustainability Project Coordinator, Office of the President
Helen Psathas  Senior Manager, Environmental Design
Alex Quintos  Student Representative
Barbara Rahder  Dean, Faculty of Environmental Studies
Rob Tiffin  Vice-President, Students
Chris Wong  Director, Transportation and Master Planning, YUDC
Stepan Wood  Acting Director, Institute for Research and Innovation in Sustainability (IRIS)
Carol Yorkden-Chamberlain  Glendon College
Douglas Young  Associate Professor, Department of Social Science
2011-2012 President's Sustainability Council

President's Sustainability Council Meeting, March 2012
YORK STUDENTS PARTICIPATING IN THE ANNUAL RES RACE TO ZERO PROGRAM
PSC COMMUNICATIONS PLAN

At York University, sustainability is not something we simply talk about -- as a core value, it is something we strongly believe in and act upon. For us, sustainability is about an ongoing long term commitment towards a future that considers the ecological, economic, and social aspects of our lives.

Our efforts build on a vision and principles of sustainability that will enrich our institution as being ecologically robust, economically resilient and socially responsible. York University strives to be a leading post-secondary institution for sustainability. Our community of students, staff, and faculty is committed to a holistic and equitable approach to taking action that recognizes the full consequences and benefits of what we do. Our long term perspective recognizes our responsibility to be innovators and to continually work as a community to reduce our ecological impact.

Considered progressive in our environmental commitments, we continue to be at the forefront of sustainability theory and practice and already have a wide range of initiatives in place. We also understand that all members of our community, from students to faculty to staff, must be part of the ongoing solution.

A communications program for sustainability efforts at York University is a key component of our future successes, as it as it imparts our goals, efforts, and successes to the community and our partners.

Purpose
A. To broaden and foster the culture of sustainability at York University.
B. To assist in positioning York University as a leading university on sustainability.

Objectives
1. Demonstrate a commitment to sustainability.
2. Celebrate, collaborate and create connections.
3. Educate and challenge.
4. Engage and implement.

Strategies
1. Enhance direct communications for sustainability initiatives.
2. Strengthen relationships between aligned groups, brands, programs, and initiatives.
3. Enhance and expand sustainability campaigns.
4. Promote a sense of community and ownership around sustainability.
5. Create pathways to engagement.

Approach
1. Engage through initiatives such as the Campus Ambassador Program, Green Office, Sustainability Pledges, coursework and future initiatives.
2. Raise awareness through information sharing using videos, website, Yfile, events, photo-essays, and Sustainability Pledges and pledge toolkits.
3. Celebrate success through awards, recognition, certification, competitions, and creating a positive atmosphere and sense of pride in participation.
**Target Audiences**

<table>
<thead>
<tr>
<th>Internal (immediate community)</th>
<th>Internal (extended community)</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (all)</td>
<td>Alumni</td>
<td>Government</td>
</tr>
<tr>
<td>Faculty</td>
<td>Parents</td>
<td>Neighbouring communities</td>
</tr>
<tr>
<td>Staff</td>
<td>Future students</td>
<td>Broader community</td>
</tr>
<tr>
<td>Board of Governors</td>
<td>Donors</td>
<td>Community groups and NGOs</td>
</tr>
<tr>
<td>York Senate</td>
<td>On-campus vendors</td>
<td>Vendors and suppliers</td>
</tr>
<tr>
<td></td>
<td>Service providers</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Businesses</td>
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<td></td>
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<td>AASHE</td>
</tr>
</tbody>
</table>

**Key Messages**

- Students, Staff, and Faculty at York have a long history of commitment and action in sustainability and it is one of our community’s core values.
- As one of Canada’s leading teaching and research based universities - sustainability is one of York’s four research priorities.
- We take a holistic, equitable, and innovative approach to sustainability throughout the university.
- Our students graduate as knowledgeable, active and socially responsible global citizens.
- York creates shared values - there are financial benefits to implementing sustainability efforts and our efforts help maximize York students’ tuition dollars.
- York creates shared values - there are many ways for all community members to get involved with our sustainability efforts and, collectively, we practice what we preach.

**Evaluation**

The success of the plan will be measured by:

- Increased levels of student, staff, and faculty awareness about York University’s vision for sustainability.
- Increased levels of student, staff, and faculty participation in sustainability efforts.
- Increased levels of internal and external promotion efforts about all aspects of sustainability at York.

These measures will be gauged through the following metrics:

- Awareness levels (of sustainability and of York’s efforts) as measured by periodic tracking surveys.
- Attendance numbers at sustainability events at York.
- Participation numbers in sustainability initiatives at York.
- Number of external media mentions about sustainability at York.
- Number of internal media mentions about sustainability at York.
- Number of unique and total hits on new sustainability website.
- Number of social media mentions.
<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
<th>Communication</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
<td>National Sweater Day</td>
<td>Yfile, Toronto Star, email, posters</td>
<td>Participants, media mentions</td>
</tr>
<tr>
<td></td>
<td>Green Office Sustainability Ambassadors Website launch</td>
<td>Yfile, website, email Yfile, website, email Yfile, website, ongoing references</td>
<td>Participants Volunteers Pledges taken, hits, social media</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Earth Week  • World Water Day  • SGI Exhibit  • Various events Earth Hour</td>
<td>Yfile, website, email Yfile, website, email Yfile, website, email Yfile, website, email Yfile, website, email</td>
<td>Participants, media mentions Participants, media mentions Participants, media mentions Participants, media mentions Media mentions</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>Campus Clean-up Sustainability satisfaction survey</td>
<td>Yfile, website, email Email to Sustainability ambassadors</td>
<td>Participants, media mentions Participants, results</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>TREES Victoria Day (tips for summer) STARS module pilot PSC Annual Report</td>
<td>Meetings with interested faculty Faculty, Yfile, website (Yfile?, email?, meetings?) Yfile, website</td>
<td>Participants (classes, # of students)</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td>Red Zone</td>
<td>Website, email</td>
<td>Participants</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td>Red Zone (continued) Summer update/upcoming</td>
<td>Website Yfile, website, email</td>
<td></td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>Red Zone (continued) Frosh week preview YULead</td>
<td>Website Yfile, website, Yfile, website,</td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Frosh Week (re)Launch of website Res Race to Zero Green Team</td>
<td>Frosh Kits, peer to peer leadership Website Website tie-in, cross promo’ in Res Website, peer to peer leadership</td>
<td>Participants, media mentions Hits, media mentions Volunteers</td>
</tr>
</tbody>
</table>
York University’s TD Community Engagement Centre is active in the Jane and Finch Neighbourhood.

New water refill station in the Student Centre
ENERGY EFFICIENT GREEN ROOF
Best Practices Guide on university sustainability

The Best Practices Guide was compiled to assist the York University President’s Sustainability Council in furthering our understanding of green practices occurring at other universities across North America. The guide focuses on the following three areas of campus sustainability:

- ethical investment practices
- healthy food options
- food and drink packaging (specifically Styrofoam containers and water bottles).

The Best Practices Guide was compiled by PSC Graduate Assistant Ashley Rensler, and can be found at:

www.yorku.ca/sustainability/resources/