



2010



PRESIDENT'S
SUSTAINABILITY
COUNCIL

Annual Report



CONTENTS

3	EXECUTIVE SUMMARY
7	INTRODUCTION
11	REPORT FROM THE PSC STUDENT SUB-COMMITTEE
14	PROGRESS ON RECOMMENDATIONS FROM THE 2009 REPORT
29	NEW RECOMMENDATIONS
34	ACKNOWLEDGEMENTS
35	APPENDIX A Progress-at-a-glance, PSC 2009 Report recommendations
40	APPENDIX B President's Sustainability Council 2010 Membership

Executive Summary

The purpose of this report is twofold: to reflect on the progression of sustainability policies, programs and practices at York University in 2010, and to identify forward-thinking strategies for advancing sustainability at York. Building on the conceptual foundation and recommendations of the 2008-09 President's Sustainability Council Report, the Council finds considerable progress in York's standing in relation to the three pillars of sustainability. York continues to lead the way in innovative yet contextually-specific approaches to building an ecologically resilient, economically robust and socially just institution. There has been progress in almost all of the recommendations proposed in 2009, and in some cases progress has exceeded expectations. At the same time, the Council finds that there is opportunity to continue enhancing a pan-University strategy with new recommendations that expand and deepen York's commitment to sustainability.

This report reflects not only the dedicated effort of Council members, but also ideas, suggestions and desires of the wider York community, articulated through a multi-faceted engagement strategy with students, staff and faculty members. Through a combination of participatory sessions, written and online submissions, focused discussions with specific groups, and the work of the Student Sub-Committee, the Council has learned a great deal about shared sustainability goals and preferred ways of fulfilling goals. The ideas and preferences shared with the Council are diverse, innovative and complex, and it remains clear that there is very strong interest in sustainability as a guiding principle at York. The Council has integrated many of the messages garnered through engagement activities into this report.

This report builds on a foundation for sustainability established in the Council's 2009 report (available at www.yorku.ca/sustainability). In particular, the vision and five guiding principles of sustainability presented in that report serve as a basis for moving forward. The vision for sustainability at York is:

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.

The five guiding principles, which help define the qualities and aims of a York-specific approach to sustainability, are clearly described in the 2009 report. They are: a long-term perspective; an holistic outlook; acceptance of limits; focus on place; and active involvement in problem-solving. The Council's approach to sustainability embraces this vision and five principles, which inspire the following twenty recommendations proposed in the 2010 report:

1. Implement a pilot project for student engagement in sustainability in the summer of 2011.
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.

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

3. Encourage University Divisions and departments to integrate sustainability into their Integrated Resource Plans.
4. Create a President's Sustainability Award that would recognize efforts of an individual or a team that initiate, adopt and foster a culture of sustainability.
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.
6. Cultivate intellectual interest in sustainability among students and faculty through symposia and/or key events.
7. Bring forward discussion of sustainability to the Teaching & 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).
8. Explore the opportunity, perhaps in collaboration with relevant faculty members, by:
 - a. undertaking research to identify how other post-secondary institutions nationally and internationally support sustainability in the curriculum; and
 - b. conducting key informant discussions internally and externally to identify opportunities for new or enhanced academic offerings related to sustainability that meet emergent workforce needs.
9. Establish an assessment model for community investments, including time, financial, in-kind and other resource allocations.
10. Develop the York University-TD Community Engagement Centre (CEC) as the 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) to function as guidance counsellors for residents who are not currently seeking support from in-school resources;
 - 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.

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.
12. Develop an electronic portal for external groups to understand York engagement opportunities and make requests for York resources and services.
13. Develop promotional materials for local neighbourhoods and other underrepresented communities that outline programs, admissions, scholarships, financial aid and engagement opportunities.
14. In collaboration with the Harry Sherman Crowe Co-op, create resident/youth social enterprises in the Harry Sherman Crowe Co-op and youth employment initiatives with on-campus employers.
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.
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.
17. All University contracted, non-franchised food service outlets that serve coffee and tea provide their 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 also be extended to include other fair trade commodities (for example, sugar and cocoa) where this becomes feasible.
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.
19. 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.

20. Develop a 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;
- b. further explore and, where practical, adopt virtualization technology and cloud computing as a means of achieving efficiencies and energy consumption reductions;
- c. establish institution-wide standards for the management of IT infrastructure, servers requiring spaces with specialized utilities, and other considerations;
- d. work with Procurement Services to establish and adopt minimum power efficiency standards for all new computer hardware;
- e. work with Procurement Services and the Waste Management department to develop a procurement process that requires consideration and adoption of life-cycle assessments for computer hardware purchases, and in-house mechanisms, to collect, recover and ensure that end-of-life computer equipment are recycled responsibly;
- 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; and
- g. phase out desktop printers in favour of an environment of duplex and network printers only.

INTRODUCTION

2010 was the second full operational year for York University's President's Sustainability Council, an advisory group composed of students, administrators, staff and faculty members that provides input and recommendations on advancing the University's sustainability initiatives, projects, and practices and provides oversight of the required actions from approved recommendations. The Council's first annual report, its 2009 report, proposes a vision for sustainability at York, five guiding principles for interpreting sustainability, and thirty-nine recommendations for proceeding. President Shoukri accepted all of the recommendations of this first report in February 2010, and the Council has since focused on advancing their fulfillment and identifying new and emergent sustainability priorities.

York's standing and progress in sustainability has been assessed by several external organizations over the past year, and in each instance the University's performance has been impressive. York earned an overall grade of B+ in the 2010 *College Sustainability Report Card*, perhaps the most widely recognized system of post-secondary sustainability indicators, and was distinguished as a "campus sustainability leader" among the over 300 North American institutions assessed. York ranked third out of 94 universities from 35 countries in an assessment of green campuses conducted by the University of Indonesia, and was further honoured by People for the Ethical Treatment of Animals (PETA) as one of "2010 Top 10 Most Vegan-Friendly Universities in Canada." Academic accolades include the Schulich School of Business placing first in both the Corporate Knights ranking of MBA programs in Canada incorporating social and environmental stewardship, and the Aspen Institute global ranking of MBA programs incorporating social and environmental leadership.

The vision of sustainability that the President's Sustainability Council observes is unique to York's exceptional circumstances, particular strengths and specific challenges:

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

This vision is in turn supported by five core principles that elucidate the particular qualities, values and aims of sustainability at York. The principles, drawn from Wheeler¹, include a long-term



¹ Wheeler, Stephen W. 2004. *Planning for Sustainability: Creating Livable, Equitable and Ecological Communities* (London: Routledge)

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

perspective, holistic outlook, acceptance of limits, focus on place, and active involvement in problem solving. These principles are explained comprehensively in the Council's first annual report, available online at www.yorku.ca/sustainability. The sustainability vision and five principles are the conceptual foundation guiding the Council's work.

Membership on the 2010 President's Sustainability Council can be found in **Appendix B**.



Since its inception, the Council has followed a consensus-based process for decision-making. The Council met nine times from January 2010 to December 2010, and the agendas and minutes of these meetings are posted on the Sustainability 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 a sustainability strategy. In addition to these Council-based meetings, members have also participated in numerous

workshops, conferences and events relevant to campus sustainability, such as the Going Greener Forum (sponsored by the Council of Ontario Universities), the annual conference of the Association for the Advancement of Sustainability in Higher Education, and the Sustainable Purchasing Workshop (organized by the York Business and Society Program).

Working groups have also met throughout the year, focusing on the four key themes identified in the 2009 report that capture the broad scope of sustainability issues at York. These are:

- organizational structure
- 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. Through 2010, the working group coordinators were McMillan and Maxwell Rodrigues (organizational structure), Lenton (curriculum), Foster and Munro (social justice and human rights), and Dranitsaris and Wong (campus operations and development).

The Council organized a series of five consultative sessions with the York community focusing on people's sustainability needs, experiences and preferences. Specific sessions were devoted to students, staff and faculty members (unfortunately, the faculty session was cancelled at the last minute due to inclement weather). A Glendon session was organized to understand the particular

circumstances and perspectives of York's Glendon campus community. Finally, a pan-University session was coordinated to constructively "cross-pollinate" ideas and discussions about sustainability among varied groups that might not otherwise have opportunities to converse. Comments, experiences and opinions shared at these sessions have been extremely valuable to the Council. Combining the dialogue from these consultative sessions with input generated through the Council's website, feedback sheets and email messages directed to the Council Chair has helped develop a refined understanding of the meaning of sustainability at York, what some of the most pressing sustainability challenges are, and how York members would like to advance the University's sustainability strategies. Major themes and desires expressed through these diverse fora include:

- Reduced and more efficient use of paper products in all aspects of University operations, particularly in terms of adopting and implementing double-sided printing policies and practices.
- Centrally located physical space that serves as a "sustainability centre" or "sustainability office" at York, where York members may access resources, learn about sustainability initiatives and groups, connect with others active in sustainability issues, and discover opportunities to study and work in this field.
- A staff or administrative position devoted to coordination of sustainability activities at York.
- Improve the integration of Glendon and Keele campuses with better transportation, communication, collaboration and awareness of sustainability initiatives at each campus.
- More moderate heating and air conditioning of campus buildings.
- Investment in alternative energies for campus operations, especially solar energy.
- Improve campus cleanliness, including removal of trash scattered and piled outdoors, and the soiled and untidy indoor spaces.
- Re-use of computers aged more than 4 years.
- Improve the means of communication about sustainability initiatives, groups and practices at York.
- Renovate all inefficient buildings and infrastructure at Glendon campus, with a view to improving resource conservation and comfort.
- Establish a sustainability speakers series, with regular presentations and panel discussions, preferably with local sustainable food available for a nominal fee.
- Increase the orientation of York investments toward sustainable practices.

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

- Establish a common space open to all York members and partners, where people may gather without commercial interface, for example to hold meetings, host a weekly sustainable food market and/or food co-op, maintain a community oven, etc.
- Establish and enforce “idle-free” zones.
- Develop an automatic shut-off system for university computers when not in use.
- Incorporate more vegetarian and vegan food choices.
- Turn lights off in campus buildings whenever possible.
- Install dual flush, water efficient toilets wherever possible.
- Prohibit use of leaf blowers and minimize use of gas lawn mowers.
- Enhance and maintain natural areas (including planters) with native species.
- Ecologically restore campus natural features, particularly woodlots and forests.
- Provide more paid and accredited opportunities for students to become directly involved in campus sustainability activities.
- Establish a re-use store/exchange centre for items such as books, clothing, small appliances and household items, and link closely with residences.
- Establish a community garden (based on the Maloca Garden model) that is centrally located and funded, with produce donated to students and student groups.
- Create a community garden at Glendon, and re-establish the Glendon greenhouse.
- Provide more bicycle parking on both Glendon and Keele campuses.
- Install more organic waste bins.
- Prohibit sale of plastic water bottles on campus, and install more hydration/water bottle refill stations at all campuses.

REPORT FROM THE PSC STUDENT SUB-COMMITTEE

The Student Sub-Committee has continued to provide an opportunity for students and student groups to give input on the direction of the President's Sustainability Council, as well as provide networking opportunities for students interested in sustainability issues. Similar to previous years, there was a brainstorming session conducted at the beginning of the year to get a sense of key focus areas for students. The areas included: battery recycling, a farmers' market, restoration of the Glendon forest, reusable water bottles, fair trade policies, on-campus food, student engagement, and energy efficiency/solar initiatives.

In some areas, student groups were able to collaborate with the Student Sub-Committee in existing campaigns, such as Regenesi@ York's Forest Restoration project and the York Federation of Students' Ban the Bottle campaign. In addition, new working groups were formed to address particular issues, such as the Food Working Group. Beginning in December 2010, several students indicated an interest in working on energy, and subsequently, a working group on energy was set up.

The Student Sub-Committee has continued to meet on a monthly basis, choosing to elect new co-chairs and representatives to the President's Sustainability Council in November 2010. The sub-committee also chose to no longer have one of the four student seats reserved for the York Federation of Students (YFS); instead, it chose to consider requesting a recommendation that a YFS seat be added to the President's Sustainability Council membership.

Although meetings have not been as consistently well-attended as we would like, a dedicated group of students has continued to work in their respective working groups. These working groups meet based on their own schedules, and continue to work on the substance of the working group. During the summer, the Outreach Working Group created an outreach package for student groups to increase student engagement and promote awareness of the Student Sub-Committee. There was, however, difficulty distributing the materials in time for the clubs orientation with Student Community and Leadership Development (SCLD) or Yorkfest. There was also interest within the Student Sub-Committee to bring in a well-known speaker, and although the Outreach Working Group did work in generating interest and potential partnerships, the working group was unsuccessful in bringing in a speaker. The Outreach Working Group has been re-invigorated after a brief period of inactivity. In 2011, this working group plans to focus on: updating and disseminating the outreach package, regularly maintaining the Facebook group, targeting list-servs and professors to send out meeting notices, and hosting more events.

The plans for the Food Working Group are to galvanize the energy from the disparate food interest groups on campus, and generate an inclusive dialogue on the development of York's food policy. Currently, there are numerous different student groups that exist to advance ideas of bringing local,

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

organic, and healthy food on campus. The existence of these various groups on campus signals that there is a great deal of student interest in advancing ideals of sustainability with respect to on-campus food; however, the efforts are dispersed and could benefit from some co-ordination. The working group plans to distribute the draft University Food Policy to all interested individuals at York, and leverage those interests to hold an open forum to discuss how to incorporate various sustainability ideals into the policy itself. Ideally, the working group hopes to propose focused and concerted recommendations on York's food policy that incorporate the views of all food-related parties on campus.

The Forest Working Group, consisting of three primary members, focused on advocating for the restoration of ecosystem health, and fulfilling the education and engagement potential of York's forests. Glendon's forests were a key focus, based on preliminary restoration priorities in the Glendon Forest Stewardship Report (2006). The working group connected with key members on campus to delineate actions that have been taken based on the preliminary recommendations in the report, as well as gauge interest in forest stewardship and restoration at Glendon, and in the larger York community. Outreach was a challenge, as there have been conservation groups at Glendon discussing action on this issue in the past, but they have not met in 2010. However, the working group connected with several professors, staff, student groups, and community stakeholders interested in taking action on forest health. As a result of the interest expressed, a partnership was formed with the community organization Regenesys @ York to submit a video-format application to the TD Go Green Challenge in Winter 2011. The video came in second place nationally, and the project will receive \$15,000 seed money. The working group will meet with key stakeholders in the spring to discuss the possibilities and priorities for using this seed money to engage the community in reforestation and stewardship efforts. In 2011, the Forest Working Group plans to work with partners to complete this project and discuss future funding sources and directions for continuing forest health work in York's forests.

The Energy Working Group is still in its early stages and so far has only had one official meeting. This working group is hoping to make connections with other students, faculty and staff working on energy initiatives on campus. York University students are interested in seeing renewable energy on campus and in energy conservation. The working group has just begun to make contact with staff, students, and faculty members involved in green energy initiatives.

Battery recycling and the creation of a scent-free policy were areas where some work was conducted without a working group. There was student interest in seeing a more accessible battery recycling program at York, by providing visible drop-off containers on campus and generating greater awareness to students of what already exists. Also, a scent-free policy was indicated as something that would reduce the barriers faced by York community members who have chemical sensitivities. Preliminary research was conducted in policies that exist in other universities, as well as a brief survey of other campus stakeholders that need to be involved in discussions of a scent-free policy. The Student Sub-Committee envisions more work conducted in these areas in the upcoming year.

Along with the bulk of work conducted in the working groups, there has also been progress made on making the meetings of the Student Sub-Committee more effective and efficient. Since the sub-committee is open to any student to participate in at any point in the year, it has introduced a 15-minute informal introductory session before each meeting. This was intended to make students more comfortable within what may seem to be a complex structure, as well as to keep the meetings on track. The Student Sub-Committee has also standardized the agenda, making time in each meeting for introductions, working group updates, and promotion for sustainability-related events or initiatives by members. Through this structure, the Student Sub-Committee aims to be a networking body for all students interested in sustainability initiatives. The Student Sub-Committee has taken the approach that not all sustainability initiatives have to be adopted by the President's Sustainability Council, but where possible, the Council and the Student Sub-Committee should become resources to promote and enhance initiatives at York University.

PROGRESS ON RECOMMENDATIONS FROM THE 2009 REPORT

The following is a summary of progress on each of the thirty-nine recommendations accepted by President Mamdouh Shoukri through the 2009 President's Sustainability Report. The President's Sustainability Council has also prepared a table that summarizes progress on each of the 2009 recommendations, using icons that depict the status of each recommendation as either complete, significant progress, work begun or not yet started. This table is included as Appendix A.

- 1: Establish opportunities for broad-based discussion of this report, including opportunities for constructive feedback.

The 2009 report is posted on the Office of the President section of the York University website, and has been widely circulated through Faculties, employee groups, administrative units and community groups. It has garnered coverage in campus media such as The Excalibur and Y-File, and was acknowledged by MPP Mario Sergio in the Provincial Legislature as a progressive approach to sustainability that goes beyond conventional "green" strategies. A series of open consultative sessions was organized through the fall 2010 and winter 2011 terms to discuss the report and gather feedback. In addition to "live" discussions of the 2009 report, the Council has also solicited constructive feedback through the York website, email submissions to the Council Chair and written comments on prepared feedback forms. The 2009 report was distributed to all employee unions with an invitation to confer, and its specific recommendations have been discussed with groups such as SAGE, the YUFA-York University Joint Committee of the Administration of the Agreement (JCOAA), OPSEU Local 578 Labour-Management representatives, and the Ontario Professional Planning Student's Association.

Sustainability and Organizational Structure

University statement on sustainability

- 2: Develop a York University policy statement on sustainability.

The organizational structure working group undertook a review of the existing sustainability policies at universities in North America. The group then worked throughout the spring and summer on drafting an overarching policy that could be adopted at York. The purpose of the policy is to describe the University's responsibility for and commitment to sustainability, and to provide the framework for ongoing implementation of the policy. The policy will also assist the University community in incorporating sustainability into decision making. The policy statement will go to the Board of Governors in the spring of 2011 for its consideration.

President's Sustainability Council

- 3: Include the Senior Manager, Environmental Design & Sustainability in the Sustainability Council membership.

The Senior Manager, Environmental Design & Sustainability was invited to join the Council in spring 2010, and has since been an active member.

- 4: Dedicate resources to the Sustainability Council to enable fulfillment of its objects.

Resource commitments to the President's Sustainability Council include staff support from the Office of the President, hiring a Graduate Assistant through the spring/summer and fall 2010 terms, support for outreach efforts and financial support for three Council members (Hussey, Foster, and McMillan) to attend the 2010 AASHE Conference in Denver, USA.

Enhancing the linkages between faculty, students and staff

- 5: Establish a formal role for the Yorkwise program in relation to the Sustainability Council.

The Senior Manager Environmental Design and Sustainability, who is responsible for Yorkwise, is now a member of the PSC. Yorkwise made a presentation to the President's Council in the fall of 2010 to provide information on the work of three main initiatives: 1) Unplug, 2) Res Race to Zero and 3) ZeroWaste. Yorkwise and the President's Sustainability Council will continue to find ways to work together on outreach and coordination as opportunities arise.

- 6: Establish a community of Campus Sustainability Ambassadors.

Research has been conducted on an appropriate model for campus ambassadors (staff, faculty and students) that would suit York University. An Academic Innovation Fund application was developed (for submission in February 2011) to fund an initiative that would create a pathway for students to gain hands-on experiential education implementing sustainability on York's campuses. The proposal approaches York as a "living" classroom where students can develop valuable knowledge and diverse skills through direct experimental engagement with the University's ongoing sustainability operations.

This year, the Residence Environmental Ambassador program was extended to become a full year program with nine students selected to expand on environmental awareness, waste reduction and the widely recognized Res Race to Zero. Sustainability related programming has been integrated into the residence life programming model ensuring continuity from year to year.

- 7: Continue to develop and implement opportunities for student engagement in collaboration with the Student Sustainability Sub-Committee.

Student engagement remains one of the greatest challenges for the Sustainability Council. The dedication and hard work of those active in the Student Sub-Committee is commendable, but the scope of students involved in this group is limited. The Student Sub-Committee developed an orientation package and reached out to diverse groups active in sustainability-related issues, in

addition to engagement activities outlined in the introduction and Student Sub-Committee sections of this report. The Council continues to develop strategies to enhance student engagement in sustainability, and an application to this effect was submitted to the 2011 Academic Innovation Fund.

Sustainability assessment project

- 8: Undertake and support a Sustainability Assessment Project.

The administrative working group undertook an initial review of the sustainability assessment tools that were available to universities. The working group spoke to staff from both the AASHE Sustainability Tracking, Assessment and Reporting System (STARS) program and the Sierra Youth Coalition's Campus Sustainability Assessment Framework (CSAF). In addition, the working group members spoke with other universities that have either used one or both of the tools to get a better understanding of the benefits and important considerations when undertaking this exercise. Given the feedback that the working group received, it is clear that a wise next step is to test the STARS program using the operations area as a pilot. The pilot project will assist in developing a refined understanding of the time and resources required to complete a sustainability assessment. The pilot project could happen in the summer of 2011 if the necessary resources are identified and allocated. This approach will also help develop an understanding of the challenges that are being discovered by our colleagues at other institutions who have undertaken STARS 1.0.

Sustainability model review

- 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.

An initial review of sustainability administration models at other Canadian universities was undertaken by the administrative working group, however further analysis is required. In 2011, the working group will present the President's Sustainability Council with a full report on the models currently being used, and a recommendation for the most suitable model for York University.

Sustainability in the Curriculum

The University Academic Plan

- 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.

In 2010, several key University documents were prepared and submitted, many of them acknowledging the importance of sustainability and the need to make sustainability a strategic feature of future academic planning. Specifically, the President's Task Force on Community Engagement's Final Report and Recommendations (submitted in early 2010) highlighted the strong relationship between the

University's outreach activities, including but not limited to the surrounding Jane-Finch community, and the creation and enhancement of sustainable communities.

The White Paper, *Building a More Engaged University: Strategic Directions for York University 2010-2020*, prepared by the Vice-President Academic and Provost and endorsed by Senate, provides a framework that guides York's strategic planning for the next ten years. The White Paper clearly states that engagement, a core theme of York's future directions, is strongly aligned with sustainability, and that a commitment to engagement may become a catalyst for the creation of a sustainable campus. The White Paper also 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). Finally, the White Paper provides direction on how sustainability may be incorporated into and/or aligned with the University's outreach activities, campus space and planning, exploration of new academic programs, etc.

The preparation of the PSC 2010 Report coincided with the preparation of the new University Academic Plan. Approved in March 2011, the *University Academic Plan 2010-2015: Enhancing Academic Quality in a Globalized World* 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, University Academic Plan 2010-2015: Enhancing Academic Quality in a Globalized World).

11: Develop a greater focus on sustainability in the York curriculum.

York continues to expand its curricular and co-curricular offerings related to sustainability noting growing interest in incorporating sustainability across all disciplines. New courses related to sustainability are highlighted in the report under recommendation #13.

Over the past year, the PSC Working Group on Sustainability in the Curriculum, chaired by Vice-Provost Academic Rhonda Lenton, discussed both curricular and co-curricular strategies aimed at increasing awareness about and emphasis on sustainability in the York curriculum. The Working Group notes the importance and potential of co-curricular activities (e.g. conferences/symposia) in

creating a campus environment (for students, prospective students and faculty) that fosters both practical and intellectual commitment to sustainability. Co-curricular initiatives may serve as catalysts or incubators of student, faculty and community interest and dialogue on sustainability, often from an interdisciplinary perspective or as a learning intensive perspective, that lead to future curricular developments. For example, the Faculty of Fine Arts will be hosting a three-day interdisciplinary conference in April 2011, "Staging Sustainability", exploring the issues and challenges associated with the creation of environmentally sustainable arts practice and performance.

Understanding that sustainability in curriculum and teaching is a pedagogical value not limited only to post-secondary education, the Faculty of Education formed a Sustainability in Education Academy (SEdA), a leadership academy for school board senior administrators to focus on sustainability in schools. The Academy is a new initiative led by the Faculty of Education's Professional Development Coordinator - Leadership Geraldine Connelly (former Director of the Toronto District School Board Director). The initiative explores many aspects of sustainability in education, including but not limited to, secondary/elementary curriculum, Board practices/policies, building design, etc. In July 2010, SEdA sponsored/organized a successful Summer of Sustainability Conference that involved undergraduate, graduate, research and professional development participants.

The Vice-Provost Academic has also invited all Deans to consider building sustainability into the development of their Faculty Plans.

Knowing ourselves

- 12: Work with the relevant faculty members/offices to design and implement a survey about sustainability within the existing York curriculum.

The PSC Working Group on Sustainability in the Curriculum intends to propose a partnership with the Faculty of Liberal Arts and Professional Studies Experiential Education Office to explore the option of acting as a client in a LA&PS course to provide an experiential education opportunity for students. Students will design and implement surveys, for students and faculty, about sustainability within the existing York curriculum across Faculties and disciplines. The results of the surveys are intended to inform the PSC and the PSC Working Group on curriculum on the current levels and means by which sustainability is embedded into curriculum, and where there may be opportunities for future enhancement.

Curricula development

- 13: Include sustainability in more courses and academic programs throughout the University.

In addition to the Vice-Provost Academic's invitation to all Deans to strengthen sustainability in their Faculty Plans, the PSC Working Group on Sustainability in the Curriculum will review findings (in 2011) from the faculty/student surveys on sustainability to identify what courses and/or programs already exist and to highlight where there may be interest and/or opportunities for additional development. It is, of course, imperative to remember that curriculum is ultimately a matter for the faculty experts in any specific field or discipline.

Over the past few years, the faculties and departments have increased the number of courses offered, at both the undergraduate and graduate levels, focusing specifically on sustainability. Many other courses, while not exclusively focused on sustainability, embed sustainability either in course readings, class discussions or options for student research papers.

Co-curricular campus activities, such as colloquia and conferences, are also helpful in fostering pan-University interest and dialogue about sustainability, both in and outside of the classroom. Finally, feedback from the PSC Open Consultations conducted in January 2011 identified complementary sustainable course-related practices, such as encouraging faculty to adopt double-sided printing practices for student assignments/papers, and use of technology or software (e.g. electronic drop-box for student assignments) to reduce paper consumption.

Non-degree studies

14: Encourage and support the development of non-degree offerings in sustainability.

There are several non-degree offerings in sustainability, including the Graduate Diploma in Environmental/Sustainable Education, the first of its kind in Ontario, jointly offered through the Graduate Programs in Education and Environmental Studies. Students have the option of completing the diploma as a stand-alone diploma within the Faculty of Education, or in conjunction with their Doctoral or Master's Degree in Education or Environmental Studies.

The PSC Working Group on Sustainability in the Curriculum will review findings from the faculty/student surveys on sustainability (in 2011) in order to highlight for faculties any potential opportunities for non-degree studies in sustainability. The Working Group also noted that York has several existing programs that focus on and/or may be enhanced to support new non-degree or degree offerings that meet emerging workforce and/or employer needs. Examples may include environmental law, environmental engineering, sustainable staging for performing arts, etc. The Working Group is exploring the feasibility of conducting some key informant discussions with GTA employers, government and faculties as additional input for new programs that meet emerging workforce needs.

Experiential learning

15: Provide students with more opportunities to do research and work on campus sustainability projects.

Both the White Paper and draft University Academic Plan 2010-2015 have identified experiential education as a key priority for the University and as a strategy that enhances the student experience. There are considerable opportunities for students to become involved in community-based and community-service learning opportunities, both on and off campus, and the University has made a commitment to increasing experiential learning opportunities.

In 2010, students were involved in several sustainability projects including Shoreham Good Food Market, Res Race to Zero and Glendon Forest Initiative, HNES indigenous plant garden and Maloca Community Garden. In September 2010, Course Director Philip Stoesser's article, "A Green Auditing

Course for Undergraduate Students: The York University Experience," presented the experiential education/research work of undergraduate students (registered in his Faculty of Environmental Studies' ENVS Environmental Auditing course) and was featured in the *Journal of the Metropolitan Universities'* special issue on Greening the Curriculum. These, and other opportunities, provide ways by which students themselves may be encouraged to seek out relevant community service learning activities in the area of sustainability.

Additionally, as referenced under Recommendation #38, the Department of Campus Services and Business Operations (CSBO), and the Institute for Research & Innovation in Sustainability (IRIS), continued to hire students, create graduate assistantships and internships, and take on volunteers for initiatives and studies related to sustainability and campus operations.

Social Justice and Human Rights

Institutional support for links with York's neighbours

- 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).

This recommendation was not implemented during the 2010 period. The Council finds this recommendation particularly challenging in the absence of an assessment system for determining the scope, impact and record of success for existing initiatives, as well as a system for tracing how particular initiatives have evolved, blended and been recast.

- 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).

The Outreach Subcommittee of the White Paper Implementation Working Group on Community Engagement focused on this theme, particularly in terms of new structures to support community use of University space. One outcome of this process is development of a tip sheet for internal users that



will outline the steps and considerations to be taken into account when bringing a community partner onto a York campus. This will increase York's capacity to engage externally by increasing awareness of what is currently possible and how to access York facilities. The York website was also identified as a place for considerable improvements, including improving user-accessibility among external community members/partners. The Office of Temporary Use of Space serves as the central point of coordination for all requests pertaining to temporary use of space for events such as public education sessions, student initiatives and meetings. The Office assists by determining space availability, issuing permits and liaising with key units (for example, in relation to risk management and York Security), to ensure safety and compliance with York procedures. External and/or community groups may also access facilities such as sports/recreation, meeting space such as at the York-TD Community Engagement Centre (CEC), or rooms at Glendon College by contacting these units directly.

Create York employment opportunities for local residents

- 18: Assess and develop outreach initiatives to attract qualified applicants for part-time and full-time employment from communities-in-need surrounding York.

The York University-TD Community Engagement Centre receives frequent employment inquiries from local residents. The CEC responds and does on a follow-ups on employment inquiries in many ways, including 1) directing residents to the York University web site, and providing computer access and support within the CEC; 2) supplying printed copies of the York University Temporary Agency (YUTA) job application materials at the CEC front counter; 3) hosting the "Employment Opportunities at York" information table in the Yorkgate Mall (staffed by York Human Resources representatives who answer questions and learn about local employment needs); and 4) arranging for the Human Resources office to visit the Seneca Yorkgate *Business Office Skills Adult Upgrading Program* to make a presentation about employment opportunities at York. York Youth Connection, a summer day camp program, continues to provide seasonal employment to local youth (high school and post-secondary students) from the surrounding community. The camp's mandate is focused on outreach and inspiring local youth to pursue post-secondary studies. As such, the camp ensures that a minimum of 50% of its staff complement is youth who are residents and/or former residents.

Improve accessibility of a York education for the University's neighbours

- 19: Through the York Foundation encourage donor programs that enhance bursaries and awards for local residents.

The York University Foundation is currently in dialogue with York's new Transition Year Program (TYP) to enhance bursaries. This dialogue is not specific to local applicants, but would include local applicants.

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

20: Encourage deliberate outreach efforts with local secondary schools by each faculty and department.

Admissions and Recruitment currently recruits from all local high schools. The Westview Partnership activities include WAY (Westview Alumni @ York) Teacher candidates in schools. Also, nursing students are placed at Westview and several local elementary and middle schools each fall and winter term for the 'Community as Partner' practicum course. In addition to hosting monthly information sessions on admission and financial aid for residents and local agency staff, the CEC fields numerous admissions related questions daily. Responses to these inquiries include in-house advising, referral to a designated campus advisor, promotion of on campus recruitment sessions, and promotion of various York access programs, including the Bridging Program, Pre U course and TYP. The CEC has also established a Programming/Access committee to work with community partners to better understand current needs and assets, and to develop new activities. Finally, the CEC hosts and supports three Chancellor Bennett Visionary Leader Scholarship Award winners. Building upon the success of the Promoting Excellence program, York University and the Toronto District School Board (TDSB) committed both human, financial and in-kind resources to form Success Beyond Limits, a new not-for-profit community organization focused on youth education attainment. Each summer, incoming Grade 9 Westview Centennial students who failed to meet provincial standards to successfully transition into Grade 9, participate in a six-week advanced credit academic/social skills building and recreation program on the Keele campus. The initiative is supported by the Faculty of Education, the York University Faculty Association, University Events and Community Relations (UECR), and Community Legal Aid Service Program (CLASP).

21: Coordinate bridging and transitional programs and explore opportunities for ongoing budget support to these programs.

Discussions have been initiated to provide some administrative coordination between the York Transition Year Program, Bridging, Pre U, Steps to Arts, and other York access programs/resources.

Set socially equitable conditions for future land uses

22: Support and implement the policies of the updated York University Secondary Plan, specifically as they relate to housing, community services and facilities.

No new policies or practices have been implemented since the approval of the City of Toronto Secondary Plan for York University's Keele campus in December 2009. This plan does incorporate several social justice/human rights related components for housing, community services and facilities. However, these apply to future developments of York's property and no developments were under consideration through 2010. The York University Development Corporation confirms that when development proposals come forward, affordable housing and other social justice considerations will be part of the approval process.

Bridge York's human rights policies and programs with sustainability initiatives

- 23: Support the ongoing work of the President's Advisory Committee on Human Rights and help bridge this work with York's sustainability initiatives.

Ongoing discussions with the President's Advisory Committee on Human Rights reveal many means of bridging the work of both groups. Preliminary ideas for bridging PACHR's work with York's sustainability initiatives include establishing PACHR as a forum to discuss/help advance the social justice and human rights related recommendations as a whole, inviting the Chair of the Sustainability Council to attend PACHR meetings, reporting on specific items, and seeking guidance and advice from each group with regards to moving them forward.

Campus operations and development

Campus Buildings and Renovations

- 24: Develop a York-specific green standard for the development and construction of all new buildings and building renovations.

LEED (Leadership in Energy and Environmental Design) is presently being used as the base York standard for both new construction and major renovations, whether a project is to be certified or not. The cost of formal certification is often a deterrent. A more detailed set of standards for major renovations, new capital projects and exterior campus fixtures and landscaping are to be developed by CSBO over the next couple of years. These standards will consider, among other elements, an emphasis on sustainable solutions.

Recycling and Waste Management

- 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.

CSBO now has a program in place for the Keele campus which is managed by the Grounds, Fleet & Waste Management group. Pick-up is from any loading dock of buildings. Items may also be left beside communal tri-bin waste stations, labelled with a "Waste Removal Tag." Battery bins on campus increased from nine to 23 this year - one is now located at each major loading dock and within each residence complex. At Glendon, there is a battery bin, and a range of e-waste items are collected and brought to the Keele campus for pick-up.



PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

All of York University's e-waste is sent to Ontario Electronic Stewardship approved collectors, which require that all items are processed within Ontario - York's e-waste is not exported outside of the province. Our collectors/processors are ISO 14001 certified and ITIS estimated that a minimum of 85% of the components from the e-waste processed is recycled.

Significant amounts of e-waste are collected during the residence move-out period every year. In April 2011, e-waste collection will be promoted to increase capture. Temporary e-waste collection sites will be set up in each residence complex and in other central areas to facilitate convenient disposal.

Information is available on the CSBO web site: www.yorku.ca/csbo/groundsfleetwaste/recycling/program.html#recycling

- 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.

Efforts to create a comprehensive program aimed at the reduction of paper have identified complexities that continue to be worked through, with a view to identifying key stakeholders, and targeted initiatives that can yield measurable improvements. In the meantime, through the Yorkwise program, CSBO has developed a number of "greening" toolkits, one of which is "How to Green Your Workstation." This toolkit will provide a "tip sheet" on reducing paper consumption in the office. Some administrative offices have responded to this recommendation by adopting double-sided printing as the standard. Customer service personnel in Printing Services are actively promoting double-sided printing to customers as a more cost-effective and environmentally friendly option. Mailing Services has also been actively working with campus departments/offices to migrate from bulk mailings to electronic mail and other internet tools.

- 27: Implement a clear, comprehensive and coordinated program that is aimed at increasing the level of recycling and composting.

Since formalizing its comprehensive, multi-faceted waste management and diversion program in the mid-1990s, the University has achieved a 58% recycling ratio. To put that in perspective, the City of Toronto's residential waste management program recycles approximately 45% of its solid waste each year. Today, York's program includes waste reduction and reuse initiatives, recycling for a broad range of materials, onsite and offsite composting, safe disposal of hazardous waste, and as of 2009, a partnership with the Province as a Stewardship Ontario waste depot.

In June 2010, the ZeroWaste program was launched, with the objective of integrating York's various waste management initiatives under one clear program. Through ZeroWaste, York hopes to reach a 65% recycling rate by 2013. ZeroWaste replaced garbage cans with tri-bin recycling stations, making it equally convenient to recycle as it is to use the garbage; and placed organic waste bins in most coffee rooms and kitchenettes in academic and administrative buildings. Previously, community members could only compost through outdoor organic digesters, so these indoor bins make it more convenient

to dispose of organic waste for composting. At the same time, there has been a push to increase the capture of all recyclables, while promoting waste reduction and reuse options.

The launch of ZeroWaste was preceded and followed by a significant communications campaign, including updated colourful labels for all recycling/garbage tri-bin receptacles; posters put up in all academic, administrative and residential buildings; articles in the Y-File and departmental newsletters; presentations at events and public meetings (i.e. town halls and student events); and the CSBO - Grounds, Fleet & Waste Management website.

28: Provide a larger selection of products made from 100% recycled materials in the University Bookstore.

The Bookstore has been actively moving in this direction and continues to source and replace virgin product with recycled material product. The feasibility of designating a section of the store for such products is being investigated. A fair trade initiative will soon be launched in the Bookstore, featuring a supply of a line of reasonably priced, organic fair trade cotton T-shirts.

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.

Agreements are now in place with certain major furniture suppliers to purchase products with recycled materials, and to return to manufacturers unwanted or surplus furniture at the end of its life-cycle for recycling of materials into new products. An initial meeting has been held with senior representatives of the Finance Department and Procurement Services in regard to a change in the University policy on disposal of surplus assets, which might allow for a periodic sale of surplus goods to community members and organizations and employees. Storage space and staff resources to manage this type of program remain a significant issue.

Transportation

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.

York University funds a Transportation Services office with a full-time manager; underwrites all costs of administering discounted transit pass programs; remains a significant partner in Smart Commute - North Toronto, Vaughan, a non-profit transportation management association with a mandate to raise awareness to reduce traffic congestion and to advocate for sustainable transportation. Transportation Services encourages commuting to the University using alternative modes of transit to the single occupant vehicle, and supports community members who use public transit, carpool, bike, walk or in-line skate. The overarching goal of this office is to reduce the demand for parking at York University by increasing awareness of alternative sustainable methods of transportation.

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

Transportation Services actively works with local public transit agencies to provide the best possible services to meet the transportation needs of the York University community. To foster commuting by train from York and Simcoe Regions, it operates complimentary shuttles between the University Common and the GO Train Station; off campus east of Keele Street. It also operates shuttle services between the Glendon and Keele campuses, as well as VAN-GO, a mobility service for persons with disabilities.

The York University Development Corporation also plays a significant role in traffic demand management of the University's Keele campus with respect to land use planning, as it relates to the requirements of the City's Secondary Plan and public transit interface. In executing its responsibilities, YUDC is supported by professional consultants in traffic demand management.

- 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.

A University Guideline on Vehicle Idling on Campus has been drafted to align with the City of Toronto by-law (revised in June 2010 to a one-minute restriction). This is being advanced through the Vice-President Finance and Administration to the President for approval. Yorkwide and Transportation Services will manage an outreach program to create broad awareness and compliance once the guideline is approved.

Several years ago, CSBO formally adopted the City's idling standard for its fleet operation (70 vehicles), developed a standard operating procedure, and continues to provide ongoing training while coordinating with staff in regard to compliance. CSBO also works actively with transit operators in regard to driver awareness and training as well as monitoring for compliance.

Food

- 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.

A University Food Services Management Committee has been structured, consisting of the University's senior managers responsible for Food and Vending Services, and senior management of the Student Centre, York Lanes and the Executive Learning Centre at the Schulich School of Business. This committee will be discussing the food services framework, as well as possible policies that address sustainable practices, including fair trade and healthy food options.



- 33: Develop a University food services policy that protects the investments made in campus food operations, by restricting on-campus catering and food service provisions to caterers and food service providers that are contracted, permitted or otherwise authorized, by the University's Food Services office.

The Director of YU-card and Food Services has drafted a food services policy for the consideration of the Food Services Management Committee.

- 34: Improve the University's marketing of the range of available food services on both campuses, for example through website improvements, and better signage.

An integrated marketing program (including website improvements, promotional print materials, etc.) is being developed in conjunction with Marketing and Communications and an external marketing/design agency. Consultations with Health Education & Promotion and Toronto Public Health in regards to content have also taken place. It is anticipated that this program will be rolled out for the 2011-2012 academic year. Concept plans to develop wayfinding signage for food service outlets are to be discussed with the University's Signage and Master Planning & Facilities Committees. Food & Vending Services is also working with students to develop a vegan training guide for campus food outlets, which is currently in draft form.

- 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.

New student seating and common areas have been created in Scott Library (in the Learning Commons) and in the Vari Hall Rotunda. Standards for water bottle refilling stations have been adopted, and the first 12 stations have been, or will be, established prior to the end of the 2010-2011 academic year. These locations include: Central Square next to the Pizza Pizza outlet; Tait McKenzie Centre adjacent to the Fitness Centre; HNES main floor in the elevator lobby (next to ladies washroom); William Small Centre, behind the Tim Horton's outlet beside Room 105; Bennett Centre for Student Services near room N110; Accolade East Building next to Rooms 244, 077 and on the 1st floor next to the Art Gallery of York University; in the Vanier College north-south "link" corridor near room 135; in TEL adjacent to the Tim Horton's outlet; and in the Centre for Film & Theatre main foyer near the food service area, between the ladies and men's washrooms.

Natural Features and Grounds

- 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.

In 2009, IRIS published a study, "The Value of the Keele Campus Urban Forest." Additionally, during 2008-2009, as part of the City of Toronto Secondary Plan Review, the York University Development Corporation contracted studies of the natural and heritage features of York University's Keele Campus. These studies will help guide the Master Planning process for the Keele Campus, presently being led by YUDC. Also, the recommendations of the Glendon Forest Stewardship Report, a study led by CSBO in 2006, are being examined once again with community members, with a view to identifying methods to continue the work commenced in 2007, which focused only on trail and pathway improvements.

- 37: Continue to develop ecologically progressive plans and procedures to guide campus landscaping and grounds management practices.

The Grounds Unit in CSBO curtailed pesticide use long before the City by-law was introduced. The University has adopted the City of Toronto's standard for West Nile treatment of areas of standing water during the mosquito-breeding season. Through CSBO-Grounds, the University is a member of Landscape Ontario and ascribes to its best practices.

- 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).

CSBO and IRIS have hired students, created graduate assistantships and internships, and taken on volunteers. Further engagement is being investigated, but will require additional funding, administration and supervision. The President's Sustainability Council developed an engagement plan that responds directly to this recommendation, and this plan is a central element of an Academic Innovation Fund application submitted by the Council.

Managing York's Carbon Footprint

- 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.

Approximately 75% of the conservation measures in the University's \$40 million Energy Management Program have been implemented or are in progress. Based on aggregated metrics for the 2009-2010 fiscal year, energy consumption has been reduced by approximately 17% (over the baseline year of 2005-2006) as a result of the Energy Management initiative. To engage the community in prudent energy conservation practices, promotions such as Res Race to Zero, Switch Off and Unplug have been introduced as part of the Yorkwise Energy Management Program.

York continues to participate in carbon offsetting for certain events, services and ongoing operations, including the paper manufacturing and printing activities associated with course kit production at the Bookstores and Printing Services, the food and beverage operations from the Grad Lounge, and the delivery of certain major events and functions. Carbon offsets from external organizations are purchased to mitigate the impact of emissions that are either direct or indirect.

To manage the University's carbon footprint more effectively, a carbon inventory is being established through the work of several Environmental Studies students working in concert with IRIS and CSBO's Environmental Design and Sustainability Office.

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; 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

The following recommendations focus on promotion, survey and assessment of sustainability efforts at York, with particular attention to building engagement in sustainability across the University.

1. Implement a pilot project for student engagement in sustainability in the summer of 2011.
short term
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.
short term



PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

3. Encourage University divisions and departments to integrate sustainability into their Integrated Resource Plans.

short term

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.

medium term

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.

short term

Curriculum

The following recommendation proposes to build on recent curriculum advances with regard to sustainability, and to ensure that the expression of sustainability in the White Paper 2010-2020 and University Academic Plan is mobilized.

7. Cultivate intellectual interest in sustainability among students and faculty through symposia and/or key events.

medium term

8. Bring forward discussion of sustainability to the Teaching & 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).

short term

9. 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.

short term

Social justice and human rights

In order to advance many of the social justice and human rights thematic concerns and specific recommendations from the 2009 report of the President's Sustainability Council, the following recommendations are presented. These focus on outreach and collaboration with local communities and secondary schools, employment opportunities, and community engagement investments.

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

medium term



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, 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 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.

medium term

12. 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.

short term

13. Develop an electronic portal for external groups to understand York engagement opportunities and make requests for York resources and services.

short term

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

medium term

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).

medium term

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.

medium term

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.

long term

Campus Operations and Development

Fair Trade Procurement, Coffee and Tea

In order to demonstrate the University's commitment to social responsibility, to build awareness in the York community about fair trade and ethical purchasing issues, and to provide community members with the choice of purchasing fair trade products, it is preferred that all coffee and tea sold at York University meet Fair Trade standards. As a short-term objective, it is recommended that:

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.

short term

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.

short term

Green Supplier Program in Procurement

In an effort to continue to be a leader in the community with respect to environmental and sustainable concerns, it is recommended that:

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 be able 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).

medium term

Green IT

As computing at York University has expanded over time to meet the needs of teaching, research, administration and service, so has its consumption of energy. While some steps have been taken in various areas to help mitigate the burgeoning consumption of energy, there has been no institution-wide program to coordinate efforts. As we look forward, the University will be facing even greater challenges to manage computing-related consumption of energy caused by the demand for classroom plug-ins, expanding number of buildings and increased use of technology in research and across all other University divisions. In this context, it is recommended that York:

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;
 - b. further explore and, where practical, adopt virtualization technology and cloud computing as means of achieving efficiencies and energy consumption reductions;
 - c. establish institution-wide standards for the management of IT infrastructure, servers requiring spaces with specialized utilities, and other considerations;
 - d. work with Procurement Services to establish and adopt minimum power efficiency standard for all new computer hardware;
 - 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;
 - 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; and
 - g. phase out desktop printers in favour of an environment of duplex and network printers only.

short-to-medium term

ACKNOWLEDGEMENTS

Thank you to the following people for their participation in the ongoing work of the President's Sustainability Council:

Nicole Arsenault

Noël Badiou

Anthony Barbisan

Clay Browne

Rose Celebre

Ann Marie Chung

Brad Cochrane

Darren Craig

Don Dippo

Peter Duerr

Althaf Farouque

Renata Faverin

Bob Gagne

Steve Glassman

Karen Good

Pavel Graymason

Tim Haagsma

Meagan Heath

Sharon Hooper

Vanessa Hunt

Michaela Hynie

Luana Jursza

Susan Levesque

Harriet Lewis

Paul Mayol

Susan McGrath

Ellie Perkins

Linda Penoyer

Beryl Pilkington

Trudy Pound-Curtis

Lia Quickert

Chris Russel

Patrick Saavedra

Bob Smith

Peter Thompson

Peter Victor

The Faculty of Environmental Studies, for
supporting a President's Sustainability
Council Graduate Assistant.










APPENDICES

Appendix A










Progress-at-a-glance, PSC 2009 Report recommendations

RECOMMENDATIONS	STATUS	IMPLEMENTATION TIMELINE
1. Establish opportunities for broad based discussions of the report, including opportunities for constructive feedback.		<i>short</i>
2. Develop a York University policy statement on sustainability.		<i>short</i>
3. Include the Senior Manager, Environmental Design & Sustainability in the Sustainability Council membership.		<i>short</i>
4. Dedicate resources to the Sustainability Council to enable fulfillment of its objects.		<i>short</i>
5. Establish a formal role for the Yorkw!se program in relation to the Sustainability Council.		<i>short</i>
6. Establish a community of Campus Sustainability Ambassadors.		<i>short</i>
7. Continue to develop and implement opportunities for student engagement in collaboration with the Student Sustainability Sub-Committee.		<i>short</i>
8. Undertake and support a Sustainability Assessment Project.		<i>short for review only</i>
<p>As of February 28, 2011. Please visit www.yorku.ca/susweb for updates and additional information</p> <p>TREE–Completed SPROUT–Significant Progress SEEDS–Work has begun SHOVEL–Not yet started</p>		

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

RECOMMENDATIONS	STATUS	IMPLEMENTATION TIMELINE
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.		<i>short</i>
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.		<i>medium</i>
11. Develop a greater focus on sustainability in the York curriculum.		<i>medium</i>
12. Work with the relevant faculty members/offices to design and implement a survey about sustainability within the existing York curriculum.		<i>medium</i>
13. Include sustainability in more courses and academic programs throughout the University.		<i>medium</i>
14. Encourage and support the development of non-degree offerings in sustainability.		<i>medium</i>
15. Provide students with more opportunities to do research and work on campus sustainability projects.		<i>medium</i>
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).		<i>medium</i>
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).		<i>medium</i>
<p>As of February 28, 2011. Please visit www.yorku.ca/susweb for updates and additional information</p> <p>TREE–Completed SPROUT–Significant Progress SEEDS–Work has begun SHOVEL–Not yet started</p>		

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

RECOMMENDATIONS	STATUS	IMPLEMENTATION TIMELINE
18. Assess and develop outreach initiatives to attract qualified applicants for part-time and full-time employment from communities-in-need surrounding York.		<i>short</i>
19. Through the York Foundation encourage donor programs that enhance bursaries and awards for local residents.		<i>medium</i>
20. Encourage deliberate outreach efforts with local secondary schools by each Faculty and department.		<i>medium</i>
21. Coordinate bridging and transitional programs and explore opportunities for ongoing budget support to these programs.		<i>medium</i>
22. Support and implement the policies of the updated York University Secondary Plan, specifically as they relate to housing, community services and facilities.		<i>medium</i>
23. Support the ongoing work of the President's Advisory Committee on Human Rights and help bridge this work with York's sustainability initiatives.		<i>short</i>
24. Develop a York-specific green standard for the development and construction of all new buildings and building renovations.		<i>short</i>
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.		<i>short</i>
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.		<i>short</i>
<p>As of February 28, 2011. Please visit www.yorku.ca/susweb for updates and additional information</p> <p>TREE–Completed SPROUT–Significant Progress SEEDS–Work has begun SHOVEL–Not yet started</p>		

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

RECOMMENDATIONS	STATUS	IMPLEMENTATION TIMELINE
27. Implement a clear, comprehensive and coordinated program that is aimed at increasing the level of recycling and composting.		<i>short</i>
28. Provide a larger selection of products made from 100% recycled materials in the University Bookstore.		<i>medium</i>
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		<i>short</i>
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.		<i>short</i>
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.		<i>medium</i>
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.		<i>short</i>
33. Develop a University food services policy that protects the investments made in campus food operations, by restricting on-campus catering and food service provisions to caterers and food service providers that are contracted, permitted or otherwise authorized, by the University's Food Services office.		<i>short</i>
34. Improve the University's marketing of the range of available food services on both campuses, for example through website improvements, and better signage.		<i>short</i>
<p>As of February 28, 2011. Please visit www.yorku.ca/susweb for updates and additional information</p> <p>TREE–Completed SPROUT–Significant Progress SEEDS–Work has begun SHOVEL–Not yet started</p>		

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

RECOMMENDATIONS	STATUS	IMPLEMENTATION TIMELINE
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.		<i>medium</i>
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.		<i>medium</i>
37. Continue to develop ecologically progressive plans and procedures to guide campus landscaping and grounds management practices.		<i>short</i>
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).		<i>short</i>
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.		<i>medium</i>
<p>As of February 28, 2011. Please visit www.yorku.ca/susweb for updates and additional information</p> <p>TREE–Completed SPROUT–Significant Progress SEEDS–Work has begun SHOVEL–Not yet started</p>		

APPENDICES

Appendix B

President's Sustainability Council 2010 Membership

Victoria Barnett (until October 2010)
Student representative

Dawn Bazely
Associate Professor, Department of Biology
Director, Institute for Research in Sustainability

Gary H. Brewer
Vice-President Finance & Administration

Aabir Dey (as of October 2010)
Student Representative

Steve Dranitsaris
Senior Executive Officer
Office of the Vice-President Finance and Administration

Jennifer Foster (Chair)
Assistant Professor, Faculty of Environmental Studies
Coordinator, Urban Ecologies Certificate

Darnel Harris (as of October 2010)
Student Representative

Ian Hussey
Student Representative

Bryan Husted
Erivan K. Haub Chair in Business and Sustainability
Director, Centre of Excellence in Responsible Business
Schulich School of Business

Imran Kaderdina
Student Representative

Caitlin Langlois Greenham (as of October 2010)
Student Representative

Rhonda Lenton
Associate Vice-President Academic

PRESIDENT'S SUSTAINABILITY COUNCIL 2010 ANNUAL REPORT

Fernando Lucadamo (until October 2010)
Student representative

Ijade Maxwell Rodrigues
Chief of Staff
Office of the President

Ross McMillan
Assistant Director
Student Community Centre for Student Community & Leadership Development

Yvette Munro (as of May 2010)
Manager, Community Relations
Office of University Events and Community Relations

Helen Psathas (as of May 2010)
Senior Manager, Environmental Design and Sustainability
Campus Services and Business Operations

Barbara Rahder
Dean
Faculty of Environmental Studies

Krisna Saravanamuttu (until October 2010)
President
York Federation of Students

Robert J. Tiffin
Vice-President Students

Christopher R. Wong
Director, Transportation and Master Planning
York University Development Corporation





PRESIDENT'S SUSTAINABILITY COUNCIL

For additional information on
our sustainability initiatives
please visit yorku.ca/susweb