

UNBC Sustainability Plan (2025 – 2035)

This is a Living Document

The UNBC Sustainability Plan (2025–2035) is designed as a living document to reflect the evolving nature of sustainability challenges and opportunities. As a dynamic roadmap, it recognizes that sustainability is an ongoing process that requires flexibility, innovation, and responsiveness to emerging insights, technologies, and community needs.



Land Acknowledgement

We respectfully acknowledge that the University of Northern British Columbia is situated on the ancestral lands of these First Nations:

Campus Locations

Prince George Campus: Unceded territory of the Lheidli T'enneh First Nation.

South-Central Campus (Quesnel): Unceded territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and ?Esdilagh First Nation.

Peace River-Liard Campus (Fort St. John): Treaty 8 territory on the lands of the Dane-zaa peoples.

Northwest Campus (Terrace): Unceded territory of the Ts'msyen (Tsimshian) people, with a satellite campus in Prince Rupert on the lands of the Lax Kw'alaams Band and Metlakatla First Nation.

Wilp Wilxo'oskwhl Nisga'a Institute, Gitwinksihlkw Village Lands within Nisga'a Treaty Territory

As we gather, learn, and work on these lands, we honor the rich histories, languages, cultures, and traditions of the Indigenous Peoples who have stewarded these territories for countless generations. We are committed to fostering respectful relationships and advancing reconciliation in collaboration with Indigenous communities, ensuring that the values of equity and sustainability guide our journey together.

Let this acknowledgment serve as a reminder of our shared responsibility to care for the land and for each other so that we can support a sustainable future grounded in understanding and justice.

A Two-Eyed Seeing Approach to Sustainability

In the spirit of truth and reconciliation, we embrace the “Two-Eyed” seeing approach to sustainability, which integrates other Indigenous and cultural wisdoms with modern scientific methods to ensure that our sustainability efforts are culturally respectful and rooted in collaboration. By doing so, we can achieve a sustainable future that reflects and respects all people and living beings connected to the land.

References

This Sustainability Plan was developed in consultation with, and for the community. The following documents were reviewed or referenced in the plan's development:

- **Green University Planning Committee documents**
- **Green University Task Force – Strategic Visioning Report**
- **Sustainability Policy Roundtable whiteboard**
- **Sustainability definition document (Dr. Steve Helle)**
- **ENVS Sustainability Governance Report for UNBC**

Defining Sustainability at UNBC

UNBC takes a holistic and integrated approach to addressing local to global challenges in a way that supports the long-term well-being of people and the planet. Guided by UNBC's vision of "Leading a Sustainable Future", UNBC recognizes that achieving this goal requires structural transformations and reimagining traditional ways of operating. In this context, sustainability is built on these five interconnected pillars that also has connections to the United Nations Sustainable Development Goals (UN SDGs):

1. Safeguarding Society: This pillar emphasizes equipping people with the tools, wisdom, and confidence to address societal and planetary issues, from climate change to access to basic needs. Through quality education, critical thinking, and civic engagement, individuals can be empowered to take initiative on finding solutions and be prepared for life as active citizens in democratic societies. (SDGs: 1, 2, 3, 5, 8, 10, 12, 13, 15, 17)

2. Environmental Stewardship: Protecting and preserving the natural environment by tackling issues like climate change, pollution, biodiversity loss, and unsustainable resource use. This pillar emphasizes the need for a reciprocal relationship with the Earth's ecosystems to ensure future generations can thrive. (SDGs: 6, 7, 12, 13, 14, 15)

3. Sustainable Economic Development: Promoting sustainable economic development that fosters creativity and innovation, resilient infrastructure, and responsible production and consumption. This pillar highlights the importance of developing economies that are both prosperous and sustainable, with a focus on long-term stability rather than unsustainable growth. (SDGs: 4, 7, 8, 9, 10, 12)

4. Promoting Peace and Understanding: Creating inclusive societies and governments that prioritize justice, equity, fundamental freedoms, and morality. This pillar stresses the importance of democratization, access to justice, and effective, transparent institutions that engender public trust. (SDGs: 4, 5, 10, 11, 16, 17)

5. Building Partnerships: Encouraging collaboration among diverse groups — local, regional, and global—to share knowledge, resources, and solutions. This pillar recognizes that sustainability challenges are interconnected and require collective action to address. (SDG 17)

Sustainability here is a multifaceted and holistic concept that requires a balanced approach to social, environmental, economic, and governance issues. The strategic plan is about creating a resilient and sustainable future by fostering collaboration and integrating sustainability into all aspects of university and community life.



Organizational Structure for Implementation

- **Oversight:** Office of the President, Senate, and Board of Governors
- **Sustainability Advisory Council:** Provides strategic guidance
- **Annual Reporting:** Sustainability Office to report annually on progress with the Sustainability Plan
- **Operational Accountability:** University departments will establish a task force responsible for developing and implementing objectives and actions within their scope. A town hall meeting will be organized after each annual report to solicit feedback from the public which will inform modifications to the Sustainability Plan

1st Year Plan for the Sustainability Office

In the first fiscal year of the plan (March 2025 – March 2026), the Sustainability Office will conduct a gap analysis across all strategic focus areas to identify current performance gaps and areas for improvement. This process will be informed by participation in the AASHE STARS rating system and the Times Higher Education Impact Rankings, establishing a baseline for our sustainability strategy. Based on this analysis, they will develop specific Objectives and Key Results (OKRs) to guide the actions, with measurable Key Performance Indicators (KPIs) to track progress. Actions to address gaps will be defined, with immediate steps for the first year and more detailed plans for future iterations. Regular monitoring of KPIs will help assess progress, and by the end of the year, the office will refine the sustainability plan based on the gap analysis findings, setting the stage for continuous improvement in subsequent years 2 to 10.

Strategic Focus Areas

To support the pillars of sustainability we will develop, implement, and continually revisit specific strategic focus areas (which act like bricks to support the pillars). These are guided by objectives, actions, and metrics that will help to measure success. Activities will be guided by various departments across the university, as identified under each focus area. These departments will be key players in helping build and reinforce each pillar.

1. Values and Systems Change

Adopting Sustainability requires a fundamental shift in the way we view the world. It involves cultivating a culture that emphasizes living within our limits, recognizing that there are planetary boundaries, and adopting a holistic, reciprocal approach. Our behaviours and practices need to reflect this worldview. (SDGs: 8, 10, 12, 13, 15, 17)

2. Sustainability Across Campus

This is the umbrella under which all other focus areas operate. Establishing campus-wide sustainability as a priority ensures that every initiative aligns with and supports broader sustainability goals. It sets the tone for the institution's commitment and vision. (SDGs: 4, 7, 8, 12, 13, 16, 17)

3. Truth, Justice, and Anti-Corruption

Ethical practices are essential for building trust and accountability. While sustainability leads the vision, addressing justice and anti-corruption ensures that the implementation is fair, transparent, and credible. (SDGs: 10, 16, 17)

4. In Service of Community and the Next Generation

Empowering the community and preparing future leaders ensures that sustainability efforts are inclusive and have a lasting impact. Prioritizing people and education create a solid foundation for the vision to thrive in the long-term. (SDGs: 1, 4, 5, 10, 16, 17)

5. Energy Management

Energy consumption is one of the largest contributors to campus emissions and operational costs. Tackling energy issues early provides measurable environmental and financial benefits, creating momentum for other sustainability efforts. (SDGs: 7, 9, 12, 13)

6. Improving Food Systems

Food systems directly impact both the campus community and the environment. Addressing food insecurity, reducing waste, and promoting sustainable practices have immediate and visible benefits. (SDGs: 1, 2, 12, 13, 15)

7. Waste and Asset Management

Effective waste management is a cornerstone of sustainability, reducing environmental impact while promoting a circular economy. It builds on energy and food system improvements. (SDGs: 6, 11, 12, 13)

8. Sustainable Transportation

Transportation links the campus to its community and contributes significantly to emissions. Addressing this after foundational systems like energy and waste ensures a holistic approach to reducing the campus's carbon footprint. (SDGs: 7, 9, 11, 13, 17)

9. Campus as Living Lab

Essential for innovation and progress, this focus area benefits from a well-established foundation of operational systems (energy, waste etc.) with data made publicly available. By this stage, the campus can fully embrace its potential as a hub for experimentation and learning. (SDGs: 4, 7, 9, 12, 13, 17)

10. Campus Buildings, Grounds, and Landscapes

Improvements to infrastructure are important but often depend on insights gained from earlier findings. Sustainable energy, waste management, and transportation inform how buildings and landscapes are managed and adapted. (SDGs: 7, 9, 11, 12, 13)

The order in which these focus areas is best represented by a pyramid structure:

Community and Innovation

(top): Highlights living lab opportunities, transportation, and infrastructure upgrades once the foundational systems and operations to support them are in place.

Operational Activities (middle): Address the most immediate systems (energy, food, waste) that have a measurable environmental and community impact.

Laying the Strategic Foundation (bottom): Start with campus-wide sustainability and ethical principles, ensuring all actions are guided by a cohesive vision

Strategic Focus Areas: Detailed Goals and Responsible Departments

1) Values and System Change

Value Statement: We respect our role in a functioning ecosystem, commit to learning from mistakes, applying systems thinking with foresight, and consider the broader impact of our actions. Through reciprocal relationships, we embrace a holistic approach to sustainability, recognizing the interconnectedness of all systems and the impact of our choices.

Responsible Departments: Everyone

Objective: Cultivate a culture of sustainability that acknowledges that infinite growth cannot exist on finite resources, and a deep understanding of the impact of individual and collective actions on future outcomes.

Example Metrics: # of community beneficiaries, community engagement feedback, % of departmental plans with sustainability goals, frequency of policy reviews, capital project sustainability assessments, cost savings from initiatives, % of repurposed or shared resources, # of resource-sharing programs, # of essentials offered, health and safety incident trends, participation rates in support programs

• Actions

- **Assessment of current practices:** Evaluate current community practices, identifying strengths, weaknesses, gaps in knowledge, and standards of practice. Determine which teams or individuals need support or can contribute to sustainability efforts and assess existing systems supporting this work to ensure they are adequately resourced for current and future demands.
- **Community First Initiatives:** Ensure that initiatives benefit as many people as possible, both the on-campus and off-campus community
- **Integrate Long-Term Thinking into Planning:** Incorporate long-term sustainability goals into all departmental planning processes and capital projects and ensure future implications are considered in every decision (operations, policy, projects etc.)
- **Allocate Budgets with Long-Term Impact:** Revise budget processes to prioritize sustainability initiatives and long-term outcomes. Ensure funding decisions reflect a commitment to reducing future costs, such as through energy efficiency or waste reduction
- **Adopt an Abundance Mindset in Operational Planning:** Maximize the use of existing resources and promote resource-sharing
- **Ensure Basic Needs are met:** Make available and accessible essential needs such as healthy food, water, shelter, healthcare, and safety as a foundation for further development and well-being

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Community First Initiatives • Allocate Budgets with Long-Term Thinking into Planning • Adopt an Abundance Mindset in Operational Planning 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required

2) Sustainability Across Campus

Value Statement: We are dedicated to cultivating a culture of sustainability across campus through inclusive collaboration at all levels and dimensions.

Responsible Departments: Office of Research and Innovation, UNBC Faculties, Sustainability Office, Marketing and Communications, UNBC Housing, UNBC Student Life, Community

Objective: Sustainability Literacy for All

Example Metrics: % of students meeting sustainability literacy requirements, # of faculty and staff completing sustainability training, % of courses incorporating sustainability content, # of interdisciplinary and team-teaching models developed, # of experiential learning opportunities offered, creation and adoption of a sustainability competency framework, visibility metrics for sustainability communications (e.g., social media engagement, website traffic), # of sustainability events coordinated by groups on campus, # of student club participation in sustainability initiatives, # of resources or mentorship opportunities provided to student clubs, progress in achieving STARS AASHE rating, # of sustainability-related collaborations with community groups

• Actions

- **General Education:** Make sustainability literacy a component of general education or a graduation requirement.

- **Faculty and Staff Training:** Include sustainability literacy training for all faculty and staff.

- **Collaborative Teaching Models:** Expand interdisciplinary and team-teaching models focused on sustainability.

- **Experiential Learning:** Increase project-based and hands-on learning opportunities across all programs.

- **Sustainability Competency Framework:** Develop a university-wide framework to define essential sustainability knowledge and skills for all members of the UNBC Community.

- **Increase visibility and Understanding of Sustainability:** through better communications/marketing

- Sustainability Office as Hub for Collaboration: Position the Sustainability Office as a central connector for groups organizing sustainability events b. By coordinating with student organizations and community groups the office will streamline efforts, share resources, and support event planning.

- Support Student Clubs: Collaborate and empower student clubs to champion sustainability by providing resources, mentorship, and opportunities to lead campus-wide initiatives

- Maintain STARS AASHE rating: UNBC will submit a report every three years for the STARS AASHE rating and aim for the highest rating.

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • General Education • Sustainability Competency Framework • Collaborative Teaching Models 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required

3) Truth, Justice, and Anti-Corruption

Value Statement: We encourage individuals and the collective community to challenge injustice, hold ourselves and each other accountable, to uphold ethical practices, and build trust.

Responsible Departments: EDI office, Sustainability Office, University Governance, First Nations Centre, Office of Indigenous Initiatives, UNBC Wellness, Interfaith Spiritual Care Centre, Student Life, International, Housing & Residence Life, Northern Women’s Centre, Northern Pride Centre, Access Resource Centre, CUPE, NUGSS, NBCGSS, CFURadio 88.7 and Over the Edge and UNBC Community including the Board of Governor and Senate, HARC, CDI, and NCCIH

Objective: Committing to Institutional Transparency and Accountability

Example Metrics: # of grievances reported and resolved through the Ombudsperson office, development and enforcement of transparency policies (e.g., financial, academic), # of legal resources accessed by students and staff, completion rates for anti-corruption training, # of feedback submissions received and addressed, # of First Nations consultations in governance and sustainability projects, # of debates organized, # of participatory decision-making across departments (that involve more than 3 different groups).

• **Actions**

Office of the Ombudsperson and Clear Reporting Channels: Establish an impartial, independent office to investigate university grievances and an online portal for anonymous reporting.

Effective Student Journalism: Support independent, effective student journalism to enhance campus transparency by offering training in fact-checking, investigative reporting, and effective writing skills.

Create policies on transparency and data access: Create and enforce clear policies to ensure transparency in decision-making, financial management, and academic processes.

Provide access to legal education: Provide access to legal resources for students and staff to ensure they understand their rights and responsibilities within the university.

Access to Anti-Corruption Training: Implement anti-corruption training opportunities for UNBC students, staff, faculty, and leadership.

Feedback Mechanisms: Improve and standardize feedback processes across departments and the public.

Collaboration with Indigenous Peoples: Increase consultation with Indigenous decision-makers in university governance and sustainability projects.

Create a Forum for Dialogue: Establish a campus debate society or a forum that encourages open dialogue among individuals with diverse beliefs and perspectives. This forum would host regular debates, discussions, and workshops to promote understanding, empathy, constructive, and solution-oriented conversations.

Policies on Democratic Decision-Making processes: create continuous and equitable opportunities for people on campus to identify needs and appropriate action

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Create policies on transparency and data access • Policies on Democratic Decision-making processes • Feedback Mechanisms • Create a Forum for Dialogue • Effective Student Journalism • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required

4) In Service of Community and the Next Generation

Value Statement: We strive to equip the next generation with the tools, skills, and knowledge to create resilient and thriving communities.

Responsible Departments: UNBC Faculties, Sustainability Office, Office of Research and Innovation, EDI office, UNBC Career Centre, CETE, Community, Northern Women's Centre

Objective: Strengthen Community Engagement and Workforce Preparation

Example Metrics: # of Community projects developed through centralized hubs, # of mentorship programs and participants, youth participation in governance and leadership roles, # of student clubs, # of micro credential programs offered and completion rate, participation of individuals from low socio-economic groups in sustainability initiatives, # of new sustainability-focused courses developed with community input, # of international collaborations and cross-cultural learning opportunities

• Actions

- **Develop a Collaborative Ecosystem:** Create a centralized hub (e.g., "City Studio" or "SparkLab") for community-driven problem-solving.
- **Mentorship Programs:** Expand mentorship opportunities linking students with professionals in their fields.
- **Youth Governance and Leadership Development:** Prepare youth to be active contributors in society through opportunities in boards, committees, and leadership positions
- **Work Integrated Learning (WIL):** Establish a WIL program to provide practical experience for students.
- **Micro-Credential Programs:** Develop micro-credentials for specialized skills aligned with industry needs.
- **Creating Entrepreneurship programs and opportunities**
- **Support Creative and Innovative Expression:** to encourage innovative problem-solving and address mental health challenges
- **Targeted Opportunities for lower socio-economic groups:** Create opportunities for groups with lower socio-economic status to actively participate in sustainability initiatives.
- **Inter-institutional Impact:** To make UNBC Campuses models of sustainability for communities in and beyond Northern BC
- **Develop an Institutional Retention Plan:** Create long-term engagement and productivity by enhancing professional development opportunities and empowering employees to maximize their potential
- **Develop New Sustainability-Focused Courses and Programs with Community Practitioners:** Create educational offerings that integrate sustainability principles, equipping individuals with the knowledge and skills for

self-sufficiency, resilience, and independence, such as programs in sustainable agriculture.

- **Programs that bridge generational gaps:** create programs that connect individuals across different age groups to share knowledge, skills, and experiences

- **Diversify International Education:** create more diverse, cross-cultural learning opportunities and collaboration on sustainability initiatives.

- **Develop Foundational skills in Critical Thinking:** Offer training on identifying misinformation and disinformation, along with guidance on navigating free speech and fostering dialogue across differing perspectives.

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Develop a Collaborative Ecosystem • Work Integrated Learning (WIL) • Creating Entrepreneurship programs and opportunities • Programs that bridge generational gaps • Youth Governance and Leadership Development • Diversify International Education • Develop an Institutional Retention Plan • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Micro-Credential Programs • Inter-institutional Impact • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Develop New Sustainability-Focused Courses and Programs with Community Practitioners • Continued work on all the actions • Add new actions as required

5) Energy Management

Value Statement: We value the environment and economy by using resources efficiently and minimizing spending on utilities, allowing us to allocate funds more effectively for community needs

Responsible Departments: Facilities, Finance, Sustainability Office, UNBC Sustainable Labs Working Group, Community

Objective: Enhance Energy Efficiency and Emission Tracking

Example Metrics: % of new or renovated buildings meeting Passive House energy standards, % reduction in energy consumption, % reduction in campus-wide energy use during energy conservation campaigns, # of participants engaging in energy-saving initiatives, % of campus lighting upgraded to energy-efficient options, reduction in energy consumption attributed to lighting upgrades, # of Scope 3 emission sources tracked (e.g., commuting, procurement, waste management), inclusion of Scope 3 emissions data in annual sustainability reports

• **Actions**

- **Building Standards:** Optimize all new and renovated buildings to meet the Passive House energy standard.

- **Reducing Greenhouse Gas Emissions:** Setting an institutional target of 85% reduction compared to 2007 baseline levels (from the current 70%) by 2035.

- **Energy Conservation Campaigns:** Develop and promote campaigns to reduce energy consumption across campus.

- **Complete ongoing Lighting Optimization project:** Upgrade all campus lighting to the most energy-efficient options by 2030.

- **Scope 3 Emissions Tracking:** Develop a way to track Scope 3 emissions, at least partially, and incorporate findings into annual sustainability reporting.

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Scope 3 Emissions Tracking • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Complete ongoing Lighting Optimization project • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Building Standards • Reducing Greenhouse Gas Emissions • Continued work on all the actions • Add new actions as required

6) Improving Food Systems

Value Statement: We are committed to ensuring that no person goes hungry, that they have access to healthy, nutritious food, understands where it comes from and its connection to their health and the land.

Responsible Departments: Food Services, Conference and Event Services, Sustainability Office, Community, Student Service Departments like the First Nations Centre, International, Student Life, Housing & Residence Life, NUGSS and NBCGSS

Objective: Promote Local Food Sourcing and Food Access

Example Metrics: % of food from local suppliers, # of students accessing the food bank, % of food from campus food gardens, # of menu items that are plant-based, # of food related research and project publications

• **Actions**

- **Increase Local Food Purchases:** Source 50% of food from local suppliers (up from 34%).

- **Food Security Programs:** Develop and expand initiatives addressing student food insecurity and develop policies that allow for food re-use and re-distribution.

- **Sustainable Dining:** Integrate sustainable practices into all aspects of the dining experience, such as eliminating all single use plastics

- **Campus Food Production:** Increase food production from campus gardens and greenhouses, incorporating harvested foods into dining services.

- **Increase Plant Based Food on Campus:** Aim for a menu that is 75% Plant-Based

- **Professional Feedback:** Nutritionists should be consulted for overseeing the current food service on campus, where students should have a variety of options based on dietary restrictions, diet preferences, religion, and so on with a focus on supporting them on their academic journey.

- **Improving Food Ecosystems in Northern BC:** through Education and Research

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Increase Local Food Purchases • Sustainable dining • Professional Feedback • Improving Food Ecosystems in Northern BC • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Increase Plant Based Food on Campus • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required

7) Waste and Asset Management

Value Statement: We are committed to protecting the environment, finding ways to divert local waste products destined for waste streams to viable products and/or outputs for society and minimizing the health impacts of waste generation

Responsible Departments: Facilities, Contracts and Supply Chain Management, Finance, Sustainability Office, Food Services, UNBC Bookstore, Distribution Services, Conference and Event Services, UNBC Sustainable Labs Working Group, UNBC Faculties, other groups as identified by the sustainability office or delegate, Community

Objective: Increase Waste Diversion and implement a Sustainable Procurement policy

Example Metrics: % food waste diverted, # of centralized food take-out and reuse programs created, % of overall waste diverted from campus, # of people participating in re-use programs (e.g., BAM, Share Shelf), # of surplus items managed via centralized hub, # of surplus items recycled/reused through the hub, % of procurement decisions meeting sustainable criteria (low-impact, durable, recyclable), % of campus processes digitized to reduce material waste, % reduction in physical materials used due to digitization, % of staff/students educated on waste reduction and asset lifecycle, % of plastic water bottles eliminated from campus, # of new water refill stations installed, % reduction in construction waste from capital projects

• Actions

- **Food Waste Diversion:** Target 90% food waste diversion with Food Services by, expanding compost collection on campus and creating a centralized Food take-out and re-use program.
- **Develop and implement an Office Cleanout Procedure:** standardize procedures for office cleanouts and relocations to reduce waste and measure waste diversion rates
- **Determine Total Waste produced:** Create a system of determining overall waste produced to create a baseline.
- **Other Waste Diversion:** Target 70% overall waste diversion from baseline by 2035
- **Reduce and Reuse Programs:** Expand campus re-use programs (e.g., BAM, UNBC Share Shelf etc.)
- **Centralized Surplus Centre and Inventory System:** Create a centralized hub for managing surplus items such as lab equipment
- **Sustainable Procurement Policy:** Establish a campus-wide procurement policy emphasizing low-impact, durable, and reusable products.
- **Campus wide Digital Adoption:** Implement digitization of processes to reduce material waste while considering the impacts of data storage on the environment and energy consumption. Develop policies to address the sustainable use of AI.
- **Waste Education:** Increase educational initiatives on asset lifecycles, reducing waste, and re-use options

- **Banning Plastic Water Bottles and Single Use Plastic:** Implement a campus-wide ban on plastic water bottles and eliminate single-use plastic waste.

- **Increase Water Refill Stations and access to potable water:** Increase the# of water refill stations in accessible locations across campus, ensuring convenient access for all students, staff, and visitors and provide maintenance.

- **Reduce Construction Waste:** Develop procedures and policies to address waste from capital projects.

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Food Waste Diversion • Campus wide Digital Adoption • Reduce Construction Waste • Sustainable Procurement Policy • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Banning Plastic Water Bottles and Single Use Plastic • Centralized Surplus Centre and Inventory System • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Other Waste Diversion • Increase Water Refill Stations and access to potable water • Continued work on all the actions • Add new actions as required

8) Sustainable Transportation

Value Statement: We are committed to promoting health, building community, and sufficiency

Responsible Departments: Facilities, Contracts and Supply Chain Management, UNBC Faculties, Community, Sustainability Office

Objective: Develop and Expand Accessible, Low-Emission Transport Options

Example Metrics: % of travel-related carbon emissions tracked and publicly reported, % of campus transportation options that are low-emission, % increase in campus bike rentals, # of rideshare program participants, # of sustainable commuter incentives offered, kWh delivered via the EV charging stations, # of EV charging stations on campus, % of EV fleet maintained, # of partnerships established with municipal decision makers, # of new on-campus housing units developed, % increase in on-campus amenities to support accessibility and community-building

• **Actions**

- **Track Travel Emissions:** Develop and implement a procedure to monitor and publicly report all travel-related carbon emissions. Establish a policy that encourages low-emission transportation options when greener alternatives are available.

- **Improve Bike Rental Programs:** Expand campus bike rentals to include e-bikes and improve cycling infrastructure

- **Rideshare Initiatives and Sustainable Transport tracking:** Improve rideshare programs and provide tracking via a centralized app (e.g., RideShark).

- **Commuter Incentives:** Develop strategies to incentivize sustainable commuter behaviors

- **Electric Vehicle (EV) Charging Fees:** Set a standard fee for campus EV charging stations to manage usage.

- **Maintaining a 100% EV fleet:** Internal Combustion Engine (ICE) vehicles at the end of their lifespan should be replaced with an EV wherever possible

- **Developing an Online Portal for sharing Fleet vehicles:** This applies to vehicles purchased by UNBC used for research

- **Strengthen partnerships with Municipal Actors:** Develop a plan for engaging with Municipal Decision Makers such as the City of Prince George, Regional District, and BC Transit to improve active transportation infrastructure and expanding public transit

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Track Travel Emissions • Improve Bike Rental Programs • Rideshare Initiatives and Sustainable Transport tracking • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Strengthen partnerships with Municipal Actors • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required

9) Campus as a Living Lab

Value Statement: We aim to inspire innovation and creativity by using our campus as a living lab for sustainable solutions and transformative learning experiences.

Responsible Departments: UNBC Faculties, Career Centre, Contracts and Supply Chain Management, Sustainability Office, Office of Research and Innovation, Community, Office of Indigenous Initiatives

Objective: Integrate Experiential Learning into Campus Sustainability Projects

Example Metrics: % increase in campus community engagement (via usage metrics or survey responses), % of sustainability objectives tracked and visible to the public through the dashboard, % of campus infrastructure projects that include sustainability assessments by the community, # of infrastructure projects linked to student learning experiences, Student satisfaction with the integration of sustainability in infrastructure projects (survey-based), # of interdisciplinary projects facilitated by shared spaces or field labs, # of research opportunities made accessible to students across departments, % of student participation in research opportunities outside their core discipline, # of collaborative sustainability projects initiated between students, researchers, and facilities staff, # of innovative energy management and sustainability solutions piloted, % of students, researchers, and staff involved in collaborative sustainability initiatives, # of non-thesis-related projects, presentations, case studies, and reports added to the public database annually, % of students, faculty, and community groups accessing the database for project resources,

- **Actions**

- **Creating a Community Dashboard for Public Education and Data-driven Decision Making:** Develop a public-facing dashboard to share data insights with the campus community, creating transparency and collective engagement with sustainability objectives.

- **Sustainable Design Integration:** Assess sustainability aspects for each campus infrastructure project and how it integrates with student learning.

- **Shared Space Policy:** Develop policies for shared spaces and field labs to maximize interdisciplinary use. Include education on their history, purpose, and the importance of collective prosperity for long-term success.

- **Research Democratization:** Enable greater access to and participation in research opportunities across campus.

- **Create a Collaborative Framework:** Create opportunities among students, researchers, and facilities staff to explore innovative solutions for energy management and sustainability projects, such as virtual power plants and other cutting-edge technologies.

- **Creating a Database of Applied Learning outcomes from Class Projects:** Create a database that houses projects, presentations, case-studies and reports that are not thesis-related.

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Sustainable Design Integration • Research Democratization • Create a Collaborative Framework • Shared Space Policy • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Continued work on all the actions • Add new actions as required

10) Campus Buildings, Grounds and Landscapes

Value Statement: We value the environment for its intrinsic (health, beauty, diversity) and extrinsic values (for the services it provides)

Responsible Departments: Facilities, Sustainability Office, EDI office, Aleza Lake Research Forest, John Prince Research Forest, Quesnel River Research Centre, Sustainable Labs Working Group, David Douglas Botanical Society, Community

Objective: Design for Ecological Health and Accessibility

Example Metrics: % Native plant coverage, Pollinator garden area, % reduction in pesticide use , % invasive species removal, Shared space utilization rate, %OWL-P participation rate, % reduction in parking, % reduction in water consumption, OECM land designation (% of campus), Carbon sequestration (tons of CO2), On-campus housing expansion (number of units), Community-centered amenities increase (number of amenities)

• Actions

- **Biodiversity Initiatives:** Create pollinator gardens, use native plants, remove invasive species, reduce wildlife attractants, and eliminate pesticides from campus grounds.

- **Inclusive Space Design:** Ensure that all campus outdoor spaces are multi-functional and accessible to individuals with disabilities.

- **Shared Spaces:** Develop strategies to encourage and facilitate the efficient and shared use of space

- **Aligning Remote Work with Sustainability:** Promote the Off-Campus Workplace Location Program (OWL-P) to reduce commuting emissions, free up space, and enhance work-life balance.

- **Water Management Plan:** Develop a Water management plan that limits the use of water on campus buildings and grounds

- **Reducing Water Consumption:** Setting an institutional target of 50% reduction compared to 2010 baseline levels (from the current 30%) by 2035.

- **OECM Designated lands:** Assess university lands as Other Effective area-based Conservation Measures (OECMs), a form of conserved area that recognizes lands providing biodiversity conservation, that are protected for other reasons (e.g. research) to meet Canada’s 30x30 goals

- **Mitigating Wildfire, Smoke, and Flood Risk:** Develop a formal climate risk assessment and action plan that considers future climate projections

- **Built Carbon:** Explore the role of campus trees, wetlands, and buildings in reducing carbon emissions and creating climate resilience

- **Increase housing and amenities on campus:** Develop strategies to increase on-campus housing options and enhance amenities, creating a more accessible, community-centred and user-friendly environment for students and staff.

- **Integrate Traditional Ecological Knowledge (TEK) into Land Management Practices:** Develop co-management frameworks that examine both pro-active cultural stewardship practices alongside Western scientific approaches.

- **Sustainable Land Trust Management:** Prioritize sustainability in the development and management of UNBC’s Land trust

1 year	3 years	5 years	10 years
<ul style="list-style-type: none"> • Perform a GAP Analysis • Determine OKRs and KPIs 	<ul style="list-style-type: none"> • Inclusive Space Design • Water Management Plan • Built Carbon • Mitigating Wildfire, Smoke, and Flood Risk • OECM Designated lands • Biodiversity Initiatives 	<ul style="list-style-type: none"> • Integrate Traditional Ecological Knowledge • Continued work on all the actions • Add new actions as required 	<ul style="list-style-type: none"> • Reducing Water Consumption • Increase housing and amenities on campus • Sustainable Land Trust Management • Continued work on all the actions • Add new actions as required



Staffing and Sustainability Office Expansion

To achieve the goals laid out in this strategy, the Sustainability Office will require expansion and increased staffing to oversee implementation, coordination, and monitoring of all sustainability initiatives. Recommended staffing additions include specialized staff such as a Zero Waste Coordinator who will lead waste reduction efforts, maintain the Compost program, develop re-use programs, and work with campus departments to minimize waste generation and promote sustainable practices across the university.

- A Zero Waste Specialist who will lead waste reduction efforts, maintain the Compost program, develop re-use programs, and work with campus departments to minimize waste generation and promote sustainable practices across the university.

- A Sustainability Engagement Specialist who will coordinate sustainability initiatives across campus, engaging faculty, staff, and students through education, events, campaigns, and partnerships. They assist with communications, collaborations, and build relationships with external organizations while tracking progress and creating a culture of sustainability on campus.

List of United Nations Sustainable Development Goals (SDGs):

SDG 1: No Poverty – End poverty in all its forms everywhere.

SDG 2: Zero Hunger – End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

SDG 3: Good Health and Well-being – Ensure healthy lives and promote well-being for all at all ages.

SDG 4: Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG 5: Gender Equality – Achieve gender equality and empower all women and girls.

SDG 6: Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all.

SDG 7: Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable, and modern energy for all.

SDG 8: Decent Work and Economic Growth – Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

SDG 9: Industry, Innovation, and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

SDG 10: Reduced Inequality – Reduce inequality within and among countries.

SDG 11: Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient, and sustainable.

SDG 12: Responsible Consumption and Production – Ensure sustainable consumption and production patterns.

SDG 13: Climate Action – Take urgent action to combat climate change and its impacts.

SDG 14: Life Below Water – Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.

SDG 15: Life on Land – Protect, restore, and promote sustainable use of terrestrial ecosystems, manage forests sustainably, combat desertification, halt and reverse land degradation, and halt biodiversity loss.

SDG 16: Peace, Justice, and Strong Institutions – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.

SDG 17: Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Definitions

Two-Eyed Seeing: A guiding principle that emphasizes viewing the world through both Indigenous ways of knowing and Western scientific knowledge. This approach values the strengths of each perspective, promoting collaboration, mutual respect, and holistic solutions to complex challenges, such as sustainability, by integrating cultural wisdom with modern methodologies.

Indigenous: “Indigenous” describes any group of people, plant, or animal that is native to a specific region.

Traditional Ecological Knowledge (TEK): TEK refers to the knowledge acquired by indigenous and local peoples through long-term direct contact with the environment.

Fundamental Freedoms: Basic rights and liberties essential to human dignity and democracy. These include freedoms of speech, religion, thought, assembly, and association. Fundamental freedoms ensure individuals can express themselves, practice their beliefs, and engage in civic activities without unjust interference, forming the foundation of a fair and inclusive society.

Scope 3 emissions: Scope 3 emissions are all indirect emissions (not included in scope 2) that occur in the value chain of the reporting company, including both upstream and downstream emissions. For example, emissions generated from the production and transportation of materials purchased by a company would be considered Scope 3.

Greenhouse Gases (GHGs): Gases that trap heat in the atmosphere, contributing to global warming. Common GHGs include carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O).

Zero Waste: A philosophy or goal aimed at minimizing waste by redesigning processes and encouraging the reuse and recycling of materials to prevent them from ending up in landfills or incinerators.

Biodiversity: The variety of life in all its forms, including species diversity, genetic diversity, and ecosystem diversity, which supports ecological stability and resilience.

Resilience: The capacity of individuals, communities, and systems to anticipate, prepare for, and adapt to disruptions while maintaining essential functions.

Circular Economy: An economic system that prioritizes the reuse, recycling, and regeneration of resources to minimize waste and reduce environmental impact.

Diversity: Refers to the recognition and inclusion of a wide range of individual differences without prioritizing identity markers

Equity: The principle of fairness and justice, which provides individuals and communities with the resources and opportunities they need to succeed, acknowledging that different circumstances—often beyond their control—can create disadvantages. This contrasts with equality, which treats everyone the same regardless of individual needs. Central to this principle is meritocracy, ensuring that opportunities and rewards are distributed based on individual effort and ability, while also addressing structural barriers that may hinder fair competition. For instance, offering bursaries based on socio-economic status acknowledges unequal starting points, enabling individuals to compete on merit with a more level playing field.

Inclusion: Refers to creating an environment where all individuals are provided the opportunity to fully exercise their fundamental freedoms

Corruption: Corruption in a university refers to unethical or illegal behaviors and practices that undermine the institution's integrity and fairness.

Examples of Corruption in a University Context

1. Academic Corruption

- a. Plagiarism or falsification of research data.
- b. Granting grades, degrees, or certifications unfairly, such as through favoritism
- c. Favoritism in admissions or hiring processes.

2. Financial Corruption

- a. Embezzlement or misappropriation of university funds.
- b. Overcharging for services or procurement fraud.
- c. Accepting bribes or kickbacks for awarding contracts or resources.

3. Administrative Corruption

- a. Nepotism in hiring or promotions.
- b. Bias in decision-making processes, including disciplinary actions or resource allocation.
- c. Misuse of power by faculty or staff for personal benefit.

4. Institutional Corruption

- a. Undue influence from external parties, such as donors or government entities, compromising academic freedom or integrity.
- b. Prioritizing profits or prestige over educational or ethical standards.

5. Harassment and Exploitation

- a. Abuse of authority by faculty or staff for personal, financial, or sexual favors.
- b. Coercion or threats to maintain silence about unethical practices.



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