



The Climate
Reality Project
CANADA

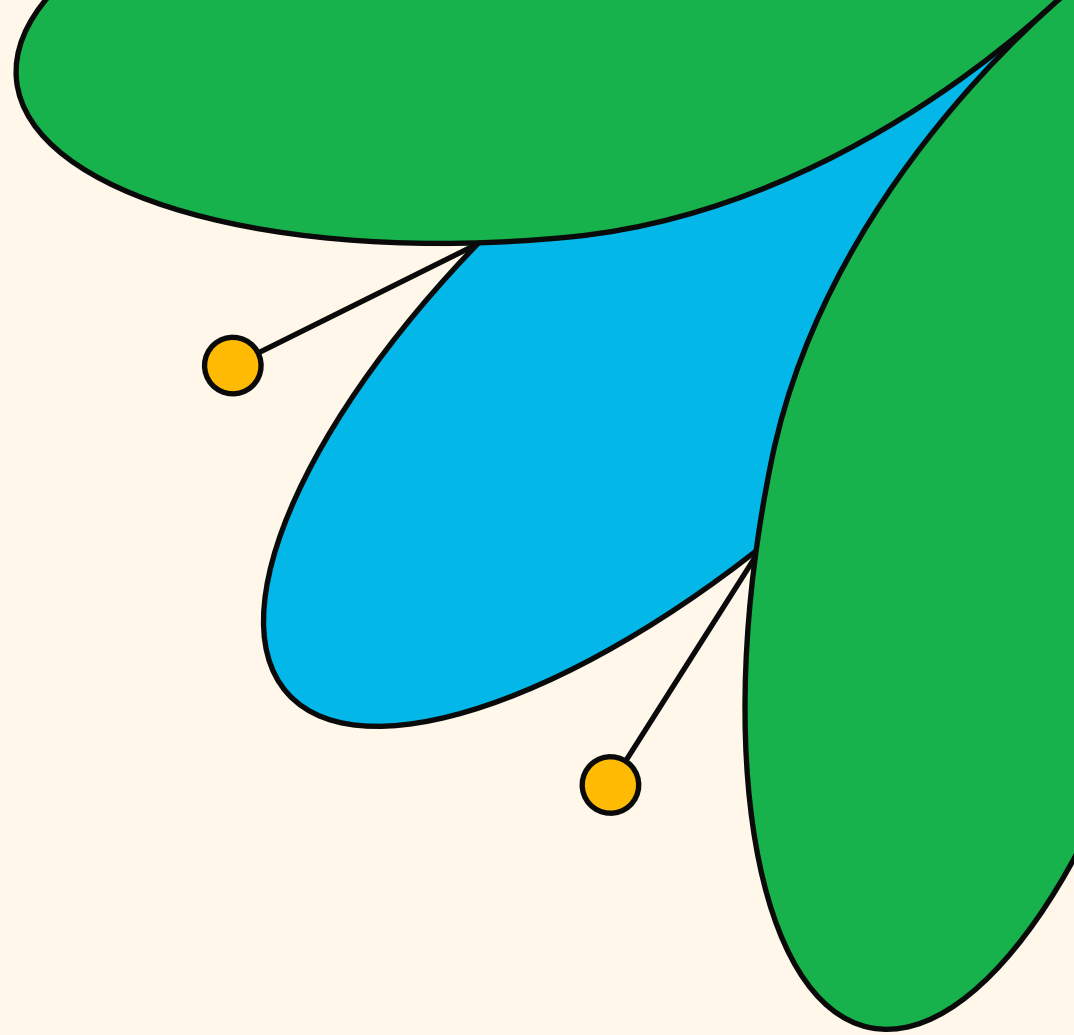


NATIONAL CLIMATE LEAGUE
CAMPUS
EDITION



ABOUT CLIMATE REALITY

We are the Canadian branch of The Climate Reality Project, a global network founded by Nobel Laureate and former US Vice President Al Gore. We are mobilizing Canadians to decarbonize their communities while building a more just and equitable society through grassroots peer-to-peer education, and public policy and climate solutions literacy. To put it simply, think of us as the DIY supercentre for climate advocacy.



LAND ACKNOWLEDGEMENT

The Climate Reality office is located in Tiohtiá:ke or Montreal, the traditional territory of the Kanien'kehà:ka of the Haudenosaunee Confederacy. Tiohtiá:ke has long served as a site of meeting and exchange amongst many First Nations including not just the Kanien'kehà:ka but also the Huron/Wendat, Abenaki, and Anishinaabeg. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we are grateful to live and work.

CONTRIBUTORS

YOUTH ENGAGEMENT TEAM

Jaden Phillips – project lead

Shirley Barnea

Maia Bergeron

CAMPUS ENGAGEMENT SUPPORT

Adrian Werner

Ashley Anthony

Jamie Lavaitis

Rae Landriau

PROJECT SUPERVISORS

Hannah Muhajarine

Émilie Campbell-Renaud

QUESTIONNAIRE DESIGN

Mikellena Nettos

ILLUSTRATIONS AND LAYOUT

Brnesh Berhe

STUDENT VOLUNTEERS

Kripa Vyas, Emily Hardie – **McGill**

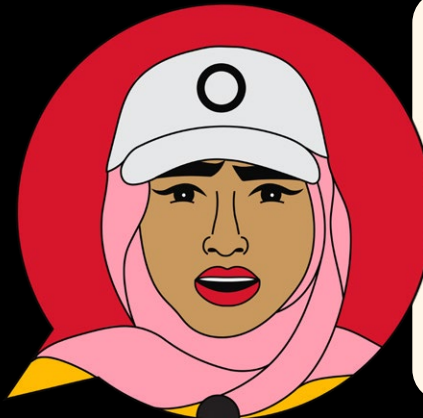
Cameron Armstrong, Sam West –
UManitoba

Amanda Madigan – **Queens (alumna)**

Parker Andreas, Malcolm Reimer, Megan
Lindell, Madison Gore, Antonio Ainsley
Llanda, Ugonna Chigbo – **UWinnipeg**

Tai Linklater and friends – CMU

Juliette Boutin, Ambre Perret, Natacha
Lebois, Manal Elhaoua – **Sainte-Anne**



SUSTAINABILITY STAFF

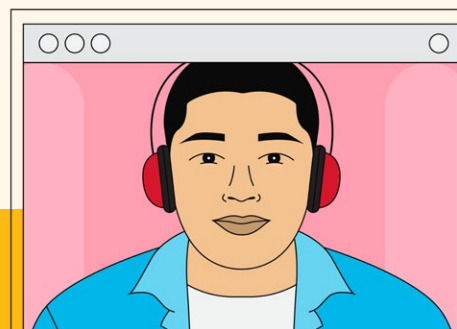
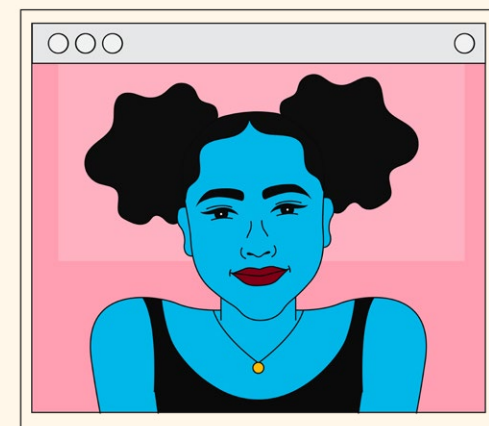
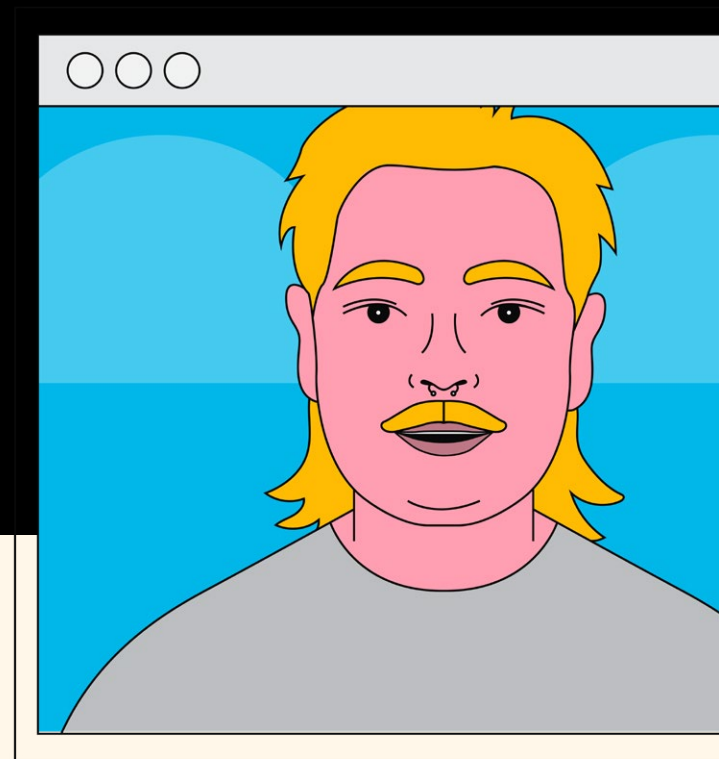
Daniella Acosta – **Université Sainte-Anne**

Sedona Cluett, Brianna Orr, Duy Nhan
(David) Vo – **University of New Brunswick**

Sara Campbell, Joseph Wasylcyia-Leis –
University of Winnipeg

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INTRODUCTION

Inspired by our award-winning project the National Climate League, now in its sixth edition, the Climate Reality Project Canada is proud to introduce the very first edition of the National Climate League: Campus Edition (NCLC)!

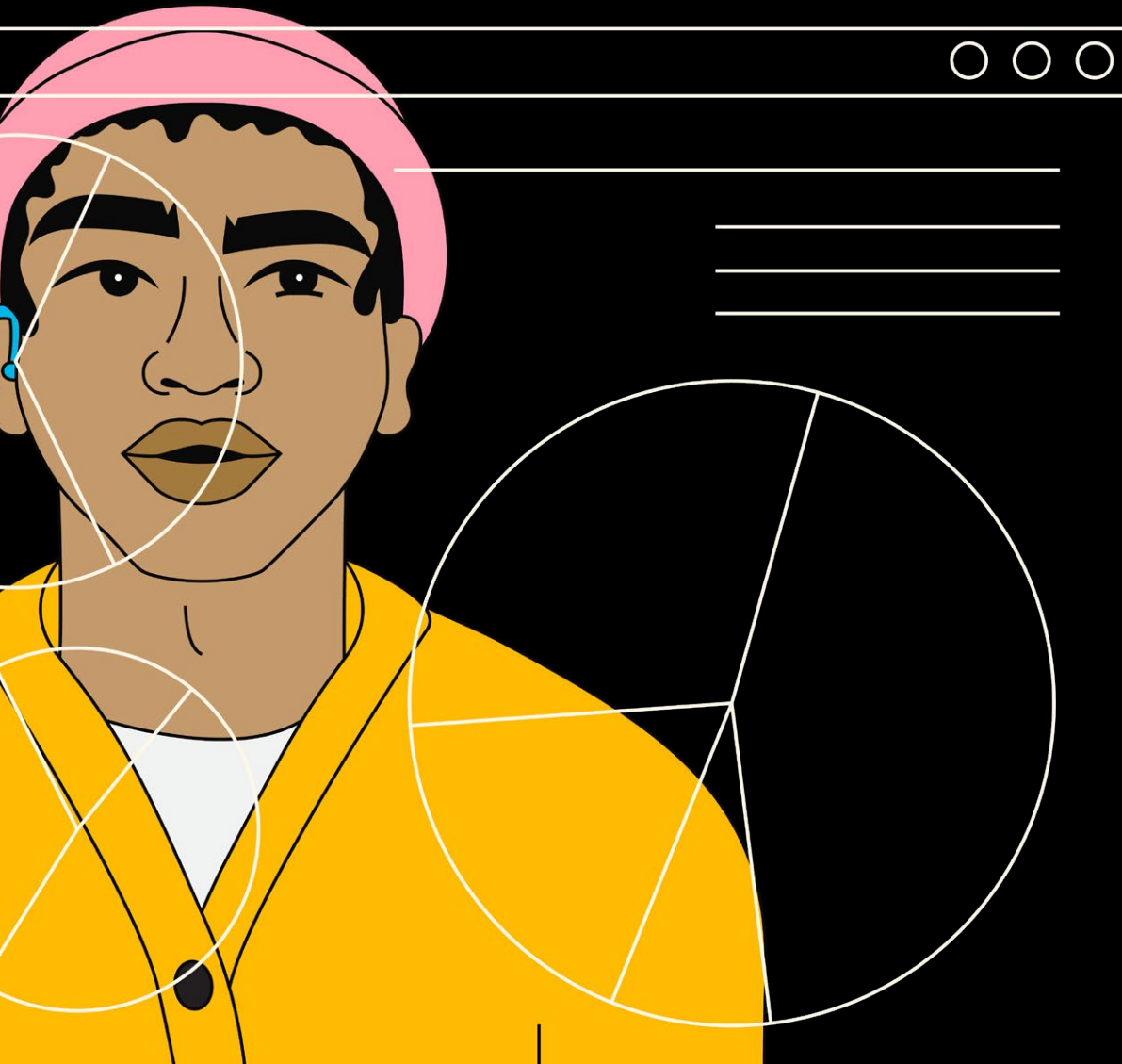


The NCLC is a student-driven initiative that trains students to collect data measuring their campus's climate action. The project equips students with the data and information necessary to take meaningful action to fight the climate crisis on their campus and build a culture of sustainability. Following the model of our award-winning project the National Climate League, which focuses on municipal governments, the NCLC acts as a tool for students to seek greater transparency from their school administrations, hold their schools accountable for meaningful progress, and lobby them for sustainable policies and practices. It not only empowers students to advocate for climate action but also allows students and staff to be inspired by initiatives from other institutions and work to close the gap between policies needed and actions being taken.

Collecting this data is important since post-secondary institutions have a disproportionately large environmental and social impact. They often have large endowment funds that are invested in harmful areas such as fossil fuel companies and have huge magnitudes of on-campus operations that require large amounts of energy. These institutions also have a large impact through the research they conduct as well as the social influence they have on students and other sectors and administrative bodies.

This report summarizes the findings from NCLC data collection conducted during 2024, through analysis, case studies, figures and graphs. We hope this report will be insightful and useful to you!

METHODOLOGY



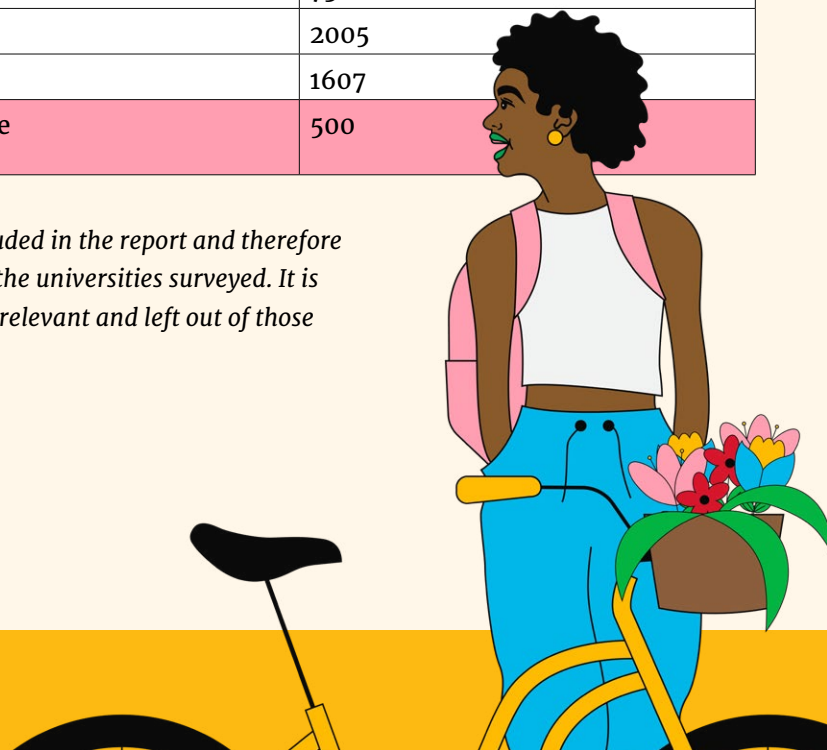
The goal of the NCLC is to engage and empower students to advocate for climate action on their post-secondary campuses. The natural place to start, then, is on campus! Through in-person “data parties”, we enlisted the help of student volunteers at 13 universities and one CEGEP to collect data on 97 different quantitative and qualitative sustainability metrics covering eleven themes. Sustainability staff were also instrumental in providing information and context to us and to the students.

Climate Reality staff then compiled, completed, analyzed and visualized the data, and drafted this report. Now, it’s back to you! This is a tool for on-campus lobbying and student mobilization. We hope it will arm you with some of the knowledge you need to get climate wins from your school administration, and inspire you with examples of bold action from across the country.

LIST OF SCHOOLS

INSTITUTION	CAMPUS	ABBREVIATION	# OF STUDENTS
University of Toronto	St. George	UTSG	62,306
University of British Columbia	Vancouver	UBCV	52,273
University of Waterloo	Waterloo	UWaterloo	39,429
Simon Fraser University	Burnaby	SFU	33,162
McGill University	Downtown	McGill	31,511
University of Manitoba	Fort Garry	UManitoba	29,844
Concordia University	Sir George Williams	Concordia	29,746
Queen's University		Queen's	28,333
Carleton University		Carleton	27,375
University of Winnipeg		UWinnipeg	9028
University of New Brunswick	Fredericton	UNB-F	7386
University of New Brunswick	Saint John	UNB-SJ	2005
Canadian Mennonite University		CMU	1607
Collegial International Sainte-Anne		Sainte-Anne	500

Note that Collegial Sainte-Anne is the only Cegep included in the report and therefore operates at a different level and capacity compared to the universities surveyed. It is therefore included in the specific indicators where it is relevant and left out of those that do not apply.



THEMES



1.
Climate Emergency
Declaration



2.
STARS Assessment



3.
Action Plan
or Strategy



4.
Climate Justice



5.
Divestment



6.
Transportation



7.
Education



8.
Waste Diversion
& Reduction



9.
Operations

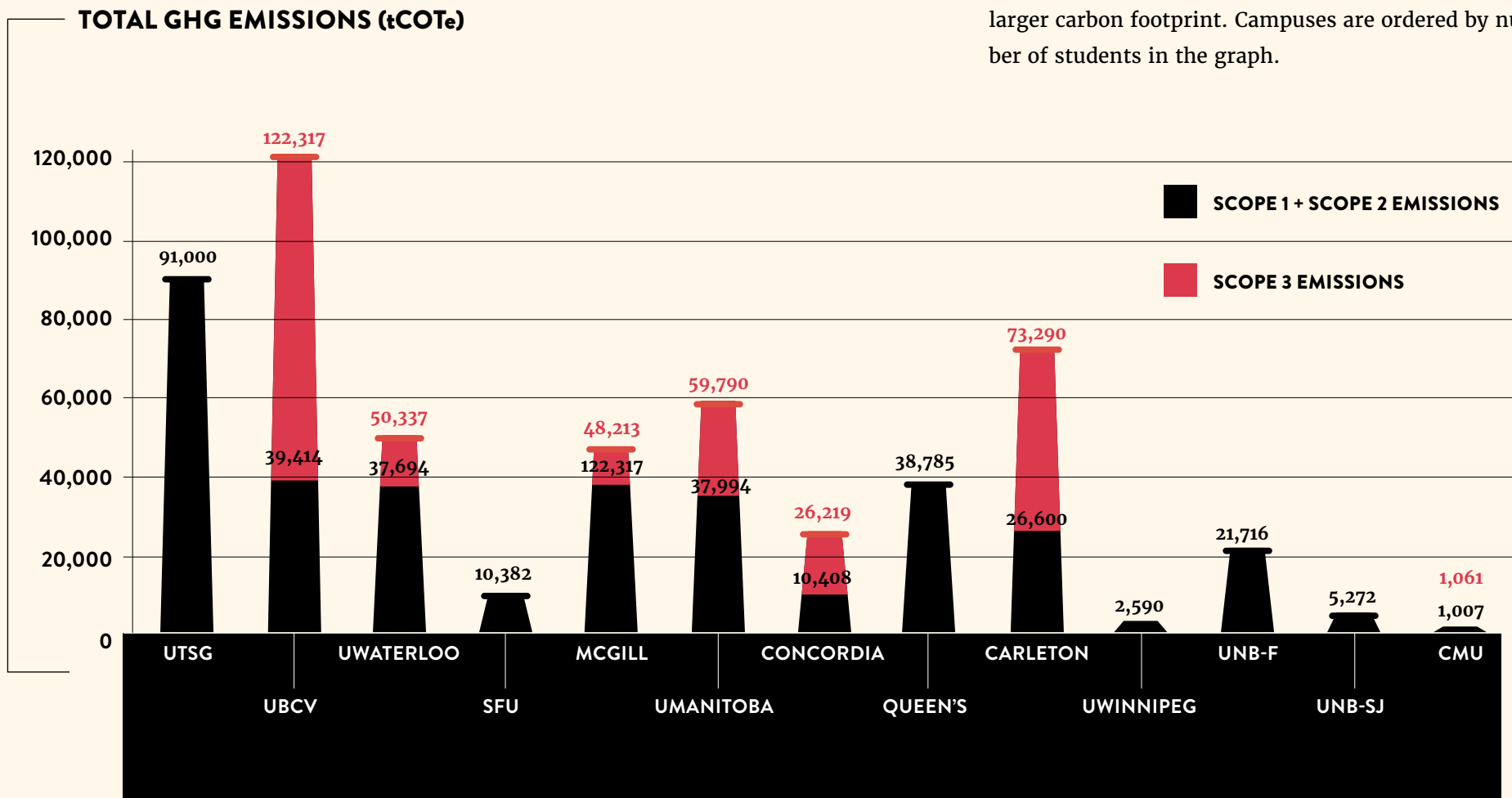


10.
Food Services



GREENHOUSE GAS EMISSIONS

Before we dive into the climate action metrics assessed, it's useful to look at each school's overall greenhouse gas emissions for context. This graph shows scope 1 and 2 emissions (direct emissions, such as from a gas boiler on-campus or from producing the electricity used to run a building) in black and scope 3 emissions (indirect emissions, such as emissions from air travel if faculty are attending conferences), where the data is available, in red. As expected, the larger schools generally have a larger carbon footprint. Campuses are ordered by number of students in the graph.



1.

CLIMATE EMERGENCY DECLARATION

The most recent report of the Intergovernmental Panel on Climate Change (IPCC) has clearly shown that we are experiencing a climate emergency: it is an undeniable fact and scientific consensus that human activities have led to an increase in the earth's average temperature and will continue to do so if no action is taken, threatening to cause the general collapse of climate systems, ecosystems and human civilization as we know it. The stakes could not be higher, and the window of time to limit the most disastrous effects is shrinking.



By declaring a climate emergency, institutions show their commitment, publicly recognizing the need for drastic action. This brings more awareness to the climate crisis and builds trust in the public regarding the reality of the issue.

It can also serve as a basis to justify strong climate action measures that the institution will then take. Five out of the fourteen schools surveyed have declared a climate emergency, each of which also committed to concrete actions alongside the declaration. Of course, a climate emergency declaration is only a symbolic gesture. It can be helpful to catalyze action, but it is not necessary for it; of the six schools that have achieved the most significant greenhouse gas emissions reductions to date, half (UNB-F, UWinnipeg, UTSG) have not declared a climate emergency.

CLIMATE EMERGENCY DECLARATION

YES: UBCV, UWaterloo, SFU, McGill, UManitoba, Concordia

NO: UTSG, UManitoba, Queen's, Carleton, UWinnipeg, UNB-F, UNB-SJ, CMU, Sainte-Anne



2.

STARS ASSESSMENT

The Sustainability Tracking, Assessment & Rating System (STARS) is a self-reporting framework to help all colleges and universities track and measure their sustainability progress, across different categories ranging from a school's curriculum to its food services. By completing the STARS assessment, schools get a score that translates into a bronze, silver, gold, or platinum rating. This assessment is a great tool for universities to keep track of their sustainability initiatives and see where improvements still need to be made. It provides incentive for progress and facilitates information sharing between the different institutions.



A majority of the universities surveyed have conducted a STARS assessment before. Those who have done assessments have achieved varying levels, with 5 schools achieving gold, 4 schools with silver and 1 school having a platinum rating.

However, several of these ratings are now expired and must be updated. The self-reporting structure means that completing the assessment requires a lot of work on the school's part, and schools who don't have sufficient sustainability staff may choose to focus their efforts elsewhere. But ideally schools should make sure to self-report frequently to make the most of the assessment and be able to properly track their sustainability metrics.

An important section of the assessment is the Investment and Finance Credit, which dives into the details of the schools financing, including if they have an investment committee to oversee investment responsibility, if their investments are sustainable, and if they are transparent about where they are investing. None of the schools have gotten the maximum score for this section, with the average sitting around 3.15 out of 8. There is still a lot of progress to be made in this domain. (See more in the Divestment indicator.)



McGill stands out as the only school to have achieved the platinum rating, and also for having the most points in the Investment and Finance credit with 6.8 points.

Has the campus completed a **STARS Assessment**?

NO

UTSG, Queen's,
CMU, Sainte-Anne

YES

SILVER

UWaterloo,
UWinnipeg,
UNB-F,
UNB-SJ

GOLD

UBCV, SFU,
UManitoba,
Concordia,
Carleton

PLATINUM

McGill

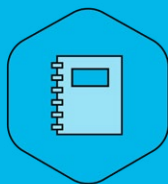
03

ACTION PLAN OR STRATEGY

To build a sustainable future on campuses, it is imperative that schools have a detailed sustainability plan in place with goals and targets to keep them on track and to hold themselves accountable. This section explores the plans schools have in place, and if they have one, how robust and ambitious it is.

Every school except for Sainte-Anne has a climate or sustainability plan put in place, an important step in the right direction. An essential element of any climate action plan is a carbon neutral target – the date at which the campus is committed to reach net-zero emissions. All of the schools except for CMU have a net-zero target in their climate action plan,; with dates ranging from 2035 to 2050. According to the Intergovernmental Panel on Climate Change (IPCC), the world should reach net-zero by 2050, a target that Canada has adopted. However, given that Canada’s per-capita emissions are nearly three times the global average, many argue that we can and should be doing much more. It’s therefore encouraging to see that most of the universities surveyed have chosen earlier dates.

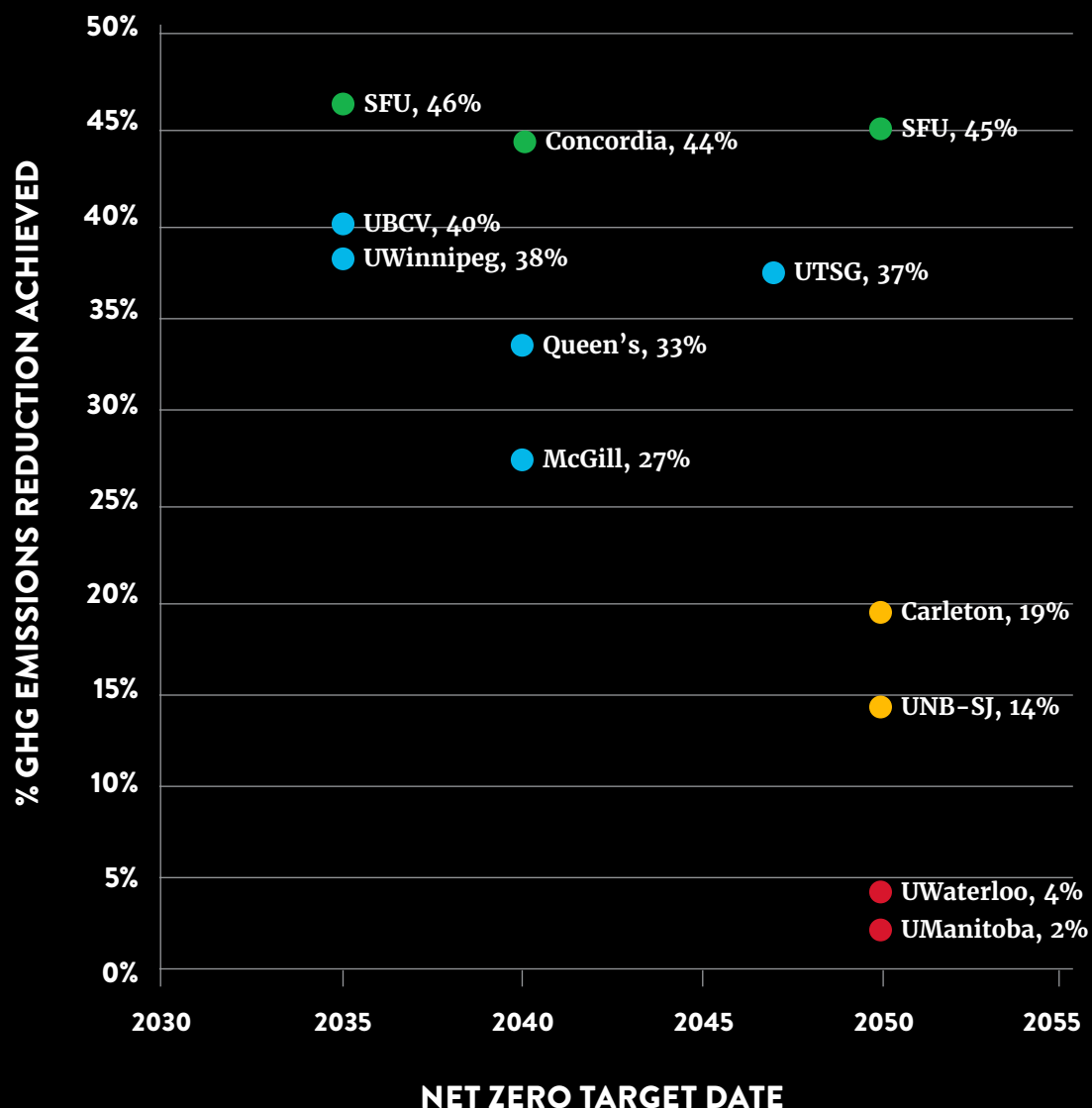
The majority of campuses also have a timeline with ongoing and precise targets, except for the University of Manitoba, which lacks a clear and concrete plan for how they will reach their net zero target, and Canadian Mennonite University, who is also lacking targets. Overall, most of the schools score well in this category with the exceptions of Sainte-Anne, the only school completely lacking a sustainability plan, and Canadian Mennonite University, the only university that hasn’t set a net zero target.



It's also important to look at the progress that has already been made to reduce emissions so far. Each campus (except Sainte-Anne who is lacking this data) measures the percentage of emissions they have been able to reduce compared to a baseline year, usually 2007. There is huge variation here, from 2% and 4% respectively at UManitoba and UWaterloo, to 44%, 45% and 46% respectively at Concordia, UNB-F and SFU.

The graph plots each school's carbon neutral target date (on the x-axis) and percent of emissions reductions achieved to date (on the y-axis), for a more complete picture that shows both ambitions and concrete action, and how the different schools measure up to each other. Schools near the top left of the scatter plot have earlier carbon neutral targets AND large emissions reductions, while schools near the bottom right have less ambitious targets and smaller reductions to date. Schools near the top right have achieved high reductions, but have less ambitious targets.

% EMISSIONS REDUCTION



* Sainte-Anne, the Cegep, is the only campus without any climate or sustainability action plan; and, while CMU does have a sustainability action plan, it is the only university which has not set a Net-Zero target date.

CLIMATE JUSTICE

Achieving sustainability is deeply intertwined with and reliant on ensuring that climate action strategies are inclusive and responsive to the needs of vulnerable communities. Climate justice recognizes that the impacts of climate change are not evenly distributed between people and places and that to build a just and sustainable future these disparities must be addressed. It is essential that marginalized groups are empowered to actively participate in decision-making processes related to environmental policies and initiatives that affect them directly.



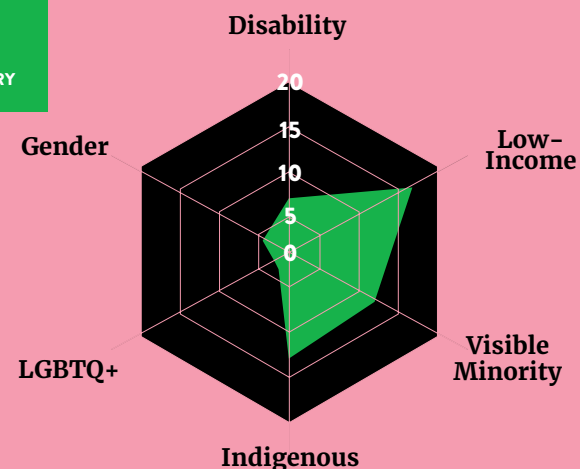
This section explores the policies, training, and scholarships offered by the schools to assess their inclusivity and efforts to build a just future where all groups of people have a voice. On a positive note, every campus has a non-discrimination policy or statement, anti-poverty programs, an accessibility office for students with disabilities, partnerships in place to support reconciliation, and policies in place to support gender equality. All but Sainte-Anne also have paid employees dedicated to human rights and equity and offer antiracism classes; all campuses provide free anti-racism training outside of class except for Sainte-Anne, UManitoba and Carleton. Furthermore, most have policies put in place to support 2SLGBTQ+ students (all but CMU). The websites of the University of Manitoba and the University of New Brunswick – Saint John did not make it clear whether they have these policies.

The number of scholarships offered to various groups varies between the schools. It is important to note that schools have different sizes and endowment funds which affects their abilities to offer financial aid. The universities assessed are strong in terms of supporting low income students with most universities having 20+ scholarships awards and bursaries available. The weakest category is scholarships for gender minorities, with only 6 schools offering any and three of them only having 1–5 scholarships. Only 7 of the universities offer any scholarships to 2SLGBTQ+ students, with 4 of these also only offering 1–5. All universities offer scholarships to indigenous students with various numbers of scholarships but with a majority offering 20+. Almost all also offer scholarships for visible minorities and for students with disabilities with various amounts of scholarships in both

categories, although overall most who do offer these scholarships only offer 1–5. Sainte-Anne offers a very limited total number of scholarships, only offering income-based financial aid but no additional identity-based scholarships.

University of Toronto – Saint George also stands out as it has the highest number of scholarships in almost every single category and scores 10 out of 10 on the justice-oriented policies and practices assessed. In a close second, Queens, Concordia and UBCV also have high numbers of scholarships and scored 9 or 10 on the policies and practices assessed. It is important to remember that larger schools with higher endowment funds have an advantage here, as they have more money to give out scholarships and to dedicate to building a more inclusive campus.

**AVERAGE # OF
SCHOLARSHIPS
PER STUDENT CATEGORY**



UWATERLOO

UWINNIPEG

CARLETON

CONCORDIA

UMANITOBA

INSTITUTION	UTSG	UBCV		SFU	MCGILL	QUEEN'S		UNB-F		CMU			UNB-SJ	SAINTE-ANNE
Non-discriminatory policy?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Are there employees dedicated to human rights & equity?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
Are there anti-racist classes?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗
Is there free anti-racism training for students?	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✗
Reconciliation policy?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗
Any partnerships to support reconciliation?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Is there support for students with disabilities?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Are there anti-poverty programs?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Policy to support gender equality?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	?	?	✓
Policy to support LGBTQ+ students?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓
# of points (out of 10)	10	10	10	10	10	10	10	10	9	9	9	8	8	6

05

DIVESTMENT

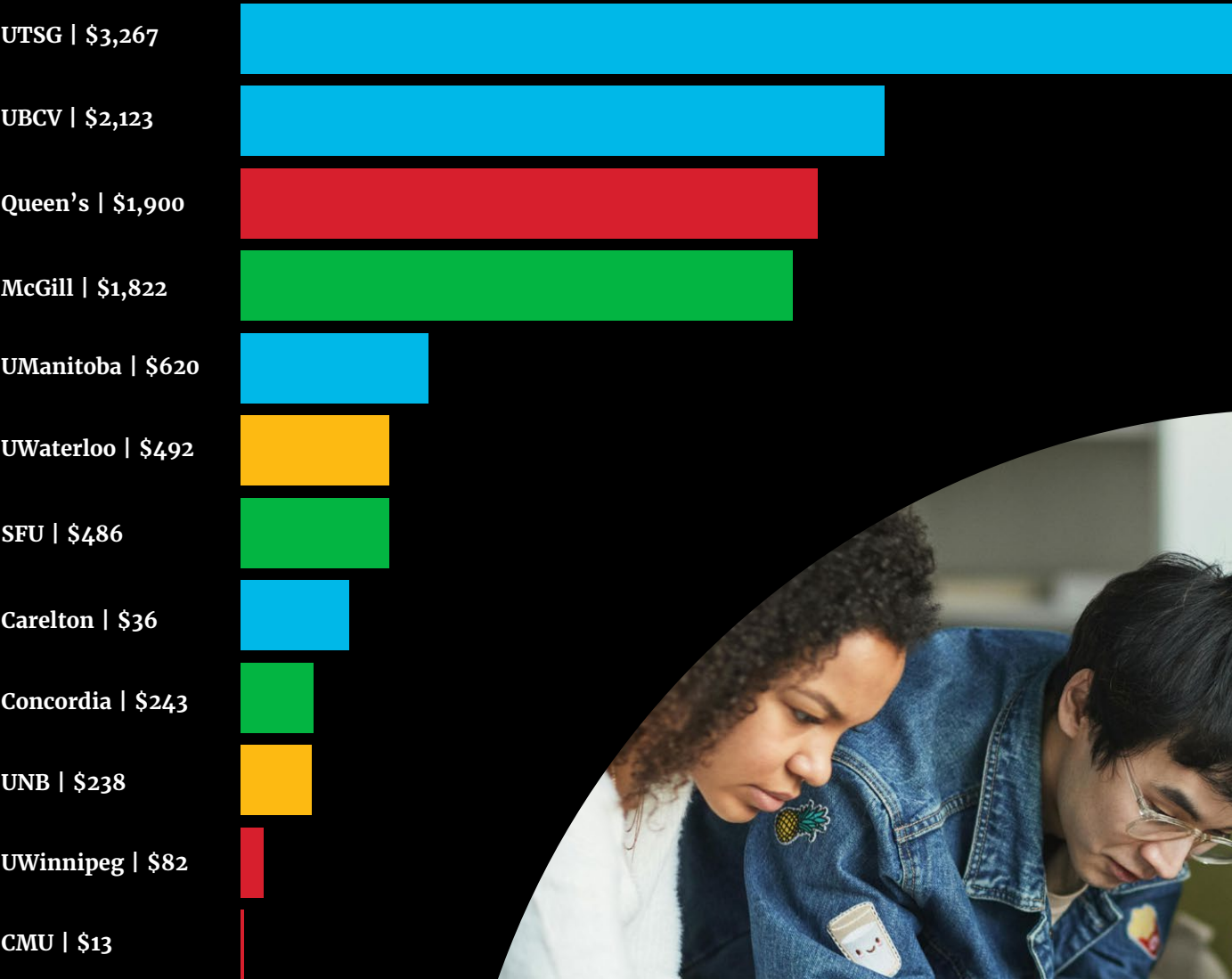
Divestment from fossil fuels involves removing and selling off investments in companies involved in the fossil fuel industry. Divestment is crucial to mitigate fossil fuel industries as it cuts off money used to support the industry and frees up funds for more ethical and sustainable investments such as in renewable energy. All universities surveyed held investments in fossil fuels through their endowment funds at one point, but there has been a recent push, especially over the last decade, for them to divest.

Notably, students have had a massive impact on the divestment movement, often campaigning for years to hold their universities accountable and apply pressure for change. This student effort has led to successes in many cases and is a prime example of the power of student mobilization. In fact, 10 out of the 13 universities have a student divestment group (all but Umanitoba, Uwinipeg and CMU). A special shout-out goes to Divest McGill, the first student divestment group in Canada. Since 2012, they have been campaigning through research, petitions, presentations, protests, disruptions, occupations and community events. After refusing to divest three times, in December 2023 McGill's board of governors voted unanimously to remove all direct fossil fuel investments by 2025!

Overall, 8 out of the 13 schools have committed to divestment, which is the majority but still leaves room for improvement. The commitment and significant progress towards divestment of several big schools with large endowment funds such as UBC and UTSG show that it is feasible. All of the schools who have committed to divestment have ongoing and tangible targets to reach their goals, but only half have published their progress towards meeting those targets. It is important to push universities not only to divest but also to make their progress accessible to students so that the changes can be tracked and used to hold the institutions accountable.



ENDOWMENT FUND (IN \$ MILLIONS)



2025

2030

2040

NOT COMMITTED
TO DIVEST



TRANSPORTATION

Transportation is another key area for climate action, representing 36% of Canada's total greenhouse gas emissions. For post-secondary institutions, transportation emissions come in some part from their own fleets (scope 1), but mostly from students, faculty and staff commutes to and from the campus (scope 2), as well as some emissions from air travel if faculty are attending conferences (scope 3). Eight of the 14 schools surveyed have data available on the percentage of commutes that are done via sustainable modes of transportation (see graph). This is an essential metric that we encourage all schools to track!

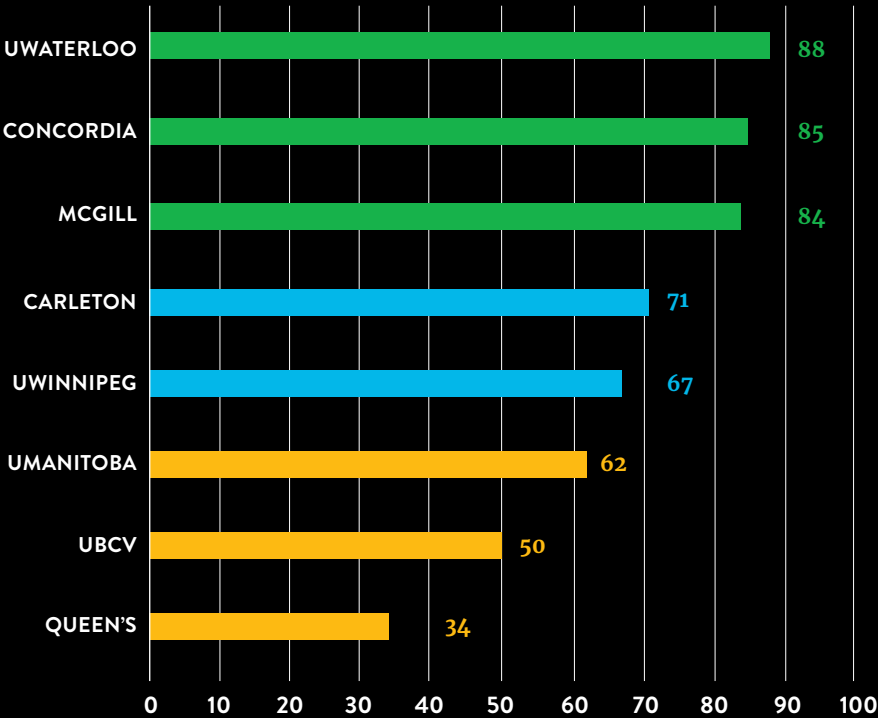


One of the best ways to reduce emissions from a commute is through public transportation. This is an option available at all of the campuses surveyed, since they each have a local bus route. At most (9/14) of the schools surveyed, students also receive a free transit pass included in their tuition. Often done through the student union, this is a great way to support students and encourage them to move around sustainably!

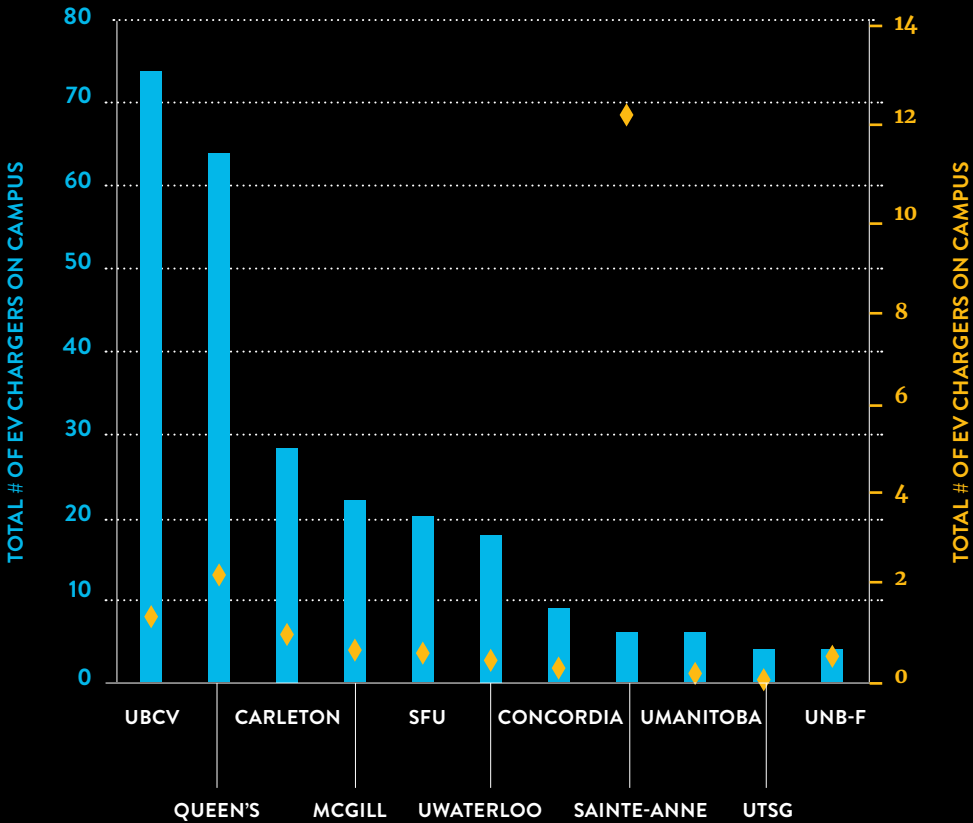
Biking is also an essential option for many students to get to school carbon-free. All schools surveyed seem to agree, as 14 of 14 have bike racks available. However, to really encourage students and staff to bike, racks need to be available throughout the entire campus, which is not the case everywhere. All the campuses surveyed except McGill, UNB (both campuses) and UManitoba have bike racks available at at least 50% of entrances (data missing for Carleton). Bike parking should also be safe – a great example is Sainte-Anne, which has a locked bike 'cage' that students access with their student card and can leave their bikes in overnight. Concordia also rents out indoor bike parking. Many campuses also have student-run bike shops, which can offer repairs (do-it-yourself or done by staff), workshops and even free bike rentals for students! A lot goes into shifting a community towards biking, from infrastructure like racks and bike lanes in proximity to campus, to bikeshare programs and a cultural shift. Sainte-Anne is taking on the issue holistically through a partnership with Vélo-Québec (a provincial advocacy organization), who will give expert advice and recommendations; we're excited to see what they come up with!

For the car trips that can't be avoided, campuses need to be thinking about how to reduce and electrify. Many (7) campuses have chosen to participate in carsharing and/or carpooling programs, such as EVO and Communauto, or dedicated channels where staff and students can coordinate carpooling. Most schools (9/14) are leading by example on electrification by including electric vehicles in their fleet. The vast majority (11/14) have also installed EV chargers on-campus. However, there is huge variation in the number of chargers, from a symbolic four for a huge university like UTSG, to UBCV's 74 charging stations.

% TRIPS TO CAMPUS VIA SUSTAINABLE MODES OF TRANSPORTATION



EV CHARGER AVAILABILITY ON CAMPUS



*Data is unavailable for UTSG, SFU, UNB-SJ, UNB-F, CMU and Sainte-Anne

EDUCATION

Educational institutions have a unique opportunity to instill an understanding of sustainability into the next generation of students through their initiatives and curriculum. A strong background in sustainability literacy allows students to grasp the science as well as social complexities behind the climate crisis and empowers them to come up with interdisciplinary solutions, no matter their focus of study. Reaching a just and sustainable future requires action on all fronts and from every perspective, making it imperative for everyone to have a basic understanding of the environment and associated problems. Education is also essential to teach students to be able to recognize greenwashing and to be able to hold corporations, politicians and others accountable.



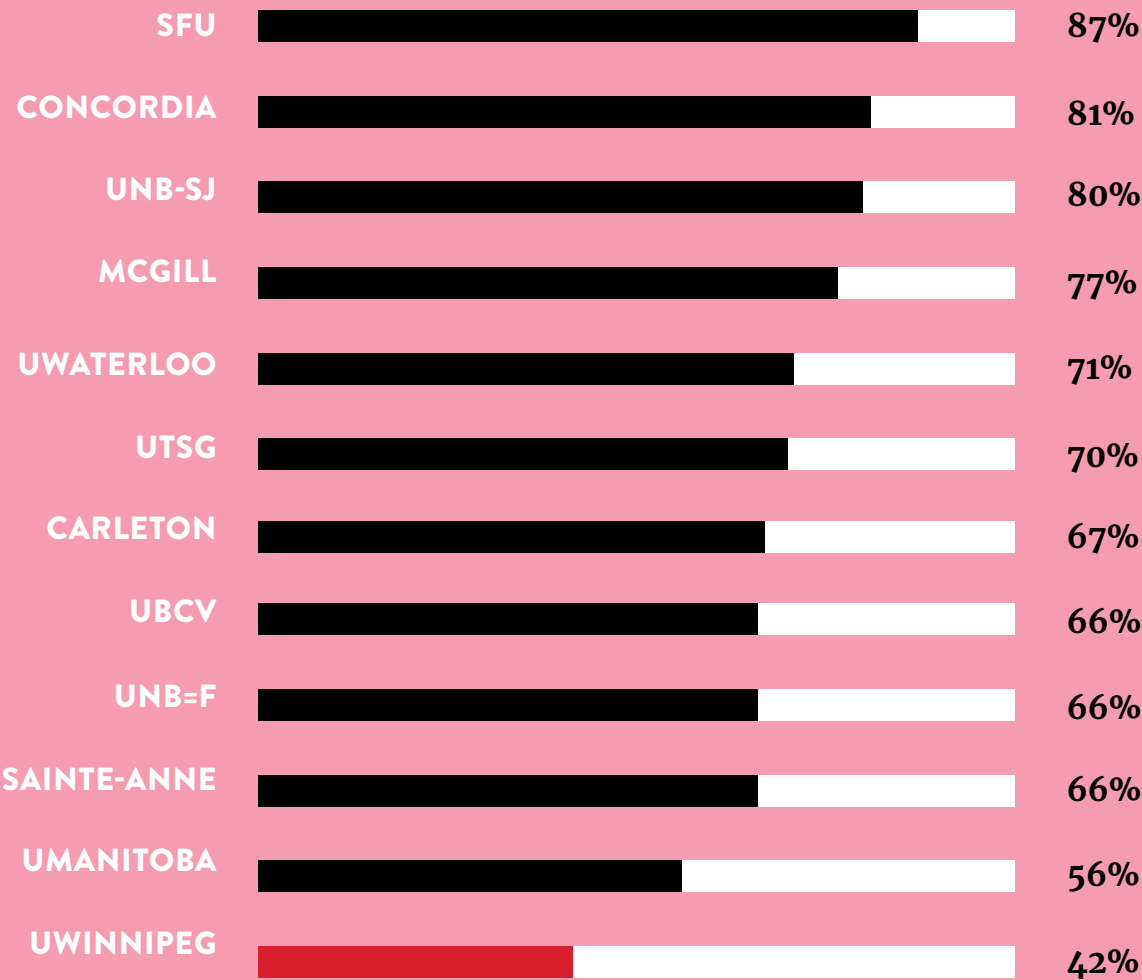
This section explores how schools are addressing sustainability education within their curriculums as well as through extracurricular programs. A strength is that all of the universities, besides UNB-SJ, offer a diversified minor/major in environmental studies or multiple sustainability courses in at least 50% of their departments. This is great as it provides opportunities for students who wish to focus on sustainability as part of their education to do so from a range of different backgrounds. However, sustainability touches every aspect of life; students should be gaining at least a basic education in sustainability no matter their program or course choices. Unfortunately, few of the schools, only 5 out of 14 (UBCV, UWaterloo, Carleton, UNB-F, UNB-SJ), have integrated or committed to integrate a sustainability literacy requirement into their curriculum. Pushing for more schools to implement sustainability requirements into their curriculums is an important step that can have a huge positive impact.

Another strength is that all the schools have active sustainability-focused committees which bring together students and faculty. This is a positive as schools are at least having discussions relating to sustainability and working together to improve. Strengthening these committees and making their thoughts and conclusions more accessible to the rest of the student body would be a great step in the right direction.



Photo credit: Keira Burton

% DEPARTMENTS OFFERING SUSTAINABILITY COURSES



*Queen’s and CMU are not included in this graph as the information on their departmental sustainability course offerings was not found

WASTE DIVERSION & REDUCTION

Educational institutions can generate immense quantities of waste from student, staff, and research activities. In particular, universities have large numbers of students living on or visiting campus each day, and offer food services for these students which plays a large role in producing waste. It is therefore important for universities to both limit the waste they produce as well as to dispose of the waste that they do generate more sustainably. These actions can help decrease the amount of waste going to landfill, and consequently reduce pollution and carbon emissions (food that degrades in a landfill environment produces methane, a greenhouse gas more than 30 times stronger than CO₂, but this is avoided when it is composted).

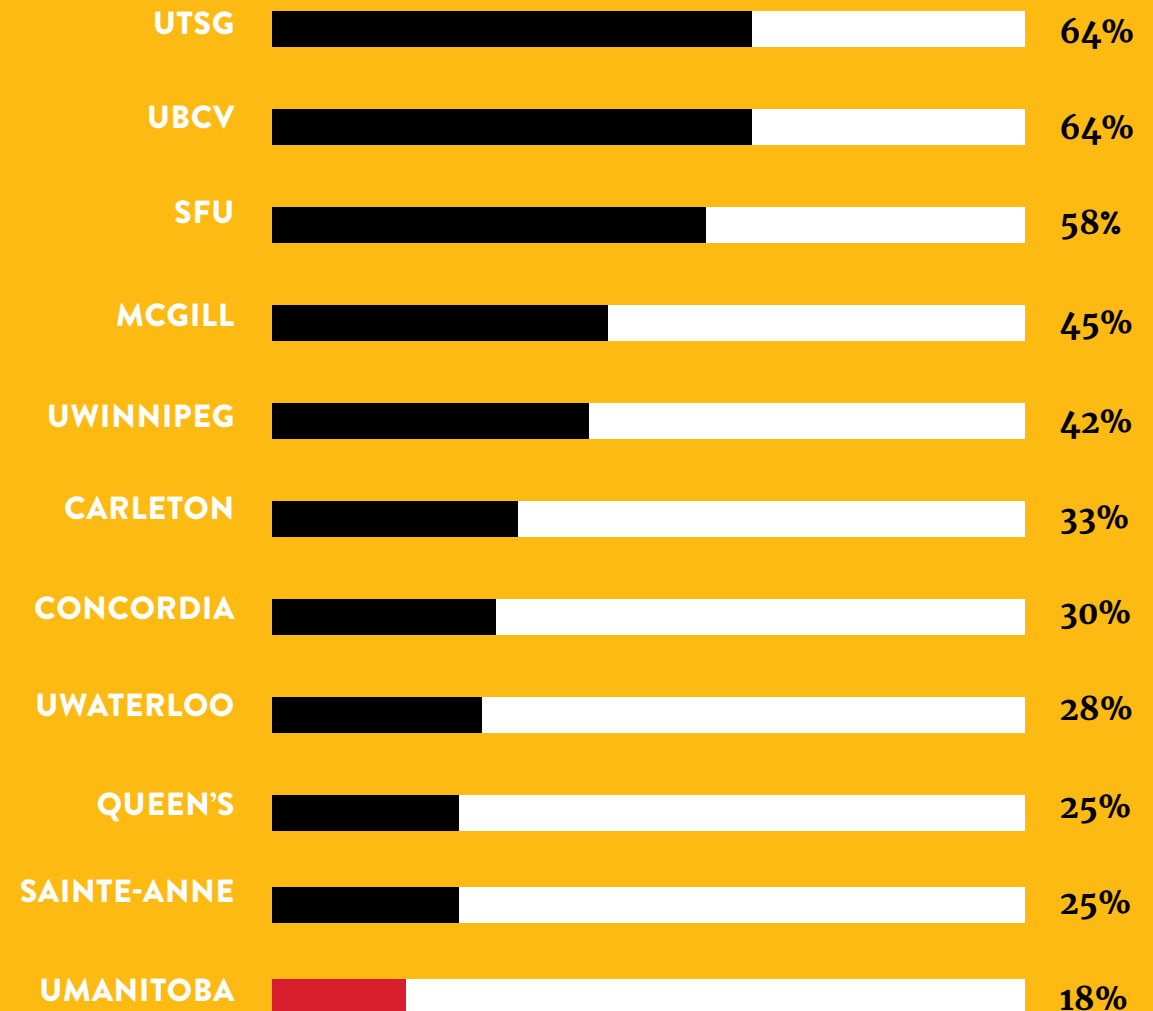


This section dives into how the different schools handle their waste. An essential metric here is the waste diversion rate, which measures the percentage of waste produced that is diverted from landfill (i.e., that gets recycled or composted). Overall, almost all of the schools have a waste diversion rate under fifty percent. Only UTSG, UBCV, and SFU have managed to go above 50%, so there is significant room for improvement on this metric. Unfortunately, UNB (both campuses), SFU, and CMU do not have information available for this metric, and should make sure they are calculating it and making it available to their communities. Out of the 9 schools who have a waste diversion rate of under 60%, 6 have plans in place to improve this. Uwaterloo, Umanitoba, and Sainte-Anne are lacking plans to improve their waste diversion rate. In particular, Umanitoba has the lowest diversion rate at 18%, and has no clear plan for improving this number.

All of the schools have recycling on site, and clear signage for how to dispose of different items. Most also offer composting bins in locations such as cafeterias and residences. University of New Brunswick (both campuses) and Sainte-Anne stand out as the only schools who do not offer compost on site. Most also sell food in compostable containers, which is even more effective when there is on-site compost. Another positive is that all the schools except for CMU and Sainte-Anne offer waste education programs and campaigns, a good way to educate students and staff and build a culture of sustainable waste management.

Of course, waste diverted from land-fill still has an environmental impact, namely from producing the food and materials that are wasted, and from the recycling process itself. Achieving a high diversion rate, while very important, shouldn't be the only goal. Institutions should first and foremost be aiming to find reusable alternatives and reduce waste at the source. One important step that six of the schools surveyed have chosen to take is banning single-use water bottles on campus. UTSG, UBC, SFU, McGill, and UManitoba don't currently have one and could benefit from the addition.

CAMPUS WASTE DIVERSION RATES



*UNB-F, UNB-SJ, and CMU are not included in this graph as their waste diversion data was not found.

REDUCE

RE-USE

RECYCLE

SCHOOL	Do cafeterias sell food in compostable containers?	Does the campus have a single-use water bottle ban?	Is there a secondhand/used bookstore?	Are there recycling bins on campus?	Are there compost bins on campus?	Are there waste education programs or campaigns on campus?
UTSG	✓	✓	✗	✓	✓	✓
UBCV	✓	✓	✗	✓	✓	✓
UWaterloo	✓	✗	✓	✓	✓	✓
SFU	✓	✓	✗	✓	✓	✓
McGill	✓	✗	✗	✓	✓	✓
UManitoba	✓	✗	✗	✓	✓	✓
Concordia	?	✗	✓	✓	✓	✓
Queen's	✓	✓	✓	✓	✓	✓
Carleton	✓	✗	✓	✓	✓	✓
UWinnipeg	✓	✓	✓	✓	✓	✓
UNB-F	✓	✗	✓	✓	✗	✓
UNB-SJ	✗	✗	✓	✓	✗	✓
CMU	?	✗	✓	✓	✓	✗
Sainte-Anne	✓	✓	✓	✓	✗	✗

OPERATIONS

The behind-the-scenes operations play a huge role in helping schools mitigate their greenhouse gas emissions, as it affects the amount of energy they need to put into keeping their buildings running, a significant chunk of their overall emissions and energy usage. This section discusses metrics covering how buildings and grounds are run, and what energy sources and systems they rely on.



One way in which schools can make their buildings more sustainable is through the Leadership in Energy and Environmental Design (LEED) certification. LEED provides a framework for efficient, energy saving and cost saving green buildings and is the world's most widely used green building rating system. Eight of the schools surveyed have at least one building that has been LEED certified at the highest level of platinum. Concordia, Uwinipeg, UNB (both campuses), CMU and Sainte-Anne have yet to achieve this and should be encouraged to make improvements. Furthermore, only 5 schools (UBC, McGill, Umanitoba, Queens, and Uwinipeg) have policies in place to indicate that new buildings should be LEED certified. UTSG, Waterloo, and SFU don't have a policy in place for new builds to be LEED certified, but still require them to be net-zero. Concordia, Carleton, UNB (both campuses), CMU and Sainte-Anne fall behind in this metric as they have neither policy. On a more positive note, the majority of schools have retrofitted buildings to make them more efficient and have green roofs, bioswales, or rain gardens on site.

Importantly, only two schools have made the percentage of their buildings that are powered by renewable energy available to the public: UBC at 62% and UNB-F at 1-29%. Data surrounding the use of renewable energy compared to natural gas needs to be both calculated by the schools and made accessible so that students have a clear picture of the energy use of their schools.

OPERATIONS SUSTAINABILITY CRITERIA



FOOD SERVICES

Universities have large numbers of students living near or on their campuses and therefore have significant power in shaping how and what their students are eating, through their cafeterias and other food options that they provide. Food habits matter as emissions from food production account for 18% of global greenhouse gas emissions, and are the largest source of methane. Hence what we eat (and offer students on campus) has a huge impact!

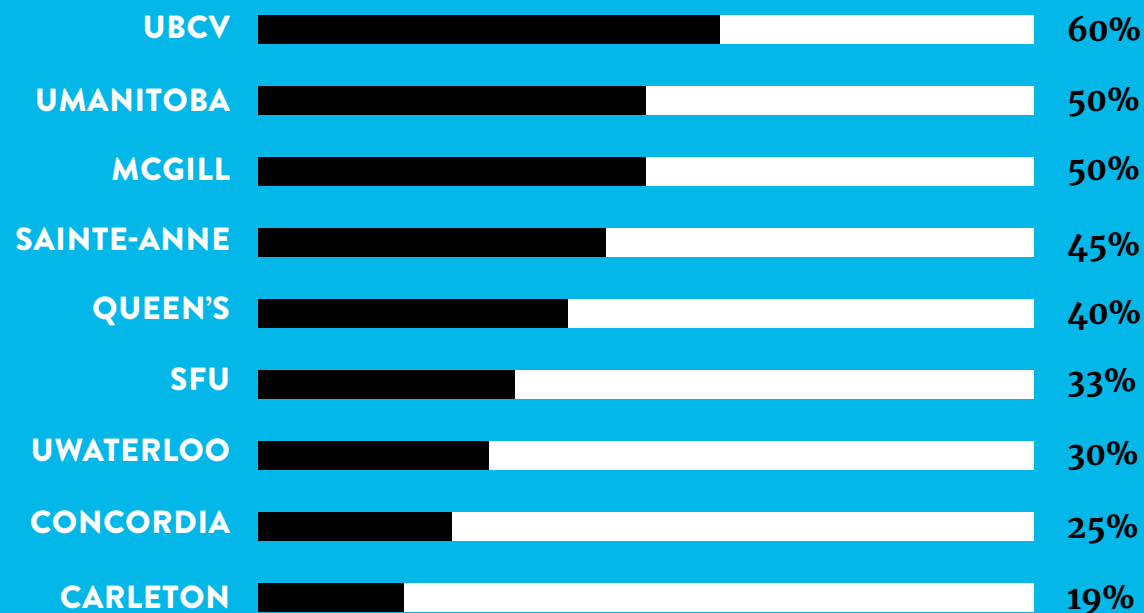


This section discusses the food services that universities offer to their students and faculty. One question we asked is whether they offer 5 or more vegetarian or vegan options to their students in residences. This is important to support students who choose to cut out or limit animal products, one of the most effective ways to have an impact on the environment. Every university besides CMU does offer 5 or more options, an overall strong number. We would encourage schools to go further, as vegan diets lead to 75% less climate-heating emissions, water pollution and land use than meat-rich ones. A great way of doing this is by sometimes offering not only an option but meatless lunch for everyone – as CMU does three times a week.

Another important factor is the percentage of food that is locally sourced. There are huge variations here, with UBC leading the way at 60% and UManitoba last with only 19%. Notably, five of the schools lack any information on this at all. There is therefore lots of work left to do on this metric, both encouraging schools to provide more locally sourced food and holding them accountable to calculate this percentage and make it easily accessible to students. It is important to be aware as well that the ease with which schools can source food locally also depends on their locations and whether or not they have a farm or agricultural program.



% LOCALLY SOURCED FOOD



*UTSG, UWinnipeg, UNB-F, UNB-SJ, and CMU are not included in this graph as their % Locally Sourced Food was either unavailable or not found.

UNIVERSITY OF
British Columbia

Queen's
UNIVERSITY

UNIVERSITY OF
CONCORDIA

INSPIRATION SPOTLIGHT

**SIMON
FRASER**
UNIVERSITY

UNIVERSITY OF
WINNIPEG

UNIVERSITY OF
TORONTO
SAINT GEORGE

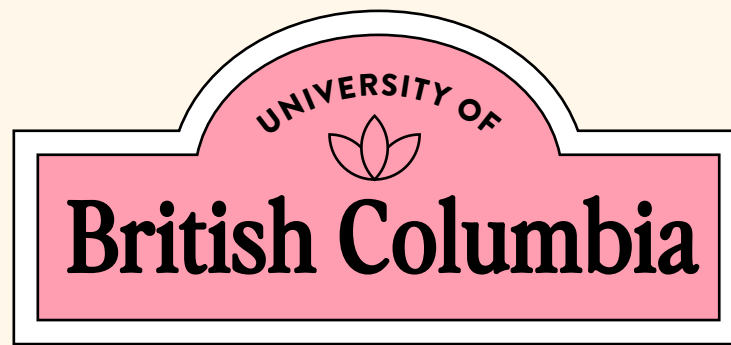
CANADIAN
**MENNONITE
UNIVERSITY**



For the fourth straight year, Queen's has secured a top 10 spot in the Times Higher Education (THE) Impact Rankings, finishing eighth globally and second in North America out of more than 2,100 institutions from 125 countries. It is the only Canadian university to achieve this milestone since the rankings launched in 2019. The Impact Rankings measure how well universities advance the United Nations' Sustainable Development Goals. These 17 goals were established by UN member nations in 2015 to end poverty, protect the planet, and ensure peace and prosperity for all by 2030.

Queen's submitted over 400 pieces of evidence for evaluation by THE adjudicators, contributed by over 50 Queen's departments and units. THE's evaluation analyzes this evidence using 100 metrics and 220 measurements to judge overall performance, including research output related to SDGs.





UBC was the first Canadian university to adopt a sustainable development policy in 1997, and the first to open a campus Sustainability Office in 1998. They have one of the most ambitious climate action plans, committing to reach net-zero by 2035, and have already achieved a 40% reduction. While collecting data, we were also impressed by how easily available everything was on UBC's sustainability dashboard. **Check it out at sustain.ubc.ca/dashboard/ !**



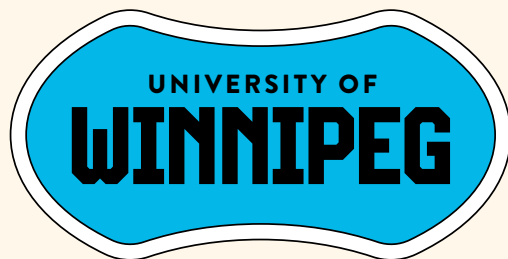
Universities have the power to change the world through their research. SFU is taking this a step further with ACT – Action on Climate Team, the first and only university-based think tank dedicated to low-carbon resilience and nature-based solutions in North America. ACT ‘[takes] action on climate change from scholarship to practice and back’ by collaborating with different sectors to put climate solutions into place. **sfu.ca/act.html**



Concordia University Foundation has not only committed to fully divest from fossil fuels, it is aiming to have a positive impact through its investments. The fund has mapped out their current portfolio according to a matrix developed by Impact Management Platform. They are aiming for 100-0-10: 100 percent sustainable investments, zero investments in the Carbon Underground 200 list of fossil fuel companies, and ten percent mission-related impact investments that are actively contributing to solutions across 6 themes: youth, climate, local, indigenous, community and education.



UofT is partnering with Canada Infrastructure Bank to take on deep energy retrofits at the Saint George campus, replace gas boilers with electric, and produce its own renewable energy. UofT is the first academic institution to take advantage of the infrastructure bank's Public Retrofits Initiative, which offers financial support for building retrofits to achieve significant energy savings from infrastructure owned or managed by the public sector.



UWinnipeg is leading on waste, as the first university in Canada to ban the sale of bottled water! In 2007, UWinnipeg was also the first to offer composting. The school currently has a diversion rate of 42% – 5th place in our ranking, but still with room to improve.



CMU has had a student-run farm since 2008! The farm works in collaboration with the cafeteria to serve produce for students and staff.





NATIONAL CLIMATE LEAGUE

CAMPUS
EDITION



**The Climate
Reality Project®**
CANADA

50 Saint-Catherine Street West, suite 360
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