

Sustainability

PLAN



Sustainability at Camosun

2018/19 – 2021/22

Acknowledgement of Territory

We acknowledge with respect the Lkwungen and W SÁNEĆ peoples on whose traditional territory the college stands, and the Songhees, Esquimalt and W SÁNEĆ peoples whose historical relationships with the land continue to this day. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Forward



“Camosun’s vision defines an optimal future for the college. It gives us guidance and inspiration about what we will focus on achieving. It builds on our hope of what we can become. Ours is simple. It encompasses the community college’s role in transformative education and highlights the mutual partnership of the learner and facilitator while speaking to a process in which learning in all its forms challenges the status quo, both institutionally and personally”.

Strategic Plan 2016-2021

Sustainability for the Environment and Society is one of Camosun’s key strategic Corner Posts. In the face of complex, uncertain and urgent global challenges, we have a shared responsibility to act. Camosun will be part of the solution and we are actively working to embed holistic sustainability values and principles into the overarching strategy of the College.

I am pleased to present Camosun’s **Sustainability Plan 2018 to 2021**, a culmination of efforts from a large and diverse team of students and employees from across the College. This Plan reflects Camosun’s identity, as well as best practices and thinking around sustainability. This is an inclusive plan that outlines College’s priorities, defines targets and action plans, and identifies long terms aspirations. It charts an attainable path forward over the next three years, affirming our commitment to the longer, ambitious journey of sustainability.

Our ultimate goal is that students’ experiences at Camosun inspire and motivate them, and that, when they go on to graduate, they stride confidently into their future with an ambition to be a positive change in their community and the world.

I want to extend my appreciation for the hundreds of individuals who contributed from across many disciplines and backgrounds. Thank you all for embracing our collective vision that encompasses our role in transformative education. This is our plan today. It resonates with who we are, in this place, in this time. We look forward to evolving with it into the future.

A handwritten signature in blue ink that reads 'Sherri Bell'.

Sherri Bell
President

Acknowledgements

We would like to thank all the great people who are part of the Camosun College community for their time and efforts in developing our Sustainability Plan, and for the thoughtful, proactive contributions made by our students and employees in their day-to-day lives.

Sustainability is a journey. We are grateful to those who accompany us on this journey, and to those who have enabled us to be here in the first place. The path ahead is shaped by our collective history and cultures, the actions of the past, and our present-day decisions, behaviours and hopes. We acknowledge the individuals and groups who, despite the uncertainties and unanswered questions, believe that their gestures and actions have significance now, and for the seven generations down the road.

At our college, we are committed to educating and enabling our students on this important topic. The hope and optimism of our students inspires us in this work. We thank you for that. We will embody sustainability in our own operations and relationships – to be accountable to the past, the present, and tomorrow.



“What I like most about change is that it’s a synonym for “hope.” If you are taking a risk, what you are saying is, “I believe in tomorrow and I will be part of it.””

Linda Ellerbee, journalist

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I. Life-changing Learning

At Camosun, our vision is to inspire life-changing learning.

“Camosun” is a Lkwungen term (language of the Songhees and Esquimalt peoples) meaning *where different waters meet and are transformed*. Our name signifies the strong connection we have to this place, its history and its communities.

Sustainability is a corner post of Camosun College’s *Strategic Plan*. The goal is to provide leadership and support on key social, environmental, and economic issues impacting the college. Camosun’s four strategic corner posts are:

1. The Student Experience
2. An Engaged Community
3. Innovation and Creativity, and
4. Sustainability for the Environment & Society.

These strategic posts guide Camosun’s work to enhance and create life-changing learning opportunities for students. Across the College we collaborate on these complimentary priorities; our work reflects a shared commitment to our students and our broader community.

Sustainability is an increasingly important topic for society, driven by a growing sense that we cannot continue to sustain the direction in which we are headed. The holistic approach to sustainability builds upon the college’s strategic priorities and values.

Camosun’s values are:

- Lifelong learning
- Positive and supportive student experiences
- An inclusive community
- An environment of respect and safety for all
- Our relationships with one another
- Indigenization¹

College values reflect a common understanding and a guideline for how we relate to students, and are a positive reflection of what is at our core and what the college does in practice.

¹ Indigenization is the process through which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures of the institution. Its goals are to make Camosun as welcoming and relevant to Indigenous learners as it can be, and to prepare non-Indigenous students, graduates and employees to better understand, live alongside of, and work with Indigenous peoples.

II. Introduction

Sustainability is important to Camosun students, employees, across our organization, and the broader community. The *Sustainability Plan 2018 - 2021* identifies a three-year path towards a longer-term vision and aspirations. It builds on the efforts and dedication of a diverse team of students and employees across the College over many years.

This is Camosun's plan; it reflects the College's identity – who we are, what we value, and our vision for inspiring life-changing learning. The leadership on sustainability is in the context these strengths. The priorities and actions in this plan reflect an extensive consultation process (with a particular focus on student involvement), and discussions over the last year. Students are at the centre of everything Camosun does, and they are at the heart of this plan. Students place a high value on sustainability and are keen on challenging and motivating the college to continuously adapt and improve its approach.

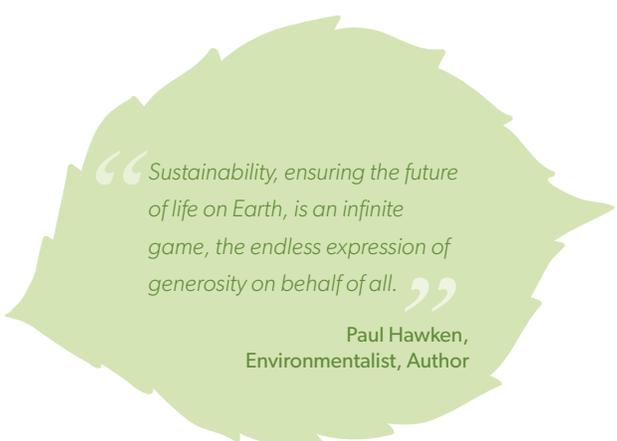
Sustainability is embedded into the values, expectations and lifestyles of our students. As an institution, Camosun aspires to “walk the talk” through our operational and administrative practices and policies. More importantly, as a college, we will strive to educate, enable, and empower the leaders of tomorrow.

What is Sustainability at Camosun?

A simple dictionary definition of sustainability is the “capacity to endure.” It strives to meet the needs of the present without compromising the ability of future generations to meet their own needs. This requires a broader view beyond recycling and “being green.” A holistic definition of sustainability includes **environmental, economic, socio-cultural considerations** like human and ecological health, diversity, social justice, and the consumption of resources.

Sustainability asks us to:

- **Consider the long term:** strive to ensure we do not take or use more resources than what we need; and leave a healthy earth and resilient communities for future generations.
- **Connect people and ideas:** fostering relationships, respect, and a deeper understanding of differences, problems, and solutions that lead to a better future.



“Sustainability, ensuring the future of life on Earth, is an infinite game, the endless expression of generosity on behalf of all.”

Paul Hawken,
Environmentalist, Author

III. Camosun Sustainability Timeline 2012-2018

Camosun developed this plan via a comprehensive consultation process that started in fall 2017 and lasted through to spring 2018. However, the college’s sustainability work and commitment has spanned many more years than that. This is a brief timeline of sustainability at Camosun since 2012.

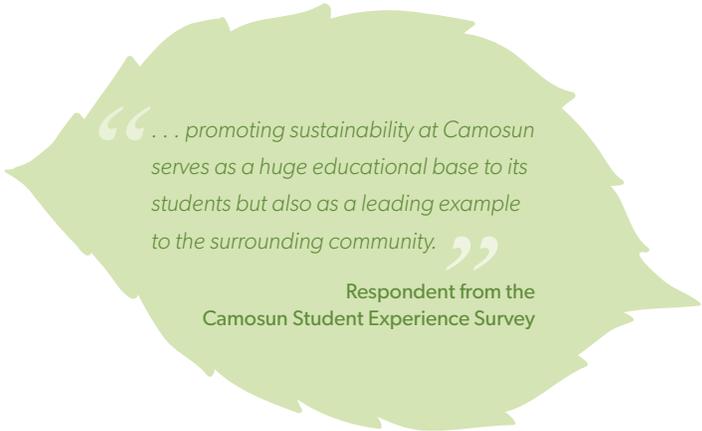


IV. Consultation - Highlights of What We Heard

Through the Sustainability Plan Refresh process of 2017/18, Camosun solicited a wide array of feedback from our campus population through student engagement, face-to-face conversations, student and employee surveys, workshops and interviews. The Camosun College Student Society, Student Sustainability Director and the co-op student hired by Ancillary Services, provided immense support in communicating to students and were active, valued contributors in the entire process.

Throughout the consultation, students and employees expressed a desire for Camosun to take bold and proactive leadership on sustainability, and demonstrated a readiness to become more engaged themselves. We also heard Camosun positively influenced the understanding of sustainability in many of our students². Similarly, the college has much to learn from our intelligent, creative and insightful student population.

The college community supports a holistic approach toward sustainability, with both students and employees placing a high value on environmental, social and cultural priorities. Through the consultation process, students and employees identified the following **seven key priorities** inextricably linked to sustainability for Camosun over the next three years:



Priority	Response
Energy & Emissions	Sustainability Action Plan (including aspirations, KPIs, 3-year goals)
Waste & Recycling	
Food	
Transportation	
Indigenization	Integrated Priorities (sustainability actions will support and complement the College’s actions)
Equity, Diversity & Inclusion	
Wellness	

² From the 2017 Student Experience Survey, almost 50% of respondents indicated Camosun shaped their understanding and actions with respect to sustainability.

Camosun's Student Sustainability Survey garnered over 1,700 responses. The following identifies some of the key insights from students coming out of the survey:



Students say it is important that Camosun reflect sustainability as a value.



Students say that sustainability is connected to their own values.



Students feel that learning about sustainability will broaden their experience in solving real world problems.



Students would like to learn more about sustainability while studying at Camosun.



Students view sustainability issues as relevant to their future careers.

The **importance of innovation and education** for sustainability also emerged as priorities through the student survey. In particular:

- Approximately 40% of students identified investment in new technologies to reduce environmental footprint as a key sustainability priority for Camosun. This speaks to the importance and value that students place on innovation – both operationally and a learning perspective.
- Another 66% identified “sustainability learning and courses” or “real-life sustainability projects” as key priorities. This aligns with Camosun’s values around service to the community; relevant, applied learning; and how we integrate education into the delivery our sustainability priorities.

V. Camosun's Sustainability Vision and Priorities

Sustainability is a strategic corner-post for the college, and reflects Camosun's vision of inspiring life-changing learning. Sustainability supports our role in transformative education, in which learning in all its forms challenges the status quo - both institutionally and personally. Camosun's *Sustainability Plan* supports the college's mission to build a better future for our community with relevant, innovative and applied education.

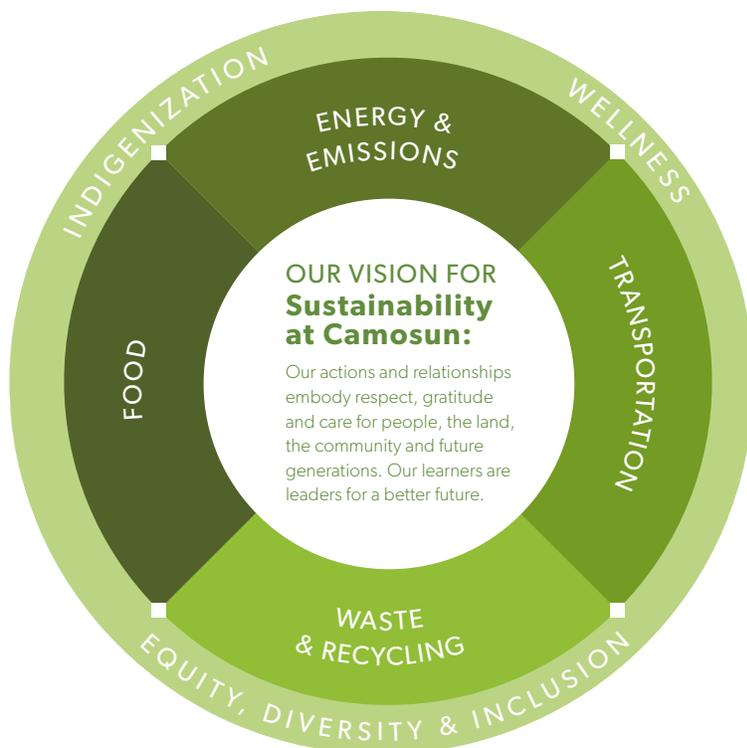
Our vision for sustainability at Camosun

Our actions and relationships embody respect, gratitude and care for people, the land, the community and future generations.

Our learners are leaders for a better future.

Camosun Sustainability: Action Plans and Integrated Priorities

The college will provide leadership and support on key social, environmental and economic issues impacting the college. **Seven key sustainability priority areas** highlighted through the consultation and engagement process are a starting point for Camosun's work ahead, not just in the next three years, but also for the long term. As key opportunities or challenges arise, the approach will be flexible and adaptive.



Sustainability Action Plans

College-wide workshops and action planning sessions focused on the following four sustainability priority areas. These sessions articulated long-term aspirations, key performance indicators, three-year goals and actions. Camosun will build upon work to date, collaborate across departments and schools, and engage students wherever possible.



Energy & Emissions

Leadership on energy through significant emission reductions, modeling energy efficient buildings, and educating the future renewable energy experts of BC.



Waste & Recycling

Engage the entire campus population on the collective challenge and responsibility to achieve zero waste.



Food

Foster a deeper relationship with sustainable food systems through services, education and awareness programs, and community engagement.



Transportation

Improve the environment, human health and equity through sustainable transportation planning, programs, and infrastructure.

Integrated Priorities

In addition to the above, the college community identified the following priority areas as important to its overall sustainability approach. These priorities will be holistically integrated across the college, and sustainability actions will support and complement them wherever relevant.



Indigenization

Ongoing learning from Indigenous ways of knowing, being, doing and relating. Fostering respectful relationships with the land, each other and seven generations into the future.



Equity, Diversity & Inclusion

Support diverse and inclusive sustainability programs and actions; promote awareness of the social and cultural dimensions of sustainability.



Wellness

Support the wellness of Camosun students and employees, and the fundamental relationship that wellness has to a healthy campus and surrounding community.

How we will do it – Students at the heart of our work

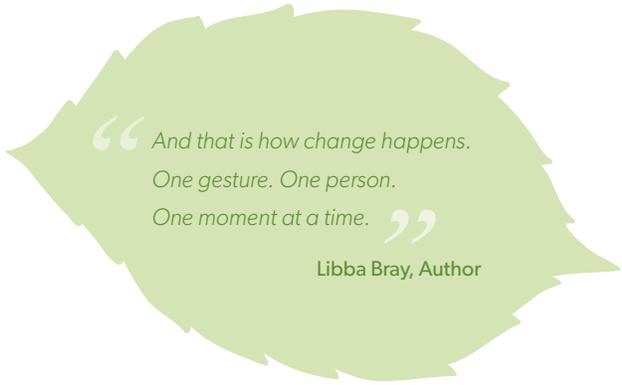
Student engagement and feedback has been critical to informing this plan – not just *what* sustainability priority areas we will focus on, but also *how* we will approach these areas of work.

As it relates to the college’s sustainability approach, students expressed a desire for more:

- special events and activities
- integration with courses and applied learning
- sustainable campus operations (and awareness building to help students play their part)
- online information

These focus areas have been emphasized when determining actions and initiatives within each sustainability priority area.

As Camosun implements the plan, the College will continue to work alongside with students through the Camosun College Students Society, clubs, classes and individuals to ensure that students are at the heart of our work.



“ *And that is how change happens.
One gesture. One person.
One moment at a time.* ”

Libba Bray, Author

a. Sustainability Action Plans



Energy and Emissions

For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.³

Where Are We Today?

Camosun is committed to reduce the amount of energy we use, to meet its provincially mandated carbon neutral requirements and provide opportunities for graduates to thrive in the growing renewable energy sector. Facilities Services, Office of Sustainability, Schools, as well as external partners work together to improve performance in this area. Facilities Services oversee energy management at the college and works with the Office of Sustainability to promote energy efficiency. Schools provide education related to energy and, collectively, departments seek ways to integrate these efforts into the student experience at Camosun.

Table 1: Camosun GHG Emissions Data (tonnes of CO2 equivalent)

	2010	2011	2012	2013	2014	2015	2016	2017
Total Emissions	2034	2084	1843	1771	1442	1608	1586	2058 ⁴

Highlights of Current initiatives:

- The new **Centre for Trades Education and Innovation** received LEED® (Leadership in Energy and Environmental Design) Gold certification and the new **Centre for Health & Wellness** is being built to the same standard.⁵
- Facilities Services regularly identifies numerous **retrofit opportunities** to improve energy efficiency. From 2007 - 2017, Camosun has reduced its GHG emissions by 31%⁶. Through the provincial Carbon Neutral Capital Program, Camosun is able to direct funding to capital investments dedicated to reducing energy costs, demonstrating clean technology and lowering carbon emissions.
- Camosun currently has **seven electric vehicle charging stations** at Interurban campus.
- With support of Creativity and Innovation Funds, a **4 kW solar photovoltaic (PV)** array on top of the Facilities Services Building to feeds into the grid and offsets charging of grounds equipment and electric vehicles.
- Six functional **solar thermal systems** on the John Drysdale building offer tangible energy consumption offsets and integrate with teaching/learning in the School of Trades and Technology.
- Camosun offers a **variety of educational opportunities** related to renewable energy⁷.

³ "Energy," Campus Sustainability Hub, AASHE, <https://hub.aashe.org/browse/topics/waste/>

⁴ The increase in emissions in 2017 is related to an increase in natural gas consumption in buildings. Please see the Carbon Neutral Action Report 2017 for details: <http://camosun.ca/sustainability/documents/cnar-camosun-2017.pdf>

⁵ LEED® (Leadership in Energy and Environmental Design) is a green building rating system that enhances performance in a variety of areas including energy and water efficiency, storm water management, indoor environmental quality, materials usage, etc.

⁶ GHG emissions in 2007 were 2694 tonnes (CO2e)

⁷ See <http://camosun.ca/sustainability/operations/energy.html> under the "Solar Technology" tab

Where Are We Going?

Long-Term Aspirations

Camosun will achieve the following with respect to energy and emissions by 2050:

- Greatly reduced its **greenhouse gas (GHG) emissions** to 80% below 2007 levels⁸.
- Its **buildings** model energy leadership and are powered by 100% renewable energy.
- Is **training, retraining and educating** the future renewable energy experts of BC.

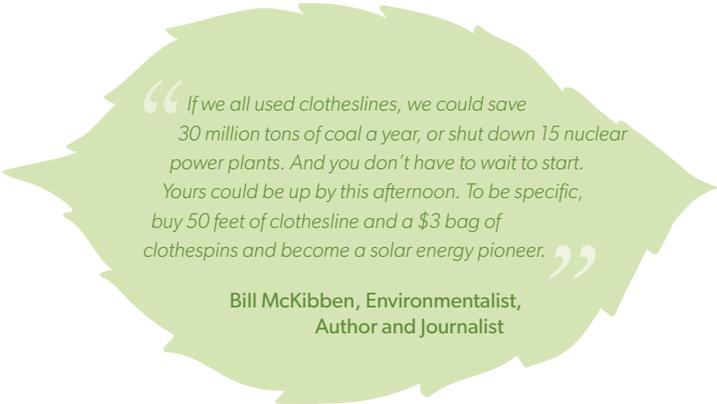
Key Performance Indicators

- **Total GHG Emissions**
- **GHG Emissions per campus user / per square foot.**
- **Energy sources** (i.e. how much is purchased from BC hydro, how is on-site renewable generated)

Three-Year Goals

By the end 2021, Camosun will have:

1. **A formal Energy Management Plan** supported by an **Energy Manager**⁹.
2. Established an **Energy Savings Revolving Fund** where savings from reduced energy use can fund further sustainability initiatives.
3. Established **monthly and annual resource consumption** reporting in all buildings through smart meters for electrical, gas, water and hydro.
4. Developed and launched a **one-year advanced diploma program** in renewable energy.
5. Develop **capstone projects** with a focus on interdisciplinary learning and sustainable energy.



“ If we all used clotheslines, we could save 30 million tons of coal a year, or shut down 15 nuclear power plants. And you don't have to wait to start. Yours could be up by this afternoon. To be specific, buy 50 feet of clothesline and a \$3 bag of clothespins and become a solar energy pioneer. ”

Bill McKibben, Environmentalist,
Author and Journalist

⁸ Consistent with international, federal, provincial and municipal commitments and directions. Included in this, the Paris Accord (an agreement reached at the 21st Conference of the Parties (COP21) held by the United Nations Framework Convention on Climate Change (UNFCCC)) sets a target to limit global warming to 1.5 degrees Celsius.

⁹ Necessary to achieve the long-term aspirations. The Energy Plan will include metrics, as well as initiatives related to energy and water reduction, implementation of renewable energy, integration with learning, student engagement opportunities, and considerations for climate adaptation and resiliency.



Waste and Recycling

“Waste reduction mitigates the need to extract virgin materials from the earth, such as trees and metals. Reducing the generation of waste reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Source reduction and waste diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.”¹⁰

Where Are We Today?

Camosun is committed to reducing the amount of waste produced on campus. Facilities Services oversee daily waste management operations on campus, working with the Office of Sustainability to increase awareness and engagement to optimize recycling and composting on campus. Additionally, Camosun contracts private companies to remove waste and recycling from campus and collect organic materials for compost.

In 2016, Camosun’s waste diversion rate was approximately 32%. However, the majority of “waste” can actually be recycled if diverted to the appropriate recycling or compost stream. Contamination of recycling and compost streams is a significant issue that prevents the College from achieving a higher diversion rate.

Table 2: Total Waste and Diversion Rates

Stream	Amount in Tonnes	Percentage
Waste	395.7	68.5%
Recyclables	116.3	20%
Organics	63.4	11%
Soft Plastics	1.8	0.5%
Total	577.2	100%

Highlights of Current Initiatives:

- Camosun College provides **recycling and composting bins across campus** for food waste, organic waste, recyclables and other acceptable products.
- **Signage** indicating what types of materials are suitable for the different recycling and composting bins are located at most waste and recycling areas.
- **Aramark**, the college’s food service provider, has a policy that encourages its suppliers to take back and reduce its **packaging waste** and is engaged in a **food waste management** program (LeanPath) that resulted in a 29% (687 kg) reduction in food waste in 2017.
- Camosun’s **Culinary Program** maximizes food use; any remaining kitchen waste and leftover food is composted. Fats, oils and grease are also collected and recycled. Take-out containers are compostable. Food containers are often reused, recycled or go to the college’s gardeners.
- **“Campost,”** a worm composting enterprise launched through the Employment Training and Preparation Program, teaches students skills and help to turn food waste into useful materials.

¹⁰ Waste,” Campus Sustainability Hub, AASHE, <https://hub.aashe.org/browse/topics/waste/>

Where Are We Going?

Long-Term Aspirations

Camosun will achieve the following with respect to Waste and Recycling by 2030:

- Supports **engagement in waste reduction** (through applied learning, awareness campaigns, events, curriculum, etc.)
- Achieved **90% waste diversion** by taking a multi-pronged approach.
 - This includes a procurement policy that encourages source reduction and supplier responsibility, closed loop systems on our campuses¹¹, and on-site sorting of recycling and waste to optimize diversion rates.

Key Performance Indicators

- Volume of waste, percentage and cost of waste diverted, and percentage of waste contaminated with recyclables.

Three-Year Goals

By the end of 2021, Camosun will have:

1. A **waste management plan** focused on operational solutions, and supported by annual waste audits.
2. A **communications and engagement** plan for waste reduction and recycling.
3. A **centralized transfer station** at Interurban campus with post-collection sorting.
4. A **procurement policy** and supporting procedures to encourage source reduction and supplier responsibility.
5. A **bio-digester** in place at Interurban campus.



“ The linear “Take – Make – Dispose” system, which depletes natural resources and generates waste, is deeply flawed and can be productively replaced by a restorative model in which waste does not exist as such but is only food for the next cycle. ”

Ellen MacArthur, sailor, charity founder and champion for a circular economy

¹¹ Systems where waste from one system acts as inputs for another system. For example, where food and compost processing generates power and high-grade soil while contributing significantly to diversion.

Food

Modern industrial food production often has harmful environmental and social impacts. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems. Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.¹²

Where Are We today?

Camosun currently delivers food offerings in two ways: a contract with Aramark and through three academic programs.

- **Aramark** delivers food services to both campuses. At Lansdowne, it operates the Campus Cafe and By the Books coffee shop. At Interurban, Aramark operates the Urban Diner, Java Express and the Trades Café. Aramark also provides a broad range of catering options and brings food trucks to both campuses from September to April.
- The **Culinary Arts Program** operates the Interurban Cafeteria. Students in Camosun's Professional Cook Training program prepare meals and provide on-campus catering. The Culinary Arts program has made a commitment to sustainability and to operating as a Living Lab.
- **Hospitality Management Program** operates the Dunlop House Restaurant at Lansdowne. The public restaurant features bistro style dining using locally sourced, organic, and sustainable offerings.
- **Employment Training and Preparation program** provides its students with practical, entry-level kitchen skills through hands-on learning and campus-based work experience, including food sales.

Highlights of Current Initiatives

- Aramark's "**Green Thread**" program includes local purchasing (currently 53% provincial and 89% Canadian), responsible sourcing, waste minimization and recycling, tray-less dining, transportation management and fryer oil recycling.
- The **E.A.R.T.H. Gardening course**, part of the Employment Training and Preparation Program, has engaged their students in producing and selling compost, plants (edible and ornamental), and fresh produce and tea through the Mix't Greens Farm Stand. This provides the students with excellent applied work experience while also providing students and employees with access to these good-for-you products.
- Camosun's **Culinary Program** maximizes food use; any remaining kitchen waste and leftover food is composted. Fats, oils and grease are collected and recycled. Take-out containers are compostable. Food containers are often reused, recycled or go to the college's gardeners.
- Camosun has many **compost bins across campus** so that food waste can be properly disposed of.

¹² "Food and Dining," Campus Sustainability Hub, AASHE, <https://hub.aashe.org/browse/topics/food-dining/>

- Camosun **Hospitality** is regularly engaged in projects that contribute to sustainability in the community.
- The Camosun College Student Society runs a **food bank program** and provides food for different events in campus.
- Existing **wellness initiatives** through the Camosun College Students' Society, Human Resources Healthy Together program and Fitness and Recreation help promote the importance of diet and nutrition to the college.

Where are We Going?

Long-Term Aspirations

Camosun will achieve the following with respect to food by 2030:

- **Food services (cafeterias, cafes, catering, etc.) and culinary arts programs** exemplify and educate about sustainable food.
 - This includes the study and implementation of food technologies, along with traditional (indigenous) and resilient food models; sharing information about nutritious, low carbon, plant-based and affordable diets to empower people to make their own sustainable food choices.
- **Sources and buys local**¹³ as much as possible.
 - The college will engage with local farms and growers to source a maximum amount of fresh local foods, including food grown on campus .
- **Zero-waste food services.**
 - The college will reduce waste as much as possible at the outset, use food waste as a resource for renewable energy or compost, offer food sharing and different portions, and build an education and awareness program amongst students and employees on impacts of food waste.

Key Performance Indicators

- % of locally produced food
- Quantity of food waste diverted

Three-Year Goals

By the end of 2021, Camosun will have:

1. Increased awareness and engaged students to promote food systems on campus that are **local, plant-based and sustainable.**

¹³ Local is defined using AASHE STARS criteria. Consistent with the "Real Food Standards," a product must meet the following criteria to qualify as Local: 1) Single-ingredient products: all production, processing, and distribution facilities must be within a 400 km radius of the institution. This radius is extended to 800 km for meat. 2) Multi-ingredient products: all processing and distribution facilities must be within a 400 km radius of the institution.

2. Increased awareness and engaged students on:
 - a) the **ecological and climate impact of food choices**, and
 - b) the availability and choices of **nutritious foods that contribute to wellness**.
3. Increased awareness and engaged students and employees to **reduce food waste**.



“ Food for us comes from our relatives, whether they have wings or fins or roots. That is how we consider food. Food has a culture. It has a history. It has a story. It has relationships. ”

Winona LaDuke, activist and writer



Transportation

Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments. Institutions can positively impact human and ecological health and support local economies by modeling sustainable transportation systems.¹⁴

Where Are We Today?

Camosun strives to provide convenient, environmentally responsible and affordable access to the College's campuses as guided by our Transportation Demand Management (TDM) plan.

The Office of Sustainability, Transportation and Parking manages daily transportation operations at the college. This includes administering the College's TDM plan and parking. The most recent mode split count¹⁵ (April 2018) showed that overall single occupancy vehicles (SOV) account for 48% of arrivals on campus. However, there was a significant difference in mode split between the two campuses in that while transit and cycle use were similar between campuses, SOV use was much higher at Interurban and walking and transit was more common at Lansdowne.

Highlights of Current Initiatives:

- **Transportation Demand Management** has been a focused effort at the college since 2009. The College's 2018 *Transportation Demand Management Plan* ("TDM Plan") will articulate transportation goals and objectives consistent with the College's over-arching organizational and sustainability goals.
- Student receive a **UPASS** as a part of their student levies. This pass is valid on any BC Transit busses in the region.
- The **Camosun Express** is a pilot shuttle service between Interurban and Lansdowne campuses, free for students and employees.
- Camosun offers **secure bicycle storage, shower facilities and lockers** for bicycle commuters.
- Camosun has a relatively **small fleet** with very little contribution to the college's overall greenhouse gas emissions.

¹⁴ "Transportation," Campus Sustainability Hub, AASHE, <https://hub.aashe.org/browse/topics/transportation/>

¹⁵ Mode Split is a study to determine the percentage and count of different types of transportation used to get to and from campus. Modes recorded include single occupancy vehicle (SOV), transit, cycling, pedestrian, carpooling and motorcycle.

Where Are We Going?

Long-Term Aspirations

Camosun will achieve the following with respect to Transportation by 2030:

- Increased use of **active transportation**¹⁶.
- Reduced **parking demand** through a variety of solutions (e.g. pricing structures, carpool matching and apps, etc.).
- Camosun students are involved in **sustainable transportation solutions** through applied learning opportunities.

Key Performance Indicators

- **Mode share**, including % of people using active transportation, transit, and single occupancy vehicles
- **Satisfaction on using transit** (via biannual transportation surveys)

Three-Year Goals

By 2021, Camosun will have a refreshed TDM plan that includes¹⁷:

1. A **comprehensive understanding** of all transportation use, infrastructure and policies at Camosun.
2. Improved transit service to Camosun through **work with transit authorities and stakeholders**.
3. A regular program to encourage and **promote active transportation** to students and employees.

¹⁶ Active transportation refers to any form of human-powered transportation – walking, cycling, using a wheelchair, in-line skating or skateboarding. There are many ways to engage in active transportation, whether it is walking to the bus stop, or cycling to school/work. Camosun considers transit an active mode of transportation because of the walking component.

¹⁷ The development of the TDM is underway and will integrate sustainability three-year goals as inputs. Since they are integrated, the Sustainability Plan will be updated with the final results of the TDM.

b. Integrated Priorities

Camosun's Strategic Plan identifies four distinct but mutually supporting corner posts – The Student Experience, Supporting People in an Engaged Community, Creativity & Innovation, and Sustainability for the Environment & Society.

Through the sustainability consultation, the college community identified Indigenization; Equity, Diversity & Inclusion; and Wellness as sustainability priorities. These existing focus areas and values are holistically integrated across the college. They have a fundamental connection to sustainability; our actions will support and complement them wherever relevant.

Indigenization

"Living in harmony with the world around us, our actions have always been approached with respect and an awareness of balance. In addition to informing our relationship with the world around us, our Lekwungen values have also infused our relationship with one another. Our ways of being not only guide our actions, but are the constants that connects us to our ancestors.

The refrain 'we are one' goes much deeper than a simple platitude. Our relations extend both inwards and outwards, from our immediate family to our extended families – to all Lekwungen. Our relations extend to neighbouring villages, to the farthest peoples on Earth. Beyond the human-to-human connection, we are connected to our surroundings: the ground beneath our feet, the elements, the entire universe. We are, truly all one."¹⁸

Where Are We Today?

Inspiring relationships – good heart, good mind, good feelings

At Camosun, Indigenous education, services, and leadership enhances student learning and enriches relationships with communities. Indigenization is an ongoing process of consultation, collaboration, action, and reflection. Relationships with one another are at the heart of this work, and form the foundation of the four-corner post model. This model includes initiatives ("posts") around curriculum processes, services to students, employee education and policy and planning.

We work together to support students. Camosun College connects with local Indigenous Nations, the Métis Nation and urban Indigenous organizations. Camosun is working to promote and support Indigenous education and relationships in a variety of ways.

What is "indigenization"?

Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures of the institution. Its goals are to make Camosun as welcoming and relevant to Indigenous learners as we can be, and to prepare non-Indigenous students, graduates and employees to better understand, live alongside of, and work with Indigenous peoples.

¹⁸ Songhees Nation, Songhees (p.35), 2013. One Printers Way. Manitoba, Canada.

- In 2016, **Eyē? Sqā'lewen**, Camosun's Centre for Indigenous Education and Community Connections, celebrated 25 years of delivering outstanding Indigenous education, programming and services to our community. In 2018, Camosun received the Colleges and Institutes Canada Gold Medal for Indigenous education.
- In 2016/17 Camosun served 1,117 Indigenous students of First Nations, Métis and Inuit ancestry.
- Over 200 Camosun employees have completed the TTW (Understanding Indigenous Peoples) course.
- Indigenous content and/or pedagogical approaches are integrated into at least 59 Camosun College courses.
- Indigenous community partners include the Saanich Adult Education Centre, Songhees Nation, and the Victoria Native Friendship Centre, as well as more than 12 other Indigenous communities or organizations that Eyē? Sqā'lewen, Community Learning Partnerships, and Indigenous Peoples in Trades Training serve through the Aboriginal Service Plan, the Aboriginal Community-Based Delivery Program, and other funding opportunities .
- Through Aboriginal Service Plan funding, Camosun hosts the Elders' Initiative program which ensures Indigenous students and the college community have access to the cultural, emotional and spiritual support of local Elders, and provides Student Belonging activities such as crafting demonstrations and meal programs to support community development among Indigenous students.
- The School of Health and Human Services supports specialized services and priority access to Indigenous students.
- As part of Camosun's commitment to the Truth and Reconciliation Commission's (TRC) Calls to Action, more than 800 faculty and staff gathered in 2017 for an in-depth college wide discussion on the issue of reconciliation and our response as a public educational institution. Camosun continues to move forward on 38 other actions that respond to the TRC.
- Since 2015 Camosun students, employees, Elders and community supporters have gathered annually in September for Orange Shirt Day. The event, envisioned and led by Indigenous students, raises awareness of the issues of residential schools and the effect they had on those who attended. This annual gathering is the opportunity for our college community to come together in the spirit of reconciliation and hope for generations to come.
- The Indigenousization and Sustainability Education Coordinator works with employees at all levels across the college and across the four corner post areas. There is an emphasis on building relationships and inspiring interest in deepening intercultural understanding and helping employees develop the knowledge and skills to enhance their work with students and with one another. This position also runs the Sustainability Community of Practice.

Eyē? Sqā'lewen

(pronounced Eye. sh-KWAW-leh-win), is the Centre for Indigenous Education & Community Connections at Camosun College. Eyē? Sqā'lewen is a Lkwungen word offered to us by Lkwungen Elder Elmer George. The word references "good heart, good mind, and good feelings" – the experiences we want you to have during your journey here.

Where Are We Going?

Long-Term Aspirations

Looking into the future, our efforts and initiatives will actively work with **Eyē? Sqā'lewen** and other departments and individuals to recognize the distinct but linked connection between sustainability and indigenization. These elements include:

- ongoing learning from indigenous people in *their* respectful relationship with the land;
- promoting greater respect and responsibility for the earth now, and seven generations into the future;
- our relationships with each other, the seasons, and the land that supports us;
- efficient use of resources; and
- spirit of gratitude, generosity and reciprocity.

Three-Year Goals

1. The Sustainability Office will be involved in ongoing support for the Nat'sa'maht Indigenous Plant Garden and the annual pit cook, creating opportunities for students to participate.
2. Sustainability initiatives will strive to incorporate Indigenous ways of knowing, being, doing and relating into its approach and storytelling.
3. The Sustainability Office will continue to work with the Indigenization and Sustainability Coordinator to model learning outcomes and opportunities that can be synergistic or complimentary to Indigenization.

“ We understand that there is one world, and all things are connected. Each of us understands ourselves as existing as part of a larger whole, and inseparable from all that is. We know who we are as Native people, embracing our connection to our homelands and our cultural heritages. Our identity takes meaning and importance as defined by our sphere of responsibility. As members of a community, we are responsible for other people, the lives of young and old, human and non-human. We are responsible for the landscape that sustains us, and we give more than we take, passing along these gifts to future generations. ”

*- Our Vision, Native Perspectives
on Sustainability, Voices from Salmon Nation*



Equity, Diversity and Inclusion

In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges . . . [A] proactive approach to promoting a culture of inclusiveness [is] an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.¹⁹

Sustainability is not just about protecting the environment but also about protecting human rights, opportunities, dignity and respect in fair and inclusive ways. This holistic lens provides a better understanding of how the impacts of great challenges—such as climate change—can disproportionately affect marginalised populations. A holistic lens also allows a deeper examination of how our consumption patterns affect both intra- and intergenerational equity. For example, how does our current way of living affect future generations? When pursuing initiatives, have we done everything we can to ensure that, all those who have an interest are engaged fairly and equitably?

Where Are We Today?

Equity, diversity, and inclusion (EDI) are central to Camosun’s culture and values. The College Executive Team is committed to promoting EDI. Camosun is in the process of engaging with the college community, collecting data from students and employees to better understand what EDI means to them, and what more the College can do to ensure Camosun is a more welcoming place for all.

Where Are We Going?

Safe, respectful and inclusive environments foster greater connectedness, relationship building and empowerment, keys to a resilient community and meaningful sustainability initiatives.

Moving forward, the Sustainability Office will identify shared opportunities and will raise awareness about the importance of a holistic sustainability approach. Recognizing the interconnectedness between the environment, society, cultures and the economy is key to deepening the understanding and ability to create meaningful, positive solutions. In addition, our individual and collective capacity to engage with each other is foundational to overall well-being. The College will strive to design projects that supports sustainability and greater equity, diversity and inclusiveness in tandem.

“Promoting human development requires addressing sustainability—locally, nationally and globally—and this can and should be done in ways that are equitable and empowering.”

United Nations Human Development Report 2011,
“Sustainability and Equity: A Better Future for All,”
United Nations Development Programme

¹⁹ “Diversity and Affordability,” STARS 2.1 Technical Manual, AASHE

Wellness

Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges enhance the success of our institutions; create campus cultures of compassion, well-being, equity and social justice; improve the health of the people who live, learn, work, play and love on our campuses; and strengthen the ecological, social and economic sustainability of our communities and wider society.²⁰

Where Are We Today?

At Camosun, the well-being of students and employees is fundamental to our success. The well-being of people, their environment and the planet are interconnected. Wherever we come from, each of us depends on the Earth's life supporting ecosystems that provide oxygen, clean water, food, a liveable climate, beauty, spiritual experiences, livelihoods and places to recreate, connect with each other and make our homes. Wellness is multi-dimensional.

Camosun is working to promote physical, mental and social well-being through a variety of efforts and channels including:

- Health education and academic programming that advance human health and wellness (e.g. Programs in the family of Nursing, Sport & Exercise Education, Dental, Indigenous Family Support, etc.)
- Student wellness initiatives which include:
 - Student Society Student Wellness and Access Collective which acts as an advocate for those affected by both physical and mental health concerns
 - The Camosun International Peer Connections Program, which facilitates connection, support and transitional adjustment for international students.
 - "Healthy Minds and Healthy Campuses" initiative, a partnership with the student society and Camosun counsellors that targets the improvement of mental health for students.
 - The Camosun *Student Mental Health and Well-Being Strategy, 2016–2020*
 - Recreation and Fitness Student Wellness Ambassador and Blog
- Recreation & Fitness facilities and programs enhance student experience, physical fitness and academic success. Fitness facilities are free to encourage student and employee engagement, and a variety of free or low-cost programs are available.
- Healthy Together! Workplace Wellness Program includes initiatives such as gardening workshops, plastic free week, kindness initiatives and cultural wellbeing challenges, among others. This program actively seeks to involve students, from running their health-risk and bone density assessment clinics and by providing mentoring opportunities for students to create their own wellness programs (recent example: CSEE showcase).

²⁰ Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).

- Operational efforts to create healthy indoor and outdoor environments, such as clean air, water, non-toxic cleaners, restricted use of pesticides and creating physical spaces for people to connect with each other and nature, reducing stress and promoting relationship buildings.
- The creation and use of the Na'tsa'maht Gathering Place by the Eyē? Sq'lewen Centre for Indigenous Education & Community Connections.
- Constructing the new Centre for Health and Wellness, dedicated to improving the health and well-being of the people in the south island region. It supports a focus on interdisciplinary, Indigenous, and holistic education and practice for students, employees and community members together.
- Creativity and Innovation Project grants that awarded with a focus on wellness including the Farmers Market, student movement for well-being, labyrinth, food from farm to plate, outdoor learning commons, etc.

Where Are We Going?

Looking into the future, Camosun's sustainability initiatives will actively work with a variety of departments and individuals to support and promote wellness of people, our campus spaces, and the broader planet. Many activities and strategies can provide both environmental and social or health benefits. The Sustainability Office will identify shared opportunities and priorities. Through education, engagement and communications, we will encourage decision-making and behaviors that lead to a healthy, vibrant campus and surrounding community. These actions will highlight the connections between health, well-being, and sustainability.



“ Providing wellness programs and related services can enhance the health and wellbeing of the entire campus community. ”

Association for the Advancement of
Sustainability in Higher Education
(STARS 2.1)

To find out more or get involved visit:

www.camosun.ca/sustainability

or email sustainability@camosun.ca



Camosun College | Victoria, BC