



THE UNIVERSITY OF
WINNIPEG

Campus
Sustainability Office

ANNUAL SUSTAINABILITY REPORT

MEASURING OUR IMPACT

AND ASSESSING OUR PROGRESS

2020-2021

Table of Contents

List of Tables	4
List of Figures	4
1 Executive Summary	6
1.1 About this Report: Scope and Purpose	6
1.2 Reviewing the University’s Environmental Performance in FY2020	8
1.3 Sustainability Highlights FY2020.....	11
1.4 Challenges and Opportunities	11
2 Energy, Emissions and Responding to Climate Change	13
3 Resilient Ecosystems and Healthy Communities.....	17
3.1 Water Consumption	17

3.2 Waste Diversion	19
3.3 Remote work during the COVID-19 Pandemic.....	21
3.4 Campus Food	21
3.5 Equity, Inclusion, Diversity and Indigenization	22
4 Sustainability Education and Knowledge Mobilization	24
4.1 Sustainability Education	24
4.2 Experiential and Work-Integrated Learning	25
4.3 Sustainability Research	25
5 Engaging our Community and Nurturing Change-Makers.....	27
5.1 Student Engagement	28
5.2 Staff Engagement	30
5.3 Faculty Engagement.....	31
6 Conclusion	32

LIST OF TABLES

Table 1. Changes to the University's occupied, owned and leased space (FY 1990, FY2019, FY2020)

Table 2. Student and staff population at University of Winnipeg (FY2012 – FY2020).

Table 3. Staff, faculty, and student participation in CSO-hosted events in FY2020.

Table 4. Monthly CSO newsletter statistics from FY2020.

LIST OF FIGURES

Figure 1. Sustainability performance summary for the University of Winnipeg from April 1st, 2020 – March 31st, 2021 showing annual percent change for waste collection (T), waste diverted (T), water consumption (L), energy intensity (kWh/m²), electricity consumption (kWh), natural gas consumption (m³), and greenhouse gas (GHG) emissions (TCO₂e). GHG emissions and natural gas consumption are normalized for weather.

Figure 2. Breakdown of greenhouse gas emissions (TCO₂e) from the University in FY2020 by source, including electricity, natural gas, fleet vehicles, stationary fuel, and refrigerants.

Figure 3. Greenhouse gas emissions and targets (TCO₂e) from FY2008 to FY2020 (including the baseline year of 1990) for the University. Real annual emissions and weather adjusted amounts are shown.

Figure 4. Energy consumption (kWh) breakdown for the University from FY1990 to FY2020 including natural gas (weather adjusted) and hydro. The intensity (kWh /m²) is also shown. (Stationary fuel and vehicle fuel, which comprise <1% energy consumption per year, not pictured.)

Figure 5. Water consumption (L) for UWinnipeg from FY2009 to FY2020.

Figure 6. Annual compost, landfill, and recycling weights by proportion and diversion rate, as reported by hauler (FY 2008-2020).

Figure 7. On the left, the University Facilities department loads mattresses into two semis and one 10ft truck. On the right, a CFL social media post stating that all 230 mattresses and 30 bedframes have been distributed.

Figure 8. Student Sustainability Leadership Program participants and CSO staff during an early workshop with facilitator Amara Possian.

Figure 9. Laura Tait from Heart Acre Farms teaching staff about spring container gardening.

1 EXECUTIVE SUMMARY

1.1 About this Report: Scope and Purpose

This report reviews the University of Winnipeg’s environmental and sustainability performance for Fiscal Year 2020 (from April 1, 2020 to March 31, 2021) across a wide range of indicators. This document was prepared by the Campus Sustainability Office (CSO) as part of our ongoing effort to monitor, analyze, and improve the University’s social and environmental impact. The scope of the Annual Sustainability Report includes, where possible:

- ✓ the day-to-day operations and management of all the University’s owned and leased space, including capital construction and renovations, and all university programs and services,
- ✓ all university programs, initiatives and events, and “arms-length” agencies, corporations, institutes, research centres or other entities, to which University policies may generally apply,
- ✓ and the routine activities of students, faculty, and staff on campus.

This report considers both the environmental impacts of the University’s buildings and operations, such as resource consumption, waste generation, and emissions, and the contributions made by research, education, engagement, and community partnerships to broader sustainability objectives. It is an approach that reflects our commitment to leading on sustainability by taking responsibility for our environmental footprint and leveraging the many ways in which universities mobilize knowledge, foster innovation, and inspire change.

Our annual reporting process also allows us to assess our progress toward our strategic objectives over an extended period. This is our third year reporting on the University’s 2017 Institutional Sustainability Strategy, which established nineteen specific targets within four overarching goals:

-
- 1) Exceed Canada's commitments under the Paris Accord.
 - 2) Cultivate principled relationships with people on and off campus and with ecosystems near and far.
 - 3) Develop and deliver curriculum, student services, and programming that deepen student knowledge about sustainability and that help motivate thoughtful leadership and action
 - 4) Mobilize evidence and research to address local and global sustainability challenges

The four main sections of this report each focus on one of these goals, assessing progress on specific targets and outlining our strategic approaches to navigating emergent challenges.

This report can help people on and off campus learn about the University's sustainability initiatives and the ways in which the University is addressing climate change and other environmental issues. We are intentionally contributing to a body of knowledge guiding university sustainability professionals across Canada and abroad while inviting businesses and organizations here in Manitoba into a dialogue about how we uphold our environmental responsibilities. If you would like to learn more about the University's sustainability projects or take a closer look at the data presented in this report, please contact the Campus Sustainability Office.

If you have any questions, please contact:

University of Winnipeg Campus Sustainability Office

sustainability@uwinnipeg.ca

204.988.7618

<https://www.uwinnipeg.ca/sustainability>

1.2 Reviewing the University’s Environmental Performance in FY2020

1.2.1 CHANGES TO OWNED AND OCCUPIED SPACE AND THE CAMPUS POPULATION

Space owned and leased by the University of Winnipeg remained unchanged. Though our campus footprint has increased since FY1990, the University remains committed to targets based on gross emissions and similar performance factors. Note that while student and staff population remained stable, few classes were held on campus and the majority of employees worked from home due to the COVID-19 pandemic.

Table 1: Changes to the University’s occupied, owned and leased space (FY 1990, FY2019, FY2020)

	Total Area Occupied	Total Owned Space	Total Leased Space
FY1990	90,137	90,137	-
FY2019	156,811	147,112	9,698
FY2020	156,811	147,112	9,698

Table 2: Student and staff population at University of Winnipeg (FY2012 – FY2020).

Fiscal Year	Students (FCE*)	Students (FTE)	Staff (FTE)
FY2012	32,951	7,559	824
FY2013	32,906	7,679	810
FY2014	32,135	7,496	854
FY2015	32,241	7,563	832
FY2016	31,696	7,576	832
FY2017	31,722	7680	869
FY2018	31,893	7790	869
FY2019	33,178	8100	840
FY2020	33,675	7987	858

1.2.2 PRIMARY ENVIRONMENTAL PERFORMANCE INDICATORS

There were significant changes in every major performance indicator this year (see Figure 1) due to the lack of campus population and subsequent reduction in resources used. We do not intend these indicators to showcase “success” as we might have in past years. Rather, the University is interested in looking at these numbers as a baseline for what might be achieved with behavioral changes. FY2020 allows us to examine campus impact without excess user inputs; ie., here, we can see, more or less, the energy, water and waste required for our buildings at low to no occupancy. The CSO will use these numbers in the next round of institutional sustainability

planning to set goals that reflect performance improvements based on behavioral changes in the campus community.

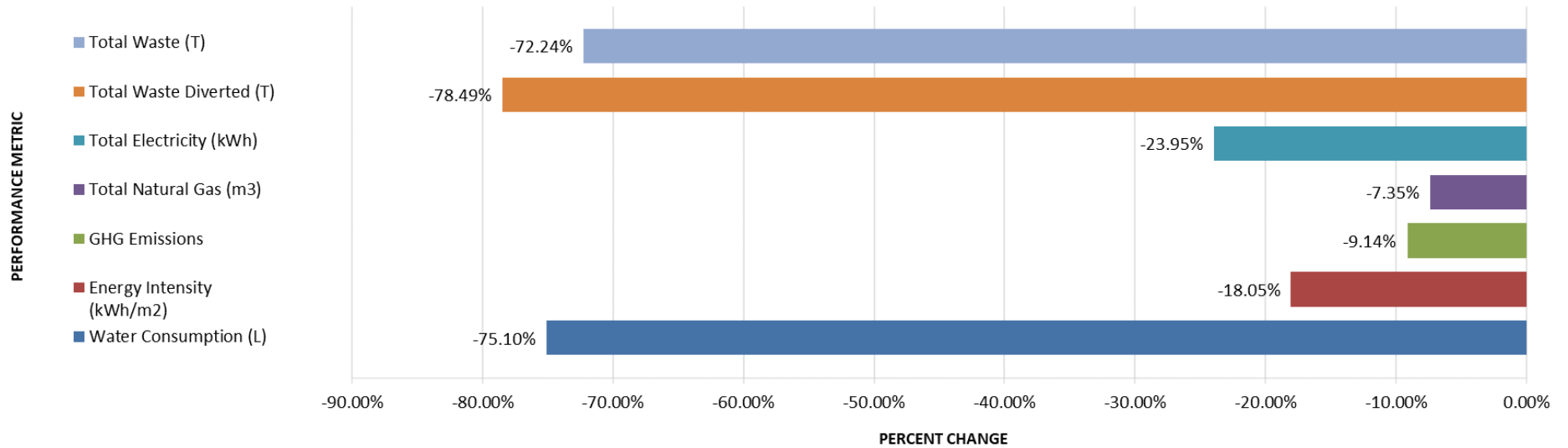


Figure 1. Sustainability performance summary for the University of Winnipeg from April 1st, 2020 – March 31st, 2021 showing annual percent change for waste collection (T), waste diverted (T), water consumption (L), energy intensity (kWh/m²), electricity consumption (kWh), natural gas consumption (m³), and greenhouse gas (GHG) emissions (TCO₂e). GHG emissions and natural gas consumption are normalized for weather.

1.3 Sustainability Highlights FY2020

1.3.1 ENERGY PERFORMANCE WITH LOW CAMPUS POPULATION

FY2020 saw the lowest campus energy and waste performance on record due to low campus populations throughout the COVID-19 pandemic. Though we do not consider this a “win” in a traditional sense, this information does provide a baseline that shows us the difference between bare minimum campus operations and the resource consumption of the campus population. The University’s Facilities team was able to leverage our smart building technology to save energy, reduce emissions, and accurately control airflow and indoor environment controls essential for health and safety during the pandemic. This technology was realigned by our infrastructure team to deliver additional services such as enhanced ventilation flushing and early problem detection in airflow regulation. The University has developed an [air control strategy](#) based on this technology that will allow for a safe return to campus in FY2021. Because the campus population was so low, the University was also able to invest in several building revitalization projects. This included refinishing walls and floors, installing new LED lighting, and other behind-the-scenes infrastructure updates that were long overdue.

1.3.2 STUDENT SUSTAINABILITY LEADERSHIP PROGRAM

In FY2020, the University established the Student Sustainability Leadership Program (SSLP). Because broad-scope student engagement was low, staff put increased effort into developing twelve student leaders who applied to the program. The program consisted of monthly remote workshops led by CSO staff and local sustainability advocates, giving students the opportunity to engage with environmental and social sustainability issues and the ways in which they are being addressed in the city and beyond. The students also had an opportunity to get to know each other and continue with these concepts in optional book and movie clubs. The other major component of the SSLP was a volunteer placement with a local sustainability advocacy organization. Students were asked to give 10 hours monthly to their organization; placements were remote or in-person as preferred by students and/or mandated by the University and the province. Each student was asked to give a brief presentation sharing their

experiences with their partner organization during later workshops. The CSO was glad to have the option to host this program in such a trying year and is exploring opportunities to continue with similar programming as students return to campus in 2021.

1.4 Challenges and Opportunities

1.4.1 REMOTE WORKING AND LEARNING

The University established a remote teaching, learning, and research hub as a resource to the campus community early in the pandemic, including testimonials and tips from staff with prior remote teaching experience. In FY2021, the CSO will continue tracking sustainability course enrollment and will report any differences in enrollment that may have occurred as a result of the pandemic.

From a sustainability standpoint, one benefit of the remote work model used during much of FY2020 is that it led to reduction of waste and emissions on campus. However, we also know that university activities happening off campus have environmental impacts that we cannot measure. Although students and staff are working from home, they are still consuming goods and using energy as part of their UW activities, and we must keep this mind when looking at sustainability performance data for FY2021.

This challenge, however, presents an opportunity. The home-campus hybrid model for working and studying may be the new norm for institutions in the post-COVID 19 world. As such, our mandate to help members of the campus community live more socially and environmentally conscious lives must grow into areas beyond on-campus actions. As such, the CSO and its institutional partners will be looking for ways to make it easier for our staff, faculty and students to make sustainable lifestyle choices like eating locally, accessing green commuting options, and engaging in opportunities for social and environmental community service off campus.

1.4.2 CAMPUS ENGAGEMENT

In FY2020, engaging staff, faculty and students on sustainability issues was more challenging than in years past because of the lack of a physical work environment.

In a normal year, the CSO interacts with up to one thousand new students and dozens of staff and faculty during in-person events such as Roll Call and Thrive Week. Due to COVID-19, we did not attend such events and therefore in FY2020 we were not able to increase our followers in that manner. The office did continue with more focused online engagement in FY2021 like the Student Sustainability Leadership Program and the Green Office Program. Because of the existing challenges around remote teaching, we also chose not to convene the Academic Working Group (AWG) on Sustainability in FY2021. In the coming year, the CSO looks forward to reconvening the AWG to develop faculty experts who can assist with sustainability research tracking, knowledge mobilization, and more.

2 ENERGY, EMISSIONS AND RESPONDING TO CLIMATE CHANGE

As in years past, we are reporting on the energy consumption and greenhouse gas (GHG) emissions for owned space only. Because we do not operate the energy systems of leased buildings and cannot exercise direct influence over these spaces, they are not included in our inventory. The University's GHG emissions are down 14% since FY2019; energy intensity is also down 18%. Again, this is largely due to the lack of campus users because of the COVID-19 pandemic. These numbers indicate that we can continue to decrease our emissions and energy use through behavioral changes to an extent, but the University will need to invest in new, efficient technologies to drop below the "baseline" usage we saw this year. Accelerating the shift to renewable energy sources must be one of our primary focuses. Our vision is to develop an energy system that draws on multiple energy sources including

hydroelectricity, solar photovoltaic, earth energy systems and sustainable biomass. This work is in addition to our ongoing efforts to minimize energy losses in our building envelopes such as updating insulation and renovating aging infrastructure, as is currently planned for the Centennial Hall library.

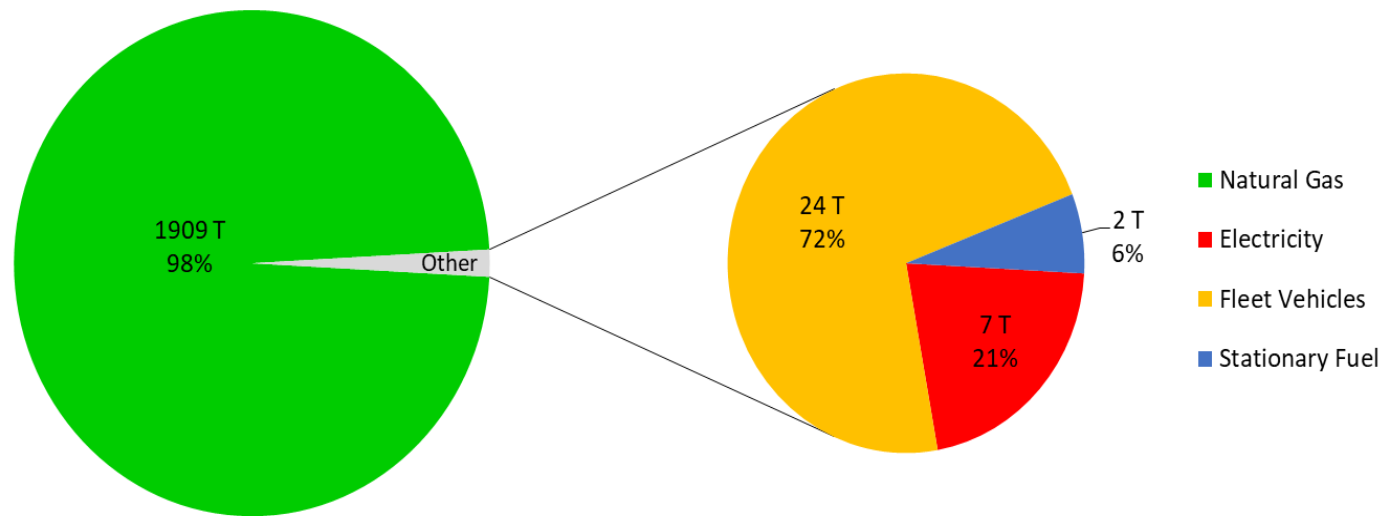


Figure 2. Breakdown of greenhouse gas emissions (TCO₂e) from the University in FY2020 by source, including electricity, natural gas, fleet vehicles, and stationary fuel.

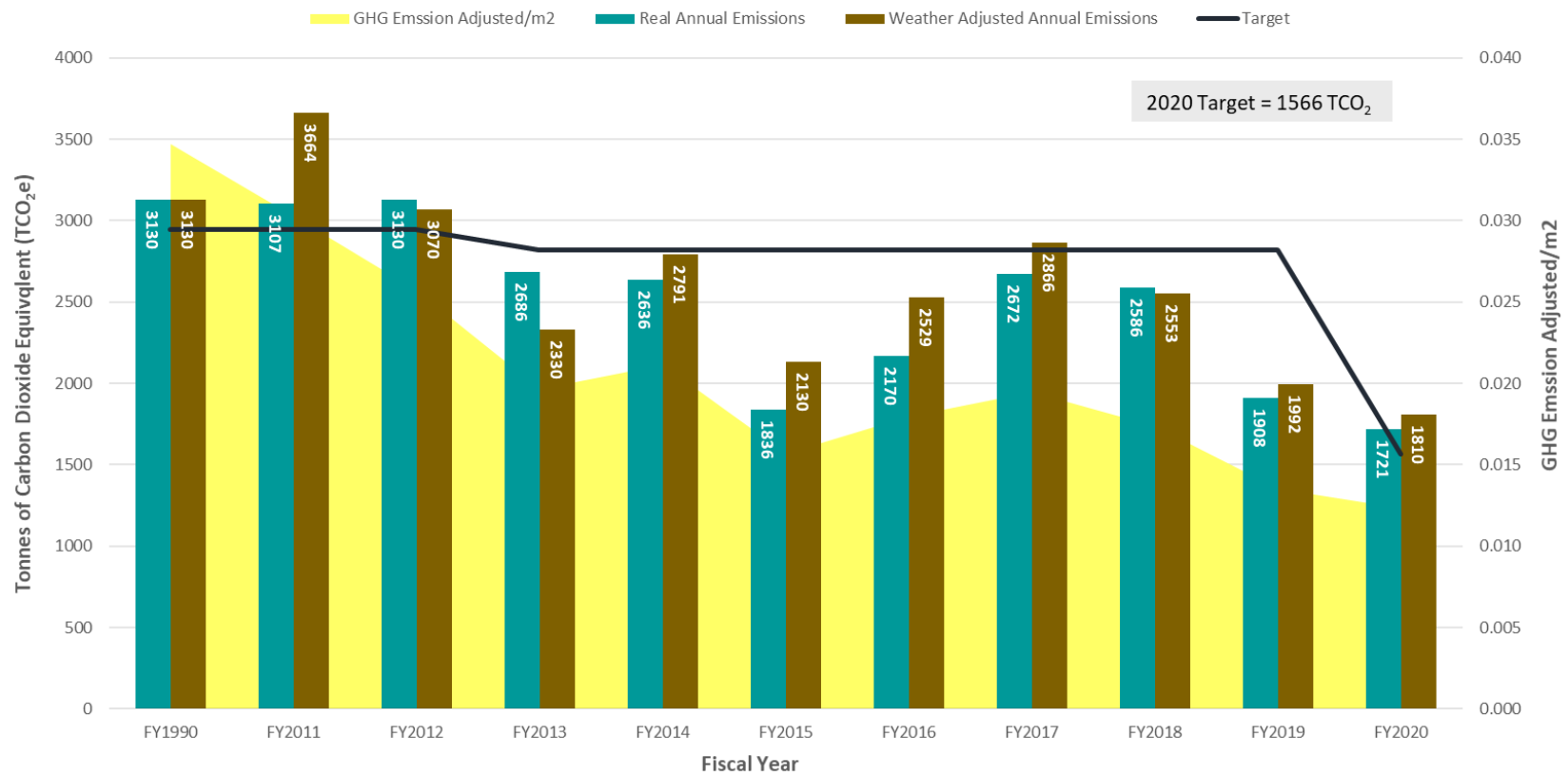


Figure 3. Greenhouse gas emissions and targets (TCO₂e) from FY2011 to FY2020 (including the baseline year of 1990) for the University. Real annual emissions and weather adjusted amounts are shown.

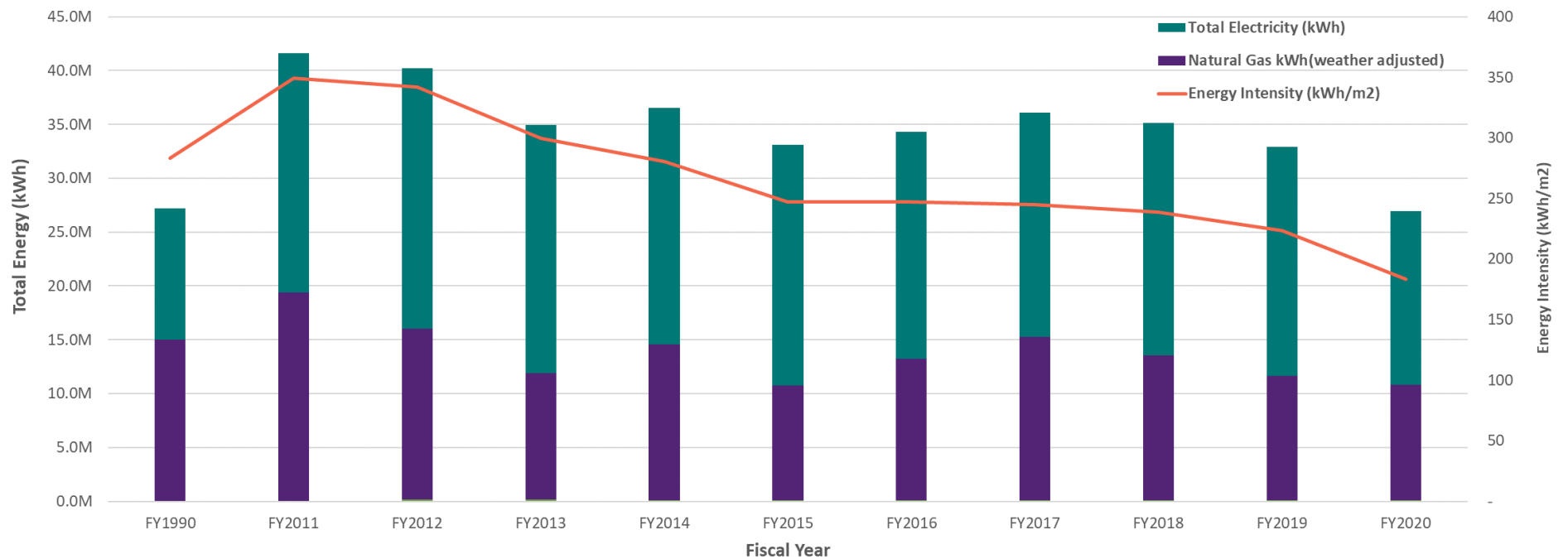


Figure 4. Energy consumption (kWh) breakdown for the University from FY1990 to FY2020 including natural gas (weather adjusted) and hydro. The intensity (kWh /m²) is also shown. (Stationary fuel and vehicle fuel, which comprise <1% energy consumption per year, not pictured.)

3 RESILIENT ECOSYSTEMS AND HEALTHY COMMUNITIES

3.1 Water Consumption

Since campus was shut down for long stretches of the year, water consumption at UWinnipeg fell by 82% from FY2019 to FY2020 (Figure 5). We look forward to observing normal reductions in the coming year, thanks to plumbing upgrades and an improved water monitoring and leak detection system.

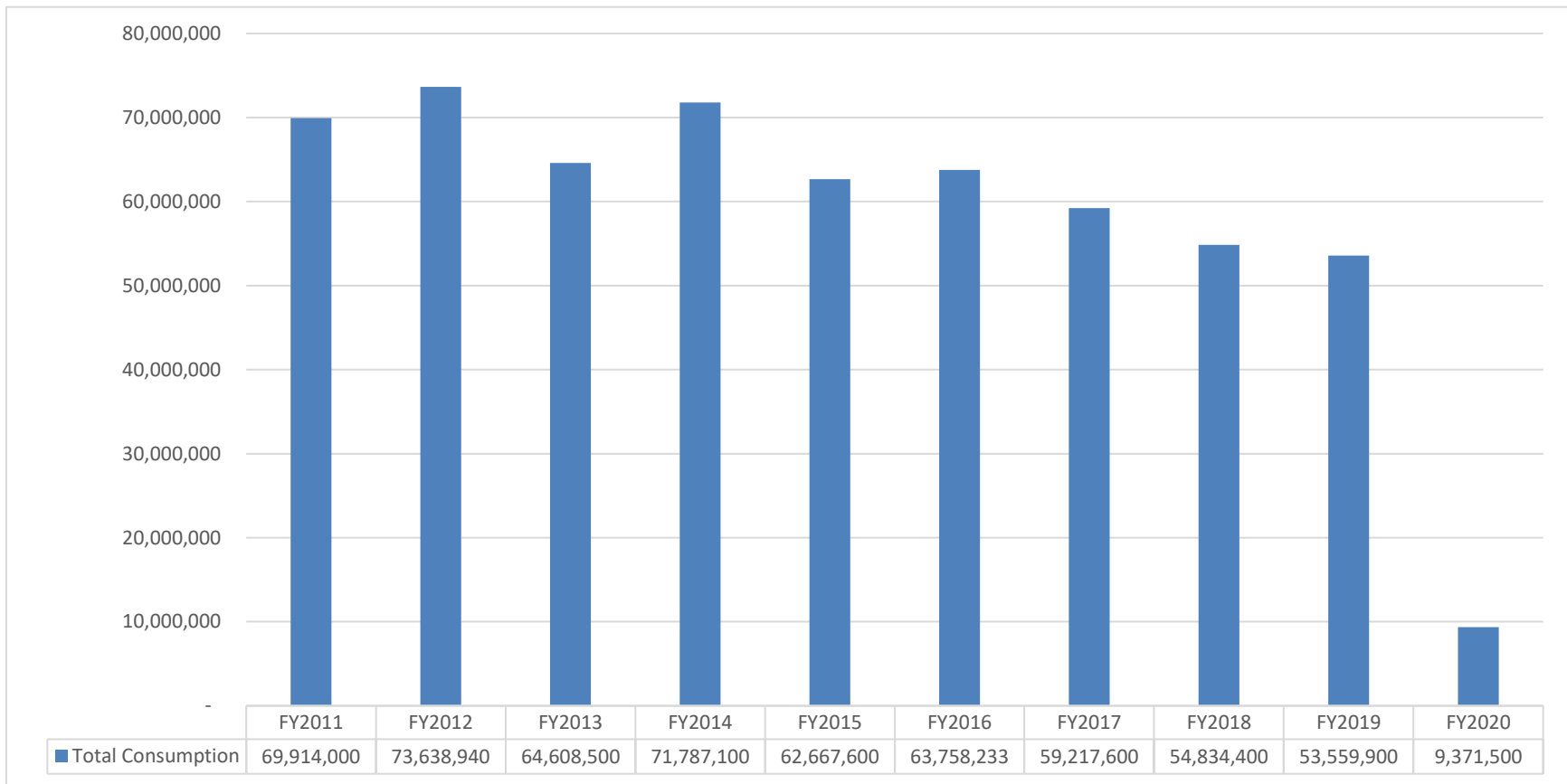


Figure 5. Water consumption (L) for UWinnipeg from FY2011 to FY2020.

3.2 Waste Diversion

A marked decrease in campus population meant a steep drop in campus waste production. Total waste as reported by our haulers fell 75% from the year prior. Diversion, or percent waste that is diverted from landfills to either recycling or compost streams, is down from 42% in FY2019 to 32% this year. This may be due to the nature of the waste that is disposed of when students are not on campus, eg. less food waste and recyclable food waste containers in general. In addition to our standard waste diversion practices, this year the University tried a pilot mask recycling program with the

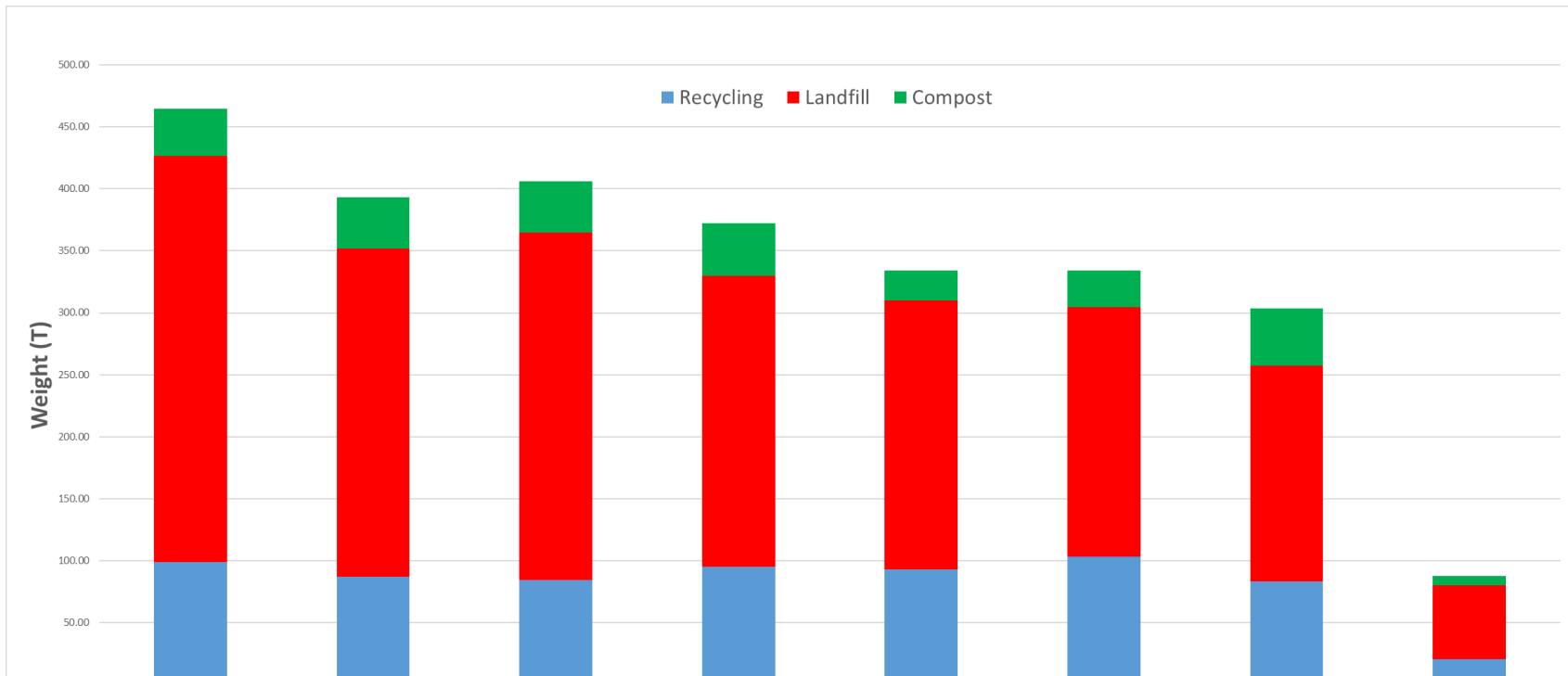


Figure 6. Annual compost, landfill, and recycling weights by proportion and diversion rate, as reported by hauler (FY 2008-2020).

biology department for labs that took place in person in the winter semester.

In March 2020, the CSO also coordinated a mattress giveaway. When the University decided to replace all the dorm mattresses for McFeetors Hall. Facilities, Purchasing, and the CSO worked together to find the most sustainable solution for the disposal of the older dorm mattresses. The University of Winnipeg partnered with Centre Flavie Laurent (CFL) and donated 230 single mattresses and 30 single bed frames to be distributed and re-used by community members. This also allowed the University of Winnipeg to divert approximately 4785 kg from our waste streams.



Figure 7. On the left, the University Facilities department loads mattresses into two semis and one 10ft truck. On the right, a CFL social media post stating that all 230 mattresses and 30 bedframes have been distributed.

3.3 Remote work during the COVID-19 Pandemic

Generally, the results of University commuting surveys are conveyed in this report. The CSO did not conduct this survey in FY2020, as most students and staff were not commuting to campus. It is clear that remote learning and working had a significant effect on University resource use (see Figure 1). It remains to be seen if some employees will choose to transition to long-term remote work for some or all of their schedules, and what impact these choices will have on our sustainability performance. Employees interested in further remote work should access the [Human Resources Remote Work Guidelines](#).

3.4 Campus Food

The past year has been difficult for the restaurant industry. Most businesses have had to choose between closing altogether or shifting their business model, using third party delivery companies with potentially poor social and/or environmental practices. Diversity Foods developed a different model to address the pandemic.

In FY2020, all Diversity Foods operations off the University campus were closed. Throughout the year, Diversity worked with the University housing team and International Student Services to ensure that students who needed a space to isolate or quarantine to continue their studies safely had access to good food. Diversity also worked to develop an app that is available in both the Android and Apple iOS stores for anyone who would like groceries delivered to their home or picked up on campus, as well as single meal delivery to every classroom, office, and residence room on UWinnipeg downtown campus and surrounding buildings.

Throughout the pandemic Diversity took an active role in working with Agape Table to make sure that the food that local suppliers have worked to produce gets eaten. They cleared fridges and shelves by cooking, preparing, and donating as much as possible to help some of the most vulnerable members of our community. Diversity Foods continues to be a leader in sustainable food service in North America, and they also spent considerable time this year working with post-secondary food services departments across Canada to address their environmental impact and improve their

performance.

The University and Diversity Foods looks forward to welcoming back the campus community in the coming year with delicious, ethically and sustainably sourced meals and snacks prepared on-site and from scratch.

3.5 Equity, Inclusion, Diversity and Indigenization

The University of Winnipeg is committed to equity, diversity, and inclusion (EDI), as well as the general improvement of social sustainability on campus. In the spring of 2019 UWinnipeg was awarded an EDI Institutional Capacity Building Grant as part of the Equity, Diversity and Inclusion (EDI) Institutional Capacity-Building program from the Canadian Government. This year, the grant was used to support faculty led research promoting EDI. The University was also selected as one of 17 PSIs in Canada to co-develop and implement the Dimensions Pilot Program, which aims to assess systemic barriers in post-secondary environments, particularly those experienced by members of traditionally underserved, marginalized and excluded groups.

The revamped HR Equity Census and Faculty Survey (to be launched in late 2021-2022), coupled with continued prioritization of EDI, will enhance the University's collection and analysis of EDI information. The CSO and the Human Resources department will continue collaboration leveraging the data for strategic forward action, highlighting the links between environmental sustainability and workplace wellness.

The University's Human Rights and Diversity Office (HRDO) undertook several initiatives in FY2020-2021 to improve EDI indicators at UWinnipeg. In accordance with Accessibility for Manitobans Act, Employment Standard requirements, the HRDO created an online reasonable accommodation training module for all staff/faculty with responsibilities for hiring, supervision, and employment policies. A new Duty to Accommodate Students training was created and delivered to faculty in 2021 in order to improve outcomes for students with disabilities. The HRDO also continued to provide training regarding unconscious bias to several UW departments and hiring committees/DPCs, and sexual violence prevention to students and staff.

In addition to training, EDI-related online resources have been expanded. Written materials and tools were created to better equip faculty to teach students with diverse learning needs. These tools are being added to a faculty resources section of the website. Lead by Institutional Analysis, the University is in the process of launching a EDAR Resource Hub in late 2021. In 2020-2021 the Sexual Violence Prevention website was updated, a refreshed promotional campaign was created, and the social media strategy and online training program were expanded.

The Employment Equity Advisory Committee is working on various EDI initiatives including updating the employment equity policy, creating a comprehensive equity plan, and anti-racism training.

Along with HR, the HRDO is in the process of training faculty to serve as employment equity consultants during faculty recruitment. New faculty hiring guidelines that promote preferred/designated hiring processes were also created in 2020.

4 SUSTAINABILITY EDUCATION AND KNOWLEDGE MOBILIZATION

4.1 Sustainability Education

FY2020 forced the University to adapt to the changing demands of the pandemic, including the transition to cross-campus online learning. Students and faculty across departments worked to meet the challenges of this new teaching format. Sustainability learning continued online throughout the year, with faculty altering their classes as required to meet the needs of the student population. The University developed many resources to help students and faculty through this year, including the Remote Teaching, Learning, and Research Hub. Environmental studies contract instructor Kaitlyn Duthie-Kannikkatt described adjusting her introductory class ENV-1600 for online learning:

“I usually ask students to connect with a community group doing environmental work and reflect on their experience as part of my course. During the pandemic, I was nervous that online events wouldn’t offer the same sense of connection. But in fact, it opened up previously inaccessible opportunities for sustainability education! Some students found trying out a meeting for a community group less intimidating in an online setting and have since maintained their involvement in those groups. Many international students were even able to attend meetings or events in their home countries and native languages. I plan to maintain online options for students for this assignment post-pandemic.”

As online learning continues to be the reality for FY2021 and beyond, the CSO and the Academic Working Group for Sustainability will explore new opportunities for remote sustainability education.

4.2 Experiential and Work-Integrated Learning

In FY2021, students participated in the Student Sustainability Leadership Program, which included experiential learning through volunteer placements with partner organizations working on sustainability initiatives. Placements were largely remote, and students were given responsibilities ranging from mapping projects to content creation to community advocacy. For more information, see section 5.1, Student Engagement.

4.3 Sustainability Research

The challenges of the COVID-19 pandemic and the rollout of the Research Office's *Research Starts Here* initiative have made it difficult to compile a list of the year's sustainability research projects, and both FY2019 and FY2020 research outcomes will be reported on in the coming year. Here we would like to feature a few sustainability research initiatives from FY2020:

The Indigenous Summer Scholars Program (ISSP) continued in 2020. This program invites recent Indigenous graduates of undergraduate degrees to complete a research project with a faculty mentor. ISSP prepares participants for further graduate study and affirms the importance of Indigenous peoples and knowledge within the institution, as well as creating a network of Indigenous scholars on campus and beyond. The University has received AASHE STARS (Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking and Rating System) recognition for this program in the past. This summer's scholars included Cadie Arbez-Rondeau, who worked with the chemistry department's Dr. Athar Ada on a project seeking to discover and

identify natural products with antibiotic activity from accumulated fungal strains associated with Indigenous medicinal plants in the prairie provinces.

In 2020, Master's student Cora Romanow won a Research Manitoba award for her work in Dr. Susan Lingle's lab. Her research examines the mating signals male deer use when approaching females during mating season. The lab's work on deer behavior has been featured on CBC's The Nature of Things.

Postdoctoral scholar Dr. Matthew Morrison is investigating how the changing patterns of water movement through forests alters the export of carbon from streams to lakes in the Experimental Lakes Region in Northwestern Ontario. Dr. Morrison is a former University of Winnipeg undergraduate and is working with the geography department's Dr. Nora Casson on this research.

5 ENGAGING OUR COMMUNITY AND NURTURING CHANGE-MAKERS

The pandemic has shown us the true importance of adaptation and resiliency. The University needs to continue to be able to reach our community and make positive impacts related to sustainability, even in the face of continued campus closures due to COVID-19. This year, the CSO was able to reach a portion of staff and students virtually, and continued to reach the campus community at large with newsletters as well as cross-campus and annual events. Tables 3 and 4 below provide a two-year comparison of our engagement efforts.

Table 3. Staff, faculty, and student participation in CSO-hosted events in FY2020.

Fiscal Year	Student participants	Staff participants	Faculty participants
FY2019	857	180	44
FY2020	80	76	0

Table 4. Monthly CSO newsletter statistics from FY2020.

Fiscal Year	Newsletters mailed	% of recipients who opened newsletter	% who followed an embedded link
FY2019	9723	47	29
FY2020	7561	31.5	7.8

5.1 Student Engagement

In response to the COVID-19 pandemic, the University of Winnipeg CSO worked to keep students connected to professional development opportunities on campus and in the wider community. This included the Student Sustainability Leadership Program (SSLP). SSLP was designed to bring students together, explore community advocacy and organizing skills, and provide students with real-world experience volunteering for a community organization. SSLP also provided students with the opportunity to utilize professional and personal development opportunities such as attending The Gathering, which is a community development conference.

The CSO also continued to share resources and virtual events through social media and our newsletter to engage the broader student community.

Student Sustainability Leadership Program (SSLP)

The SSLP provided monthly workshops for 12 student participants to learn skills and knowledge related to environmental issues, social sustainability, community organizing, and more. Participants were also placed with a community organization working on sustainability issues, where they volunteered approximately 10 hours per month. These placements gave students real-world understanding of the four spheres of sustainability

(environmental, social, economic, and cultural) within local communities and beyond. Students worked with the following organizations:

- Green Action Centre
- Make Poverty History
- Manitoba Eco-Network
- Manitoba Energy Justice Coalition
- Peace-ing It Together
- Dehydration Nations
- 1JustCity
- Sustainable Building Manitoba
- Wilderness Committee



Figure 8. SSLP participants and CSO staff during an early workshop with facilitator Amara Possian.

COVID-19 guidelines did not allow our group to meet in-person, but we were able to plan a final celebration for student leaders where we delivered Diversity Food Services' meals and ate together virtually.

In exit surveys, all students expressed an interest in staying connected to their host organization. More than half of all participants would recommend SSLP to other classmates, and all will or already have mentioned SSLP on their resume and/or in job interviews.

5.2 Staff Engagement

The Green Office Program (GOP) continues to be the primary program to reach staff across campus and work with departments to improve their environmental performance. During FY2020, the CSO hosted three workshops specifically targeted to GOP members: *Spring Container Gardening, Eco Friendly at Home, and Recycling 101*.

For those looking for a more active role in our Green Office Program, there is the option to become a GOP Representative. These individuals meet with a CSO staff member to conduct a Green Office Walkthrough and set yearly goals for their office based on our GOP Checklist. They then work with CSO staff to achieve these goals. Staff members in the Library have expressed during their walkthrough that they would like to partake in more sustainability initiatives.

The University is also preparing virtual workshops on sustainability related topics pertaining to all staff, such as purchasing training and a workshop related to the sustainable investment choices for staff and faculty pensions. Our experience with workshop and webinar attendance in FY2020 has shown that there is an interest in virtual programming that can be accessed at user's leisure, and we believe we can reach more people in this way than one-time workshop offerings.



Figure 9. Laura Tait from Heart Acre Farms teaching staff about spring container gardening.

5.3 Faculty Engagement

Because the challenges of remote teaching and research were difficult and time consuming, CSO faculty collaborators expressed a desire to postpone participation in previous partnerships, especially the Academic Work Group (AWG) on Sustainability, in FY2020. When the AWG reconvenes, we look forward to developing a community of practice around sustainability research and teaching, as well as revalidating the Sustainability Course Inventory. Faculty from the Biology and Chemistry departments did work with the CSO this year to supply in-person labs with glove recycling through Terra Cycle.

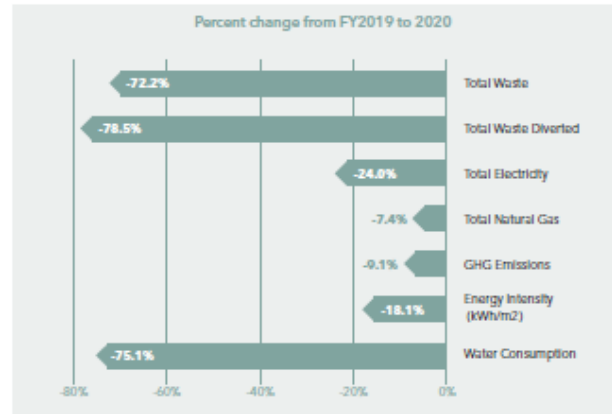
6 CONCLUSION

FY2020 required adaptation and patience on the part of students, faculty, and staff. Remote learning and working from home also meant we had the chance to observe the resource impacts of campus users compared to the bare operations of largely empty buildings. It was a great learning opportunity for our institution. UWinnipeg will continue to prioritize sustainability as we emerge from the pandemic era. There are some major facilities projects in the works that will help us get even closer to our goal of net zero emissions, and there is renewed momentum among faculty for creating new sustainability education and leadership development opportunities for students. The CSO would like to thank all our other departmental collaborators in this especially challenging year, and know we look forward to working with you again in FY2021.

UWinnipeg Sustainability at a Glance

Performance Summary

We do not intend these indicators as a showcase of “success” as we might have in past years. Rather, the University is interested in looking at these numbers as a baseline for what might be achieved with behavioral changes. FY2020 allows us to examine campus impact without excess user inputs; i.e., here, we can see, more or less, the energy, water and waste required for our buildings at low to no occupancy. The CSO will use these numbers in the next round of institutional sustainability planning to set goals that reflect performance improvements based on behavioral changes in the campus community.



Remote Teaching and Learning

FY2020 forced the University to adapt to the changing demands of the pandemic, including the transition to cross-campus online learning. Sustainability learning continued online throughout the year, with faculty altering their classes as required to meet the needs of the student population. The University developed many resources to help students and faculty through this year, including the Remote Teaching, Learning, and Research Hub. As online learning continues to be the reality for FY2021 and beyond, the CSO looks forward to working with faculty creating new opportunities for remote sustainability education.

Student Engagement

In response to the COVID-19 pandemic, the CSO worked to keep students connected to professional development opportunities on campus and in the wider community. This included the Student Sustainability Leadership Program (SSLP). The SSLP hosted monthly workshops for 12 student participants to learn skills and knowledge related to environmental issues, social sustainability, community organizing, and more. Participants were placed with a community organization where they volunteered approximately 10 hours per month. These placements gave students real-world understanding of the four spheres of sustainability (environmental, social, economic, and cultural) in our local communities.

Facilities at Work

The facilities department missed our student population as they worked through FY2020 on an empty campus. However, facilities staff were able to take advantage of the low campus population to complete several large scale sustainability efforts over the year. This included refinishing walls and floors, installing new LED lighting, and other behind-the-scenes infrastructure updates that were long overdue. This work was in addition to ongoing projects to minimize energy losses, such as updating insulation and renovating aging infrastructure, as is currently planned for the Centennial Hall library.

“I was nervous that online events wouldn’t offer the same sense of connection. But in fact, it opened up previously inaccessible opportunities for sustainability education! Some students found trying out a meeting for a community group less intimidating in an online setting and have since maintained their involvement in those groups. Many international students were even able to attend meetings or events in their home countries and native languages.”

Kaitlyn Duthie Kannikkatt, Environmental Studies Contract Instructor