

# What We Learned

Sustainability Strategy  
Environmental Scan & Engagement Summary

3/13/2017

The University of Winnipeg  
Campus Sustainability Office

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## Introduction

The transition to sustainability is a learning journey. For an institution like The University of Winnipeg, organizational learning is an essential component of effective sustainability governance and transformation toward resilience (Keen, Brown, & Dyball, 2005). Our fundamental commitment to sustainability incorporates organizational learning, resulting in new values and knowledge that leads us to change our behaviours and practices (Siebenhuner & Arnold, 2007). Just over ten years into our journey, it is time to acknowledge how far we have come, reflect on what we have learned along the way, and apply new lessons to our future plans. In other words, it is time to renew our commitment to sustainability with a new Sustainability Strategy, and a renewed Sustainability Policy.

To this end, through the summer and fall of 2016, the Campus Sustainability Office conducted research and coordinated a campus-wide engagement process to paint a picture of where we have been and where we are. The aim is to use this information to chart a path forward for the next five to ten years. We reviewed data from our own annual reporting process and from the Sustainability Tracking Assessment and Rating System (STARS). We carefully examined twelve sustainability strategies from Canadian universities to better understand degrees of ambition and emerging priorities in campus sustainability work across the country. We scanned current academic literature and media sources to create a snapshot of current debates and conversations about the notion of sustainability. We reviewed the international, national, provincial, and local policy context to identify not only obligations, but also potential areas for impact and opportunity emerging from a changing political landscape.

Further, we coordinated a range of engagement activities, summarized in the table below, to help us better understand our own community's perception of, and appetite for, ongoing institutional sustainability work. The lessons learned from this engagement process are especially relevant – our efforts will only be successful if we continue to foster the team of sustainability champions across all levels and areas of the University. We know that ongoing stakeholder engagement and inclusion are essential for the adaptive, reflexive management of complex systems, including large public institutions like ours. We remain committed to growing the circle of sustainability leaders and champions at UWinnipeg.

This document is meant to provide an overview of what we learned through our research and engagement process. It is structured in a way that also attempts to provide a sketch of the sustainability framework that appears to be emerging from this process. It also reflects the mid-point of the development of a renewed institutional sustainability strategy and policy for the University of Winnipeg that will build on our considerable successes to date. At the outset, we can make clear that our new strategy will be one that is owned by the institution as a whole, recognizing that different aspects of campus sustainability involves different parts of our campus community. Our first decade of intentional sustainability management suggests that we have reason for optimism and that we can look forward to many successes in the years ahead.

**Table 1.** A review of the five engagement approaches employed in the fall of 2016 including method, target audience and number of participants.

Engagement Method	Method	Target Audience	Number of Participants /
<b>Survey</b>	In September, the CSO distributed a written survey across campus via email to students, faculty and staff. Using open-ended, multiple choice and ranking questions, the survey aimed to assess sustainability knowledge levels, perceptions of what role the University should play with regards to sustainability, and generate ideas and priorities for improving sustainability. Details in Appendix.	Students, faculty and staff	2401
<b>Written Submissions</b>	Between September and December, the CSO's consultation landing page provided a link where people could present written submissions. We hoped that this platform would provide an outlet for students and faculty wishing to explain larger, more complex ideas and concerns.	Students, faculty and staff	1 submission
<b>Speaking Tree</b>	During Roll Call 2016 at the start of the fall semester, the CSO placed a tree statue on the front lawn. It was later moved into Riddell Hall and stayed there until November. Students were invited to write their wishes, creative ideas, and visions for campus sustainability.	Primarily students, also open to faculty and staff	~25
<b>Open Engagement Decision Dilemmas</b>	On November 3 <sup>rd</sup> and 4 <sup>th</sup> , the CSO facilitated an extended lunch session that introduced a series of "decision dilemmas." Facilitators led table discussions where participants considered their values in relation to the tradeoffs apparent in each scenario. The exercise helped clarify the approaches to sustainability favored by some key stakeholders in the campus community and generated some concrete, actionable items related to food services that have already been implemented. Questions listed in Appendix.	Students, faculty and staff	~50
<b>Half-Day Sessions</b>	In October, the CSO facilitated a half-day session with University leaders to explore how their roles can interact with the University's sustainability efforts. These sessions helped identify barriers and opportunities relating to upholding sustainability commitments in the workplace as well as tangible actions for improvement.	University leaders	~40

## Looking Back

The University's current sustainability policies and its first set of performance indicators were approved by the Board of Regents in 2006. These policies and indicators provided the foundation for UWinnipeg's first institutional sustainability strategy, approved by the Board in 2012. These policies and indicators, along with the 2012 strategy, were informed by three different frameworks that each served a slightly different purpose: The Campus Sustainability Assessment Framework (CSAF), The Natural Step, and ISO 14001. Our original commitment was to use the ISO 14001 framework to develop a sustainability management system for the University. We drew heavily on The Natural Step to develop the policies required for this ISO framework, and looked carefully at the CSAF as we laid out the aspects of our University that would need to be considered as part of our sustainability efforts and as we developed the first set of measurement indicators.

By working with these three frameworks and undertaking an internal multi-stakeholder governance model, we established a robust approach to sustainability management that has served us well for a decade. Summarizing this work succinctly, we can say that our efforts have centered on five key overarching goals:

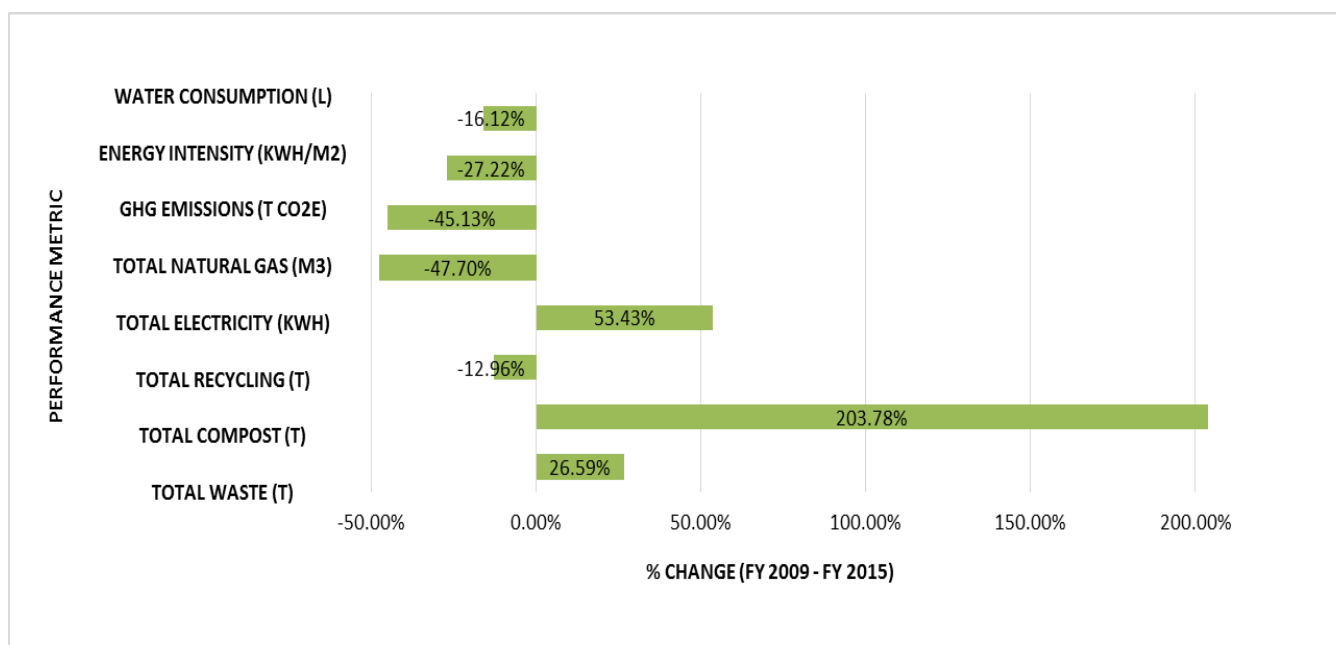
1. **Mirror Canada's commitment under the Kyoto protocol** by reducing absolute greenhouse gas emissions 6% below what they were in 1990 by 2012. In 2012, we announced our next target of achieving a 10% reduction by 2016;
2. **Use less** – including everything from less natural gas, to less paper, to less gas for cars and everything in between;
3. **Minimize and try to stop using anything that is very bad for the planet**, and make sure to dispose of these items responsibly;
4. **Operate in a way that promotes healthy, happy, resilient communities**;
5. **Create a campus culture** in which it is normal to make decisions with the preceding four goals in mind.

These overarching goals have served our campus very well. We have won multiple awards, including recognition from the Manitoba Roundtable on Sustainable Development, Polar Bears International, and STARS. We have also made important progress relative to the goals we set for ourselves in our 2012 strategy. Our flagship effort has been work on greenhouse gas emission reductions – we have reduced absolute emissions 32% below what they were in 1990 even though 38% of the space we now occupy did not exist then. This has involved a combination of energy efficiency efforts and the strategic use of electricity (instead of natural gas) in some heating applications on campus. The result has been an important shift in the energy fuel mix on campus, with a larger proportion of energy coming from hydro than was previously the case. We have reduced water consumption, eliminated the use of cosmetic herbicides and pesticides, and ensured that all new buildings are built to LEED standards. Diversity Foods has been recognized as the most sustainable campus food service among STARS reporters in Canada for two years in

a row. Waste reduction and diversion remains a challenge. A more complete review of the challenges and accomplishments we have experienced appear in the table and chart below, with further detail available in our annual performance reports.

**Table 2.** Summary of goals, targets and key outcomes from 2012 UWinnipeg Sustainability Strategy

#	Goal in 2012 UWinnipeg Sustainability Strategy	2012 Target	Key Outcomes
1	Reduce total GHG emissions (1990 baseline).	10% reduction by 2016	32% reduction since 1990
2	Reduce intensity of campus energy consumption (2009 baseline).	18% reduction by 2016	27% reduction since 2009
3	Reduce water consumption	Implement annual action plan	16% reduction since 2009
4	Divert solid, hazardous, and electronic waste.	65% diversion rate by 2015	Diversion 40-50%; Data challenges
5	Reduce solid, hazardous, and electronic waste.	Implement annual action plan	Expanded compost; Improved recycling; Data challenges
6	University strives for better practices in sustainable procurement.	Implement annual action plan	Diversity; EPEAT certification for computer purchases; Improved cleaning product specs and tracking; Worker's Rights Consortium affiliation; Specs and requirements in RFPs
7	University strives for better practices in sustainable transportation.	Implement annual action plan	BikeLab; UPass; PegCity members; Baseline survey
8	University provides tools and resources for improving the sustainability performance of administrative systems throughout campus.	Implement annual action plan	Green Office Program; Student Planning & other paper-reduction efforts
9	Active culture of sustainability teaching, learning, and research.	Implement annual action plan	Curriculum & Research Inventory; Several research programs
10	Sustainability planning and governance reflect better practices in campus sustainability and is integrated into Planning and Governance processes.	Implement annual action plan	Capital Projects Policy update; Purchasing Policy update



**Figure 1.** Sustainability Performance Summary for The University of Winnipeg from April 1, 2009 – March 31, 2016 showing percent change for waste collection, compost collection, recycling collection, water consumption, energy intensity, electricity consumption, natural gas consumption and greenhouse gas (GHG) emissions. GHG emissions and natural gas consumption are normalized for weather.

## Sustainable Campuses for the Anthropocene

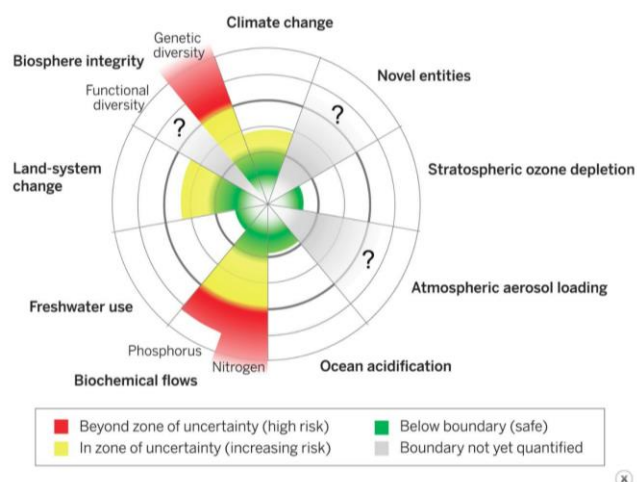
As we enter 2017, the landscape surrounding sustainability has changed both internationally and right here on campus. Over the last year, the University adopted a new Strategic Directions document as well as a new Integrated Academic and Research Plan (IARP). Both documents confirm the University's ongoing commitment to sustainability while also highlighting possibilities for new directions in our sustainability efforts by creating stronger links with the University's academic core. To these ends, it is time to consider re-framing our sustainability work to better suit our current internal and external context.

Alongside internal considerations emerging from our Strategic Directions and the IARP, four quite different external considerations are shaping the conversation on campus:

1. International dialogue about the concept of “sustainable development” including the Sustainable Development Goals and Kate Raworth’s pioneering work on “donut economics” (Raworth, 2012);
2. The climate-justice movement in Canada, with its substantial Indigenous leadership and strong student presence;
3. Federal, provincial and municipal frameworks and legislation relevant to the sustainability conversation;
4. The Sustainability Tracking Assessment and Rating System (STARS) administered by the Association for the Advancement of Sustainability in Higher Education.

The concept of sustainability has always been contested and debated, as was outlined by our former President’s first ever State of the University address (Axworthy, 2007). Since we established our first sustainability framework, the sense of urgency around environmental degradation has

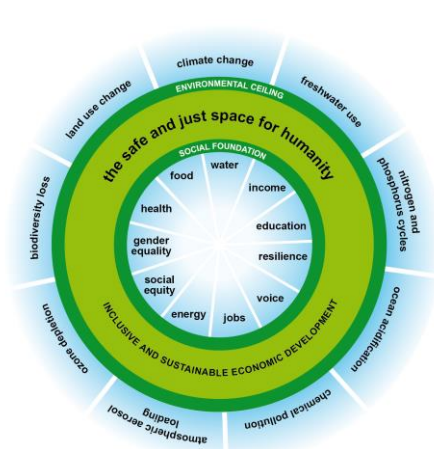
increased considerably while linkages between environmental degradation and human wellbeing have come into sharper focus. The global carbon budget continues to shrink while greenhouse gas emissions rise toward critical levels capable of destabilizing many of the Earth’s life support systems. The scope of the global sustainability problem can best be put into perspective by considering the extent to which human activity continues altering the biosphere. Thanks to research by Rockström et al. (2009) and Steffen et al. (2015), we now often speak of nine planetary boundaries relating to nine different biophysical processes that help maintain a safe operating space for humanity. Human development is beginning to push some of these boundary indicators to their known limit. One of the most pressing is the need to restrict atmospheric CO<sub>2</sub> to keep the global temperature rise between 1.5°C and 2°C, as reflected in the Paris Agreement (UNFCCC, 2015). Beyond this point, we lose the ability to prevent runaway climatic shifts.



**Figure 2.** Current known state of the control barriers for the nine planetary boundaries (Stokholm Resilience Centre, 2016).

Planetary boundaries form part of a broader understanding of what many social and scientific researchers refer to as the Anthropocene: the current geological epoch that began with an industrial revolution and that defines a time during which human activity is having influential and measurable impacts on land, ecosystems and the climate (Lewis & Maslin, 2015). Bleached coral reefs, retreating polar ice caps, rising sea levels, increasing frequency and severity of droughts, wildfires, floods and extreme weather all indicate a changing climate and stressed ecosystems. As humans push against Earth’s natural boundaries, we also begin to limit our ability to secure health and wellbeing for all people. The consequences of ecological overshoot will likely include humanitarian crises by way of environmental refugees, conflict, food shortages and loss of livelihoods and cultures, some of which we are beginning to see already.

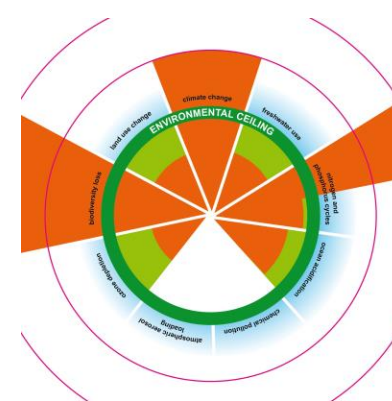
It is therefore no surprise that economists like Kate Raworth (2012) have underlined the fact that alongside increasingly alarming pressures on planetary boundaries, many basic social foundations around the world remain unmet. Raworth proposes that we start thinking of our sustainability challenge as one aimed at arriving at a “safe and just operating space for humanity” by keeping both planetary boundaries and social foundations in full view in all decision-making processes. There are, of course, always important value judgments and political decisions at play in defining these boundaries. These judgments have to do with risk tolerance, among other things, and emphasize that sustainability is not a simple matter of applying scientific evidence; it is also about the values we bring into the conversation as we apply this evidence.



**Figure 3.** --- Representation of the “Safe and Just Space for Humanity” reflecting social foundations and environmental ceilings (Raworth, 2012).



**Figure 4.** --- Representation of current state of social indicators comprising the proposed social foundation in Raworth’s model (Raworth, 2012).



**Figure 5.** --- Representation of current state of environmental indicators comprising the proposed environmental ceilings in Raworth’s model (Raworth, 2012).



**Figure 6.** The United Nation Development Programme’s 17 Sustainable Development goals (United Nations, 2015).

The United Nation Development Programme’s Sustainable Development Goals (SDGs) represent another example of a framework aimed at addressing the intersection of environmental boundaries and human wellbeing. The SDGs are a significant evolution from the UN’s previous development creed, the Millennium Development Goals, as they merge together commitments to addressing poverty, health, equality and human rights with the overarching priority of sustaining the biosphere (United Nations, 2015). As Griggs et al. (2013) argue, sustainable development must be framed not as a byproduct of smart economic growth, but as a commitment to preserving the planetary life support systems that future generations depend on for their wellbeing, leading to a reshuffling of economic priorities in ways that benefit historically marginalized peoples.

Major federal developments related to environmental sustainability over the past decade have included sweeping changes to Canada’s environmental assessment legislation as well as several other Canadian environmental laws (Gibson, 2012; Powell, 2012). Further promises from our relatively new Federal government have been made to reverse some of these changes (Liberal Party of Canada, 2017). The new Pan-Canadian Framework on Clean Growth and Climate Change (Government of Canada, 2016) and the Canadian Energy Strategy (Council of the Federation, 2015) mark attempts to achieve some degree of agreement on a path forward on these issues in a setting often complicated by jurisdictional disputes. While some have praised these plans, others have criticized them both for how they have addressed relationships with Indigenous peoples and for their levels of ambition related to managing the decline of fossil fuel production and use (Samphir, 2016; Krackle, 2015). With a newly elected provincial government, Manitobans are waiting for signals on how the province may address sustainability. Manitoba’s Sustainable Development Act was assented to in 1998, and elements related especially to procurement are relevant to our institution. Our previous government had begun a process of replacing the Act with updated sustainability legislation, but what our new government chooses to do here remains to be seen. At the City level, a set of community indicators called “MyPeg” (Peg, 2017) provide valuable information about many aspects of sustainability in Winnipeg - however, the existing planning document related to sustainability is now six years old (City of Winnipeg, 2011).

It is difficult not to notice the gap between what scientists and researchers suggest will be required to address many of our sustainability challenges, and the political solutions in place to address them. Despite the increasing gravity of the problem, mobilizing the large-scale economic and social transformations needed to keep the Earth's systems within safe operating limits remains a slow and difficult process. Sustainability has been a major part of public discourse for nearly forty years, yet the normalizing of environmental concerns dampens the urgency around taking meaningful action. Consumers, governments and corporations often satisfy their environmental values and obligations by exchanging goods and services branded as sustainable or “green” but that are disconnected from long-term strategies or effective environmental stewardship (Delmas & Burbano, 2011). Action on sustainability in general, and climate change in particular, is often complicated by the political contestation that surrounds certain responses, particularly those pertaining to energy resources, and those that maintain that sustainability management should also uplift the rights of marginalized communities who often bear the brunt of environmental degradation (Füssel, 2007).

The increasing frustration among those communities is proving to be a major catalyst for the large and growing social movements around the world working towards climate and environmental justice. These movements arguably played a key role in introducing language into the Paris Agreement recognizing that even a 1.5 degree global temperature rise poses serious threats to many people, particularly those in low-lying regions of the world.

Closer to home, this has aligned with other social movements such as IdleNoMore and those seeking to slow the expansion of fossil fuel infrastructure in Canada. These movements, with their strong student participation and effective digital communications capacity have played an important role in shifting conversations about sustainability both at UWinnipeg and much further afield. The influence of anti-racism movements in shifting conversations toward environmental justice cannot be ignored, especially on university campuses (Thomas & Gismondi 2017). The intersections of economic inequality, environmental degradation, gender inequality, and racism are now central to the sustainability conversation. This is as true in Canada as it is globally (Mitchell & D’Onofrio, 2016; Mascarenhas, 2012; Teelucksingh, 2007). At UWinnipeg, with our strong history of social engagement and our commitment to Indigenization, this intersection between social justice and the environment presents an important dimension to our work as we move forward.



**Figure 7.** Water rights activists at Totem Pole Journey gathering at The Forks. Photo Credit: Greg Gallinger.

We can approach STARS, the leading third party campus sustainability rating system in Canada and the US, in the context of this larger social movement and in a manner that is sensitive to emerging research and scholarship about the increasingly intersecting and overlapping socio-environmental pressures that characterize the Anthropocene. Administered by the Association for the Advancement of Sustainability in Higher Education (AASHE), STARS is a self-reporting framework for colleges and universities to measure and report on their sustainability performance in a manner that allows for a degree of meaningful comparison between different reporting institutions. STARS includes performance indicators and criteria organized into four categories: Academics, Engagement, Operations, and Planning & Administration. Institutions pursue credits that are relevant and meaningful to them and earn points toward a STARS Bronze, Silver, Gold or Platinum rating or earn recognition as a STARS Reporter. Once an institution has earned a rating, it is valid for three years.

UWinnipeg is one of only four primarily undergraduate universities in Canada that have submitted a report to STARS. Within the category of primarily undergraduate universities, we are second to Thompson Rivers University in British Columbia. Of the fourteen larger Canadian universities who have submitted STARS reports, 9 have achieved a Gold rating, 3 Silver, 1 Bronze, and 1 is a Reporter. A total of 65 universities and colleges in Canada have participated in STARS (AASHE, 2017). Of those, 32 currently have ratings (4 primarily undergraduate universities, 14 larger universities, and 14 colleges, while the rest are either in the process of compiling their first report or have had their rating expire.

Institution	Rating	Points
<a href="#">Lakehead University</a>	Bronze	36.94
<a href="#">MacEwan University</a>	Silver	49.29
<a href="#">Thompson Rivers University</a>	Gold	71.58
<a href="#">University of Winnipeg</a>	Silver	58.86

**Table 3.** STARS Ratings for Primarily Undergraduate Universities in Canada (AASHE, 2017).

UWinnipeg performs quite well according to STARS, as will be further outlined in the sections that follow. In many cases – but not all – our stronger and weaker performance in different STARS categories aligns with our own internal assessments of strengths and areas in need of more attention.

The areas of disagreement between our own internal evaluation and STARS are important to keep in mind. This close, but not exact, alignment between our own assessment of our strengths and weaknesses and that reflected by STARS is a good sign. It means that we are taking seriously

the importance of working with third party systems in a way that recognizes that they must be approached with healthy caution. These types of third party reporting systems are one mechanism used for mitigating the greenwashing that can result from calls for better sustainability performance in the absence of any reputable standard against which to measure sustainability claims. Good systems are designed based on sound research and represent consensus on complicated environmental issues. They can play an important role in charting a course toward a sustainable future. However, if not approached cautiously and with a genuine commitment to sustainability leadership, reporting systems can quickly become part of the greenwashing problem. Achieving a certification for a certain standard or rating system can become the preoccupation of firms or public institutions looking to bolster their reputation or respond to public and investor demand for corporate responsibility (Schaltegger & Burritt, 2010), and this can happen at the expense of a more appropriate course of action for the circumstance.

By placing different ways of approaching sustainability - including STARS, the “safe and just space for humanity,” the Sustainable Development Goals, the calls of social movements, our institutional experience, and the perspective of our own campus community - into dialogue we can begin a process of triangulation and chart a path forward that is appropriate to our values and circumstances. What we see emerging from this triangulation is that both on campus and more broadly, conversations about sustainability today are less interested in balancing the pillars of social, environmental, economic, and cultural sustainability and instead more focused on recognizing that justice, human rights, equity, and the environment are inextricably linked. The notion of trade-offs must be replaced with approaches that identify synergies.

In this sense, sustainability must be understood in its broadest sense – and our campus community does indeed think of sustainability broadly. When we asked our campus community about our responsibility to social, cultural, economic, and environmental sustainability issues, the community replied quite clearly that we need to pay attention to all of them. The community also expressed that they want to see us doing so in many different ways, ranging from preparing our students to address sustainability challenges when they graduate to providing training to University employees to align our own operations with sustainability imperatives. Survey respondents did generally consider our responsibilities related to economic sustainability to be somewhat less important than our responsibilities in other areas. This trend aligns with concerns that our sustainability efforts may divert funds from our central mission of teaching and research. This feedback underscores the importance of ensuring that any major projects undertaken under the sustainability banner be aligned with the University’s core functions and be financially responsible. We must ensure that we are good stewards of our funds and that we use them in ways that help us meet our core mission. Experience suggests that we can do this and that some sustainability projects can even positively impact UWinnipeg’s bottom line. For example, the University spent approximately \$340,000 less on utilities in 2016 than it did in 2009 because of the energy efficiency and emissions reductions work undertaken over that period.

In short: the literature, social movements, the leading third-party rating system for campus sustainability, and our own campus community all agree that sustainability is about more than waste reduction and energy efficiency. It is, in the words of our own Strategic Directions document, about the “health, revitalization, and resilience of communities and ecosystems.” Our new strategy must reflect this aspiration.

## **An Updated Vision**

Reflecting on the broad strokes of our current context, we can conceive of the work we want to continue doing in slightly different terms than the way we did a decade ago. This is not to say that any of the priorities of previous years will be discarded. Instead, it means that the current context requires an updated way of thinking about and understanding our sustainability project. The following four overarching goals represent our first attempt at re-framing our work based on the external environmental scan outlined above:

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 helps motivate thoughtful leadership and action;
4. Mobilize evidence & research to address local and global sustainability issues.

The following section explains these four overarching goals and links them to the results of our internal engagement process. A preliminary set of draft targets are organized within each of these four overarching goals. These targets represent commitments that are aligned with our Strategic Directions and the IARP, reflect what we heard through our internal engagement process, are supported by those likely to have responsibilities implementing them, are designed to ensure UWinnipeg continues to lead, and are ambitious while still being realistic. They will be further discussed and modified as our renewed strategy and the implementation team are finalized.

### ***Goal 1: Exceed Canada’s Commitments Under the Paris Accord***

Between 1990 and 2015, we succeeded in reducing absolute campus wide greenhouse gas emissions by approximately 32% despite the fact that 38% of the space we currently occupy did not exist in 1990. The University has substantially exceeded its target of reducing absolute emissions 10% below 1990 levels. While not all universities in Canada can boast quite the same level of accomplishment in this area, it is a fact that Universities are a key locus for climate action. Many North American campuses have made important progress in setting and reporting on

transparent emission reduction targets, and a number have succeeded in meeting or exceeding them. UWinnipeg can be proud to be among these successes, especially given its unprecedented growth in occupied space over the emission reduction period. The role universities are playing in modeling emission reduction processes speaks to a larger trend: over the last decade, in the absence of cohesive government action on climate, institutions and local governments have often taken more prominent leadership in this work.

While government-led climate action remains notoriously slow at all levels, the past decade has seen some meaningful gains with respect to climate policy. Frameworks pursued by international bodies such as UNFCCC and UNDP, and by national, provincial and local governments here in Canada are beginning to produce tangible targets and deliverables. In December 2015, nations party to the UN Framework Convention on Climate Change met in Paris to hash out the world's most comprehensive international climate change policy framework to date: the Paris Agreement. Succeeding the 1997 Kyoto Accord as the world's top-level climate change governance mechanism, the Paris Agreement was signed by 194 countries, many of whom are now working to ratify their commitments with national policies and regulations (UNFCCC, 2015).

The agreement has been lauded by many observers for its ambitious goals, chiefly its commitment to limit global temperature rise "to well below 2°C above pre-industrial levels and pursuing efforts to limit the temperature increase to 1.5°C above pre-industrial levels" (UNFCCC, 2015). However, there are also well-founded criticisms of the deal. For example, while signatory nations are required to submit nationally determined contributions to global emissions reductions, the targets are not legally binding and presently equate to a 3°C rise in temperatures (IISD, 2016). Nonetheless, Paris marks a turning point in global climate change governance and provides the University of Winnipeg with a compass bearing and a frame of reference as we flesh out our own approach to emissions reductions.

Canada has now signed and ratified the Paris Agreement, committing to "an economy-wide target to reduce greenhouse gas emissions by 30% below 2005 levels by 2030" (UNFCCC, 2015). This target has been criticized as not being ambitious enough, particularly by those advocating for approaches to calculating "fair shares" of climate mitigation that apply a strong justice lens. A "fair share" mitigation effort by Canada within the range of equity perspectives agreed upon by the civil society coalition working on this question would be between 1013 and 1126 Mt of mitigation below baseline in 2030, while the current commitment represents a reduction of 283 Mt below baseline (Civil Society Review, 2015). The federal government offers a strategy for meeting this goal in its Pan Canadian Framework on Clean Growth and Climate Change which focuses on emissions reductions, adaptation and resilience, innovation and jobs, and reporting and oversight. The government has put forward carbon pricing as the primary mechanism for meeting the 2030 target and is requiring provinces to implement their own pricing systems by 2018 (Government of Canada, 2016). The framework also outlines supplementary commitments to reducing emissions via other approaches such as developing renewable energy and programs for net-zero energy buildings.

Canada's new national carbon strategy may present both opportunities and costs for the University of Winnipeg. Carbon pricing structures should strengthen the economic argument for reducing the emissions footprint of facility operations by taking such measures as reducing natural gas consumption and accessing potential federal funding for retrofits and other capital projects designed to improve energy innovation. At the same time, a price on carbon means paying more for the fossil fuels we use, especially natural gas. It is unclear if, or how, a carbon price will make the use of heating fuels other than natural gas economically preferable to natural gas. There is a risk that once established, a carbon price will increase the price of natural gas, but that natural gas will remain the cheapest heating option. In this instance, we will lack an economic argument for switching to a lower-carbon heating source but will still pay more for heating.

Here in Manitoba, the provincial government is developing its own "made-in-Manitoba" approach to carbon pricing that has yet to be announced. We can hope that this approach will circumvent this potential challenge. Beyond carbon pricing, we remain optimistic that the provincial government will take meaningful action on climate change and that it will look to the University as a committed partner especially in the areas of research, innovation and sharing of our own emissions reduction experience. We are uniquely situated to provide provincial climate leadership, especially with the newly established Prairie Climate Centre which aims to "enable governments, businesses and community members across the Prairies to reduce their vulnerability to climate variability and change by providing access to an innovative, stakeholder-driven hub for data, guidance, research, knowledge exchange, training and capacity building" (Prairie Climate Centre, 2016).

We can also recognize that it is time for us as an institution to take transparent and meaningful steps towards diversifying our energy mix on campus. Energy intensity of campus operations decreased by 27% compared to 2009, meaning that we substantially surpassed our target to achieve an 18% reduction. However, despite surpassing this target, we earned fewer STARS points than average as compared to our peers in the energy category in large part because we have not yet implemented any major renewable energy projects on campus. The campus community has likewise indicated wanting to see these types of projects as a sign of our commitment to sustainability.

Over the past two years, we have undertaken several feasibility studies for different types of renewable energy, for which we see two main benefits. In the first instance, they would play a role in beginning to mainstream renewable energy installations in our province. Secondly, they would help UWinnipeg achieve greater energy resilience. We would have greater flexibility with fuel choice as the energy landscape changes over time. Low prices for natural gas and electricity continue to make it challenging to diversify the energy mix on campus. For this reason, we must start with a modest target and hope for better in five years. Still, electricity rates are projected to go up considerably in the years ahead and carbon pricing is also expected to drive up the price of natural gas. A proactive approach to introducing other forms of energy on campus will help support province-wide efforts to find lower carbon alternatives to natural gas for heating and diversify our energy economy.

Over the past decade, our emission reduction efforts have often been viewed as our flagship sustainability project. Despite this, our survey demonstrated that a large portion of the campus community remains unaware of our success. This juxtaposition of operational success and lack of awareness about this success highlights the importance of linking emission reduction efforts to knowledge mobilization, campus engagement, and academic life on campus. In this sense, our response to the Paris Pledge must include ongoing efforts towards deep decarbonization, but it must also be strongly linked to the other overarching goals in this strategy. Reducing our own footprint is a necessary, but not a sufficient condition to us making a difference. The difference will be felt the strongest if we leverage our own operational climate action to spark action elsewhere as well. The targets under this goal are about us keeping our own house in order, but we also know that to have real impact these internal efforts need to be amplified through connections to work being done on the other overarching goals in this plan.

This point is made all the more relevant when we recognize that Canadians do not understand the full scope of the climate problem – a challenge that our own Federal government raised when it released its climate strategy at COP22 in Marrakech (Cheadle, 2016). As an institution committed to teaching and learning, this stark fact should serve as a rallying cry. With respect to specific climate targets, we can currently consider the following:

1. Achieve a 50% reduction of scope 1 (direct emissions related to operations – i.e. heating) & scope 2 (indirect emissions related to purchased items – i.e. electricity) GHG emissions compared to a 1990 baseline by 2020 and achieve 0 emissions by 2035.
2. Aim for 5% of total energy use on campus to be derived from unconventional renewable energy sources (solar, geothermal, wind, sustainable biomass) by 2021;
3. Establish a baseline for scope 3 (emissions that occur as a consequence of operations, but not owned or controlled by the University – i.e. air travel) by 2017, report annually on them moving forward, and set a reduction target by 2018.



**Figure 8.** The Globe and Mail reports on Canada's climate plan (Cheadle, 2016).

## ***Goal 2: Cultivate Principled Relationships with People On and Off Campus and with Ecosystems Near and Far***

*“I personally chose [UWinnipeg] for its advances in sustainability. The ways the University faculty and students address [...] different cultures and the importance of the environment is impressive and should continue to set an example for schools across Canada. I am proud to be in part of the first year of the U-Pass and [Indigenous Course Requirement]. I would encourage the students, faculty and community to keep addressing and responding to the issues in our world as well as they have been doing.”*

*- Student*

As a bricks-and-mortar institution of higher learning on Treaty One territory in the heart of the Metis nation, our day-to-day activities enter us into countless relationships. We are Treaty people. We are in daily relationship with the faculty and staff who work on campus. We are in daily relationship with our students. We are in relationship with every community and ecosystem impacted by the natural resources and labour we use to keep the heat on, the boilers running, and the University supplied with the food and goods we need to operate. We may not be able to be perfect all the time, but we can strive to always honour those relationships and to continually improve.

As outlined earlier in this document, our work over the last decade has focused on GHG emissions, energy, transportation, water, grounds, purchasing, and waste related efforts. We have made good progress in managing our facilities and making procurement decisions in ways that strive for better relationships. We know that for some students, this work has been an important reason for their choice to attend UWinnipeg. We perform average relative to our STARS peers in our facilities management work. We have particular strength in our approach to paper purchasing, with 100% of our paper purchases being 100% post-consumer recycled.

UWinnipeg’s waste reduction and diversion activities were the most common aspect of our sustainability efforts on which survey respondents commented. Despite this, our waste diversion target is the only quantitative target from our current strategy that we failed to meet. Survey results also demonstrate that our support for active transportation and transit use is also relatively well known on campus. Favourable comments about waste are especially interesting when juxtaposed with the fact that many survey respondents suggested that the University should be doing more with respect to energy use and water reduction. Our successes in these areas are far less visible and our community appears to remain largely unaware of them. Survey respondents demonstrated awareness of our accomplishments with respect to new building projects, citing LEED certifications as a sign of our commitment to sustainability. Increased and improved greenspace, especially space that allows for food production, remains on the wish list for many. Targets 1 through 4, outlined in detail on page 20 of this document, seek to address the issues related to facilities management and procurement that have been at the core of our

sustainability efforts for the last decade. . These targets address the people and places impacted by the natural resources and labour we use to keep the heat on, the boilers running, and the university supplied with the goods and services we need to operate.

*“Diversity Food Services deserves an award. I'm proud of them.”*

- Student

The survey also yielded many comments about campus food services. Many expressed pride in the sustainability efforts of Diversity Foods (local purchasing, compostable containers, organic, fair trade). Others expressed concerns that the food prices render Diversity inaccessible to students. Some would like to see the University provide more vegan/vegetarian options. Many stated that they would like to see other restaurants operating on campus being held to a higher standard,

especially with respect to waste. Many respondents expressed dissatisfaction with vending machines, arguing that bottled pop and snacks should not be sold as they are unhealthy, wastefully packaged, consume energy to vend, and are provided by suppliers that do not necessarily reflect the same judicious purchasing practices as Diversity. Some participants noted that they appreciate the water bottle ban. Others suggest that it is inconvenient and counterproductive since bottled pop – a less healthy option - is still available for purchase. Many noted their desire to see more ‘water refill stations’ around the University. Target 5 addresses issues related to food.

*“The price of the campus meals can be prohibitive for some- especially when there are more filling and cheaper options so close by.”*

- Student

*“In order to be coherent, the University needs to exercise public leadership on issues like divestment from fossil fuels. Otherwise they are teaching students and the community that the results of extensive scientific research on climate change need not result in decisive and timely action to preserve climate sustainability.”*

- Faculty

Comments related to fossil fuel divestment in this fall’s survey are best understood alongside the results of the engagement process on the same issue that took place over the winter of 2016 (University of Winnipeg, 2016). We’ve been talking about this particular issue for well over a year. Divestment is an issue that matters a lot to many people on campus – much more than almost any other sustainability issue relevant to the University. Based on all of the different engagements on this issue over the past year, it is fair to say that there is an emerging consensus that the University’s investment practices are an important part of its overall sustainability impact, while perspectives on the best way to reflect sustainability commitments in investment practices remain diverse.

Those arguing that divestment is the best approach to reflecting our sustainability commitments expressed their views in the survey. Respondents to the survey were provided with several opportunities to comment on current and future sustainability priorities. One of the most frequently raised issues was that of divestment. About 10% of all the comments received in the survey were about divestment, and all of those comments supported divestment of some kind.

*“It is not an either/or but rather both-continuing to invest in fossil fuel, hold the industry accountable to improving technology AND continuing to invest in alternate energy sources e.g. wind and solar.”*

- Donor Survey Respondent

Still, there continue to be others who believe that different approaches to reflecting our commitment to sustainability in our investment practices would be more appropriate. These perspectives were heard throughout the engagement process last winter and in comments received through the two surveys administered over the same period. Some suggested partial divestment strategies that target companies with particularly egregious track records regarding slowing climate progress or disrespecting Indigenous rights. Others argued that a decision to divest would hamper our ability to influence precisely those companies most in need of some assertive nudging. Many holding this view saw divestment as “checking out” of the challenge of fossil fuel transition altogether and considered approaches involving shareholder engagement to have higher potential for impact.

This issue is complicated by the fact that the University itself does not actually hold any investments. The University of Winnipeg Foundation is an arms-length entity with its own Board of Directors, and our pension funds are also controlled by an independent Board of Trustees. These bodies are responsible for setting their investment policies. With this in mind, there continues to be different views on campus about the nature of the University’s jurisdiction on the question of divestment. Regardless of this jurisdictional question, it is clear that charting a path that keeps our campus community unified and working together to deliver on our core mission of teaching and research is a top priority.

Moving forward, we can anticipate debates about the best way for the University’s sustainability commitments to be reflected in its investment practices to continue. Target 6 addresses investment in a manner that seeks to recognize that part of the investment question that is within the University’s control, while remaining alive to the fact that investments made by UWinnipeg do indeed enter us into relationships with the people and places impacted by these investees.

There were also many comments both supporting and questioning the Indigenous Course Requirement. Some participants noted that they appreciate the work that UWinnipeg is doing to improve relations with Indigenous students and members of the community. Several noted that they would like to see more Indigenization of the university through art, plants, gardens, ceremonies, and teachings. Target 7 addresses Indigenization and attempts to recognize our role as an educational institution on Treaty One land in the heart of the Metis Nation.

Through the half-day session with University leaders that took place as part of this engagement, it

*“Indigenous matters are now a visible part of our efforts here at U of W. We had the courage to start changes that will bring about increased respect for each other, not just now, but for the future generations that come to this institution.”*

- AESES staff

became clear that there is institutional appetite for exploring ways to achieve more synergy in work relating to sustainability, wellness, equity and diversity on campus. Target 8 attempts to put this appetite into words in a manner that recognizes that the relationships our institution has with its own students, faculty and staff are an integral part of our sustainability mission.

Draft targets for our goal of cultivating principled relationships with people on and off campus and with ecosystems near and far are:

1. Align facilities management to reflect the equivalent of LEED Operations & Maintenance standards by 2021; continually integrate reporting metrics from LEED O&M implementation into ongoing annual reporting to achieve full alignment and reporting capacity by 2021.
2. Strive to ensure that all new buildings and major renovations are built to the highest possible LEED, LivingBuilding, or Passive House standards possible with available resources, prioritizing approaches that deliver the most sustainability benefit in the Manitoba context. Develop standard template contract requirements by July 2017 reflecting these standards, to be used for all projects moving forward.
3. Publish sustainability requirements and standards for environmentally preferable purchased goods and detailed sustainability-related scoring requirements for RFPs on the Purchasing Services website by the end of December 2017 for use by all UWinnipeg staff making purchasing decisions.
4. Establish reporting fields required in financial software to track: (a) The percentage of all goods purchased that are environmentally preferable; and (b) the average sustainability-related RFP scores of awarded contracts by the end of FY2017. Establish baseline data in 2018 and set targets by early FY2019.
5. Support campus food services as they continue to achieve the highest standards as measured by the foremost standards of sustainability in the campus food service industry, currently LEAF and/or STARS.
6. Work in partnership with the UWinnipeg Foundation to evaluate alignment between the overarching purpose of the University, its policies and strategic directions and Foundation investment policies by the end of 2017. Provide ongoing support to the Pension Board of Trustees in their efforts to ensure that pension options for staff are similarly aligned.
7. Begin an ongoing institutional learning process with the support of partners, including Indigenous elders and traditional knowledge keepers, to develop an implementation framework for the United Nations Declaration on the Rights of Indigenous Peoples as it applies to the University and its activities and to continually integrate Indigenous knowledges and ways of knowing into our sustainability

efforts. Complete framework by the end of 2018 and report on ongoing learning activities and outcomes annually in the annual Sustainability Performance report.

8. Link to the work of existing University bodies addressing human rights, equity, wellness, and accessibility for students, staff and faculty and include a summary of progress in the annual sustainability planning and reporting process by FY2017. Building on the experience of the Sustainability Office in setting goals and measuring progress, work with the responsible offices for each of the aforementioned areas to establish and report ongoing data improvement processes to aid in evaluation and planning related to work in these areas, and include data in the annual sustainability performance report as it becomes available.

### ***Goal 3: Develop and Deliver Curriculum, Student Services, and Programming that Deepen Student Knowledge about Sustainability and that Helps Motivate Thoughtful Leadership and Action***

While 84% of UWinnipeg students who responded to the survey said that they believe that a good understanding of sustainability will be relevant to them when they graduate, only 54% felt that the University of Winnipeg is adequately preparing them for the sustainability challenges that they will encounter when they graduate.

*“We can no longer afford to let people graduate from business, economics, arts, sciences or any other faculty without a basic understanding of these issues.”*

*- Faculty*

Students also do not necessarily view courses as the most important venues for learning these skills. Instead, they identified engaging in advocacy work, participating in university governance bodies, and seeing sustainability in action through campus operations as being the main places where they learn about sustainability. This result underlines a principle that has driven the work of the Campus Sustainability Office since its inception: every inch of our campus, and the ways decisions are made on it, are a fundamental part of the curriculum that we offer. Our opportunity is to be increasingly deliberate with this undeniable fact by making more deliberate use of our own campus as a living

laboratory. Other opportunities, such as those developed as part of the Norway-Canada Sustainable Energy partnership, will also be an important aspect of this effort. Targets 1 and 2 under this goal, outlined in detail on the next page, seek to support this opportunity.

We can also think about how our supports for students motivate them to apply their knowledge to act and lead thoughtfully. Here, further research is required both to better understand what can lead more students to action and how our academic advising, career services, student life, and recruitment activities can interact with these goals. Targets 3 and 4 are meant to address this need and to begin to develop strategies aimed at growing the circle of students taking up leadership roles related to sustainability both on and off campus.

Finally, while classes may not be the only way students learn about sustainability, they are still foundational. If emissions reductions are a necessary but not sufficient condition for our taking on responsibilities for climate change, then good sustainability curriculum is the necessary but not sufficient condition for ensuring students graduate with the knowledge they need to be part of solutions. Subsequently, we need to support efforts to continually improve curriculum, and we need to do so in a way that respects faculty's independence in deciding on curriculum. Our survey demonstrates that faculty are most supportive of efforts that provide them with options, networks and resources while leaving them with the freedom to use them as they like. While some spoke in favour of an effort similar to the Indigenous course requirement, most preferred a different approach to sustainability curriculum. Target 5 seeks to set out such an approach.

The five draft targets for the goal of developing and delivering curriculum, student services, and programming that deepen student knowledge about sustainability and helps motivate thoughtful leadership and action are:

1. In collaboration with departments responsible for implementing sustainability action on campus, generate, publish and promote a list of campus-based sustainability related student research opportunities annually for thesis or special projects.
2. Establish Campus Sustainability Course as a standing course in the University course catalogue, and offer the course at least twice by 2021.
3. Undertake a research project in 2017 using appreciative inquiry to better understand the learning process, learning outcomes, and interests of students who act and lead. In 2018, apply findings to develop a framework and action plan for growing leaders and continually engage students who are actively working towards positive impacts on campus and in their communities.
4. Establish an internal committee tasked with creating a framework for linking academic advising, career services, and on-campus leadership development opportunities to better support students wishing to understand how to make the biggest difference possible both on campus and in their future careers. Create a framework by the end of 2017 for implementation through 2021. Report on implementation progress in the annual Sustainability Performance report.

*"The biggest impact the University can have is sending out 2,000 graduates each year who are environmentally conscious. A mandatory course is not required if we do a better job increasing the number of interesting courses on the topic, increase the communication of the research being done and provide other opportunities for exposure to sustainability ideas."*

*– CMP employee*

5. Support a formal, ongoing, “community of practice” for members of faculty with an interest in integrating sustainability throughout the curriculum and of strengthening teaching related to sustainability to organize workshops, develop peer-to-peer exchange, and identify specific resources to be developed by support staff and/or faculty in support of the aim of having students graduate knowledgeable about the key sustainability issues of today.

#### ***Goal 4: Mobilize Evidence & Research to Address Local and Global Sustainability Challenges***

Impact and knowledge mobilization are important elements of our Strategic Directions and our Academic Plan. When viewed in relation to our sustainability work, we can readily point to the long list of sustainability-related research underway at UWinnipeg. This includes efforts such as #LetsTalkEA (The Legitimacy Project, 2017), the Prairie Climate Centre, and lab activity in C-WILDE and STALWART, to name only a few. Our academic plan addresses efforts to support and mobilize this type of research.



**Figure 9.** Dr. Patricia Fitzpatrick and Rosie Blais on the webseries #LetsTalkEA (The Legitimacy Project, 2017).

activities on campus and the diversity of how research impact and knowledge mobilization can be measured. In carrying out the first target under this goal, lessons learned both here at UWinnipeg and elsewhere will be important to ensure an approach that is broadly supported.

The IARP commits the University to supporting unique research opportunities that highlight our impact in emerging sectors, such as the area of sustainability. In supporting this research, we must be aware of key questions and reservations raised by survey respondents. In particular, it is important to respondents that we provide these supports in a manner that recognizes and values the diversity of different research

*“What does [conducting research which addresses sustainability] mean in an institution that focuses on undergraduate education? Who is going to do this research, and will it be a requirement for academic staff and faculty. How will the university encourage such research without impinging on established collective agreement(s) without punishing those for whom research on sustainability is difficult to fit into their discipline and/or not their choice? This one's a tough call.”*

*- Faculty*

We can also think closer to home when we consider knowledge mobilization related to sustainability. We can leverage the immense wealth of expertise on campus to support lifelong learning among our own staff. At the same time, we can draw on our own institutional learning experience to provide input into policy consultations and to support other institutions and entities in their own operational sustainability efforts. Our sustainability efforts produce knowledge and experience worthy of mobilization. In the years ahead, if this work can be increasingly put into dialogue with knowledge gained through research at the University, our entire institution can become truly engaged in a learning-research process that will have impact well beyond our own institution. This means taking important steps with respect to campus engagement and public engagement.

Here is where we see an important difference between how we perform relative to STARS and our own aspirations. Both with respect to campus and public engagement, we perform well above average with respect to our peers. This reflects the University's many student-led

*"This is the first time I have heard of sustainability at UWinnipeg. Focus on educating students of UWinnipeg's efforts for sustainability."*

- Student

sustainability efforts, our work to date in engaging staff, our community partnerships, our regular participation in public policy discussions, and ongoing efforts towards good community stakeholder engagement. Still, both our new Strategic Directions and our new Integrated Academic and Research Plan (IARP) emphasize that we want to be even better at mobilizing the knowledge on campus in support of priorities beyond our walls; and survey responses underline the fact that there is significant work to do in engaging all audiences on and off campus.

It is clear from survey results that the University could do more to ensure that students, faculty, and staff are aware of the University sustainability accomplishments, of how they can play a part in this work, and of the resources they can access to learn more. This was clear for three main reasons. First, many directly asked for more education and advertisement. Second, many people asked for or suggested sustainability initiatives that were already in place and that they were unaware existed. These two reasons underline the importance of the second target under this goal, as does our institutional commitment to strengthening outward-looking knowledge mobilization.

The third reason is best approached as a sign of great progress: the vast majority of University employees either agreed or strongly agreed with the statement that sustainability is part of their job. When asked how sustainability was part of their jobs, respondents overwhelmingly identified activities such as recycling, reducing paper use, or choosing more sustainable modes of transportation to get to work. These are all very important contributions to the University's sustainability performance, and it is a sign of great progress that our campus community sees contributing in these ways as part of their day to day responsibilities.

This success points to an opportunity to incorporate more focused dialogue and training about how specific university roles or departments might get their hands on some of the larger levers that can amplify and enhance our sustainability impact beyond the basics of recycling and other daily lifestyle habits. For instance, what role can Career Services play in supporting students as they consider their impact beyond graduation? And what can we plan to do to facilitate opportunities for the Career Services team to explore this question? This is one example of many. It is also borne out in further survey data: University employees do not generally feel that they are offered enough sustainability-related training. And here is where the loop comes full circle: this type of training can effectively be thought of as mobilizing knowledge inside the University. Target 3 is about addressing this gap in a manner that leverages the wealth of knowledge and expertise uniquely available in a university environment.

Draft targets for our goal of mobilizing evidence and research to address local and global sustainability challenges are:

1. In partnership with the Research Office, develop metrics related to research knowledge mobilization consistent with the Integrated Academic and Research Plan by 2018.
2. Develop and publish a sustainability outreach & engagement plan for internal and external engagement by the end of July 2017, and implement it through to 2021.
3. Engage faculty, staff and students with relevant expertise to develop workshops and courses that support campus community members in better understanding how their day-to-day work on campus relates to, and can impact positively or negatively on, key sustainability issues. By 2020, have 75% of non-faculty staff complete at least one sustainability-related workshop per year. Develop targets for students and faculty as part of a sustainability outreach and engagement plan.

## **Tensions We Will Hold in the Years Ahead**

Throughout our engagement process, some differences in perspective emerged as key themes that we can anticipate surfacing regularly in the years ahead. These differences represent important points of tension that can hopefully generate valuable conversation and debate. These productive debates promise to contribute to our institutional learning process and to strengthening our thinking and action on sustainability.

### ***But We're Such a Small Drop in the Bucket, So Let's Not Bend Over Backwards!***

One of the most common arguments against taking strong, decisive action in many areas of sustainability is that the impact of any measure is very small when considered globally. This argument is heard in debates about many different issues, including the degree of ambition any country should strive for in climate action or whether or not a pipeline should be built. The question also surfaced in our campus engagement. In particular, some people expressed the view that UWinnipeg's social impact through its teaching and research activities have such positive impact that they make up for our negative environmental impacts. Others disagreed with this line of thinking, arguing that it reflects the same perspective that has slowed progress on climate action and other key environmental issues globally for decades. We can anticipate that debate about this question will be sustained in the years ahead.

### ***"Neutrality"***

A small number of people argued that our sustainability efforts represent political statements that overreach our role as an institution of teaching and learning; that the University should be neutral. Others responded that not making efforts towards sustainability is in itself a political statement that sustains a problematic status quo. In the years ahead, we can expect ongoing debate about the University's role, especially with respect to issues that are perceived to be particularly controversial. As these debates unfold, we can recall that curriculum extends beyond the classroom and seek to find the learning opportunities implicit in these conversations for our entire institution.

### ***Indigenization – Sustainability***

Indigenization and Sustainability are two distinct strategic issues for The University of Winnipeg, but they are in relationship. This presents an important learning opportunity for us while also presenting some important questions for consideration.

On one hand, there may be increasing alignment between Indigenous social and land rights movements with those calling for climate justice, for changes to the current trajectory of fossil fuel development and infrastructure in Canada, and divestment (Indigenous Environmental Network, 2017; Madeson, 2017). The latter is being heard on campus with the argument that "without divestment there can be no sustainability, no

Indigenization and no decolonization.” Others have reminded us that as important conversations about divestment are ongoing, there is so much more universities can contribute to the work involved in cultivating a better relationship with the living world and so much more to be learned from the richness of Indigenous voices across Manitoba and Canada about how to maintain these relationships.

On the other hand, environmental movements have historically had difficult and often opportunistic relationships with Indigenous groups, appealing to Indigenous rights arguments when it suits their cause and then abandoning the partnership when it no longer serves their environmental goal (Lee, 2011; Dauvergne, 2016). Some will also argue that flattening the Indigenization – Sustainability relationship would fail to recognize the diversity of views regarding the relationship between these two issues. While a clear consensus on how Indigenization and Sustainability can and should relate in the years ahead is not likely to emerge, we can recognize the importance of approaching the issue with curiosity, humility, patience, and a commitment to listening and learning.

## **Conclusion**

The process that generated the content of this document brought to the surface, yet again, the wealth of knowledge, passion and expertise at the University of Winnipeg related to campus sustainability among our students, faculty and staff. Our institution benefits from a community driven to lead and committed to concrete progress. Among the team of sustainability leaders at our institution, a commitment to maintaining strong transparency and accountability mechanisms for our sustainability work is consistently recognized as one of the fundamental reasons for our successes. As we move forward with growing our team of leaders with a new sustainability strategy, we can look forward to grounding our work in this ongoing commitment to transparent and robust reporting. Ultimately, our impact can be greater if we share information about our results and our processes in a manner that is of use to others in their efforts to support a global transition to sustainability. After all, we are, first and foremost, an institution of teaching and learning. We will continue to amplify our efforts to put our own institutional sustainability experience in service of this important core mission.

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