OUR

PATH

FORWARD

Seneca
SUSTAINABILITY PLAN
2021 - 2026
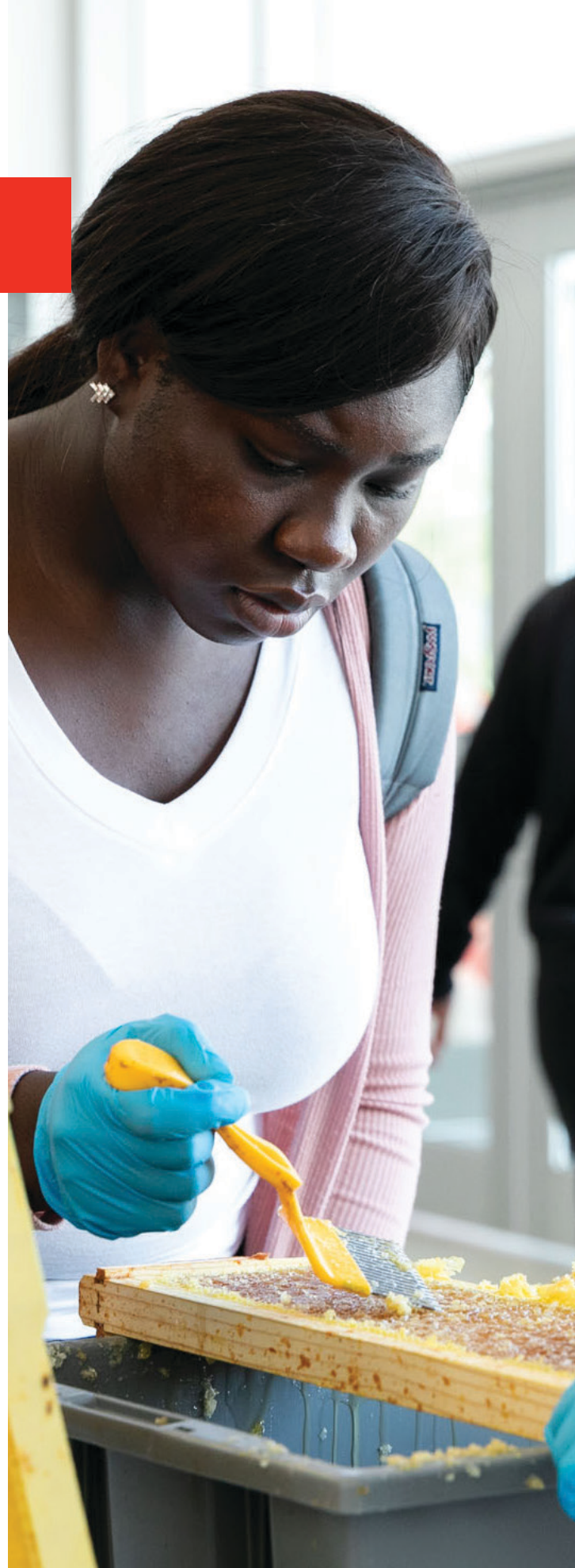
Seneca

Sustainability Plan 2021-2026

This inaugural sustainability plan was developed with significant support and input from the Seneca community with thanks to Intelligent Futures and KEP Sustainable Consulting.

senecacollege.ca

Get involved in sustainability at Seneca. Contact us at
sustainableseneca@senecacollege.ca

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Seneca would like to acknowledge the lands on which its buildings are housed and where students, employees and members of the public gather. These lands are the traditional territories of the Mississaugas of the Credit First Nation and of the Williams Treaties First Nations. We are guests on these lands and it is our shared obligation to respect, honour and sustain them.

A Message from the President

When we asked the Seneca community to help chart our path forward as a renewed and even stronger institution after the pandemic, the response was overwhelming. And the message was clear: renewal had to put sustainability front and centre. It was time for Seneca to become the sustainable Seneca.

We aren't starting from scratch. Seneca's commitment to sustainability can be seen in academic programs, services, applied research and physical spaces. This was recognized by our silver STARS rating from the Association of Sustainability in Higher Education. It was a good start. But more needs to be done.

I am delighted to present Seneca's first Sustainability Plan. This document builds on the great work of our Sustainability Committee and has been enriched by consultation with students, employees and experts–many of them faculty. This is a practical, working plan with clear deliverables, a roadmap to what we will do to become sustainable and how we will do it.

Our approach will focus on the themes of Leadership, Community, Education & Research and Operations. Everyone at Seneca has a role to play to help us achieve our goals.

Meaningful and enduring change does not happen overnight. Sustainability is a complex objective that goes well beyond the environment to include social equity, cultural vitality and economic responsibility.

Seneca is up to the challenge. I have seen, and been inspired by, the enthusiasm and determination within our community to build the sustainable Seneca. This plan will help make it happen.

David Agnew
President

The Sustainable Seneca

Welcome to the inaugural Seneca Sustainability Plan

Sustainability is a core value at Seneca and an academic and operational priority for students, employees and all members of our community. As we begin the journey of implementing this sustainability plan, it is important to recognize that we are building upon a wealth of initiatives that already exist across our community.

Building on this legacy, the Seneca Sustainability Plan represents an opportunity to grow our impact through a strategic, coordinated and collaborative approach to sustainability at Seneca. As we move forward, it is imperative that everyone in the Seneca community understands sustainability and how they can contribute to it.

As we work to build a more sustainable Seneca, we can consider the following concepts:

It's about the future. Indigenous teachings speak of a "seventh generation principle." This emphasizes that decisions made today should consider the impacts that will be seen seven generations from now. Our individual and collective decision-making must consider the generations to come if we are to realize a truly sustainable future.

It's about impact. As we work to implement this plan, it is important to maintain a focus on the potential positive impact of our efforts and decisions. Whether inside the classroom, on campus or in the community, challenging each other to think and act in ways that support a more sustainable future is critical. This approach will ensure that students and employees continually learn and impact the world positively.

It's about working together. No one individual, faculty or institution can build a sustainable future alone. We need to work collaboratively within the Seneca community and with the broader community if we are to exhibit how a learning community can effect positive change in the world.

As you read the Seneca Sustainability Plan, please consider this question: How can I contribute to a Sustainable Seneca?

Reach out to **sustainableseneca@senecacollege.ca** if you would like to contribute to our collective journey.

SAMPLE OF INITIATIVES

More than two million bees buzzing in 50 hives on three campuses

Geothermal energy production at King Campus

Seneca Business being one of 800 leading business schools across 85 countries to be a signatory of the United Nations' (UN) Principles for Responsible Management Education (PRME)

More than 1,800 kilograms of compost being created annually at our Newnham Campus

The Seneca Statement on Investment Policy and Procedures (SIP&P) providing direction on responsible investing that considers Environmental, Social and Governance (ESG) factors

Seneca's School of Fashion leading a variety of textile diversion initiatives, including exhibitions, a clothing donation bin, applied research on fashion and sustainability, a vintage fashion sale, a styling event using second-hand garments and a clothing swap

Thirty-six electric vehicle charge ports installed at King and Newnham campuses

Introduction

Seneca is a dynamic and diverse institution, enrolling approximately 30,000 full-time and 60,000 part-time students annually in certificate, diploma, degree, graduate certificate and microcredential programs. At our seven campuses and through our digital and experiential learning that is shared around the world, Seneca is committed to having a positive impact on our communities and our shared future.

YOUR SENECA SUSTAINABILITY PLAN

We have a strong legacy of taking action to build a more sustainable Seneca through learning opportunities, capital projects and the operations of our campuses. To date, however, sustainability initiatives have occurred in a somewhat ad hoc manner, building on the passions and interests of those students and employees who are committed to a sustainable future.

This inaugural Seneca Sustainability Plan represents a foundational step in embedding sustainability into the culture of Seneca. A sustainable Seneca is one of the three strategic priorities for the institution defined by the *Seneca Au Large* initiative, which also includes building the equitable Seneca and a more virtual Seneca. Since sustainability is an issue that resists easy categorization, a truly coordinated, cross-institutional approach that embeds sustainability into all aspects of life at Seneca is required. The Seneca Sustainability Plan provides a shared direction for the future and establishes actions that move us from our starting point in 2021, toward the achievement of our sustainability goals.

SUSTAINABILITY AND SENECA'S ROLE

Sustainability is the integration of environmental health, social equity, cultural vitality and economic responsibility to create and maintain thriving, diverse, resilient communities for this generation and those to come. The practice of sustainability recognizes these are complex and interconnected issues that require an interdisciplinary, inclusive and collaborative systems approach to reach a state of collective well-being and social and environmental justice.

This concept of sustainability encompasses numerous models and definitions, including triple bottom line sustainability (social, environmental and economic), the Brundtland Commission definition and traditional Indigenous perspectives that use knowledge and medicine wheels to illustrate and underscore our connections. The concept of shared well-being connects us to one another, to community, our planet and all of its diverse and interconnected systems. The model of sustainability explored for Seneca highlights the importance of utilizing a holistic view that incorporates various perspectives and creates the inclusive, participatory space necessary to collectively address sustainability challenges.

Postsecondary institutions play a critical role in developing responsible community members and the changemakers of tomorrow. Approaching challenges through a sustainability lens means Seneca students and graduates—through their actions in Canada and around the world—can actively create and support solutions to tackle large systemic challenges, thereby contributing to a more resilient, equitable future. Utilizing campus-as-a-living-lab principles, Seneca employees can embed sustainability and environmental justice into their work, providing both formal and informal learning opportunities for students. As sustainability is a shared responsibility, Seneca can set standards and expectations for those who provide services to the institution and support those who reflect our vision for a sustainable future.

By preparing students to think critically and to look at problems and solutions holistically, Seneca will have an enduring sustainability impact as students apply their education while in school and in the years after their graduation.

The Sustainability Tracking, Assessment & Rating System (STARS) is a self-reporting framework managed by the Association for the Advancement of Sustainability in Higher Education (AASHE). The STARS framework spans all areas of a postsecondary institution, providing an understanding of sustainability performance against both a baseline year and results from other reporting institutions.

In 2020, Seneca achieved a silver rating in its **inaugural participation** in the STARS framework. This plan identifies the connections between the actions Seneca takes and the respective categories of the STARS framework. In the adjacent list are the four categories—Academics (AC), Engagement (EN), Operations (OP) and Planning & Administration (PA)—as well as an optional fifth category, Innovation & Leadership (IN). It also incorporates the subcategories of the STARS framework.

● **Academics (AC)**

Curriculum, Research

● **Engagement (EN)**

Campus Engagement, Public Engagement
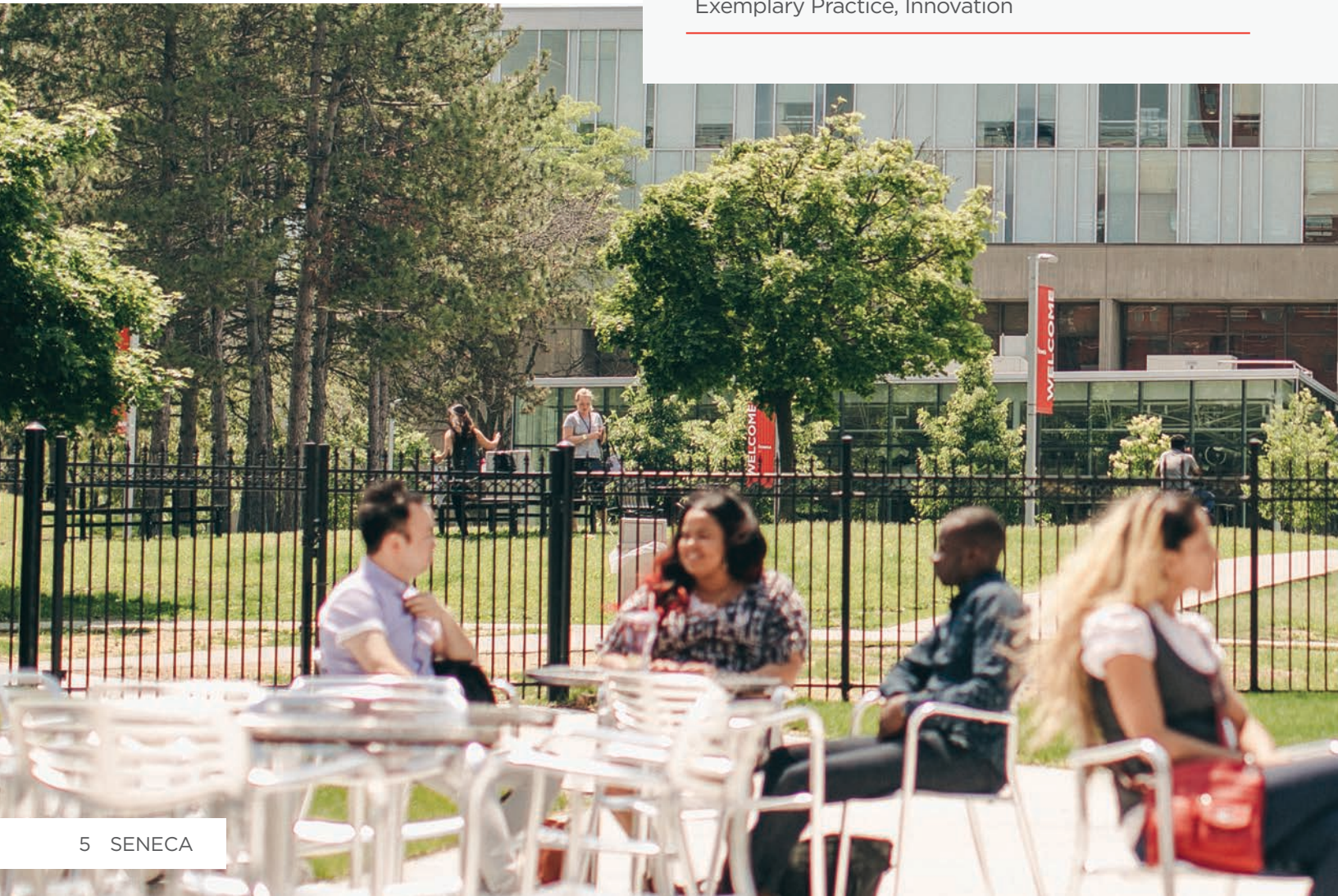
● **Operations (OP)**

Air & Climate, Buildings, Energy, Food & Dining, Grounds, Purchasing, Transportation, Waste, Water

● **Planning & Administration (PA)**

Coordination & Planning, Diversity & Affordability, Investment & Finance, Well-being & Work

○ **Innovation & Leadership (IN)**

Exemplary Practice, Innovation

As a postsecondary institution with a global reach, Seneca is committed to contributing to the global commons. The United Nations developed the **Sustainable Development Goals (SDGs)** in 2015 as "a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030." These goals provide a global framework for addressing the interrelated challenges of sustainable development. Understanding these goals and how Seneca can contribute to their achievement, provides a connection between the actions the Seneca community takes every day and how they can contribute to global well-being.

Throughout this plan, the connections between the SDGs and the actions Seneca will take are identified. Each of the 17 goals are illustrated to the right.

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

Our Desired Future

By understanding our desired future for sustainability, we can achieve a shared direction for all members of the Seneca community. Our vision and goals articulate our ambition for having sustainability integrated into everything we do. We encourage all members of the Seneca community to ask how they can contribute to this future.

The Seneca community supports and demonstrates sustainable outcomes every day.

DOMAINS OF ACTION FOR SUSTAINABILITY AT SENECA

Sustainability Leadership
Three actions for 2021 - 2026

Sustainability guides a shared leadership approach at Seneca. It is embraced at all levels of Seneca, informing institutional strategy, academic programming, business planning, procurement, co-curricular programs and performance management.

Sustainable Development Goals alignment:

3 GOOD HEALTH AND WELL-BEING · 4 QUALITY EDUCATION · 11 SUSTAINABLE CITIES AND COMMUNITIES · 13 CLIMATE ACTION · 16 PEACE, JUSTICE AND STRONG INSTITUTIONS · 17 PARTNERSHIPS FOR THE GOALS

Community
Three actions for 2021 - 2026

Sustainability is a core value that drives partnerships at Seneca. Collaboration with Indigenous, racialized and equity-seeking communities, marginalized citizens, postsecondary institutions, industry, non-governmental organizations, governments and neighbouring communities is an essential way for Seneca to achieve impacts that build a more sustainable future. Equally important to our external relationships is building strong partnerships and collaborative efforts internally.

Sustainable Development Goals alignment:

4 QUALITY EDUCATION · 11 SUSTAINABLE CITIES AND COMMUNITIES · 12 RESPONSIBLE CONSUMPTION AND PRODUCTION · 13 CLIMATE ACTION · 17 PARTNERSHIPS FOR THE GOALS

Education & Research
Five actions for 2021 - 2026

Sustainability is the foundation of Seneca's academic and research offerings. Grounded in research, diverse perspectives and experiences and informed by Indigenous ways of knowing, being and doing, Seneca offers meaningful and immersive experiences for students and faculty to help build a sustainable future.

Sustainable Development Goals alignment:

1 NO POVERTY · 4 QUALITY EDUCATION · 13 CLIMATE ACTION · 15 LIFE ON LAND · 16 PEACE, JUSTICE AND STRONG INSTITUTIONS · 17 PARTNERSHIPS FOR THE GOALS

Operations
Six actions for 2021 - 2026

Sustainability informs all aspects of Seneca's daily operations. Through collaborative relationships with students and employees, as well as community members, industry representatives and service providers, Seneca models and supports sustainable practices.

Sustainable Development Goals alignment:

2 ZERO HUNGER · 3 GOOD HEALTH AND WELL-BEING · 6 CLEAN WATER AND SANITATION · 7 AFFORDABLE AND CLEAN ENERGY · 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE · 10 REDUCED INEQUALITIES · 11 SUSTAINABLE CITIES AND COMMUNITIES · 12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Taking Action

What follows are the key priority actions for Seneca in the first five years of the Sustainability Plan's implementation (between 2021 and 2026). Actions are identified to illustrate the diversity of proposed activities. **Part B** provides additional details on the actions and the related timelines and responsibilities.

SUSTAINABILITY ACTION AREAS

Actions within the Education & Research (ER) and Operations (O) domains are focused on integrating sustainability into the academic, applied research and on-campus experience at Seneca. Actions in the Community (C) and Sustainability Leadership (SL) domains establish a "supporting infrastructure" for sustainability, ensuring that it will continually grow as a strategic element within all aspects of the Seneca community. Aligning with the goals identified in **Section A 2.0,** these actions provide direction to establish the foundation for a coordinated, strategic and collaborative approach to sustainability at Seneca for years to come.

Actions within the Community and Sustainability Leadership domains establish a supportive infrastructure for actions within Education & Research and Operations, while establishing an important foundation for new future actions on sustainability at Seneca.

Sustainability Leadership

Community

Education & Research

Operations

3.1 SUSTAINABILITY LEADERSHIP   Actions for 2021-2026

Goal: Sustainability guides a shared leadership approach at Seneca. It is embraced at all levels, informing institutional strategy, academic programming, business planning, procurement, co-curricular programs and performance management.

SL1 **Establish Seneca's Office of Sustainability**

Seneca's Office of Sustainability (SoS) will support and facilitate the actions identified in this plan, as well as emerging initiatives throughout the Seneca community. Balancing leadership, context expertise, facilitation and communication, the establishment of the SoS will be the foundation for Seneca to achieve our vision and goals for sustainability. The SoS will be a hub that empowers and supports students and employees and brings together interdisciplinary activity and will move sustainability action forward, on campus and off.

SL2 **Develop a Sustainability Policy**

An institutional sustainability policy would formally commit Seneca to incorporating sustainability into its planning and operations. Students and employees can look to this policy when building sustainability capacity across Seneca, in partnership with academic and service areas and external partners. The policy will outline the need for planning documents and governance mechanisms, such as a sustainability plan, the SoS and a sustainability committee.

SL3 **Build partnerships with external partners to support student and employee well-being**

To effectively lead change towards our vision and goals for sustainability, it is important to support the well-being of Seneca students and employees. By leveraging the size and reach of the Seneca community and relationships with external partners who support well-being (fitness, healthy food, emotional well-being, etc.), we can increase the opportunities for students and employees to live healthier, more sustainable lives.

Stories of Sustainability: Leadership

Seneca has joined forces with a group of colleges, institutions, polytechnics and CEGEPs (Québec-only Collèges d'enseignement général et professionnel) from across Canada to educate a post-pandemic workforce to support a new **climate-focused economic recovery**.

The group of eight climate-action leading institutions from all regions of the country have launched an initiative called Canadian Colleges for a Resilient Recovery. The group will champion projects across Canada to support a recovery that delivers good jobs, is positive for the environment and addresses socio-economic inequality.

In April 2021, **Seneca received a bronze award in the CICan Awards of Excellence**. This recognition was in the new CICan Excellence in Sustainable Development category, which acknowledged Seneca's commitment to sustainability as guided by the principles of United Nations' 17 Sustainable Development Goals.

Goal: Sustainability is a core value that drives partnerships at Seneca. Collaboration with Indigenous, racialized and equity-seeking communities, marginalized citizens, postsecondary institutions, industry, non-governmental organizations, governments and neighbouring communities is an essential way for Seneca to help build a more sustainable future. Equally important to external relationships is the creation of strong partnerships and collaborative efforts internally.

C1   **Develop an external engagement framework that focuses on two-way partnerships that grow relationships over time**

Partnering with industry and communities is necessary for continually growing our impact toward building a sustainable future. Establishing a framework to collaborate with external partners, based on reciprocity and a common cause, will enrich the learning experience at Seneca and leverage the strengths of the institution to benefit communities, locally and globally.

C2   **Develop a campus engagement framework that focuses on capacity-building and empowerment**

Fully realizing our vision and goals requires effort across the entire Seneca community. Building capacity through engagement will empower everyone to take sustainable action. Whether it is the inclusion of sustainability across curriculum or in volunteer efforts, everyone has a role to play.

C3   **Develop a responsive communications strategy that informs and inspires action and ownership and which relays progress**

Sustainability is a complex issue that requires an understanding of the global, long-term need for this way of thinking and acting. It also requires an understanding of what individuals and groups can do on a local level to make a difference. Communicating our successes and how members of the Seneca community can take action within their spheres of influence will result in more activity and a greater impact on sustainability. The regular communication of Seneca's sustainability wins, ongoing efforts and challenges will help encourage participation, knowledge sharing and cross-institutional collaboration.

Stories of Sustainability: Community

In 2017, Seneca established the Sustainable Seneca Committee with a mandate to promote and embed sustainability in the Seneca culture, in the way Seneca conducts its business and the values and learning it imparts on its students. The Sustainable Seneca Committee is a cross-institution stakeholder group. Members have included representation from students, alumni and employees from academic and service areas. The group meets a minimum of four times a year.

A collaboration between **the School of Fashion and First Peoples@Seneca** resulted in the creation of traditional ribbon skirts, sacred regalia worn by Indigenous women at ceremonies.

Seneca Business has embedded sustainable, ethical and environmentally focused business practices into all of its programs. As an example, the Sustainable Business Management graduate certificate program focuses on the long-term economic, environmental and social value of a sustainable business strategy.

Seneca Business is also working with industry partners to influence sustainability practices in the tourism and hospitality sectors, international transportation and supply chain management.

Goal: Sustainability is the foundation of Seneca's academic offerings and research. Grounded in research, diverse perspectives and experiences and informed by Indigenous ways of knowing, being and doing, Seneca offers meaningful and immersive experiences for students and faculty to build a sustainable future.

ER1 **Add sustainability as one of the core literacies**

Seneca will incorporate sustainability as one of its core literacies for students. This will be essential to having Seneca support sustainable outcomes within the learning community and beyond and will help graduates apply their learning in the world.

ER2 **Integrate sustainability into the curriculum**

Integrating sustainability into curricular and co-curricular experiences across Seneca programs, through collaboration with faculties and schools, will enable Seneca to nurture the changemakers needed for tomorrow.

ER3 **Develop multidisciplinary applied research opportunities among students and faculty**

Multidisciplinary learning leads to a higher attainment of knowledge and provides varied perspectives on complex issues. Sustainability is an inherently multidisciplinary issue that can provide a platform for cross-disciplinary, immersive applied research projects that bring together diverse students and faculty to solve real-world challenges.

ER4 **Grow immersive teaching and learning experiences on sustainability**

Embedding immersive sustainability teaching and learning experiences into all programs (including work-integrated learning and community-based projects) will broaden students' understanding of sustainability related to their program of study, while enhancing their academic experience. These impacts can grow across Seneca by adapting existing initiatives and establishing new opportunities to embed sustainability throughout the curricula in various programs.

ER5 **Build living learning lab opportunities**

Developing opportunities for students to interact with their virtual and physical environments as part of their sustainability learning journey will better prepare them to create positive change in the world. Seneca's infrastructure and operations will further enable the immersive, multidisciplinary learning experiences about sustainability that are linked to many of the actions identified in this section.

Stories of Sustainability: Education & Research

Seneca and Kingbridge Centre have **created an innovation hub** that will deliver a real-world setting and programs to help entrepreneurs build and scale businesses in the agriculture, food production and processing, energy and environmental sectors.

In December 2019, Seneca signed a memorandum of understanding with **Chio Lecca School of Fashion**—Peru's most prominent fashion institute— where Seneca students participate in a faculty-led program to learn about Peruvian textiles and techniques to naturally dye fabrics.

Seneca is renewing about **52 acres of forested area at King Campus**. The project is part of a 20-year forestry plan with multiple goals: environmental protection, biological diversity, recreation, nature appreciation, education and preserving wildlife habitat. By selective harvesting in the forest, new tree growth is made possible. Also known as a thinning operation, the work will create gaps in the canopy and promote regeneration of native species.

Goal: Sustainability informs all aspects of daily Seneca operations. Through collaborative relationships with students and employees, as well as community members, industry representatives and service providers, Seneca models and supports sustainable practices.

O1 **Update the Procurement Policy to embed sustainability**

Ensuring that the goals of sustainability are embedded in Seneca's Procurement Policy provides an opportunity to achieve progress within Seneca's operations—from new buildings to food services, to waste management and beyond. Formalizing sustainability as part of Seneca's decision-making processes will make these issues a required part of every procurement decision.

O2 **Create a greenhouse gas (GHG) reduction plan**

To positively respond to our climate crisis, Seneca will establish a plan to reduce GHG emissions and manage emissions in the long term. This plan will include monitoring specific, measurable, science-based targets and strategies to reduce emissions generated by Seneca, its facilities, students and employees.

O3 **Increase the amount of locally/sustainably sourced food served**

Food is an excellent entry point for exploring sustainability, as it affects all of us. Understanding our current food system and identifying ways to support local producers and sustainably sourced food will contribute to our vision and goals, while enhancing the health and well-being of our students and employees.

O4 **Update and implement a waste reduction and minimization plan**

Reducing the waste that Seneca produces is an important aspect of sustainability and one that requires contributions from everyone in our community. By taking best practices from other postsecondary institutions and industry, as well as government legislation, Seneca can reduce waste by keeping products and materials in use for repeated cycles.

O5 **Establish an integrated planning process for new and existing spaces and facility renewals**

With multiple campuses and a variety of facilities, establishing a consistent approach to embedding sustainability in Seneca's built environment will help achieve our vision and goals.

**O6** **Grow the sustainable commuting program**

Growing our sustainable commuting program will provide a comprehensive set of initiatives to encourage the use of alternatives to single-occupancy and fossil-fuel powered vehicles. This will reduce our impact as people move to and from our campuses. Engaging with municipalities and community partners will help build the necessary infrastructure and programs to make our commutes as sustainable as possible. It will also complement the delivery of digital and hybrid learning opportunities and our new approach to flexible work—both of which will reduce the GHG emissions generated by Seneca.

Stories of Sustainability: Operations

An applied research project at Seneca has turned an aging floor cleaner into a **self-driving robotic prototype**. The project is a collaboration between Seneca, the School of Electronics & Mechanical Engineering Technology, Sustainable Seneca and Cyberworks Robotics, a company specializing in artificial intelligence (AI) self-driving technology.

Sustainable Seneca has partnered with the World Wildlife Fund on a pilot project that is **reducing the amount of road salt being used at Newnham Campus** by 50 per cent. By applying a saltwater solution and closing several unused walkways and pathways in the winter, the project protects the waterways and environment around campus.

Currently, salt brine is only being used when the surface temperature of an area is above -10°C. The project is expected to be launched at all campuses this year.
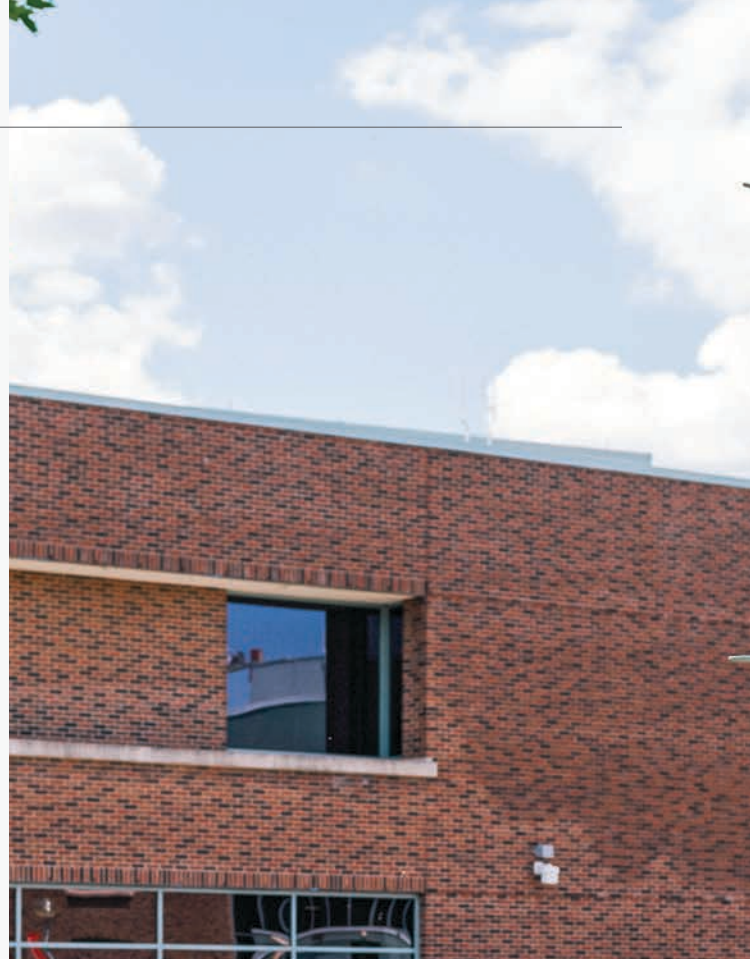
BUILDING A SUSTAINABLE SENECA

The Seneca community has an opportunity to be a true leader in sustainability. Building on our strong history of sustainability initiatives, this plan establishes the foundation for a postsecondary institution that is focused on positive impact within our communities and around the world. However, no single person, department or program can accomplish our goals alone. Through efforts all across Seneca, we will continually work to realize our goal to create a community that supports and demonstrates sustainable outcomes every day.

Part B of the Seneca Sustainability Plan shares information about the actions that will be part of the first five years of implementation. This section identifies responsibilities, timelines and measures of success.

We will report annually on our progress to learn what is working and to identify areas where there are challenges to implementation. Paired with a five-year review cycle, sustainability will be a process of continual improvement through action, measurement, reflection and adaptation.

We hope you will join us on the journey. Visit the **Sustainable Seneca website** to find out how you can get involved.

The Sustainability Action Plan

Discover Seneca's approach to sustainability in depth

This section serves as an implementation guide for those within the Seneca community who have direct responsibility for taking action on sustainability. It identifies the details, accountabilities and structures needed to establish a sound foundation for sustainability at Seneca. We encourage everyone in the Seneca community to reach out to Seneca's Office of Sustainability or any of the action 'owners' to pursue any opportunities that can move us forward towards our vision and goals for sustainability.

OUR VISION FOR SUSTAINABILITY AT SENECA

The Seneca community supports and demonstrates sustainable outcomes every day.

SUSTAINABILITY AND SENECA'S ROLE

Sustainability is the integration of environmental health, social equity, cultural vitality and economic responsibility that is necessary to create and maintain thriving, diverse, resilient communities. The practice of sustainability recognizes these are complex and interconnected issues, requiring an interdisciplinary, equitable and collaborative systems approach to reach a state of collective well-being and environmental justice.

Postsecondary institutions play a critical role in developing responsible community members and the changemakers of tomorrow. Approaching challenges through a sustainability lens means Seneca students—through their actions in Canada and around the world—will actively contribute to tackling large systemic challenges, ultimately helping to create a more resilient, equitable future. Viewing each of Seneca's campuses as an opportunity to realize campus-as-a-living-lab principles, Seneca employees can embed sustainability and environmental justice into their work, providing both formal and informal learning opportunities for students. Since sustainability is a shared responsibility, Seneca sets standards and expectations for partners who provide services to the institution and supports those who reflect our vision for a sustainable future.

By preparing students to think critically and look holistically at problems and solutions throughout their studies and during their eventual careers, Seneca will have an enduring impact.

A Roadmap Towards Sustainable Action

This section highlights the priority actions for Seneca in the first five years of the implementation of the sustainability plan. It also provides details for those who will be involved in implementing the actions and for those who are interested in learning more about sustainability at Seneca. These actions include guiding thoughts for implementation. It will be up to the respective owners of the actions to determine the best approach to achieve progress.

DOMAINS OF ACTION FOR SUSTAINABILITY

SUSTAINABILITY LEADERSHIP (SL)

Sustainability guides a shared leadership approach at Seneca. It Informs institutional strategy, academic programming, business planning, procurement, co-curricular programs, interdisciplinary initiatives and performance management; sustainability is embraced at all levels within Seneca, inspiring everyone to take action for a better future.

COMMUNITY (C)

Sustainability is a core value that drives partnership at Seneca. Collaboration with Indigenous, racialized and equity-seeking communities, marginalized citizens, postsecondary institutions, industry, non-governmental organizations, governments and neighbouring communities is an essential way for Seneca to achieve impacts that build a more sustainable future.

EDUCATION & RESEARCH (ER)

Sustainability is the foundation of Seneca's academic offerings and research. Grounded in research, diverse perspectives and experiences and informed by Indigenous ways of knowing, being and doing, Seneca offers meaningful and immersive experiences for students and employees to build a sustainable future.

OPERATIONS (O)

Sustainability informs all aspects of how Seneca operates every day. Through collaborative relationships with students and employees, as well as community members, industry representatives and service providers, Seneca models and supports sustainable practices.

DOMAIN OF ACTION COMPONENTS

Goals for the respective domain of action, as well as the related United Nations Sustainable Development Goals (SDGs)

About this action

Key steps for this action

Estimated resources required to achieve the action

Owner responsible for the implementation of this action

Supporting actors who will contribute to the action

Measure(s) of success

Relevant AASHE STARS Categories

Sustainability Plan Action		2021	2022	2023	2024	2025	2026
SL1	Establish Seneca's Office of Sustainability	●	●	●	●		
SL2	Develop a Sustainability Policy	●					
SL3	Build partnerships with external partners to support student and employee well-being	●	●				
C1	Develop an external engagement framework that focuses on two-way partnerships that grow relationships over time		●	●	●	●	●
C2	Develop a campus engagement framework that focuses on two-way partnerships that grow relationships over time		●	●	●	●	●
C3	Develop a communications strategy that informs and inspires action and ownership		●	●	●	●	●
ER1	Add sustainability as one of the core literacies	●	●	●			
ER2	Integrate sustainability into the curriculum	●	●	●	●		
ER3	Develop multidisciplinary research coordination among students and faculty	●	●				
ER4	Grow immersive learning experiences on sustainability	●	●	●	●	●	●
ER5	Build living learning lab opportunities	●	●				
O1	Update the Procurement Policy to embed sustainability	●	●				
O2	Create a greenhouse gas (GHG) reduction plan	●	●				
O3	Increase the amount of locally / sustainably sourced food	●	●	●			
O4	Implement and update a Waste Reduction and Minimization Plan	●	●				
O5	Establish an integrated planning process for new and existing spaces and facility renewals		●	●			
O6	Grow the sustainable commuting program		●	●	●	●	●

ACTION PHASING

The table above illustrates the anticipated timing of the actions identified in the Seneca Sustainability Plan.

ACTION OWNERSHIP

As sustainability is a shared responsibility at Seneca, there is a role for everyone to play, even though not all departments are listed as owning an initiative. Across these actions, there is considerable collaboration with supporting actors who are not listed in this chart. This highlights the reality that sustainability requires action from a number of areas at Seneca to move towards our desired future for sustainability, with Seneca's Office of Sustainability (SoS) playing a central role.

The SoS's involvement in projects will vary, depending on the action. While involvement in some actions may be consistent over time, others may ebb and flow.

There are four anticipated roles that the SoS will play across the actions identified in this Sustainability Plan:

Lead throughout: Leading the development of a project/initiative and sustaining it out of the SoS

Co-develop then support: Heavy involvement of the SoS with the lead department at the onset, with the SoS moving to a supporting role over time

Support: Lead department manages the project with consistent support from the SoS

Consult: The SoS provides expertise and a sustainability lens on an infrequent basis over the course of the action

The graphic below highlights a conceptual level of involvement over the course of projects.
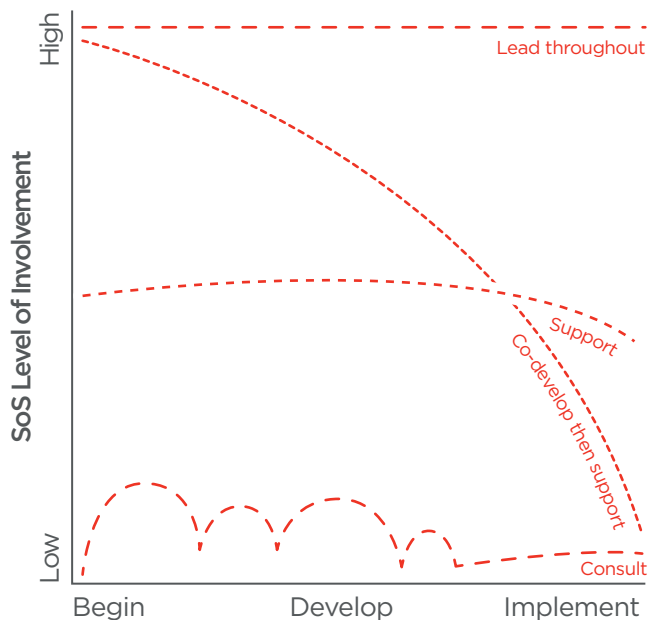
Action	SoS	PO	HR	VPA	Pr	CS	Fa
SL1		●					
SL2		●					
SL3			●				
C1	●						
C2	●						
C3	●						
ER1				●			
ER2				●			
ER3				●			
ER4	●						
ER5	●						
O1					●		
O2							●
O3						●	
O4							●
O5							●
O6	●						

LEGEND

SoS	Seneca's Office of Sustainability
PO	President's Office
HR	Human Resources
VPA	Office of VP Academic
Pr	Procurement
CS	Campus Services
Fa	Facilities

Goal: Sustainability guides a shared leadership approach at Seneca. Sustainability is embraced at all levels of Seneca, informing institutional strategy, academic programming, business planning, procurement, volunteer programs and performance management.

Alignment with United Nations SDGs

SL1 **Establish Seneca's Office of Sustainability**

About this action

Seneca's Office of Sustainability (SoS) will support and facilitate the actions identified in this plan, as well as any initiatives that emerge throughout the Seneca community. The SoS will provide a core foundation for moving Seneca towards our vision and goals for sustainability. It will balance leadership, context expertise, facilitation and communication.

Acting as a hub to empower and support students and employees, the SoS will consolidate interdisciplinary activity and move sustainability action forward both on and off campus.

Key steps for this action

2021: Establish the SoS and dedicate resources to support the structure as identified in **Appendix C**

2021-2022: Hire the foundational positions for the SoS as described in **Appendix C**. These include:

• Director of Sustainability
• Engagement & Outreach Coordinator
• Sustainability Coordinator: Academic
• Sustainability Coordinator: Operations

2024: Hire additional positions as identified in **Appendix C** that will enable the SoS to extend the integration of sustainability across Seneca. These include:

• Student ambassadors and/or employees
• Other area-specific projects based on need

Estimated resources required

Employee resourcing:
• Four new full-time positions
  » Director of Sustainability
  » Engagement & Outreach Coordinator
  » Sustainability Coordinator: Academic
  » Sustainability Coordinator: Operations

• Energy Manager position (located in Campus Services)

Additional funding:
• Office space (furnishing, physical space, signage, etc.) and implementation of actions (events, engagement/outreach, communications, etc.)

Owner responsible for this action

• Office of the President (through the Vice-President, Finance and Administration)

Supporting actors

• Human Resources
• Senior Executive Committee
• Sustainability Committee

Measure of success

• Seneca's Office of Sustainability is established and funded

Relevant AASHE STARS Categories

• **PA-1:** Sustainability Coordination
• **PA-2:** Sustainability Planning
• **PA-4:** Participatory Governance

SL2 Develop a Sustainability Policy

About this action

An institutional sustainability policy will formally commit Seneca to incorporating sustainability into its planning and operations. This high-level document will demonstrate leadership in sustainability by providing guidelines (commitment) for Seneca's organizational development. Students and employees can look to this policy when building sustainable capacity within Seneca or in partnerships with its departments. The policy outlines the need for key planning documents and governance mechanisms such as a current Seneca Sustainability Plan, an Office of Sustainability and a Sustainability Committee.

Key steps for this action

2021:
• Establish a sustainability policy that formally commits Seneca to sustainability. Elements would include:

» Seneca's definition of sustainability

» Commitment to the creation and operation of the SoS, including necessary resourcing

» Embedding sustainability across the institution and into decision-making frameworks

» Reporting intervals and protocols

Estimated resources required

Employee resourcing:
• Multiple employees

Owner responsible for this action

• Office of the President (through the Office of Vice-President, Finance and Administration)

Supporting actors

• Sustainability Committee
• Senior Executive Committee

Measure of success

• Approval of a sustainability policy by senior leadership

Relevant AASHE STARS Categories

• **PA-2:** Sustainability Planning

SL3 Build partnerships with external partners to support student and employee well-being

About this action

To effectively lead change towards our vision and goals for sustainability, it is important to support the well-being of Seneca students and employees. By leveraging the size and reach of Seneca, relationships with external partners who support wellness (fitness, healthy food, emotional well-being, etc.) can increase the opportunities for students and employees to live healthier, more sustainable lives themselves.

Key steps for this action

2021: Conduct a survey to understand the needs of students and employees across Seneca's campuses.

2022, then ongoing: Identify and connect with external partners in the communities where Seneca has campuses to establish partnerships that can benefit the well-being of students and employees. Determine how these partnerships can be leveraged for those working remotely.

Estimated resources required

Employee resourcing:
• Multiple employees

Owner responsible for this action

• Human Resources

Supporting actors

• Seneca's Office of Sustainability
• Senior Executive Committee

Measures of success

• Number of employees who participate in partnership programs

• Self-reported well-being in student and employee feedback surveys

Relevant AASHE STARS Categories

• **PA-12:** Assessing Employee Satisfaction
• **PA-14:** Workplace Health and Safety

Goal: Sustainability is a core value that drives partnership at Seneca. Collaboration with Indigenous, racialized and equity-seeking communities, marginalized citizens, postsecondary institutions, industry and neighbouring communities is an essential way Seneca will achieve impacts that build a more sustainable and equitable future.

Alignment with United Nations SDGs

C1 **Develop an external engagement framework that focuses on two-way partnerships that grow relationships over time**

About this action

Partnering with industry and communities is a key component to continually grow our impact towards a sustainable future. Establishing a framework to collaborate with external partners that is based on reciprocity and a common cause will enrich the learning experience at Seneca and will leverage the strengths of the institution to benefit sustainable ideas at Seneca and beyond.

Key steps for this action

2022:
• Hire the Engagement & Outreach Coordinator within the SoS (see action **SL1**)

• Engage with programs that currently have partnerships with industry, communities and other postsecondary institutions around sustainability to learn about both their successes and challenges

• Map opportunities for connections based on the integration of sustainability into the learning environment at Seneca, as developed through the actions in the Education & Research section of the Sustainability Plan

• Develop a framework to develop partnerships that:

» Provide consistent messaging regarding Seneca's commitment to sustainability and partnerships

» Are flexible enough for employees to adapt the message and frame the opportunity based on the particular context of an offering

» Establish a central database of opportunity and partnerships across Seneca

2023 and ongoing:
• Build knowledge and capacity about the sustainability partnership framework

• Execute the framework, ensuring that emerging partnerships are captured in the database and that feedback and continual improvement are part of the individual partnerships that inform the broader approach at Seneca

Estimated resources required

Employee resourcing:
• Multiple employees
• Engagement & Outreach Coordinator (SoS)

Owner responsible for this action

• Seneca's Office of Sustainability

Supporting actors

• Equity, Diversity and Inclusion (EDI) Committee
• Marketing and Communications
• Other Seneca programs with connections to industry and community partners
• Sustainability Committee

Measures of success

• Number of sustainability partnerships within industry and communities

• Tenure of sustainability partnerships

Relevant AASHE STARS Categories

• **EN-10:** Community Partnerships
• **EN-11:** Inter-Campus Collaboration

C2 Develop a campus engagement framework that focuses on capacity-building and empowerment

About this action

Fully realizing our vision and goals requires effort across the entire Seneca community. Building community capacity through engagement will empower everyone to take sustainable action, whether within the structure of the curriculum or in volunteer or personal efforts.

Key steps for this action

2022:
- Hire the Engagement & Outreach Coordinator within the SoS (see action **SL1**)

- Connect with programs that are currently engaging students and employees on sustainability to learn from their successes and challenges

- Map opportunities for increased engagement based on the integration of sustainability into the learning environment at Seneca, as developed through the actions in the Education & Research section of this Sustainability Plan

- Develop an engagement framework that:

  » Provides consistent messaging regarding Seneca's commitment to sustainability as a core value

  » Is flexible enough for students and employees to adapt the message based on the particular context of an engagement opportunity

  » Establishes a central database of engagement opportunities across Seneca

  » Provides measures of success for sustainability engagement at Seneca

2023 and ongoing:
- Execute the framework, ensuring that engagement opportunities are captured in the database and that feedback and continual improvement are part of the approach to engagement on sustainability

Estimated resources required

Employee resourcing:
- Multiple employees
- Engagement & Outreach Coordinator (SoS)

Owner responsible for this action

- Seneca's Office of Sustainability

Supporting actors

- Campus Services
- Enactus Seneca
- Facilities
- Human Resources
- Marketing and Communications
- Office of the Dean of Students
- Schools and programs that integrate sustainability into their curriculum
- Seneca Student Federation
- Sustainability Committee
- Various other departments across the institution

Measures of success

- Number of participants involved in sustainability initiatives on campus

- Number of student-initiated events, activities or programs

Relevant AASHE STARS Categories

- **EN-1:** Student Educators Program
- **EN-2:** Student Orientation
- **EN-3:** Student Life
- **EN-4:** Outreach Materials and Publications
- **EN-5:** Outreach Campaign
- **EN-6:** Assessing Sustainability Culture
- **EN-7:** Employee Educators Program
- **EN-8:** Employee Orientation
- **EN-9:** Staff Professional Development

C3 Develop a communications strategy that informs and inspires action, ownership and which relays progress

About this action

Sustainability is a complex issue that requires a global, long-term way of thinking and acting. It also requires an understanding of what individuals and groups can do locally to make a difference. Communicating how the Seneca community can take action within their sphere of influence will result in an increasing level of activity and impact on sustainability. The regular communication of Seneca's sustainability wins, ongoing efforts and challenge areas will help encourage participation, knowledge sharing and cross-institutional collaboration.

Key steps for this action

2022:
• Hire the Engagement & Outreach Coordinator within the SoS (see action **SL1**)

• Engage with employees to establish an inventory of sustainability initiatives that are taking place at Seneca

• Map experiential events (workshops, SDG training, Green Citizen, etc.), work-integrated learning and other immersive experiences into course curriculum (tie into **ER4**)

• Develop a communications strategy that:

  » Provides consistent messaging regarding Seneca's commitment to sustainability as a core value

  » Establishes strategic goals for communicating sustainability at Seneca

  » Establishes communication tactics to maximize knowledge about sustainability and share how to get involved (this will include a strong connection with the Engagement Framework as described in **C2**)

2023 and ongoing:
• Execute the strategy, ensuring that sustainability communications are consistently delivered and responsive to new initiatives as well as current issues to ensure the ongoing relevance of the message

Estimated resources required

Employee resourcing:
• Multiple employees
• Engagement & Outreach Coordinator (SoS)

Owner responsible for this action

• Seneca's Office of Sustainability

Supporting actors

• Campus Services
• Marketing and Communications
• Schools and programs that integrate sustainability into their curriculum
• Seneca Student Federation
• Sustainability Committee

Measures of success

• Number of individuals who receive sustainability messages (communications metrics such as views, clicks, etc.)

• Number of individuals who act upon varied calls to action (participate in learning opportunities, attend events, etc.)

Relevant AASHE STARS Categories

• **AC-1:** Academic Courses
• **AC-5:** Immersive Experience
• **AC-6:** Sustainability Literacy Assessment
• **AC-7:** Incentives for Developing Courses
• **AC-8:** Campus as a Living Laboratory
• **AC-9:** Research and Scholarship
• **EN-1:** Student Educators Program
• **EN-2:** Student Orientation
• **EN-3:** Student Life
• **EN-4:** Outreach Materials and Publications
• **EN-5:** Outreach Campaign
• **EN-8:** Employee Orientation
• **EN-9:** Staff Professional Development
• **EN-10:** Community Partnerships
• **EN-11:** Inter-Campus Collaboration
• **EN-12:** Continuing Education
• **OP-1:** Greenhouse Gas Emissions
• **OP-11:** Sustainable Procurement
• **OP-17:** Employee Commute Modal Split
• **OP-18:** Support for Sustainable Transportation
• **PA-1:** Sustainability Coordination
• **PA-5:** Assessing Diversity and Equity
• **PA-7:** Affordability and Access
• **PA-11:** Employee Compensation
• **PA-13:** Wellness Program
• **PA-14:** Workplace Health and Safety

Goal: Sustainability is the foundation of Seneca's academic offerings and research. Grounded in research, diverse perspectives and experiences and Indigenous ways of knowing, being and doing, Seneca offers meaningful and immersive experiences for students and employees to build a sustainable and equitable future.

Alignment with United Nations SDGs

1 NO POVERTY

4 QUALITY EDUCATION

13 CLIMATE ACTION

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

ER1   **Add sustainability as one of the core literacies**

About this action

Seneca aims to have every graduate demonstrate competency in the Seneca Core Literacies. Incorporating sustainability as a core literacy will be an essential component supporting sustainable outcomes within the Seneca learning community and beyond, as graduates apply their learnings in the world.

Key steps for this action

2021-2022: Internal and external consultation within the first three to six months of action to determine how to establish sustainability as a core literacy

2021: Develop a Community of Practice to support the integration of sustainability across Seneca's programs (tie into **ER2**)

2021: Review and research best practices of postsecondary leaders who have incorporated sustainability into their core literacies; possible institutions include Humber College, Fleming College and Nova Scotia Community College

2022-2023: Integrate and implement sustainability as a core literacy through the Program Review process

Estimated resources required

Employee resourcing:
• One employee, working with existing staff in Program Quality

• One employee - Sustainability Coordinator: Academic (shared with **ER2**)

Owner responsible for this action

• Office of Vice-President, Academic

Supporting actors

• Dean, Program Quality and Teaching and Learning
• Faculty
• Faculty Deans
• Office of Vice-President, Academic
• Seneca's Office of Sustainability

Measure of success

• Sustainability is developed and established as a Seneca Core Literacy

Relevant STARS Categories

• **AC-1:** Academic Courses
• **AC-2:** Learning Outcomes
• **AC-6:** Sustainability Literacy Assessment

ER2 **Integrate sustainability into the curriculum**

About this action

Following the inclusion of sustainability as a core literacy, integrating sustainability into Seneca's curricular and co-curricular experiences (through collaboration with appropriate schools and faculty) will enable Seneca to create the changemakers needed for tomorrow.

Key steps for this action

2021-2022: Map curriculum to the core literacy of sustainability into relevant courses and programs within the first year

2021-2022: Engage with key stakeholders on the process to build sustainability into curriculum and teaching strategies

2021: Develop a Community of Practice to support the integration of sustainability across Seneca's programs (connection to **ER1**)

2022-2024 (an ongoing process): Develop a plan for academic faculties, with support from Program Quality and Teaching & Learning. Key steps would include:

01. Mapping to core literacy or to the SDG; building student knowledge from introductory to advanced, throughout the program (scaffolding)

02. Development of meaningful, relevant learning experiences that build student knowledge in sustainability, leaving a lasting impact

03. Professional development to assist faculty in integrating sustainability into curriculum design

04. Implementation and assessment of meaningful learning experiences

2022-2023: Develop technology to share information and build knowledge and capacity across Seneca (Dashboards, intranet for shared communities, etc.)

Estimated resources required

Employee resourcing:
- One employee - Sustainability Coordinator: Academic; this position can also have other duties but needs to be responsible for coordinating these efforts, including those actions described in **ER1**

- Champions in academic schools who lead the integration of sustainability into the curriculum, including faculty with required time on their Standard Workload Form (SWF)

Owner responsible for this action

- Office of Vice-President, Academic

Supporting actors

- Chairs
- Course leads
- Dean, Academic Learning Services
- Dean, Academic Quality
- Director of Teaching and Learning
- EDI Committee
- Faculty
- Faculty Deans
- Office of the Dean of Students
- Program coordinators
- Seneca's Office of Sustainability

Measures of success

- STARS scoring improves

- Principles for Responsible Management Education (PRME) reporting improves

- Measure each year by using the CourseLeaf program to tag courses that include sustainability in the curriculum. Benchmark each year based on courses offered (and projects related to) the SDGs.

Relevant AASHE STARS Categories

- **AC-1:** Academic Courses
- **AC-2:** Learning Outcomes
- **AC-3:** Undergraduate Program
- **AC-6:** Sustainability Literacy Assessment
- **AC-7:** Incentives for Developing Courses
- **EN-12:** Continuing Education

ER3 Develop multidisciplinary research coordination among students and faculty

About this action

Multidisciplinary learning leads to greater knowledge gains and provides varied perspectives on complex issues. As an inherently multidisciplinary issue, sustainability can provide a platform for cross-disciplinary, immersive projects that bring diverse students and faculty together to solve a challenge.

Key steps for this action

2021-2022: Create or utilize an existing hub environment for experiential learning, using a technology solution

2021-2022: Create a system for collecting, tracking and broadly sharing progress to showcase multidisciplinary sustainability projects

Estimated resources required

Employee resourcing:
• Sustainability Coordinator: Academic
• One employee

Owner responsible for this action

• Office of Vice-President, Academic

Supporting actors

• Chairs
• Course leads
• Dean, Academic Quality
• Dean of Innovation
• Director, Teaching and Learning
• Faculty
• Seneca's Office of Sustainability
• Student groups (for example, Enactus)

Measures of success

• Development of a hub environment for students and faculty

• Collection of applied research data and capstone projects with a sustainability focus

• STARS scoring improves

• Principles for Responsible Management Education (PRME) reporting improves

Relevant AASHE STARS Categories

• **AC-5:** Immersive Experience
• **AC-9:** Research and Scholarship
• **AC-10:** Support for Research
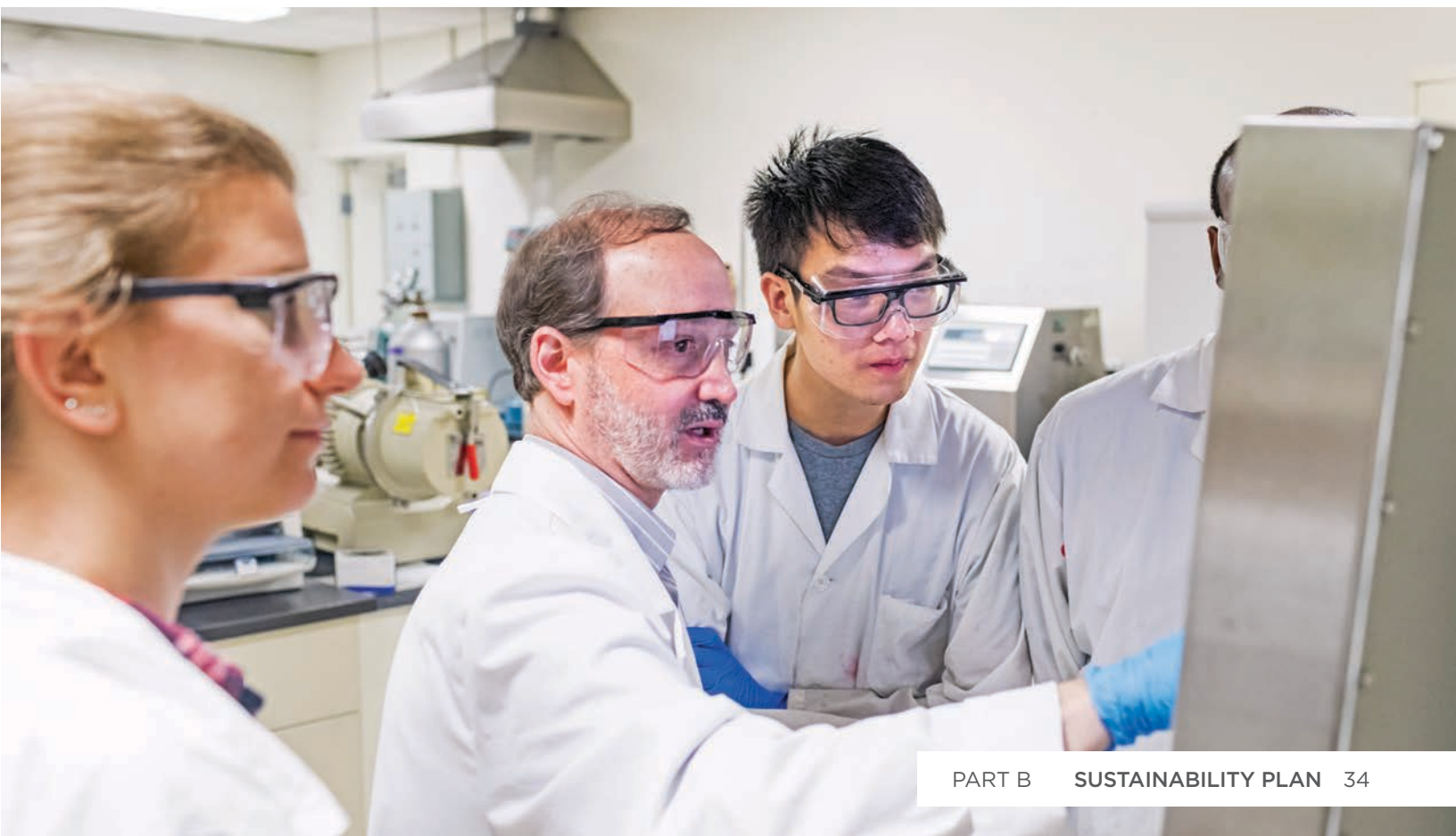
ER4   **Grow immersive teaching and learning experiences on sustainability**

About this action

Embedding immersive sustainability learning experiences into all programs (such as work-integrated learning, work placements, field placements, experiential events and workshops, co-op programs and community-based projects including service learning) will broaden student understanding of sustainability as it relates to their program of study while enhancing the student experience. These experiences can grow across Seneca by adapting existing initiatives and establishing new opportunities as sustainability is embedded throughout the curriculum.

Key steps for this action

2021: Establish a baseline inventory of existing events that have a sustainability focus (done in concert with **ER3** and **ER5**)

2021: Develop a centralized sustainability events calendar to expand exposure and uptake from the internal and external Seneca community

2021, then ongoing: Build connections and partnerships between event sponsors and faculty to integrate sustainability events into curriculum planning

2022, then ongoing: Identify gaps and target the creation of new events, or expand existing events, workshops and immersive experiences to address these gaps

2022, then ongoing: Develop new industry partnerships that facilitate immersive learning opportunities about sustainability (connection to **ER5**)

Estimated resources required

Employee resourcing:
• Multiple employees
• New employee(s) required
• Sustainability Coordinator: Academic

Additional funding required:
• Hire Sustainability Coordinator: Academic
• Funding to develop programming on campus

Owner responsible for this action

• Seneca's Office of Sustainability

Supporting actors

• Advancement
• Deans
• HELIX
• Marketing and Communications
• Schools and programs
• Seneca 360
• Seneca Works
• Student Services
• Work Integrated Learning (WIL)

Measures of success

• Number of students participating in immersive sustainability learning experiences

• Number of programs providing immersive sustainability learning experiences

• Number of schools involved in immersive sustainability learning experiences

• Number of events on immersive sustainability learning experiences

• Retention rates for students who participate in immersive sustainability learning experiences

Relevant AASHE STARS Categories

• **AC-5:** Immersive Experience

ER5   Build living / learning lab opportunities

About this action

Developing opportunities for students to interact with their virtual and physical environments will better prepare them to create positive change around sustainability. Linked to many of the actions identified in this section, the infrastructure and operations of Seneca can be used to further enable immersive, multidisciplinary learning experiences about sustainability.

Key steps for this action

2021-2022: Collaborate with faculty to determine gaps in 'living lab' opportunities for all elements of sustainability offerings at Seneca. The STARS reporting system identifies 15 areas where the institution could utilize its infrastructure and operations for multidisciplinary student learning and applied research. This will contribute to a better understanding of campus sustainability challenges and the advancement of sustainability on and off campus. These are:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Well-being & Work
- Other (e.g., arts and culture or technology)

2021-2022: Establish a baseline inventory of existing events that have a sustainability focus, including budgets for these events (in concert with **ER4**)

2021-2022: Identify champions to share their 'living lab' experiences that can be shared with those who are interested in initiating similar experiences

2021-2022: Develop a online 'living lab' model for sustainability

2022: Develop an accessible database of all existing and past 'living lab' experiences

Estimated resources required

Employee resourcing:
- Sustainability Coordinator: Academic
- Sustainability Coordinator: Operations
- Multiple employees

Additional funding required:
- This would be contingent on the details of each opportunity; as these opportunities emerge, budgets can be developed, using information gathered in 2021-2022 as a starting point

Owner responsible for this action

- Seneca's Office of Sustainability

Supporting actors

- Campus Services
- Facilities
- HELIX
- Information Technology Services (ITS)
- Schools
- Seneca 360
- Seneca Works
- Teaching and Learning
- Work Integrated Learning (WIL)

Measures of success

- Number of learning lab projects
- Number of students involved in learning lab projects
- Number of schools involved in learning lab projects

Relevant AASHE STARS Categories

- **AC-5:** Immersive Experience
- **AC-8:** Campus as a Living Laboratory

Goal: Sustainability is the foundation of Seneca's academic offerings and research. Grounded in research, diverse perspectives and experiences and Indigenous ways of knowing, being and doing, Seneca offers meaningful and immersive experiences for students and employees to build a sustainable and equitable future.

Alignment with United Nations SDGs

2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	

O1 Update the Procurement Policy to embed sustainability

About this action

Ensuring that the goals of sustainability are embedded in Seneca's Procurement Policy provides an opportunity to achieve progress in business initiatives like capital projects, facilities management, food services and waste management. Formalizing sustainability as part of Seneca's decision-making process will make this concept a required part of every procurement decision.

Key steps for this action

2021-2022:

- Contact colleges, universities and municipalities, school boards and hospitals to obtain leading examples of sustainability procurement policies and procedures

- Draft Seneca's sustainability language in Seneca's Procurement Policy

- Ensure any changes to the Procurement Policy include Accessibility and AODA (Accessibility for Ontarians with Disabilities Act) language

- Circulate the draft policy and procedure to relevant departments for review, feedback and input

- Finalize the updated Seneca Procurement Policy for approval by the Senior Executive Committee

- Create a user-friendly guide and training materials on how to procure items sustainably

Estimated resources required

Employee resourcing:
- One contract employee (new)
- One existing Procurement employee (Project Manager)
- Sustainability Coordinator: Operations
- Employees (internal departments)

Owner responsible for this action

- Procurement

Supporting actors

- EDI Committee
- Seneca's Office of Sustainability
- Senior Executive Committee
- Sustainability Committee

Measures of success

- Sustainable Procurement & EDI language added to Policy, communicated and implemented

- Related STARS ratings improve

Relevant AASHE STARS Categories

- **OP-2:** Outdoor Air Quality
- **OP-3:** Building Operations and Maintenance
- **OP-7:** Food and Beverage Purchasing
- **OP-11:** Sustainable Procurement
- **OP-12:** Electronics Purchasing
- **OP-13:** Cleaning and Janitorial Purchasing
- **OP-14:** Office Paper Purchasing
- **OP-15:** Campus Fleet

O2 Create a greenhouse gas (GHG) reduction plan

About this action

To positively respond to our climate crisis, Seneca will establish a plan to reduce GHG emissions and manage emissions in the long term. This plan will include the monitoring of specific, measurable, science-based targets and strategies to reduce the emissions generated by Seneca, the facilities that power Seneca and by Seneca's students and employees.

Key steps for this action

2021:
- Hire an external consultant to complete an inventory of current greenhouse gas emissions

- Hire an energy manager who understands the technical aspects of Seneca's infrastructure and needs (see **SL1**)

- Generate and award RFP for third-party consultants to build a GHG and Energy Reduction Plan

2022:
- Complete GHG and Energy Reduction Plan and seek Senior Executive Committee approval, including related budget allocation

- Take action across campuses to reduce energy and GHG emissions based on top priority actions identified in the GHG and Energy Reduction Plan

- Incorporate mechanism to monitor and understand energy use on campus

- Generate process to monitor and assess the plan as new opportunities and threats emerge

Estimated resources required

Employee resourcing:
- One employee (Energy Manager); it is recommended that the requirements for this position include experience in addressing energy and climate through an EDI lens

- Sustainability Coordinator: Operations

- Additional support may be needed if Seneca's overall project workload increases

Estimated resources required, continued

Additional funding required:
- Consultant to build the GHG Reduction Plan:

  » Project funding of initiatives to be determined

- Additional funding would likely be required to expand automated reporting tools such as submeters

Owner responsible for this action

- Facilities (Energy Manager position)

Supporting actors

- Campus Principals
- Campus Services
- Capital Projects
- Information Technology Services (ITS)
- Other actors, depending on the specific energy project
- Procurement
- Seneca's Office of Sustainability
- Sustainability Committee

Measures of success

- Senior Executive Committee commits to one overall guiding goal for Seneca
- Achievement of SEC guiding goal

Relevant AASHE STARS Categories

- **OP-1:** Greenhouse Gas Emissions
- **OP-2:** Outdoor Air Quality
- **OP-3:** Building Operations and Maintenance
- **OP-4:** Building Design and Construction
- **OP-5:** Building Energy Consumption
- **OP-6:** Clean and Renewable Energy
- **OP-16:** Student Commute Modal Split
- **OP-17:** Employee Commute Modal Split
- **OP-18:** Support for Sustainable Transportation
- **OP-21:** Hazardous Waste Management

O3　Increase the amount of locally/sustainably sourced food

About this action

Food is an excellent entry point for exploring sustainability, as it affects all of us. Understanding our current food system and identifying ways to support local producers and sustainably sourced food will contribute to our vision and goals, while also enhancing the health and well-being of our students and employees.

Key steps for this action

2021: Establish a current baseline for the locally/sustainably sourced food available at Seneca

2022:
- Establish clear goals for locally/sustainably sourced food for dining services

- Building on the updated Procurement Policy (see O1), work with current suppliers and potential new suppliers to identify strategies to realize the goals around locally and sustainably sourced food

2023:
- Put strategies into action, monitoring the impact over time

Estimated resources required

Employee resourcing:
- Sustainability Coordinator: Operations
- Multiple employees

Additional funding:
- Depending on the necessary strategies, additional funding could be required to achieve goals

Owner responsible for this action

- Campus Services

Supporting actors

- Advancement
- Procurement
- Seneca's Office of Sustainability

Measure of success

- Increased percentage of food on campus that is sourced sustainably

Relevant AASHE STARS Categories

- **OP-7:** Food and Beverage Purchasing
- **OP-8:** Sustainable Dining
- **OP-11:** Sustainable Procurement

O4 **Implement and update a waste reduction and minimization plan**

About this action

Reducing the waste that Seneca produces is an important aspect of sustainability that requires contributions from everyone in the community. By learning from best practices, industry and government legislation, Seneca can establish an active approach to reduce waste by keeping products and materials in use.

Key steps for this action

2021-2022:
- Contact colleges, universities, municipalities, school boards and hospitals to obtain leading examples of waste management programs

- Review applicable government legislation

- Draft update to the Waste Reduction and Minimization Plan to incorporate current legislative requirements, best practices and concepts of circular economy

- Circulate the draft plan to relevant departments for review, feedback and input

- Finalize the Waste Reduction and Minimization Plan and send to the Senior Executive Committee for approval

- Create user-friendly guide, training materials and communication plan to build action and commitment across Seneca's campuses

Estimated resources required

Employee resourcing:
- Sustainability Coordinator: Operations
- Employees (internal departments)

Additional funding required:
- Consultant to create Waste Reduction and Minimization Plan
- New infrastructure investment for waste program

Owner responsible for this action

- Facilities

Supporting actors

- Marketing and Communications
- Seneca's Office of Sustainability
- Senior Executive Committee
- Sustainability Committee

Measures of success

- Reduced waste as measured through annual waste audits

- Improved STARS ratings in Waste categories

Relevant AASHE STARS Categories

- **OP-11:** Sustainable Procurement
- **OP-18:** Support for Sustainable Transportation
- **OP-19:** Waste Minimization and Diversion
- **OP-20:** Construction and Demolition Waste Diversion

O5 Establish an integrated planning process for new and existing spaces and facility renewals

About this action

Given our multiple campuses and variety of facilities, establishing a consistent approach to embedding sustainability in Seneca's built form will help realize our vision and goals. In addition, ensuring that all key stakeholders have an opportunity to provide input throughout the planning, design and building stages will ensure that facilities meet the needs of their users.

Key steps for this action

2022: Initiate a process to gather input from stakeholders who have been involved with the building or retrofitting of facilities over the past five years. Identify the strengths, weaknesses, challenges and opportunities in the existing building process.

2022-2023: Develop a consistent approach to new building and retrofits at all Seneca campuses, including:

• Involving key stakeholders during project initiation

• Mechanisms to continuously involve key stakeholders and ensure their input and needs are being incorporated within projects

• A consistent mechanism to incorporate sustainability performance into building projects

Estimated resources required

Employee resourcing:
• Sustainability Coordinator: Operations
• One employee

### Owner responsible for this action

• Facilities

Supporting actors

• Capital Projects and Campus Planning
• Facilities
• Participating stakeholders who have been involved in building projects over the past five years
• Seneca's Office of Sustainability

Measure of success

• Continuous reduction in GHG emissions generated by building operations

Relevant AASHE STARS Categories

• **OP-1:** Greenhouse Gas Emissions
• **OP-2:** Outdoor Air Quality
• **OP-3:** Building Operations and Maintenance
• **OP-4:** Building Design and Construction
• **OP-5:** Building Energy Consumption
• **OP-9:** Landscape Management
• **OP-10:** Biodiversity
• **OP-18:** Support for Sustainable Transportation
• **OP-19:** Waste Minimization and Diversion
• **OP-20:** Construction and Demolition Waste Diversion
• **OP-21:** Hazardous Waste Management
• **OP-22:** Water Use
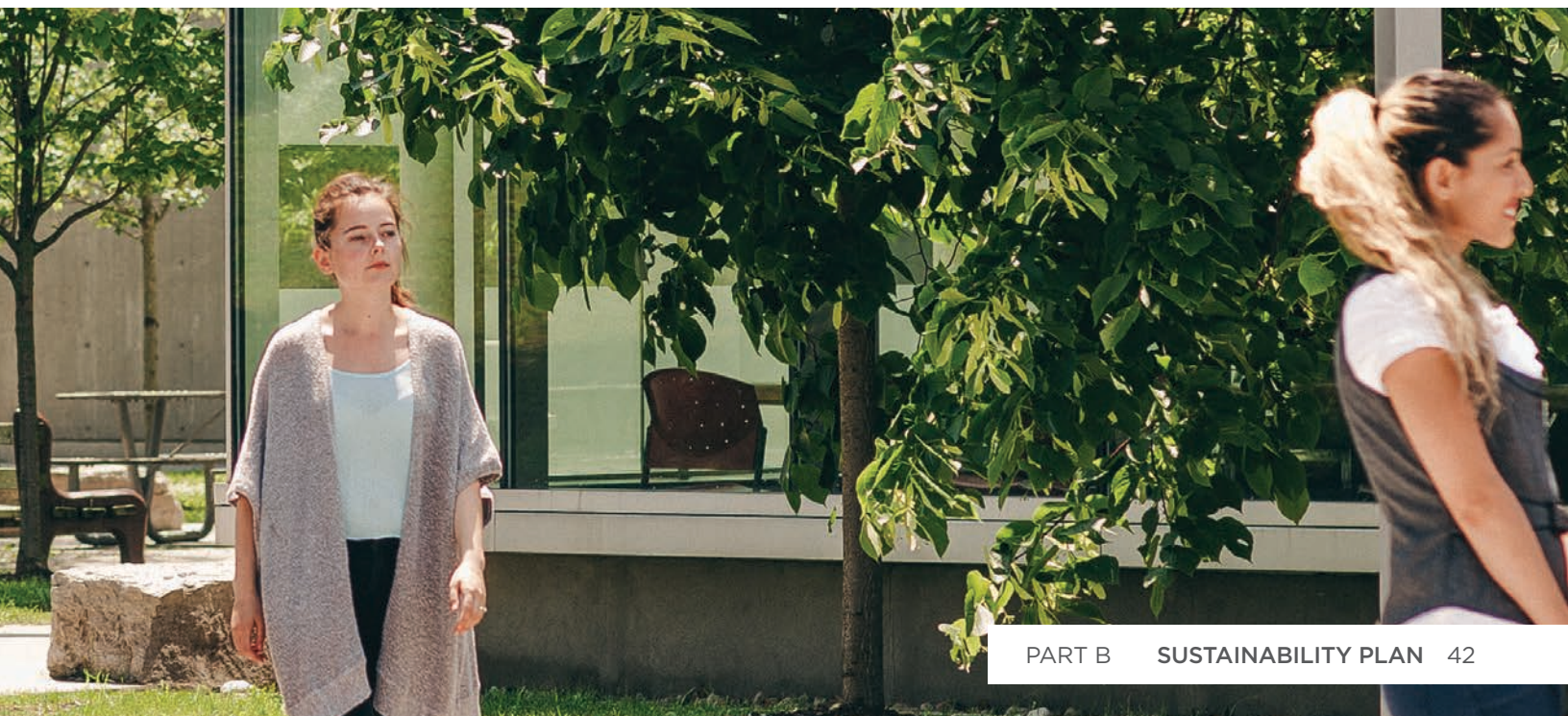
O6 Grow the sustainable commuting program

About this action

Growing our sustainable commuting program will provide a comprehensive set of initiatives to encourage the use of alternatives to single-occupancy and fossil-fuel powered vehicles. This will serve to reduce our impact as people move to and from our campuses. Engaging with municipalities and community partners will help build necessary infrastructure and programs to make our commutes as sustainable as possible and will complement the delivery of digital and hybrid learning opportunities to reduce our collective footprint.

Key steps for this action

2022: Conduct an environmental scan to understand leading practices, with a particular focus on related geographic contexts. Identify opportunities for innovation, based on this review.

2022-2023: Start initiatives that support sustainable transportation choices within the Seneca community, including:

• Proceed with a Seneca Rideshare program

• Expand our carpooling program

• Develop approach for flexible work

• Identify digital learning strategies

• Engage with the City of Toronto and other municipalities to achieve the completion of a bicycle link from Finch station to Newnham Campus and from Newnham Campus to the Don Valley, and/or other bicycle lanes around Seneca campuses

2022-2026: Initiate projects that demonstrate leadership from Seneca, including:

• Begin replacing the Seneca fleet with zero emission vehicles

• Provide incentives to promote this initiative publicly

Estimated resources required

Employee resourcing:
• Two employees
  » Sustainability Coordinator: Operations

  » Engagement & Outreach Coordinator within the SoS (see **SL1**); additional resourcing could be considered in future years as needed

Additional funding required:
• Engagement and outreach activities

• Campus infrastructure to support sustainable commuting practices

Owner responsible for this action

• Seneca's Office of Sustainability

Supporting actors

• Campus Services
• Marketing and Communications
• Office of the Dean of Students

Measures of success

• Increased modal split shared by sustainable transportation modes (transit, cycling, walking)

• Increased number of EVs on campus

• Increased participation in the carpool program

• Increased use of bike parking on campus

Relevant AASHE STARS Categories

• **OP-16:** Student Commute Modal Split
• **OP-17:** Employee Commute Modal Split

Implementation, Reporting and Evolution

The actions identified in this plan represent the foundational step in embedding sustainability in the culture of Seneca. The resources, frameworks and organizational infrastructure represented within the four domains of action (Sustainability Leadership, Community, Education & Research and Operations) provide direction on the specific activities to occur between 2021 and 2026. Complementing these actions, the following framework outlines the strategy to establish a truly coordinated and collaborative approach to sustainability at Seneca.

2.1 THE IMPLEMENTATION FRAMEWORK

There are three key elements to the Implementation Framework:

01. Gather and plan

02. Act and measure

03. Evaluate and adjust

These elements share a fluid, cyclical relationship, rather than a linear relationship with a defined start and end. This ensures that the Sustainability Plan can evolve as progress is made, lessons are learned, circumstances change and the key elements are revisited.

03 Evaluate and adjust
02 Act and measure
Gather and plan **01**
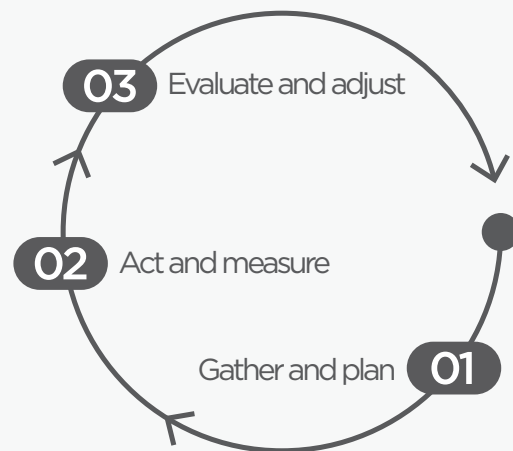
Implementing the Seneca Sustainability Plan will feature an iterative process that allows for learning and adjustment over time, supporting updates of the plan to reflect progress and changes to Seneca's context.

01. Gather and plan

For this inaugural sustainability plan, the initial project phase occurred between December 2020 and April 2021 and is described in **Appendix A** and **Supplement B**. Building on insights from a diverse representation of the Seneca community, this process established an understanding of the current state, described a desired future for sustainability at Seneca and identified the key foundational actions for the first five years of implementation.

Moving forward, this process will be revisited in 2026 and will build upon the lessons learned through implementation and reporting over the previous five years.

02. Act and measure

With the actions identified, a cross-institutional focus on implementation can occur within the four domains of action. In addition to the 'owners' of each action, as identified in **B1.0: A Roadmap Towards Sustainable Action** of this plan, the organizational structure outlined in **B2.2: Structure of Implementation** identifies the coordinated way in which Seneca will approach sustainability.

Measuring and reporting will be a key element of the implementation framework. They will allow us to understand the actions being taken and the impacts being realized. There are two aspects to reporting for the Seneca Sustainability Plan: annual reporting and STARS reporting.

Annual Reporting

It is recommended that Seneca's Office of Sustainability (SoS) develop an annual report on sustainability at Seneca. As the SoS begins its work, the development of indicators will allow Seneca to gauge progress on sustainability plan actions year-over-year. These indicators will take two forms: action indicators that measure activity associated with the action and impact indicators that measure related impacts of the activities that are occurring. Each action may have an action indicator, an impact indicator, or both, depending on the applicability of each. The information generated by the annual reports will help to build understanding and momentum, while also gathering important information for the establishment of targets during the five-year review.

AASHE STARS Reporting

In 2020, Seneca achieved a silver rating in its inaugural participation in the Sustainability Tracking & Assessment Rating System (STARS) framework. Throughout this plan, the connections between actions that Seneca will take and the respective categories of the STARS framework have been identified. In May 2021, the Association for the Advancement of Sustainability in Higher Education (AASHE) announced that it will release the STARS 3.0 version in 2023, the next STARS reporting period for Seneca.

The data collection and documentation required by the STARS framework can be leveraged in two ways beyond the submission to AASHE:

• Use the data collection process to systematize measurement of sustainability outcomes in ways that can be used in annual reporting and the five-year review in 2026

• Integrate the data and results of the STARS process into annual reporting and ongoing communications to grow knowledge of (and interest in) sustainability efforts and outcomes at Seneca

The Impact of COVID-19 on reporting

Given the unprecedented impacts of the COVID-19 pandemic, the timing of measurement efforts and the establishment of baselines may be revisited. Under the direction of the SoS, it is recommended that these measurement efforts commence six to 12 months after a relative return to normalcy to establish a more relevant baseline of information.

03. Evaluate and adjust

A five-year review of the Seneca Sustainability Plan will be undertaken in 2026 in the Gather and Plan stage of the implementation framework. This review will be an opportunity to administer an in-depth evaluation and update of the plan to improve and accelerate action towards the sustainability vision and goals.

The review will evaluate the successes and challenges of the first five years of implementation and will examine both reporting and the extensive cross-institutional collaboration outlined in the actions and implementation framework within this plan. It is anticipated that the vision and goals will remain relatively static, as long-term articulations of the desired future.

The sustainability review will include the following steps, which would occur collaboratively within the Seneca community:

• Review the achievement of actions in the 2021 plan

• Review the metrics of the sustainability plan, as captured in individual actions and annual STARS reports

• Based on the lessons learned and data gathered, establish targets for key aspects of the plan; this will ensure that the targets that are set in the next iteration of the sustainability plan are based on an improved understanding of the current state of sustainability at Seneca

• Identify new opportunities for action in the next five years, based on the lessons learned and the context of 2026

These steps will result in a refreshed Seneca Sustainability Plan, which would then initiate another five-year cycle of action and reporting to move Seneca closer towards its vision and goals for sustainability.

2.2 STRUCTURE OF IMPLEMENTATION

An organizational structure has been developed to provide the foundation necessary for successful sustainability initiatives and to grow and accelerate action, impact and involvement over time. Within this structure, there are four key elements:

Seneca's Office of Sustainability

The Sustainability Committee

Sustainability Sub-Committees

Sustainability Working Groups

Seneca's Office of Sustainability

Seneca's Office of Sustainability (SoS) will connect people from across the institution with information, tools and inspiration for the challenge at hand, making Seneca sustainable for the long term. Continuing to build on a strong foundation, the SoS will act as a central coordinating, supporting and communicating body that unites sustainability aspirations and actions.

The SoS will focus on supporting solutions that create positive social, ecological, cultural and economic change in Seneca's operations.

The SoS will work to incorporate sustainability concepts and criteria into policy and planning, building and retrofit projects and operations. The Office will strive to engage and encourage students and employees in practising sustainable behaviour.

Guided by Seneca's Sustainability Plan, the SoS will track progress and report on achieving institutional commitments. The SoS will work with on- and off-campus partners to help create just, equitable and inclusive interdisciplinary solutions to address system-wide challenges.

See **Appendix C** for additional details on the SoS.

Sustainability Committee

The Sustainability Committee will advise and support the SoS, including making recommendations on the strategic actions and priorities outlined in Seneca's Sustainability Plan. Membership will consist of students, employees and community members.

See **Appendix D** for additional details on the structure of the Sustainability Committee.

Sustainability Sub-committees

Two sub-committees will provide added focus and support for the actions within the Education & Research and Operations domains that are focused on integrating sustainability into the academic and lived experiences at Seneca.

See **Appendix D** for additional details on the structure of the Sustainability Sub-Committees.

Education & Research Sub-Committee
The Education & Research Sub-Committee will support the Sustainability Committee by reviewing, revising and guiding the implementation of (and reporting on) the strategic actions outlined in the Education & Research section of Seneca's Sustainability Plan. Membership will consist of representation from the Sustainability Committee and other academic and non-academic employees.

Operations Sub-Committee
The Operations Sub-Committee will support the Sustainability Committee by reviewing, revising and guiding the implementation of (and reporting on) the strategic actions outlined in the Operations section of Seneca's Sustainability Plan. Membership will consist of representation from the Sustainability Committee and other operations employees.

Sustainability Working Groups

The purpose of working groups is to execute cross-divisional projects in a coordinated, multidisciplinary manner. These project-based working groups will consist of members from the sub-committees (or designates), as well as a broader representation from across Seneca (based on the project). Others outside of the sustainability committee structure will be invited into working group projects, based on their interest and specific areas of domain expertise.

Working group projects will be determined at the sub-committee level and will be based on the actions detailed in the Sustainability Plan.

See **Appendix D** for details on the structure of Sustainability Working Groups.

Appendix A	Process Engagement (2021)	This appendix shares an overview of the community engagement efforts in the sustainability planning process.
Appendix B	International Declarations and Memberships	This appendix provides a summary list of common declarations and memberships related to sustainability in postsecondary institutions.
Appendix C	Seneca's Office of Sustainability Structure	This appendix identifies a proposed structure for the Office of Sustainability and potential growth path over the duration of the Sustainability Plan.
Appendix D	Seneca's Sustainability Committee Structure	This appendix provides a description of the committee structure, membership recommendations, responsibilities, annual meeting schedule and a draft terms of reference for use by Seneca's Office of Sustainability.
Supplement A	STARS Report (2020)	The most recent AASHE STARS Report, available via the **STARS website**.
Supplement B	Current State of Sustainability at Seneca (2021)	The highlights from the current state research. For more information about this supplemental item, please contact Seneca's Office of Sustainability.

PART C

Plan Appendices

Appendix A: Process Engagement

Document originally prepared February 2021.

EXECUTIVE SUMMARY

The community engagement process to inform the Seneca Sustainability Plan concluded with 573 participants providing key feedback in response to questions concerning the potential for sustainability to inform all aspects of Seneca community life. The following What We Heard report highlights the feedback offered by Seneca's students, staff, faculty and administrators (the Seneca community).

Participants engaged in the three-week February 2021 process through an online questionnaire (457 completed, 42 partial) and a series of three "Future Focus" workshops (116 participants). Given the expansive nature of sustainability, community feedback focused on issues as diverse as integrating sustainability across the organization (with particular emphasis on curriculum); waste reduction, resource conservation and efficiency; hybrid education and equity, diversity and inclusion. From the provided feedback, several key directional themes emerged:

01. Integrate sustainability across Seneca

02. Continue weaving sustainability into curriculum and professional development offerings

03. Build the infrastructure and culture to support conservation, efficiency and waste reduction

04. Continue flexible working and hybrid instruction opportunities

05. Forge new (and mobilize existing) partnerships to promote sustainable outcomes

06. Leverage Seneca's legacy of sustainability initiatives to promote further action

07. Foster a culture of equity, diversity, inclusion and wellness to ensure the dignity of the Seneca community

08. Communicate the varied ways in which sustainability can be promoted and achieved

This important community feedback, coupled with outcomes from the policy and context review (see **Supplement B**), 2020 STARS reporting and internal staff, faculty and administrative discussions, will form the basis of the Sustainability Plan drafting process to follow in March and April 2021. The Seneca Sustainability Plan team thanks all participants for their time and effort in providing thoughtful and extensive feedback in response to the engagement questions.

INTRODUCTION

Seneca is building on its legacy of sustainable action with the development of the postsecondary institution's first-ever Sustainability Plan. The emergence of this plan is the result of many years of shared effort by the Seneca community to advance on-campus sustainability through a number of initiatives aimed at achieving tangible and lasting impact in areas of cultural, economic, environmental and social sustainability. Guided by *Seneca Au Large*, the Sustainability Plan will integrate sustainability at the core of Seneca's mission.

As part of the sustainability planning process which occurred from December 2020 to April 2021, Seneca engaged its community of students and employeesto learn more about the challenges, opportunities and potential future for sustainability across the institution's campuses. Together with research into comparative postsecondary sustainability efforts, guiding policy and organizational realities, the feedback from the Seneca community will be used to validate, refine and prioritize the strategy and supporting actions for the plan.

PROCESS AND METHODS

In support of sustainability planning, the project team delivered an engagement process running from February 1 to 21, 2021. The engagement was provided so that the Seneca community of students and employees could provide their insights and feedback on both the current and future state of sustainability on campus. The engagement process sought to understand:

- The strategic vision for sustainability at Seneca,

- Areas of priority for sustainability planning at Seneca and

- Support for (and interest in) current and potential future implementation activities.

Participants in the process provided feedback through two primary methods:

- Completion of an online questionnaire (open February 1 to February 21)

- Participation in one of three "Future Focus" workshops (held weekly on February 4, 11 and 17)

These engagement opportunities were communicated through:

- Word-of-mouth networking among core Seneca project team members and senior leadership

- Written (article, call-to-action), visual (video) and questionnaire content posted to MySeneca employee intranet homepage and the Seneca Au Large webpage) for the engagement duration

- Call-to-action and questionnaire link posted to the MySeneca service for students and circulated in Seneca Weekly Digest email (over a period of three weeks–February 4, 11 and 18) and Student Resource email (over a period of two weeksm February 5 and 12)

- Promotion of the questionnaire across Seneca's Instagram, Facebook and Twitter social media accounts from February 1 to 19.

Supplemental targeted stakeholder engagements have been delivered in tandem with this open engagement process. Employees were invited to share their perspectives on the current state of sustainability at Seneca in a workshop held January 28.

Meanwhile, students participating in a February 2021 training event and 24-hour case competition exploring the United Nations Sustainable Development Goals provided input on how the Sustainability Plan could align with their case studies.

During the engagement period, 573 participating members of the Seneca community (116 across three workshops and 457 through the online questionnaire) provided feedback to the question prompts using the available engagement methods. A further 42 participants began the questionnaire, but did not complete it. The **Engagement Outcomes** section outlines the outcomes associated with each of these engagement methods.

Methods

Questionnaire

An online questionnaire was made available for the duration of the engagement period from February 1 to 21. The questionnaire explored the Seneca community's perspectives on priority areas, the current context for sustainability on campus and whether they would like to get involved in future initiatives to support plan implementation. Notably, participants were also asked to provide their vision for a truly sustainable Seneca. From February 1 to 21, 2021, the online questionnaire received 457 complete and 42 partial responses from self-selected participants for a 91.6 per cent completion rate.

The following questions were posed:

01. **In the first five years of implementation, please identify what you think should be the top priorities (choice of up to six) for improving the state of sustainability at Seneca:**

- Academic curriculum
- Communications / community awareness
- Construction / renovation
- Energy
- Engagement
- Food and dining
- Governance / administration
- Greenhouse gas reductions
- Landscaping
- Procurement / purchasing
- Transportation
- Waste
- Water

Please share your views on sustainability in the following questions 2 - 8 (5-point Likert scale, from strongly disagree to strongly agree).

02. I know about sustainability initiatives happening at Seneca

03. Sustainability should be a priority of Seneca

04. Seneca is currently doing a good job on sustainability

05. I have had opportunities to get involved in sustainability initiatives at Seneca

06. Sustainability is an important area of knowledgefor the future employment prospects of our students

07. A strong commitment to sustainability would be a valuable recruitment tool for Seneca

08. I would like to get involved in sustainability initiatives at Seneca

09. **In 50 words or less, please share your vision for sustainability at Seneca**

Participants were also asked to identify their role at Seneca (e.g. student, faculty, support, administration) and were given the opportunity to provide their name and email address to stay in touch with regard to sustainability programming, events and initiatives.

Future Focus Workshops

Three "Future Focus" virtual workshops, each three hours long, were held across three weeks of engagement, on February 4, 11 and 17 to explore the Seneca community's ideas for a more sustainable future for Seneca. Workshop participants were asked to identify the trends to consider as part of plan development, the existing strengths to be built upon and the promising ideas to explore further. In small groups, participants also developed "rich picture" vision boards that imagine Seneca in 2040, following 20 years of Sustainability Plan implementation.

All told, 116 members of the Seneca community—comprising self-selected students, faculty, support staff and administrators—participated across the three workshops.

This section provides an overview of the outcomes from the questionnaire and workshop engagement methods. In the following **Themes** section, the key themes emerging from these process outcomes will be discussed.

The following section includes responses from incomplete questionnaires, where available.

Questionnaire

Roles

Participants were asked to identify their role at Seneca—student, faculty, support staff, administrators—as a means to understand relative areas of interest within the Seneca community. Of the 499 respondents, 174 (34.9%) identified as students, 181 (36.3%) as faculty, 70 (14.0%) as support staff and 74 (14.8%) as administrators.

Responses

01. In the first five years of implementation, please identify what you think should be the top priorities (choice of up to six) for improving the state of sustainability at Seneca (ranked choice)

Choice	Percentage	Count	Ranking
Academic curriculum	60.0%	296	1
Waste	55.2%	272	2
Communications and community awareness	51.9%	256	3
Energy	50.9%	251	4
Greenhouse gas reductions	45.0%	222	5
Engagement	37.5%	185	6
Food and dining	37.3%	184	7
Transportation	36.9%	182	8
Water	35.3%	174	9
Governance / administration	28.4%	140	10
Construction / renovation	25.8%	127	11
Procurement / purchasing	22.3%	110	12
Landscaping	17.0%	84	13

Question 1 provides guidance as to what participants view as the most important areas of sustainability that should be addressed in the Seneca Sustainability Plan. Academic curriculum (60.0% support), waste (55.2%), communications and community awareness (51.9%) and energy (50.9%) emerge as particular areas of interest to be addressed through plan development and implementation.

02. I know about sustainability initiatives happening at Seneca (Likert)

Choice	Percent	Count
Strongly disagree	7.6%	38
Disagree	19.6%	98
Neutral	29.5%	147
Agree	34.7%	173
Strongly agree	8.6%	43

In Question 2, there is an absence of a strong majority among the agree/strongly agree choices. This result—in combination with the emphasis on communications and community awareness and engagement in Question 1—suggests that more resourcing should be provided for communications and engagement to support sustainability initiatives at Seneca.

03. Sustainability should be a priority of Seneca (Likert)

Choice	Percentage	Count
Strongly disagree	1.4%	7
Disagree	1.2%	6
Neutral	7.6%	38
Agree	44.2%	220
Strongly agree	45.6%	227

In Question 3, respondents overwhelmingly agree that sustainability should be a priority among Seneca's strategic goals. That said, the questionnaire is optional, suggesting that those most likely to support sustainability are apt to participate and provide feedback.

04. Seneca is currently doing a good job on sustainability (Likert)

Choice	Percentage	Count
Strongly disagree	1.0%	5
Disagree	6.4%	32
Neutral	49.7%	248
Agree	36.7%	183
Strongly agree	6.2%	31

Given Seneca's ongoing and past sustainability initiatives and its recent STARS Silver sustainability ranking, this response is, on its face, confounding. However, the significant representation of neutral sentiment (49.7% of respondents) aligns with feedback from questions 1 and 2; communication and engagement to support sustainability initiatives at Seneca is an important yet comparatively underdeveloped area of focus.

05. I have had opportunities to get involved in sustainability initiatives at Seneca (Likert)

Choice	Percentage	Count
Strongly disagree	10.6%	53
Disagree	24.4%	122
Neutral	32.1%	160
Agree	25.5%	127
Strongly agree	7.4%	37

The relatively low affirmative sentiment (combined 32.9% agree/strongly agree) suggests more effort is needed to provide new (and communicate existing) avenues to participate in sustainability action on campus.

06. Sustainability is an important area of knowledge for the
     future employment prospects of our students (Likert)

Choice	Percentage	Count
Strongly disagree	1.2%	6
Disagree	1.0%	5
Neutral	8.4%	42
Agree	47.1%	235
Strongly agree	42.3%	211

A significant majority of respondents (89.4% combined agree/strongly agree) identified sustainability as an important discipline for instruction and as an indicator of employability for those graduating from Seneca.

07. A strong commitment to sustainability would be a
     valuable recruitment tool for Seneca (Likert)

Choice	Percentage	Count
Strongly disagree	1.2%	6
Disagree	2.6%	13
Neutral	12.7%	63
Agree	43.6%	217
Strongly agree	39.9%	199

In keeping with the prior question, a sizable majority of respondents (combined 83.6% agree/strongly agree) believe that a Seneca devoted to sustainability in all areas of its operation would be a valuable recruitment tool for prospective students, staff, faculty and administrators.

08. I would like to get involved in sustainability
     initiatives at Seneca (Likert)

Choice	Percentage	Count
Strongly disagree	2.4%	12
Disagree	3.4%	17
Neutral	32.5%	162
Agree	35.9%	179
Strongly agree	25.9%	129

A majority of respondents indicated (combined 61.8% agree/strongly agree) a desire to get involved in current and prospective sustainability initiatives at Seneca. This may suggest a preference towards participation in particular initiatives or the need for an understanding of the associated time and resourcing requirements prior to making a commitment to become involved.

09. In 50 words or less, please share your vision for sustainability at Seneca

Theme	Reference	Count
Curriculum	Integrating sustainability into pedagogy	85
Conservation/ efficiency	Conserving natural resources through renewable energy and water use and resource-efficient systems	71
Waste reduction	Reducing waste through diversion, re-use and recycling	60
Sustainability leadership	Mobilizing Seneca's legacy/infrastructure to assume a leadership role	58
Integration	Integrating sustainability across all of Seneca	57
Biodiversity/ ecology	Conserving local biodiversity and ecology on campus	35
Engagement/ reporting	Supporting sustainability through engagement, awareness-building and reporting on progress.	31
Collaboration/ partnerships	Creating new opportunities for collaboration and partnerships (both within and outside Seneca) for sustainable action	26
Governance	Managing and coordinating of sustainability action	20
Architecture/ design	Designing and building the built and managed outdoor environment	15
Diversity	Promoting equity, diversity and inclusivity within Seneca	15
Commuting/ travel	Commuting to campus within Southern Ontario and traveling to Canada	14
Food	Growing, procuring, managing and preparing food on-campus	14
Professional development	Incorporating sustainability into the professional development of Seneca employees	12
Flexible working/ hybrid education	Conducting work and learning through flexible/hybrid models	12
Student life	Organizing and celebrating student action on campus	11
Wellness	Stewarding the physical and mental health of the Seneca community	9
Procurement	Sourcing, on-boarding and managing vendors at Seneca	8
Resilience	Promoting resilience and adaptivity to change and crisis	7
Immersion	Providing immersive learning experiences	2
Incentives	Offering incentives to participate in sustainability action	2
Funding	Securing funding to promote, implement and report on sustainability	2
Impact mitigation	Reducing the impact of Seneca's operations on the environment	1
Entrepreneurship	Providing new opportunities for entrepreneurship on-campus	1
Accessibility	Ensuring a universally accessible Seneca, regardless of station	1

Future Focus Workshops

Roles

As part of the workshop sign-up process, participants indicated their role at Seneca from a list of: student, faculty, or staff. Of the 116 registered participants, 38 were students, 38 were faculty and 40 were staff.

Responses

When asked to consider "the big picture" (trends, existing strengths, promising ideas) and to develop vision boards for a future sustainable Seneca, workshop participants provided a number of insights and ideas to explore further. The adjacent table, sorted by total references, highlights the general topics explored in these sessions, including the number of times referenced in both workshop exercises.

Item	Total	Big Picture	Visioning
Waste reduction	65	44	21
Conservation and efficiency	45	24	21
Curriculum	36	29	7
Sustainability leadership	36	26	10
Remote working and hybrid instruction	36	24	12
Biodiversity and ecology	24	15	9
Collaboration and partnerships	22	13	9
Wellness	19	13	6
Commuting and travel	19	8	11
Engagement and reporting	18	10	8
Food	18	10	8
Student life	16	13	3
Architecture and design	15	3	12
Technology	17	7	10
International education	10	9	1
Procurement	7	3	4
Consumer choice	5	5	0
Governance	5	1	4
Accessibility	2	2	0
Integration	2	0	2
Change management	1	1	0
Funding	1	1	0
Immersive experience	1	0	1

Themes

Waste reduction (65):
The waste reduction category spans all elements of waste management and reduction, including but not limited to waste diversion from landfill to recycling, composting, or reuse; materials bans (e.g. single-use plastic); Extended Producer Responsibility (where producers are given significant responsibility for the treatment or disposal of post-consumer products); the act of going "paperless" within the institution and the introduction of biodegradable containers to Seneca's food system.

Conservation and efficiency (45):
The conservation and efficiency category refers to the conservation of natural resources through the introduction of renewable resource systems (e.g. renewable energy, permeable pavements, rainwater harvesting) and their efficient and thoughtful use. Given the broad remit of this category, participant feedback is diverse and includes reference to efficient utility retrofits (e.g. LED lighting, energy-efficient HVAC systems); the introduction of geothermal, solar and wind energy; rainwater harvesting; greywater use in non-potable water systems and net-zero carbon emission target setting.

Curriculum (36):
The curriculum category refers to the integration of sustainability into Seneca's course offerings and student learning outcomes, including both a general multi-disciplinary sustainability for-credit course and offerings tailored to specific disciplines and credentials (e.g. sustainability in a business context).

Sustainability leadership (36):
The sustainability leadership category refers to how Seneca might leverage its existing foundation of sustainability, diversity and innovation-driven initiatives to realize the institution's full potential. This category includes reference to mobilizing the HELIX innovation and entrepreneurship incubator towards sustainable action, creating new incentives and benefit programs for members of the Seneca community to live more sustainably and setting standards for other institutions to be inspired by and to follow.

Remote working and hybrid instruction (36):
The remote working and hybrid instruction category refers to how Seneca might build on the remote working and hybrid instruction models that have been instituted by necessity since March 2020.

Areas of interest within this category include how on-campus learning might be made more meaningful and hands-on, reserving formal course instruction for online sessions, how scheduling could be improved to minimize the number of on-campus days and how to best structure a hybrid learning environment.

Biodiversity and ecology (24):
The biodiversity and ecology category explores how Seneca can support biodiversity conservation and a healthy environment in its home jurisdictions (Toronto, York Region, Peterborough) through the introduction of new on-campus interventions and review of its land management practices. Areas of interest within this category include: introducing new green spaces across Seneca's campuses; introducing native plants, grasses and flowers to support pollinator pathways; creating biofuels using algae present in local wetlands and leveraging the biodiversity potential of King Campus to support sustainability learning outcomes.

Collaboration and partnerships (22):
The collaboration and partnerships category refers to the need for collaboration and the mobilization of existing or new partnerships with external stakeholders (community, government, other postsecondary institutions, industry, non-governmental organizations) to support action towards a more sustainable future. This includes drawing on the entrepreneur partnerships generated by HELIX to promote sustainability; forging partnerships with community groups working towards sustainability; and coordinating sustainability initiatives across Seneca's campuses.

Wellness (19):
The wellness category speaks to the imperative to support mental and physical health as part of any sustainability initiative, through the provisioning of new health programs and services for the Seneca community.

Commuting and travel (19):
The commuting and travel category refers to how members of the Seneca community travel, both to and from campus and in their everyday lives. Areas of interest within this category include: promotion of sustainable transportation to campus (e.g. public transit, cycling, walking, carpooling); lobbying levels of government for improved public transit access to Seneca campuses wherever possible; providing visible transportation infrastructure to support cycling and electric vehicle use; electrifying Seneca's vehicle fleet and mobilizing the institution's group purchasing power to support sustainable transportation.

Engagement and reporting (18):

The engagement and reporting category refers to how sustainability is communicated, mobilized towards and reported on by the Seneca community. Given the broad remit of this category, there are a number of different areas of interest, including staging new (and maintaining existing) informative and empowering sustainability events (e.g. conferences, sustainability fairs, farmers' markets); the development of benchmarks and targets to understand the impact of sustainability actions and communicating ongoing initiatives and ambitious targets to the Seneca community to prompt action.

Food (18):

The food category refers to how a sustainable food system and cafeteria offerings could be supported across Seneca's campuses. Areas of interest include the implementation of new community gardens; working with vendors and suppliers to offer healthy and sustainable food options; encouraging members of the Seneca community to make sustainable food choices at the grocery store and to bring food from home and mobilizing community partnerships to promote food security on- and off-campus. This exists as a companion theme to Biodiversity and Ecology.

Student life (16):

The student life category refers to how students engage with each other, their educational programs and employees. Areas of interest are diverse and include: the use of peer groups to promote sustainability action; promoting interdisciplinary collaborations to encourage understanding of the different ways in which sustainability is felt; positioning Frosh Week and orientation as an opportunity to introduce sustainability as a concept and speak to its role on campus and empowering students to undertake sustainability initiatives by offering mentorship opportunities and grants.

Architecture and design (15):

The architecture and design category refers to the design and implementation of Seneca's built environment and landscape. Areas of interest within this category include: retrofitting existing buildings and designing new buildings to meet LEED Gold or Platinum certification, providing green roofs and walls where possible and introducing flexible meeting spaces to support different modes of instruction.

Technology (13):

The technology category refers to the use of existing and emerging technologies to support sustainability outcomes across Seneca's campuses. Participant ideas include the introduction of artificial intelligence systems to support sustainability initiatives and resource management; ensuring online library access and e-texts to reduce the need for paper-based learning materials; exploring the introduction of carbon-negative technology to reduce emissions; and drawing on principles of biomimicry to reduce the need for disinfecting chemical cleaners on campus.

International education (10):

The international education category refers to Seneca's legacy of international student enrolment and partnerships with institutions outside of Canada. Participant ideas include the provision of 24-hour campus services and tailored wellness and mental health programs to support the international student body, both in Ontario and beyond; adjusting class scheduling to meet the predominating time-zones of enrolled students and mandating e-book use to minimize shipping costs and environmental impacts associated with sending books to international students.

Other (< 10 each):

There were several categories that were raised in the workshops but demonstrated comparatively less attention from participants. These were:

- procurement (7)
- consumer choice (5)
- governance (5)
- accessibility (2)
- sustainability integration (2)
- change management (1)
- funding (1)
- immersive experiences (1)

Areas of interest include: introducing ethical and sustainable procurement policies for vendors; promotion of "buy local" initiatives; ensuring the Sustainable Seneca Committee reflects all sectors of campus life; integrating sustainability into all aspects of Seneca and offering immersive sustainability experiences across Seneca.

From both workshop and questionnaire feedback, several key themes have been identified for consideration as part of the ongoing sustainability planning process. These themes are discussed in some detail—and paired with relevant verbatim quotes wherever possible—below.

01. Integrate sustainability across Seneca:

Description: While explicit calls to integrate sustainability across Seneca's operations, faculties, student life and administration were relatively moderate (two references in the workshops, 57 among questionnaire visions), the breadth and depth of sustainability-focused feedback that touched all areas of Seneca as a postsecondary institution was notable. While sustainability was often interpreted as a primarily environmental concept to be taught to students, participants also spoke to the ways in which sustainability could be woven into operations (e.g. conservation-focused energy and water management), administration (e.g. collaboration with other postsecondary institutions and levels of government), faculty (e.g. tailored pedagogy that relates directly to the subject matter of the course) and student experience (e.g. volunteer and networking opportunities).

Participants also noted the different lenses with which sustainability could be interpreted, whether economic (e.g. the sound management of the institution's finances), social (e.g. emphasizing mental and physical well-being as a central concept) or cultural (e.g. placing equity, diversity and inclusion as a core value of the institution). Overall, participants referenced the expansive nature of sustainability and the implications it has for clarity of intent, collaboration and the integration of several ostensibly disparate disciplines and initiatives to achieve sustainable outcomes for Seneca. This can be considered an overarching theme; several of the ideas introduced here are discussed in further detail below.

Verbatim examples:

"Sustainability informs all aspects of Seneca community life (faculty, staff, students, admin)."

"My vision involves seeing sustainability as an integral part of Seneca's academic and operational activities - in all programs, in all our administrative and physical operations at all our campuses. It would actually become a part of our DNA and we would be considered a leader among Ontario Colleges."

02. Continue weaving sustainability into curriculum and professional development offerings:

Description: A recurrent and prominent theme among participants for both the questionnaire and the workshops was the need to weave sustainability into student learning outcomes. Curriculum was the dominant theme among participant-created visions (85 instances) and it was the third most popular concept referenced among workshop ideas (36 references).

Feedback largely touched on curriculum in three ways:

- the offering of a general, interdisciplinary course exploring sustainability in all of its forms;

- the introduction of sustainability as a concept tailored to specific course offerings (i.e. What does sustainability look like in a business perspective? How does one discipline approach the interdisciplinary nature of sustainability?); and

- the discussion of sustainability in terms of the United Nations Sustainable Development Goals.

Verbatim examples:

"Ecology practices/pedagogy should be a part of the curriculum..."

"Curriculum integration–general credits, tailored to each program."

"Seneca should strive to be a leader in environmental and sustainable concerns so as to create graduates already with the knowledge of how to work with these in mind to create a better world for work."

03. Build the infrastructure and culture to support conservation, efficiency and waste reduction:

Description: Interpreting the trend towards sustainability across Seneca, we also find a focus on resource (primarily energy and water) conservation and efficiency, and as a corollary, the reduction of waste generated across campus operations. Question 1 (prompting ranked choice) on the questionnaire saw a majority of respondents focus on waste reduction (#2 priority, with 55.2% of respondents selecting), energy (#4, with 50.9%) and greenhouse gas reduction (#5, with 45.0%).

Meanwhile, conservation and efficiency—as a broad concept focused on energy and water resources—was the second-most mentioned theme in both participant visions and workshop feedback. This is manifested in a number of different ways, but is largely dependent on ensuring the necessary infrastructure (e.g. geothermal heating systems, photovoltaic arrays) is in place and there is a commitment to a culture of conservation on campus (e.g. single-use plastic ban, waste diversion signage and outreach campaigns).

Verbatim examples:

"Seneca can turn toward renewable energy and avail funding to talented students to test out green innovations. Consider low-flow plumbing and LED lights if the change is not too carbon exhaustive. More recycling and upcycling of all waste. Preplanning to avoid food waste."

"Better management of waste is required."

"Provide, monitor and meet quantifiable, measurable goals for waste reduction."

04. Continue flexible working and hybrid instruction opportunities:

Description: The COVID-19 pandemic has forced the Seneca community to abruptly change their ways of working and learning. A recurring theme among participants—due, in no small part, to ongoing lived experience—was tying the lessons learned from one year (at writing) of remote working and hybrid learning to a sustainability lens. Remote working / hybrid learning was tied for third as the most referenced concept in workshop visions and trend feedback.

For all of its associated challenges, participants noted the promise of remote working and hybrid learning in guiding Seneca towards a more sustainable future. This was interpreted environmentally (e.g. reduced greenhouse gas emissions from travel, lower building operation costs), socially (e.g. flexible instruction that better suits students' schedules) and economically (e.g. reduced commuting and food costs).

In contrast, participants also noted the importance of continuing to offer in-person learning opportunities with an emphasis on generating meaningful connections between students and promoting new, immersive learning experiences focused on sustainability (e.g. King Campus as a living laboratory).

Verbatim examples:

"Allowing employees to continue to work from home if it is not necessary to be on campus to reduce carbon footprint and improve community health."

"Reducing the Seneca footprint and improving access should include a great number of online courses. This would naturally reduce transportation costs, energy consumption, physical plant costs, waste from on campus users etc. It would however, reduce possible employment positions for staff."

"Working from home has in ways shifted to sustainability as many related education resources have been reduced. Investing in technology growth. Hybrid approaches. We still understand the need to come together at times to build that sense of community or being part of a group."

05. Forge new (and mobilize existing) partnerships to promote sustainable outcomes:

Description: Participants were often careful to denote what remains outside of Seneca's control, but which may be brought within reach subject to the appropriate partnership—whether with other postsecondary institutions, industry, level of government or local communities external to Seneca. Collaboration/partnerships was the eighth-most cited theme from participant visions and the seventh most cited theme from workshop feedback.

While scoring lower than tangible interventions and collaboration within Seneca itself, the participants who cited partnerships as an important element spoke to its potential to serve as a "multiplier" that broadens Seneca's reach and impact beyond its campuses, as well as its ability to generate positive and lasting impressions of the institution within the local community and beyond.

Verbatim examples:

"Seneca should be a leader/taking part in building sustainable communities globally."

"Benefit the communities where we work and where we belong to."

"Sustainability is important. However, one building can only do so much. Unless we make it a community/city/province initiative, Seneca's best efforts will have very little impact on the environment. If we can do it as a community we can make a difference. We can't do it alone."

06. Leverage Seneca's legacy of sustainability initiatives to promote further action:

Description: A frequent though diffuse theme throughout the engagement process was an emphasis on Seneca's existing legacy and practice of sustainability initiatives and the potential this represented for the institution to achieve its sustainability goals in the future. The sustainability leadership concept was the fourth-most cited theme among participant visions and tied for third among workshop feedback themes.

Similarly, respondents reaffirmed Seneca's emphasis on sustainability through Question 2 of the questionnaire, with 89.8 per cent support for sustainability as a priority in Seneca's core mission. Under this banner, participants also spoke to the ostensibly unrelated parts of Seneca—such as the HELIX innovation and entrepreneurship incubator—that could be marshalled to make progress towards defined sustainability goals.

Verbatim examples:

"I believe any institution should strive to be as sustainable as possible and Seneca is doing a good job but as with anything in life, there is always room for improvement."

"Seneca has the opportunity to be a pioneer when it comes to sustainability amongst Canadian colleges."

'As a large PSE we influence significant numbers of people and can therefore make a difference that matters. Let's tie this to academic programs."

07. Foster a culture of equity, diversity, inclusion and wellness to ensure the dignity of the Seneca community:

Description: Eschewing a purely environmental focus, participants identified the important opportunity within the Sustainability Plan to affirm the dignity of all members of the Seneca community through a focus on wellness and ongoing Equity, Diversity and Inclusion (EDI) efforts. This is particularly important and well-timed given the sharp relief these concepts were brought into during 2020; in particular, EDI is also a pillar of *Seneca Au Large*. Participants noted items of wellness, international student support and diversity consistently in visioning exercises and workshop feedback, in particular exploring how these concepts could be promoted and integrated into pedagogy, student and employee support and professional development.

Verbatim examples:

"One area-our respect for the land and creating community and a sense of place on Seneca land while upholding the knowledge/ wisdom of our Indigenous people."

"Inclusive and equitable–All encompassing–Integrated."

"Indigenous education across all programs."

08. Communicate the varied ways in which sustainability can be promoted and achieved:

Description: Finally, communication, engagement and reporting on sustainability at Seneca drew a great deal of attention, both implicitly and explicitly. On the one hand, questionnaire and workshop feedback was moderate on this item (seventh-ranked in participant visions, tenth-ranked in workshop feedback). However, there were relatively high "neutral" scores in response to questions focused on engagement and a recurrent reference to being unaware of or disengaged with sustainability opportunities on campus. These points both suggest more communication and engagement is needed. Participants recommended communications campaigns to promote action, forge partnerships and report on (and celebrate) successes.

Verbatim examples:

"I could use more knowledge about what I can do."

"Create the value .... provide the ... WHY is it relevant and a priority. Create greater awareness ...that in itself would help to motivate people to get involved."

Appendix B: International Declarations and Memberships

Seneca has the opportunity to sign international declarations and charters, joining postsecondary institutions across the world to formally commit to incorporate sustainability into its operations. The lists below are not exhaustive; however, they highlight popular declarations, memberships and affiliations to which postsecondary institutions contribute.

DECLARATIONS

Some of the most relevant agreements include:

- **Talloires Declaration:** This declaration pledges the institution to support environmental citizenship at all levels on campus, with the goal of advancing global environmental literacy and sustainable development

- **Pan-Canadian Protocol for Sustainability:** Commits all signatories to foster sustainability practices and principles across all campus functions and encourages a participatory process in achieving this goal

- **University and College Presidents' Climate Change Statement on Action:** This statement commits the institution to intentionally address climate change. This involves developing a comprehensive Greenhouse Gas Emissions Inventory, establishing reduction targets and facilitating an implementation plan and reduction strategy

- **Principles for Responsible Management Education (PRME):** An initiative of the United Nations Global Impact Office, this focuses on integrating human rights, labour rights, environmental sustainability and anti-corruption into the postsecondary curriculum, specifically in the area of business

- **UN Academic Impact (UNAI):** Signing this document commits the institution to support and contribute to the realization of the United Nations goals and mandates, including the promotion and protection of human rights, access to education, furthering sustainability and conflict resolution

- **Global Climate Letter / SDG Accord (*):** Part of the *UN Race to Zero*, this letter commits institutions, students and networks to a healthy, resilient, zero-carbon recovery that promotes inclusivity and sustainable growth

- **Earth Charter:** This international charter outlines 16 principles powering a global movement towards a more just, sustainable and peaceful world

MEMBERSHIPS

Joining national and international member organizations provides access to a large network of other postsecondary institutions with a shared commitment to sustainability. These networks provide access to documents, resources and knowledge-sharing opportunities.

- **Association for the Advancement of Sustainability in Higher Education (AASHE):** AASHE administers the Sustainability Tracking, Assessment and Rating System with a robust international network, annual conference and online knowledge hub

- **Higher Education Sustainability Initiative (HESI):** Members of the HESI network commit to actively integrate sustainable development across all disciplines of study, encourage research, advocate for greening campuses, support local sustainability efforts and engage and share information

- **Canadian College and University Environmental Network (CCUEN):** A network across Canada that seeks to facilitate communication, information sharing and collaborative action among postsecondary environmental educators

- **International Sustainable Campus Network (ISCN):** The ISCN seeks to provide an international forum to support higher education institutions in the exchange of information, ideas and best practices for achieving sustainable campus operations and integrating sustainability into research and teaching

REGIONAL & PROVINCIAL MEMBERSHIPS

Joining regional and provincial memberships will strengthen Seneca's local network and provide platforms for cross-entity sustainability advocacy. Examples include:

- City of Toronto Environment and Energy Advisory Committee
- Ontario Zero Waste Coalition
- Ontario Greenbelt Alliance

Appendix C: Seneca's Office of Sustainability Structure
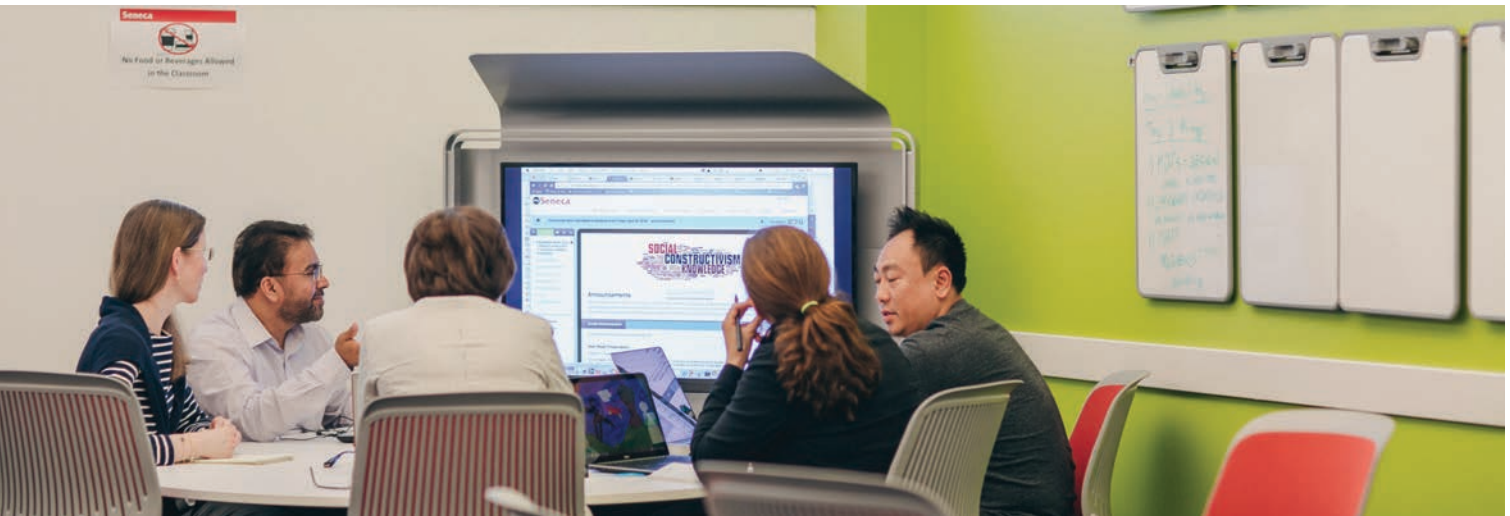
INTRODUCTION

Seneca's Office of Sustainability (SoS) connects people across the institution with information, tools and inspiration for the challenges at hand, making Seneca sustainable for the long term. The SoS will act as a central coordinating, supporting and communicating body that ties sustainability aspirations and actions together.

The SoS will also focus on supporting solutions that create positive social, ecological, cultural and economic changes in Seneca's operations.

The SoS will work to incorporate sustainability concepts and criteria into policy and planning, building and retrofit projects and operations. The office strives to engage and encourage students, employees and the community in practising sustainable behaviour.

Guided by Seneca's Sustainability Plan, the SoS tracks progress and reports on achieving institutional commitments. It works with on- and off-campus partners to help create just, equitable and inclusive interdisciplinary sustainability solutions to address system-wide challenges.

RESOURCES

While the following positions are dedicated to supporting and inspiring sustainability action across Seneca, sustainability will be integrated into new and existing job descriptions. Committing employee time and resourcing demonstrates a shared responsibility and an embedded commitment to integrating sustainability across the institution.

This work will be done in collaboration with departments across Seneca. The current Sustainability Supervisor position would now fall under the SoS and the portfolio would be reimagined to align with a more robust structure.

While the SoS will work in an integrated manner, there is a position designated as taking the lead on each of the sections of Seneca's Sustainability Plan:

Role	Domain of Action
Director of Sustainability	Sustainability Leadership (SL) + Management of the SoS
Engagement & Outreach Coordinator	Community (C)
Sustainability Coordinator: Academic	Education & Research (ER)
Sustainability Coordinator: Operations	Operations (O)

Director of Sustainability

- Reporting to the Vice-President, Finance and Administration

- One of the first responsibilities of this position would be to hire staff for the SoS (see Short Term below)

Examples of responsibilities include:
- Represent the institution on municipal and other external committees and working groups

- Lead the process of Seneca joining local, provincial, national and international sustainability memberships and declarations (see **Appendix B**)

- Make presentations at conferences

- Create and enact a campus sustainability policy

- Work with all departments to embed sustainability

- Hire and supervise sustainability staff

- Set annual priorities

- Sustainability Plan Focus: Education & Research, Operations, Leadership

Qualifications and skills
- Master's degree that is relevant to sustainability, environmental science or other related field

- At least seven years of professional experience in sustainability in a postsecondary setting. Experience with and knowledge of practices related to sustainable operations, education, engagement and campus-as-a-living-lab initiative are strong assets.

- Three to five years' management experience

- High level of expertise and ability to be conversant across disciplines and to different audiences

- Experience in program management, program creation, management, growth and evaluation

- Demonstrated excellence in written and oral communication skills and the ability to engage a diverse audience with confidence in speaking and presenting in public, particularly in the context of sustainability

- Proven leadership and team-building experience towards a common goal and developing strategies involving cross-functional teams. Engages, motivates, coaches, mentors and challenges other to excel despite obstacles and challenging situations.

- Strong interpersonal and facilitation skills with the ability to nurture positive working relationships with a diversity of campus and community partners

- Ability to manage multiple projects and priorities and thrive in a fast-paced environment

Engagement & Outreach Coordinator

• Reporting to the Director of Sustainability

Examples of responsibilities include:
• Build and strengthen relationships with internal departments and external organizations

• Craft and communicate Seneca's sustainability narrative to internal and external audiences

• Manage communication tools, including the website and social media channels

• Develop and implement a communications strategy

• Provide oversight of programs such as student volunteers, speaker series and other internal engagement initiatives

• Design and execute an engagement campaign

• Build campus and external engagement frameworks in concert with Seneca's Marketing and Communications department

• Liaise with faculties and departments to support sustainability initiatives

• Coordinate sustainability-focused grant applications

• Sustainability Plan Focus Section: Community

Sustainability Coordinator: Academic

• Reporting to the Director of Sustainability

Examples of responsibilities include:
• Develop a sustainability curriculum, micro-learning tools and other classroom teaching and learning materials

• Co-develop and deliver faculty workshops on integrating sustainability into new and existing classes with support from Teaching & Learning

• Develop and coordinate communities of practice

• Guest lecture in classrooms

• Coordinate, track and share interdisciplinary sustainability research

• Sustainability Plan Focus: Education & Research

Sustainable Operations Coordinator

• Reporting to the Director of Sustainability

Examples of responsibilities include:
• Liaise with operational departments across the institution to support collective and collaborative sustainability action

• Manage programs such as sustainable waste management, food security initiatives, sustainable procurement programs and sustainable transportation initiatives

• Sustainability Plan Focus: Operations

Energy Manager

- Reporting to the Senior Manager, Operations & Maintenance

- This position falls outside of Seneca's Office of Sustainability; however, it works closely with the SoS

Examples of responsibilities include:
- Implement energy-saving measures across campuses
- Execute a Greenhouse Gas Reduction Plan
- Sustainability Plan Focus: Operations

MID-TERM (2 YEARS)

As the needs of the SoS grow, there may be a need to increase the capacity of SoS. This could involve splitting the communications & engagement role into two roles:

- Communications Coordinator
- Engagement & Partnership Coordinator

Student Ambassadors

- Opportunity to create and hire paid and/or volunteer student sustainability positions and leverage student Work Integrated Learning (WIL) programs

LONG-TERM (3-5+ YEARS)

As the SoS increases the number of projects and initiatives that are supported, additional positions can be added. These could include:

- support for specific priority initiatives, such as sustainable transportation

- general office support, such as office administration

There may be the need to create additional supports, for example, a volunteer coordinator to help support the Engagement & Outreach Coordinator.

Appendix D: Sustainability Committee Structure

SUSTAINABILITY COMMITTEE

Purpose: The Sustainability Committee will advise and support Seneca's Office of Sustainability (SoS), including making recommendations on the strategic actions and priorities outlined in Seneca's Sustainability Plan.

Membership: Academic and non-academic employees, students and community members.

Responsibilities:

- Endorsing the sub-committee/working group's annual work plans

- Providing guidance and recommendations regarding planning, administration and leadership activities

- Providing input into business cases developed by the working groups or the SoS

- Actively participating in institutional and departmental strategic planning to ensure alignment with and inclusion of sustainability

- Endorsing projects, policies, initiatives and reports (including annual reporting and STARS)

Support & coordination: Supported and coordinated by the SoS

Suggested structure: Co-chair model with the Director of Sustainability as one of the co-chairs; membership from students, academic and non-academic employees and community members

Reporting: This committee reports to the Senior Executive Committee

Meeting frequency: Three times per year (August/September, January, April); see calendar on pages 71

SUSTAINABILITY SUB-COMMITTEES

Education & Research Sub-Committee

Purpose: The Education & Research sub-committee will support the Sustainability Committee by reviewing, revising and guiding the implementation of and reporting on the strategic actions outlined in the Education & Research section of Seneca's Sustainability Plan.

Membership: Sustainability Committee members and other operations employees

Responsibilities:

- Co-creating and approving annual work plans for academic project-based working groups

- Forming project-based working groups with specific deliverables

- Providing feedback on project-based work

- Creating an annual accomplishments report that will be part of the annual reporting

- Participating in STARS reporting

Support & coordination: Supported and coordinated by the SoS

Reporting: This sub-committee reports to the Sustainability Committee

Meeting frequency: Two times per year (mid-September, mid-January); see calendar on page 71

Operations Sub-Committee

Purpose: The Operations Sub-Committee will support the Sustainability Committee by reviewing, revising and guiding the implementation of and reporting on the strategic actions outlined in the Operations section of Seneca's Sustainability Plan.

Membership: Sustainability Committee members and other operations employees

Responsibilities:

- Co-creating and approving annual work plans for operations project-based working groups

- Forming project-based working groups with specific deliverables

- Providing feedback on project-based work

- Creating an annual accomplishments report that will make up part of the annual reporting

- Participating in STARS reporting

Support & coordination: Supported and coordinated by the SoS

Reporting: This sub-committee reports to the Sustainability Committee

Meeting frequency: Two times per year (mid-September, mid-January); see calendar on page 71

SUSTAINABILITY WORKING GROUPS

Purpose: The purpose of the working groups is to execute cross-divisional projects in a coordinated, collaborative and multidisciplinary manner

Membership: The project-based working groups will consist of members from the sub-committees, or designates, as well as broader representation from across Seneca, based on the project. Others outside of the sustainability committee structure will be invited into working group projects, based on interest and specific areas of domain expertise.

Responsibilities:

- The working group projects will be determined at the sub-committee level and will be based on priorities laid out in the Sustainability Plan

Support & coordination: Supported and coordinated by the SoS

Reporting: The project leads from each working group will present their work to the appropriate sub-committee for feedback and further guidance

Meeting frequency: As frequently as needed, based on the project. Recommended minimum of monthly meetings.

Annual Sustainability Working Calendar

Timeline	Group	Potential Topics
August	**Sustainability Committee**	• Sustainability priority review • Recommendations to sub-committees for projects • Review and input into business cases for the year • The formal election of co-chair
September	**Education & Research Sub-Committee**	• A brief review of last year's accomplishments • Review priorities • Determine projects and set up working groups
	Operations Sub-Committee	• A brief review of last year's accomplishments • Review priorities • Determine projects and set up working groups
September – November	**Education & Research Working Groups Meeting**	• Project-based working groups will set regular meetings over the fall semester to work on projects
	Operations Working Group Meetings	
December	**Sustainability Committee**	• Working groups present high-level work to date to Sustainability Committee » Feedback, recommendations, roadblocks, etc. • Endorsement of any end-state projects • Recommendations to sub-committees for new projects
January	**Education & Research Sub-Committee**	• Deep dive into project review to date and gather feedback • Close completed projects, start new projects • Endorse finalized projects
	Operations Sub-Committee	• Deep dive into project review to date and gather feedback • Close completed projects, start new projects • Endorse finalized projects

Timeline	Group	Potential Topics
January – March	**Education & Research Working Groups Meetings**	• Project-based working groups will set regular meetings over the fall semester to work on projects
	Operations Working Group Meetings	
April	**Joint meeting/end of year celebration** • Sustainability Committee + • Education & Research Sub-Committee + • Operations Sub-Committee + • Working Groups + • Volunteer Program (once developed)	• Presentations from Academic and Operations working groups on projects (first hour) • Sustainability awards, celebration and social (remaining time)
April – May	**Seneca's Office of Sustainability**	• Preparation of annual report
	Sustainability Committee	• Endorse Annual Report • Plan for the following year
May	**Seneca's Office of Sustainability**	• Presentation of Annual Report to Senior Executive Committee (leads are Sustainability Committee Co-Chairs)
June – July	**Seneca's Office of Sustainability**	• Nominating new co-chair • Call out for new membership • Plan for the next academic year • Publish Annual Report