



Western University STARS REPORT

Date Submitted: Jan. 16, 2025

Rating: Gold

Score: 75.40

Online Report: [Western University](#)

STARS Version: 3.0

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

Summary of Results

Score 75.40

Rating: Gold

Report Preface

Report Preface 0.00 / 0.00

Academics

Curriculum 41.35 / 45.00

Research 21.17 / 23.00

Engagement

Campus Engagement 20.00 / 25.00

Public Engagement 18.40 / 25.00

Operations

Buildings & Grounds 9.93 / 19.00

Energy & Climate 12.68 / 26.00

Food & Dining 3.98 / 10.00

Procurement & Waste 11.71 / 20.00

Transportation 5.23 / 10.00

Planning & Administration

Coordination & Planning 9.23 / 11.00

Investment 5.10 / 10.00

Social Equity 9.17 / 14.00

Wellbeing & Work 9.80 / 11.00

Innovation & Leadership

Innovation & Leadership 10.00 / 10.00

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the [process for inquiring](#) about the information reported by an institution.

Report Preface

Report Preface

Points Earned 0.00

Points Available 0.00

This section of STARS brings together information about the institution and its reporting process that is not scored, but is included for transparency purposes and to provide context for understanding and interpreting the published report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close
	0.00 /
Institutional Characteristics	Total adjusted for non-applicable credits
	Close
	0.00 /
Reporting Methodologies	Total adjusted for non-applicable credits
	Close

Executive Letter

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This credit allows an institution to upload a letter from the institution’s president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution’s STARS report. As such, the letter may include a description of the institution’s commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as an indicator of administrative support for sustainability and the STARS process.

Measurement

A new executive letter is expected when there has been a change in leadership or the institution is submitting for a higher rating. Otherwise, the same letter may be used for more than one submission.

"---" indicates that no data was submitted for this field

Executive cover letter:
[2024_STARS_Executive_Letter.pdf](#)

Notes about the information provided for this credit:

Points of Distinction

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This credit provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution’s STARS rating.

Measurement

Report on current programs and initiatives and accomplishments from within the previous three years.

"---" indicates that no data was submitted for this field

Name of the institution’s featured sustainability program, initiative, or accomplishment:

Western's GHG Reduction Plan

Narrative and/or website URL providing an overview of the institution’s featured program initiative, or accomplishment:

Western has a number of programs, initiatives, and infrastructure that aim to reduce carbon emissions and conserve energy usage on campus. We have committed to ambitiously reduce our greenhouse gas (GHG) emissions by at least 45% by 2030, relative to 2005 levels, and to achieve net-zero emissions for campus operations by 2050. As part of Western's GHG reduction plans, an energy loop is being implemented on campus. The chilled water network has been upgraded so it can operate year-round and allow for the sharing of excess energy between buildings. New buildings and retrofit projects are being designed to integrate with the energy loop, and are resulting in ~60-80% reduction in GHGs.

Western is also underway with the installallation of its first fully electric boiler on campus, which will significantly reduce GHG emissions and contribute to exeeding estern's 2030 GHG reduction target.

In Septebmer 2024 Western opened its first Net Zero Energy Building, the Ronald D. Schmeichel Building for Entrepreneurship and Innovation (<https://news.westernu.ca/2024/09/schmeichel-building-entrepreneurship-innovation/>).

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second featured sustainability program, initiative, or accomplishment:

Western Sustainable Impact Fund

Narrative and/or website URL providing an overview of the second featured program initiative, or accomplishment:

Western is committed to promoting the three pillars of sustainability by supporting social, economic, and environmental initiatives. The \$1 Million Western Sustainable Impact Fund (WSIF) encourages projects that uplift the sustainability goals outlined in Western's [Strategic Plan](#).

The President's Advisory Committee on the Environment and Sustainability (PACES) identified the fund as a way to support on-campus projects that are innovative, high-impact, and which address the many aspects of sustainability. Applications are open to all students, staff, and faculty at Western, and the campus community is encouraged to explore their bold and brave ideas to support Western's sustainability priorities.

The Western Sustainable Impact Fund (WSIF) will support up to \$500,000 in projects a year for two years.

https://sustainability.uwo.ca/get_involved/western_sustainable_impact_fund/index.html

A photograph or document associated with the second featured program, initiative, or accomplishment:

Name of a third featured sustainability program, initiative, or accomplishment:

Western Environment & Sustainability Network (WESN).

Narrative and/or website URL providing an overview of the third featured program initiative, or accomplishment:

Youth voices are essential to building a sustainable future. The Western Environment & Sustainability Network (WESN) is a collaboration between more than 30 student-facing clubs and groups. These groups include undergraduate and graduate student clubs and groups from Western's main campus and affiliates. The goals of WESN include:

- § Raise awareness of student-led sustainability initiatives and opportunities for students to get involved
- § Increase cohesion and collaboration amongst sustainability groups on campus
- § Regular dialogue about Western Sustainability initiatives with student groups

The Western Environment and Sustainability Network holds an annual Sustainability Fair each October where the groups in the network do outreach to raise awareness and provide opportunities for more students to get involved. The Sustainability Fair provides a space for all students to learn about how they can get involved with sustainability, whether they are on main campus, affiliates, undergraduate, or graduate students. The network includes a wide range of sustainability topics and opportunities and the Fair is a perfect time for students to learn about all the ways students can take action for sustainability on campus and in the community.

[Springfest](#) takes place annually in March. Network groups often plan for larger end-of-year events and actions in March, and WESN identified this opportunity to elevate sustainability with a month-long series of events under the umbrella of Springfest.

https://sustainability.uwo.ca/get_involved/join_a_office/index.html

A photograph or document associated with the third featured program, initiative, or accomplishment:

Notes about the information provided for this credit:

Institutional Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This credit collects information about an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics. This information provides valuable context for understanding and interpreting STARS data.

Some of the values reported in this credit are also required to pursue other STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the online Reporting Tool.

Measurement

Report the most recent data available from within the previous three years.

Each institution is expected to report on its entire main campus, at a minimum, however AASHE recognizes that this may not always be feasible. An institution may exclude a feature from its boundary as long as the exclusion is reported in an appropriate documentation field and applied consistently. An institution that opts to exclude a hospital from its institutional boundary, for example, may not claim points for the hospital's sustainability programs and initiatives.

The general expectation is that the institutional boundary will be the same for an entire STARS report. Therefore, care should be taken in selecting the institutional boundary so that consistent reporting is possible across all credits. Exceptions are allowed, however, for example when unforeseen data limitations would otherwise not allow a credit to be completed. Further guidance is available in the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

Institution type:

Doctoral/Research

Institutional control:

Public

Narrative outlining the institutional boundary used to complete this report:

Western University is located in the city of London, Ontario. The main campus of Western, on which this STARS application is based, is delimited by the following streets: Windermere Rd (North), Phillip Aziz (South), Western Rd. (West) and Richmond St. (East). Additional locations found along Western Rd. (including Residences, Academic and Administrative Buildings) have also been included in this boundary. Due to the geographical location; the size of the facility; operational boundaries; as well as facility or land ownership; the following facilities were excluded from the assessment for Western University: - Gibbons Lodge - Institute for Chemicals and Fuel from Alternative Resources (ICFAR) / Environmental Sciences Western - Plant Field Station - Museum of Ontario Archaeology - Research Park-London - Insurance Research Lab for Better Homes - Continuing Studies at Western - Elginfield Observatory - Delaware Radio Observatory - Windermere Manor - Fanshawe Boat House - Doug Wells Rowing Centre - Fraunhofer Project Centre - Welcome Centre - University Hospital The affiliated colleges, Brescia University College, Huron University College and King's University College were also exempted from the assessment as Western does not manage the colleges' operations or facilities.

Which of the following features are included within the institutional boundary?:

Medical school

Locale:

Large city

Climate zone:

6 - Cold

Gross floor area of building space:

9,279,696.337420704

Full-time equivalent of employees:

4,132.0

Full-time equivalent student enrollment:

36,205.0

Percentage of students that live in campus housing:

16.9

Percentage of students enrolled exclusively in distance education:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Reporting Methodologies

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This credit collects information about the methodologies used to complete the report. Information about data collection, quality controls, and assurance processes provides valuable context for understanding and interpreting the report and can help other participants learn from the institution's experience and organize their own processes accordingly.

Measurement

Report on methodologies used in the preparation of the institution's current STARS report.

"----" indicates that no data was submitted for this field

Narrative outlining the data collection process used in the preparation of this report:

Each of the sections were divided between the 5 lead personnel (Office of Sustainability staff), and campus partners were identified for each data point. The campus partners provided all requested data, and the leads verified the data with publicly available information where possible. All data was tracked in a modified version of the STARS 3.0 Credit Checklist, to ensure that all required data was collected prior to entering the submission in the STARS Reporting Tool.

List of personnel who led the reporting process:

The members of the Office of Sustainability led the reporting process, including Joan Ang, Jessica Cordes, Laura Mantz, Mary-Lee Townsend and Heather Hyde.

List of additional personnel who contributed to the reporting process:

Many different groups on contributed data and information for this STARS submission. These include

- Office of the Registrar
- Institutional Planning and Budgeting
- Student Experience
- Housing and Ancillary Services
- Procurement Services
- Finance
- Western Research

- Human Resources
- Government Relations
- Continuing Education
- Student Experience
- Sports and Recreation
- Western Libraries
- Facilities Management

Were students involved in the data collection process?:

No

Narrative outlining how students were involved in the data collection process:

Description of the internal data quality controls used in the preparation of this report:

Once data was collected and updated in the STARS 3.0 Credit Checklist, the information was reviewed by another member of the Sustainability Team and preliminary scores were calculated based on the STARS 3.0 Technical Manual. Data comparisons were made between the data collected for this submission and previous submissions, where possible, to verify trends or anomalies in the data. The data was uploaded into the STARS reporting tool by one member of the Sustainability Team to ensure consistency. Once uploaded, it was saved as "In Progress" in the tool. The final review of the data was done in the STARS reporting tool when the original member of the team that collected the data and prepared the response for each credit reviewed each of their credits in the Reporting Tool itself.

Were any independent audits or external assurance processes used in the preparation of this report?:

No

Narrative outlining the independent audits or external assurance processes used in the preparation of this report:

Notes about the information provided for this credit:

Additional documentation for this credit:

Academics

Curriculum

Points Earned 41.35

Points Available 45.00

This impact area seeks to recognize institutions that offer academic courses, formal education programs, and applied learning experiences that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions with educational programming on sustainability help equip their students to apply sustainability concepts and principles across diverse contexts and sectors of society.

Credit	Points
Sustainability Course Offerings	12.00 / 14.00
Undergraduate Programs	14.02 / 15.00
Graduate Programs	8.00 / 8.00
Applied Learning	4.00 / 4.00
Sustainability Literacy Assessment	3.33 / 4.00

Sustainability Course Offerings

Score	Responsible Party
12.00 / 14.00	

Criteria

1.1 Percentage of academic departments with sustainability course offerings

An institution earns 8 points when all of its academic departments have integrated sustainability into their course offerings or equivalent units of instruction, as evidenced by the presence of one or more sustainability-focused courses or sustainability-inclusive courses. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on courses and equivalent units of instruction (e.g., modules or subjects) that are currently offered or have been offered within the previous three years.

A comprehensive listing of each department's sustainability course offerings is welcome, but not required. Rather, an institution may identify one or more examples of sustainability-focused and/or sustainability-inclusive courses for each department for which it is claiming points. A list of suggested keywords to help identify sustainability course offerings is available for download from the [STARS website](#).

Each department with a sustainability course offering may be counted, even if the courses are offered or administered jointly with other departments.

Departments that exclusively offer practice-oriented courses (e.g., clinical practice, activity-based physical education, hands-on trades, and arts performance, technique, or composition) may be excluded as long as they are also excluded from the count of departments with sustainability course offerings.

1.2 Published sustainability course listings

An institution earns 3 points when it maintains a public multidisciplinary listing of its sustainability course offerings or equivalent units of instruction as a resource for current and prospective students. The listings must include courses spanning multiple departments or fields of study, clearly distinguish sustainability courses from other course offerings, and be accessible to current and prospective students A) on the institution's public website, B) through formal designation in the institution's official course catalog, or C) in a standalone publication.

Measurement

Report on the institution's currently available sustainability course listings.

To qualify, the listings must have been updated within the previous three years, e.g., to exclude courses that are no longer offered. At minimum, the listings must include sustainability-focused courses, but may also include sustainability-inclusive courses if the institution finds value in identifying them.

1.3 Support for academic staff to integrate sustainability into the curriculum

An institution earns 3 points when it A) provides incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training and B) hosts an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, an incentive program must A) have a stated intent to support academic staff in increasing student learning about sustainability, B) support participation in a sustainability across the curriculum training program or equivalent, or C) have resulted in the development of new sustainability courses, units, modules, or instructional content during the previous three years.

"---" indicates that no data was submitted for this field

1.1 Percentage of academic departments with sustainability course offerings

Total number of academic departments that offer courses that may be taken for credit:
11.0

Number of academic departments with at least one sustainability course offering:
11.0

Annotated list or inventory of the institution's sustainability course offerings by department:

[Course_inventory.xlsx](#)

Description of the process used to identify the institution's sustainability course offerings by department:

UNDERGRAD COURSES Western's undergraduate courses were examined and reviewed using keyword analysis to determine if and how each course related to the UN SDGs. At Western, there are 11 faculties, which have been considered departments for this purpose. Each course is assigned to a Faculty/Department.

A list of the 11 academic faculties/departments, along with one sample course for each faculty/department has been included. Courses were pulled from the Sustainable Course Inventory that is reviewed and updated annually.

The full course inventory can be accessed online at: https://sustainability.uwo.ca/academics/inventory_courses.html

The Reporting Tool will automatically calculate the following two figures:

Percentage of departments with sustainability course offerings:
100.0

Points earned for indicator AC 1.1:
8.0

1.2 Published sustainability course listings

Does the institution maintain a public multidisciplinary listing of its sustainability course offerings as a resource for current and prospective students?:

Yes

Online location where the institution's sustainability course listings are maintained:

https://sustainability.uwo.ca/academics/inventory_courses.html

Publication where the institution's sustainability course listings are maintained:

Description of the process used to create and maintain the institution's sustainability course listings:

UNDERGRAD COURSES Western's undergraduate courses were examined and reviewed using keyword analysis to determine if and how each course related to the UN SDGs. Departments were identified for each course offering. This inventory is reviewed and updated annually.

This course inventory can be accessed online at: https://sustainability.uwo.ca/academics/inventory_courses.html

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.2:

3.0

1.3 Support for academic staff to integrate sustainability into the curriculum

Does the institution provide incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training?:

Yes

Narrative and/or website URL providing an overview of the incentives provided for individual academic staff to integrate sustainability into the curriculum:

Yes. The Western Strategic Priorities Fund is a \$20 million fund for initiatives and activities that support key priorities in Western's new strategic plan – Towards Western at 150, where sustainability was identified as an imperative for the University. Through this program, in 2022 funding was provided to Faculty Member, Katrina Moser for the development of a new sustainability course, Connecting for Climate Change Action.

https://www.provost.uwo.ca/pdf/planning_reports/spf_summary_round1-2.pdf

https://geoenvironment.uwo.ca/undergraduate/course_information/new_course_connecting_for_climate_change_action.html

Does the institution host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum?:

No

Narrative and/or website URL providing an overview the institution's sustainability-focused community of practice, sustainability across the curriculum training program, or equivalent support program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 1.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Undergraduate Programs

Score	Responsible Party
14.02 / 15.00	

Criteria

2.1 Institutional sustainability learning outcomes for undergraduate students

An institution earns 4 points when it has established institutional learning outcomes for undergraduate students that include A) at least one sustainability-focused learning outcome and B) at least one sustainability-supportive learning outcome. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's undergraduate learning outcomes.

To qualify as sustainability-focused, a learning outcome must explicitly address the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

To qualify as sustainability-supportive, a learning outcome must address one or more specific intellectual skills, practical skills, competencies, or attitudes/values that are critical for addressing sustainability challenges. Examples include systems and holistic thinking, change agent skills, interdisciplinary capacities, and social and ethical responsibility.

2.2 Undergraduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree, certificate, or major for undergraduate students. Partial points are available. An institution that offers at least one sustainability-focused concentration or minor for undergraduate students AND/OR at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to undergraduate students, including training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

Qualifications that are subject to sustainability-focused general education or graduation requirements may be included to the extent that the criteria are met, e.g., when all students are required to successfully complete a sustainability-focused general education course.

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 7 points when 100 percent of its undergraduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

"---" indicates that no data was submitted for this field

2.1 Institutional sustainability learning outcomes for undergraduate students

Has the institution established institutional learning outcomes for its undergraduate students?:

Yes

Online resource detailing the institutional learning outcomes for undergraduate students:

<https://teaching.uwo.ca/curriculum/wdo.html>

Publication detailing the institutional learning outcomes for undergraduate students:

Are one or more of the institutional learning outcomes for undergraduate students sustainability-focused?:

Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-focused:

- Outcome 5: **Western graduates will be able to** interact ethically and compassionately with others and with the natural and social world. Western graduates will be ready to act locally and imagine globally; practice perspective taking and empathy; understand the interconnectedness of the world as expressed through technology, culture, belief systems, economics, and politics; to understand and to exercise social, political and environmental responsibility both at home and abroad.

Are one or more of the institutional learning outcomes for undergraduate students sustainability-supportive?:

Yes

Text of each institutional learning outcome for undergraduate students that qualifies as sustainability-supportive:

- Outcome 6: Critical Inquiry and Creative Thinking
Outcome 7: Professionalism and Ethical Conduct

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.1:

4.0

2.2 Undergraduate programs with sustainability-focused learning requirements

Does the institution offer at least one sustainability-focused degree, certificate, or major for undergraduate students?:

Yes

List and description of the institution's sustainability-focused degrees, certificates, and majors for undergraduate students:

Civil and Environmental Engineering w/ Co-op: <https://www.eng.uwo.ca/civil/undergraduate/CEE-Programs.html>

These options introduce Environmental Engineering students to the complex societal, environmental, political and economic issues associated with building safer communities in Canada and in the developing world. A centerpiece of the International Development option is the Summer Community Development Placement and Design Project where students have an opportunity to work for four months in developing countries, or in-need communities in Canada.

Civil and Environmental Engineering: <https://www.eng.uwo.ca/civil/undergraduate/CEE-Programs.html>

Environmental engineers minimize society's impact on the environment, playing an integral role in designing a sustainable future. They develop solutions for a wide range of environmental problems including adapting to the effects of climate change, restoring polluted environments, and managing increased demand for clean water. Addressing today's global, economic, and environmental challenges requires people who are able to find creative yet practical solutions. In just five years, you are prepared to be a technology-proficient leader by combining an Honors Business Administration (HBA) degree at the Ivey Business School with your Bachelor of Engineering Science (BESc) degree.

Marketing & Sustainability: <https://huronu.ca/programs/management-and-organizational-studies/>

The Honours Specialization and Specialization in Marketing & Sustainability will be available to second year students in the MOS program starting in September 2022. A quickly emerging field, Marketing & Sustainability will help students learn about the business of promoting, advertising and consumption behaviours while lowering harm to the environment and ethically and equitably increasing the quality of life and well-being – presently and for future generations.

One Health <https://www.schulich.uwo.ca/pathol/undergraduate/bmsc/onehealth/index.html>

One Health is an integrated effort of multiple disciplines working locally, nationally and globally to attain optimal health for humans, animals and the environment. The Honours Specialization in One Health, leading to a Bachelor of Medical Sciences (BMSc) degree, was created in collaboration with Western University's Departments of Sociology and Geography in the Faculty of Social Science to enrich the learning experience of students. The module offers an innovative, interdisciplinary education and research experience for students, which focuses on the intricate link between animal health, environmental health, socioeconomic factors and human health.

Biodiversity & Conservation https://www.uwo.ca/sci/undergraduate/future_students/academic_programs/subdiscipline/biodiversity_and_conservation.html

Honors Specialization in Biodiversity and Conservation. Students in this **module** will gain an understanding of the forces that are shaping Earth's ecosystem, including the impact of climate change on biological diversity. Capstone courses in biodiversity science and restoration ecology, as well as opportunities to do field research, are highlights of this module. Graduates will be prepared to

pursue a diverse array of careers from basic research to public policy in a range of fields that are particularly pertinent in today's rapidly changing world.

Ecosystem Health <https://www.uwo.ca/biology/undergraduate/current-students/program-information.html>

The increase in human population is placing greater demands on the capacity of our planet and is altering terrestrial and marine ecosystems on a global scale. These changes are already having serious effects on ecosystem and human health. The Major in Ecosystem Health will allow students to explore the relationships between ecosystem and human health and our global environment. Drawing upon expertise from the Departments of Biology, Geography and Political Science, students will be exposed to experimental and theoretical approaches to ecosystem health as well as to the economic factors and the policies that impact how humans interact with their environment.

Environmental Geoscience and Environmental Geoscience (Professional)

https://www.uwo.ca/sci/undergraduate/future_students/academic_programs/subdiscipline/environmental_geoscience.html

Human activities affect, and are affected by, complex interactions of Earth: the biosphere, atmosphere, hydrosphere and Earth materials. Are you interested in developing sustainable solutions to environmental problems, from local water/air/soil pollution to global climate change, or dealing with natural hazards, from local civil engineering problems to large-scale catastrophes? Then you will need the solid understanding of the dynamic relationships between natural processes on and within our planet that the Environmental Geoscience at Western provides on your path to becoming a professional geoscientist!

Environmental Science

https://www.uwo.ca/sci/undergraduate/future_students/academic_programs/modules_at_a_glance.html

Our students learn to communicate environmental science across disciplines and to apply knowledge from these different fields to develop solutions to real-world issues. Building on a solid core of science – including content in biology, chemistry, mathematics, earth sciences, geographic information science and physical geography – Environmental Science students have the added benefit of access to training in other disciplines ranging from anthropology, business, and economics, to First Nations Studies, Philosophy, political science, human geography and sociology.

Integrated Science w/ Environmental Science https://www.uwo.ca/sci/wisc/program_information.html

Graduates from this program will receive an Honors Specialization in Integrated Science with Environmental Science. Environmental Science description: Our students learn to communicate environmental science across disciplines and to apply knowledge from these different fields to develop solutions to real-world issues. Building on a solid core of science – including content in biology, chemistry, mathematics, earth sciences, geographic information science and physical geography – Environmental Science students have the added benefit of access to training in other disciplines ranging from anthropology, business, and economics, to First Nations Studies, Philosophy, political science, human geography and sociology. https://www.uwo.ca/sci/undergraduate/future_students/academic_programs/modules_at_a_glance.html

Climate Change & Society

https://geoenvironment.uwo.ca/undergraduate/modules/climate_change_and_society_major.html

Climate change is an evolving universal experience. It requires knowledge of how it has evolved and its future implications for society and the environment. Climate Change & Society degrees cover topics that explore: the historical perspective of climate change, the climate emergency, vulnerabilities, inequitable and unjust global impacts, and sustainable solutions. Our degrees in Climate Change & Society guide students to understand the problem and look for ways to take action to mitigate climate change.

As an increasingly recognized issue, there are an expanding number of career paths in a broad range of sectors, including climate analysis for government and private industries, climate change advisory positions, policy making, environmental planning and health, NGOs, and many others.

Environment & Health https://geoenvironment.uwo.ca/undergraduate/modules/environment_and_health.html

Environment, Development and Health is the study of linkages between environmental problems, global development, energy, food security, and health inequalities. This degree program covers topics related to:

- Identifying underlying social power structures in households and communities, and how these affect health outcomes
- Applying environment and health concepts, skills, and analysis to real-world problems
- Understanding how different biological, physical, and social environments influence health and the processes that shape them.
- Geographical and environmental health impacts and how they show up differently over space and time.

Students who study Environment, Development and Health acquire a highly marketable set of transferable skills that position them to lead in careers across numerous sectors, including environmental monitoring and management, public and community health, and planning and policy development.

Does the institution offer at least one sustainability-focused concentration or minor for undergraduate students?:

Yes

List and description of the institution's sustainability-focused concentrations and minors for undergraduate students:

Environmental Stewardship <https://huronu.ca/programs/arts-social-science/governance-leadership-and-ethics/>

Teaching the flagship course in the Environmental Stewardship Minor, part of the Governance Leadership and Ethics at Huron University. Using a holistic approach and focused in the most common human habitat (cities) that is responsible for the majority of the impact we have on our planet, on a scale that is the most conducive to generate action (local) since it holds the strongest social ties and deepest knowledge of our challenges. <https://luispatricio.ca/home/environmental-stewardship/v>

Environment & Culture https://anthropology.uwo.ca/undergraduate/anthropology_modules/index.html

Environmental Science: https://www.uwo.ca/sci/undergraduate/future_students/academic_programs/modules_at_a_glance.html

Western provides and fosters an interdisciplinary platform for teaching and research on environment and sustainability. Interdisciplinarity is the key to environmental science and the modules brings together the strengths of the Faculties of Science, Engineering, Social Science, Arts and Humanities, Information and Media Studies, the Schulich School of Medicine and Dentistry, the Richard Ivey School of Business and the Faculty of Law. Our students take courses that bring them a wide variety of outlooks on processing environmental issues ranging from biodiversity loss, access to safe and

clean water, energy, renewable resources, to ecosystem health, natural disasters, and sustainable business practices.

Climate Change and Society: https://geoenvironment.uwo.ca/undergraduate/modules/climate_change_and_society_major.html

Climate change is an evolving universal experience. It requires knowledge of how it has evolved and its future implications for society and the environment. Climate Change & Society degrees cover topics that explore: the historical perspective of climate change, the climate emergency, vulnerabilities, inequitable and unjust global impacts, and sustainable solutions. Our degrees in Climate Change & Society guide students to understand the problem and look for ways to take action to mitigate climate change.

As an increasingly recognized issue, there are an expanding number of career paths in a broad range of sectors, including climate analysis for government and private industries, climate change advisory positions, policy making, environmental planning and health, NGOs, and many others.

Geography and Environment: https://geoenvironment.uwo.ca/undergraduate/modules/geography_and_environment.html

Geography uniquely bridges the social and natural sciences to understand the world we live in and how that world is changing. This means that we offer degrees in social, natural, and environmental sciences, or a blend of these fields. Geography and Environment is a flexible degree with opportunities to develop core knowledge and skills across an array of topics, including people and place (human geography), health, development, natural environment (physical geography), and spatial data analysis.

Does the institution offer at least one undergraduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's undergraduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

Global Health Studies <https://huronu.ca/programs/arts-social-science/centre-global-studies/global-health-studies/>

The degree modules offered in Global Health Studies integrate studies in community health promotion within contexts of global development and phenomena of globalization. This program gives focus to how the work of community health promotion is caught within contexts of global scale inequalities, particularly in terms of poverty, and global scale social interrelations that situate problems of community health within relations of power related to capitalism, resource extraction, global food economies, and impacts of global racism, sexism, coloniality, labour exploitation, and environmental degradation. Students gain the benefit of collaborative educational experience, bringing studies from the Health Sciences, Geography, and Sociology together with courses and programming offered by the Centre for Global Studies.

Globalization Studies <https://huronu.ca/programs/arts-social-science/centre-global-studies/globalization-studies/>

Globalization Studies modules engage students in critical analysis of the dominant forces of globalization—mobility, integration and change—from the vantage point of human life. In the core courses in the Globalization Studies streams, students learn to distinguish prevailing theories about how globalization works, learn about the social, environmental and political entailments of capitalism,

and consider alternative social, political and economic formations. Supplementary courses explore the emergence of resistance movements, localized alternatives to globalization, the impacts of mass production and consumption, the place of community in a globalized world, and more

Social Justice and Peace Studies <https://www.kings.uwo.ca/future-students/programs/social-justice-and-peace-studies/>

- This program has been identified as being for students who are interested in the following: Are interested in expanding their awareness of social justice issues and their understanding of the interlocking nature of poverty, violence, racism, sexism, colonization, disability, religious persecution, environmental degradation and other forms of oppression.
- Wish to develop critical and analytical skills necessary to live and work responsibly in a globally integrated world.
- Want to act as political and social critics and become agents for progressive social transformation.
- Wish to participate in volunteer experiences or internships (for course credit) in local community settings, in low-income countries or work with the King's Centre for Social Concern.

Geology https://www.uwo.ca/earth/undergraduate/future_students/geology/index.html

Those who graduate from this program will understand the following: "An enormous range of applications from understanding the origin, development and future of our planet, exploration of natural resources, the history of life, long-range forecasting of climate change, groundwater management, soil development and management, and carbon capture, to the exploration of other planetary bodies." This program notes the following career paths that graduates from this program can pursue: environmental geoscientist, hydrogeologist, and economic geologist. One learning outcome noted includes: "Study fossils and other evidence of ancient life to interpret Earth's past, and to help predict future biological responses to changes in Earth's conditions through time."

Geology & Biology [https://www.westerncalendar.uwo.ca/Modules.cfm?](https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21089&Keywords=specialization%20in%20geology%20and%20biology&SelectedCalendar=Live&ArchiveID=)

[ModuleID=21089&Keywords=specialization%20in%20geology%20and%20biology&SelectedCalendar=Live&ArchiveID=](https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21089&Keywords=specialization%20in%20geology%20and%20biology&SelectedCalendar=Live&ArchiveID=)

This program requires the successful completion of a course titled 'Paleobiology and Paleoecology (Earth Sciences 2265A/B).' The course description is as follows: "A survey of common fossils from bacteria, protists, calcareous algae, to invertebrate animals. Topics on each group of fossils include functional morphology, evolution, ancient living environments, contribution to sediment accumulation and reef-building, utility for dating and correlating rocks and for understanding long-term biodiversity change." <https://www.uwo.ca/earth/docs/courseoutlines1516/ES2265A.pdf>

Geology for Professional Registration [https://www.westerncalendar.uwo.ca/Modules.cfm?](https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21641&SelectedCalendar=Live&ArchiveID=)

[ModuleID=21641&SelectedCalendar=Live&ArchiveID=](https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21641&SelectedCalendar=Live&ArchiveID=)

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

Geophysics https://www.uwo.ca/earth/undergraduate/future_students/geophysics/index.html

Those who graduate from this program will understand the following: "Solutions to Societal Challenges: Address societal needs, such as mineral and energy resources, mitigation of natural hazards, and environmental monitoring and protection." Those who graduate from this program can pursue a career in the following field: "Risk analyst/manager for public safety and sustainable development of society and environment."

Geophysics for Professional Registration <https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21643&SelectedCalendar=Live&ArchiveID=>

This module is designed to meet the minimum geoscience knowledge requirements for Professional Registration as a licensed geoscientist in Canada as set by the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).

Geographic Information Science <https://geoenvironment.uwo.ca/undergraduate/modules/giscience.html>

GIScience informs decision-making about the "where" of conservation and environmental monitoring, transportation, disaster management, health and epidemiology, urban planning, business and finance, and agriculture. Students who study GIScience go on to work in public and private sectors in these and other industries.

Urban Development https://politicalscience.uwo.ca/undergraduate/program_information/index.html

Required course: Transportation Geography and GIS. The course description states: Provides a comprehensive introduction to concepts, theories, and models in the field of transportation geography. GIS and spatial analysis methods for solving transport issues and problems will be presented. Topics covered include accessibility, planning, public transit, active transport, smart mobility, impacts on land use, health, energy, environment, and social equity. https://westerncalendar.uwo.ca/Courses.cfm?CourseAcadCalendarID=MAIN_029764_1&SelectedCalendar=Live&ArchiveID=

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 2.2:
4.0

2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements

Performance year for undergraduate qualifications:

2023

Total number of undergraduate qualifications awarded:

6,405.0

Number of undergraduate qualifications awarded that are sustainability-focused:

1,216.0

Number of undergraduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:

4,290.0

The Reporting Tool will automatically calculate the following three figures:

Total number of undergraduate qualifications awarded that have sustainability-focused learning requirements:

5,506.0

Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements:

85.9640905542545

Points earned for indicator AC 2.3:

6.017486338797815

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Graduate Programs

Score	Responsible Party
8.00 / 8.00	

Criteria

3.1 Graduate programs with sustainability-focused learning requirements

An institution earns 4 points when it offers at least one sustainability-focused degree or major for graduate students. Partial points are available. An institution that offers at least one sustainability-focused certificate, concentration, or minor for graduate students AND/OR at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement earns 2 points.

Measurement

Report on the current status of the formal education programs offered by the institution to graduate students.

To qualify as sustainability-focused, the primary focus of a program must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by the published title and/or description of the program, either explicitly (e.g., "Sustainability Studies") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

A qualification focused on a subject other than sustainability qualifies if it:

- Requires the successful completion of a sustainability-focused course,
- Has one or more specified sustainability-focused learning outcomes and associated assessment criteria, AND/OR
- Provides a direct pathway to a sustainability-focused job or career (e.g., a certificate in renewable energy systems).

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

An institution earns 4 points when 50 percent or more of the graduate qualifications awarded indicate successful completion of an education program with sustainability-focused learning requirements. Incremental points are available and earned as outlined in ther Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may report on the average of the previous three years rather than a single year.

"---" indicates that no data was submitted for this field

3.1 Graduate programs with sustainability-focused learning requirements

Does the institution offer at least one sustainability-focused degree or major for graduate students?:

Yes

List and description of the institution's sustainability-focused degrees and majors for graduate students:

Masters of Environment and Sustainability: <https://www.uwo.ca/mes/index.html>

As the global population increases, environmental challenges are becoming progressively more complex and widespread. To address these challenges in Canada, industry, government and non-governmental organizations need professionals who can appreciate, communicate and implement multidisciplinary solutions in our institutions, cities, and businesses. The MES program develops general environmental managers who have the skills to address the various facets of today's environmental challenges. It fulfills the need for multidisciplinary thinkers to advance the profession and green efforts deployed across the country.

Civil and Environmental Engineering: <https://www.eng.uwo.ca/graduate/future-students/Graduate-Degree-Programs/2021-civil-environmental.html>

The Department of Civil and Environmental Engineering is dedicated to educating its students by providing them with the necessary tools and programs to ensure that our society enjoys a safer environment and a higher standard of living.

Our research centres and institutes actively participate in the delivery of our graduate programs, and our renowned faculty members have introduced state-of-the-art research methodology into the graduate curricula and the inclusion of real-world problems, case studies and field activities in several of our courses.

Does the institution offer at least one sustainability-focused certificate, concentration, or minor for graduate students?:

Yes

List and description of the institution's sustainability-focused certificates, concentrations, and minors for graduate students:

Graduate Diploma in Mining Law, Finance, and Sustainability <https://www.grad.uwo.ca/admissions/programs/program.cfm?p=271>

The Graduate Diploma in Mining Law, Finance, and Sustainability will provide complementary interdisciplinary training to students whose backgrounds and previous academic disciplines are in fields other than Law. Our goal is to provide mining professionals (eg geologists, geophysicists, engineers), business professionals (eg those in finance or human resources), public servants, indigenous leaders, and advocates working with non-governmental organizations with knowledge of the key legal frameworks that govern the extractive industries in Canada and abroad. This will help them to understand issues in areas like environmental regulation, the rights of indigenous peoples, and applicable corporate finance provisions.

Does the institution offer at least one graduate qualification focused on a subject other than sustainability that has a sustainability-focused learning requirement?:

Yes

List and description of the institution's graduate qualifications focused on subjects other than sustainability that have sustainability-focused learning requirements:

Global Health Systems https://www.uwo.ca/africainstitute/ResearchAndScholarship/programs_and_initiatives/_global_health_systems.html

This is a collaborative program and professional program in Global Health Systems. Students look at areas specific to UN Sustainable Development Goals. The Collaborative Graduate Program will provide specialized training that compliments student's home department training. The GHS program preps students into becoming global leaders by focusing on Africa, one of the most complex parts of the world.

- This program requires the completion of a course titled 'Interdisciplinary Perspectives on Global Health.' The course description is as follows: "This course assists students to acquire a global perspective of health and how social, economic, biological, and environmental factors affect health. Issues of social justice and health equity in global health will be addressed, as will the roles of individual practitioners and organizations." Learning outcomes for this course are as follows: Expand understandings of global health and health
- Demonstrate critical insights into the inter-relationships among economic, social, political, environmental, and health
- Analyze the roles of international organizations, international professional associations, and individual practitioners in international
- Critically examine social justice issues in global health and international health
- Critique relevant research and literature.
- Share personal experiences and perspectives about global
- Enhance understanding about colonialism, geography, economics, and history as determinants of Indigenous health and well-being

Public Health https://www.schulich.uwo.ca/publichealth/future_students/competencies.html

The Masters of Public Health has 27 competencies (skills and knowledge gained from the program). Competency 24 states "Establish observable relationships between the present level of environmental stresses and human health."

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 3.1:

4.0

3.2 Percentage of graduate qualifications awarded that have sustainability-focused learning requirements

Performance year for graduate qualifications:

2023

Total number of graduate qualifications awarded:

3,214.0

Number of graduate qualifications awarded that are sustainability-focused:

313.0

Number of graduate qualifications awarded that are focused on subjects other than sustainability but have sustainability-focused learning requirements:

2,711.0

The Reporting Tool will automatically calculate the following three figures:

Total number of graduate qualifications awarded that have sustainability-focused learning requirements:

3,024.0

Percentage of graduate qualifications awarded that have sustainability-focused learning requirements:

94.0883634100809

Points earned for indicator AC 3.2:

4.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Applied Learning

Score	Responsible Party
4.00 / 4.00	

Criteria

4.1 Applied learning for sustainability program

An institution earns 4 points when it makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges and meets all of the additional criteria listed below:

- A. The institution makes available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges.
- B. Three or more institutional departments or units are currently supporting solutions-focused applied learning or living laboratory experiences for students.
- C. There are processes or tools in place to assess the success of the applied learning projects.
- D. There is an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's applied learning and living laboratory initiatives.

To qualify, the experience and/or projects must involve substantive work (e.g., class projects, thesis projects, term papers, and published work) and facilitate active and experiential student learning. Supervised student internships, immersive experiences, and non-credit work may qualify as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

"---" indicates that no data was submitted for this field

4.1 Applied learning for sustainability program

Does the institution make available solutions-focused applied learning or living laboratory experiences for students that address sustainability challenges?:

Yes

List or sample of currently active/available applied learning or living laboratory experiences for students that address sustainability challenges:

https://sustainability.uwo.ca/academics/campus_as_a_living_lab.html

Are three or more institutional departments or units currently supporting solutions-focused applied learning or living laboratory experiences for students?:

Yes

Are there processes or tools in place to assess the success of the applied learning projects?:

Yes

Description of the processes or tools used to assess the success of the applied learning projects:

A short feedback survey is used as a tool to gather feedback from projects that have concluded. That survey can be viewed here: https://uwo.eu.qualtrics.com/jfe/form/SV_3VpJVB6xwDpcdme. Additionally, every CLL project must complete an agreement form. Each agreement form has unique accountabilities noted for all collaborators on the project to ensure clear communication throughout the duration of the project and to ensure its success. Agreements with projects are reviewed and renewed, and adjustments are made on an as-need basis.

Is there an online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects?:

Yes

Description of and/or website URL for the online portal or equivalent vehicle that documents completed, current, and/or prospective applied learning projects:

https://sustainability.uwo.ca/academics/campus_as_a_living_lab.html

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 4.1:

4.0

Optional documentation**Notes about the information provided for this credit:**

<https://sustainability.uwo.ca/>

Additional documentation for this credit:

Sustainability Literacy Assessment

Score	Responsible Party
3.33 / 4.00	

Criteria

5.1 Sustainability literacy assessment design and administration

An institution earns 2 points when it has conducted one or more assessments of the sustainability literacy of its students during the previous three years and meets both of the criteria listed below:

- A. Institution conducted one or more assessments of the sustainability literacy of its students during the previous three years.
- B. Academic staff engaged in sustainability education at the institution were involved in developing and/or adopting the methodology used to assess sustainability literacy.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges. Assessments that exclusively address sustainability culture (i.e., behaviors/practices, beliefs/values, and/or awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. A single instrument that addresses sustainability literacy, culture, and/or engagement qualifies if a substantive portion (e.g., one-third) of the assessment focuses on literacy.

5.2 Percentage of students assessed for sustainability literacy

An institution earns 2 points when at least 75 percent of students are assessed for sustainability literacy during their tenure at the institution, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability literacy assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

An institution may limit its analysis to undergraduate students if they represent its predominant student body or else report on the entire student body.

"---" indicates that no data was submitted for this field

5.1 Sustainability literacy assessment design and administration

Has the institution conducted one or more assessments of the sustainability literacy of its students during the previous three years?:

Yes

Narrative and/or website URL providing an overview of the instruments/tools used to assess sustainability literacy:

- The "Sustainability Pulse Survey" has been sent out to the campus community on an annual basis since 2020. The latest Survey was administered from October 2, 2023 - November 3, 2023.

Description of the institution's recent sustainability literacy assessment findings and any notable trends:

The most recent sustainability literacy assessment at Western had great participation with over 3,100 respondents representing students at all levels as well as faculty and staff. All faculties and affiliates were also represented in the survey respondents. This year's survey was designed to assess general sustainability knowledge/literacy, assess campus specific sustainability knowledge, gauge sentiment towards Western's programs and goals and to gather feedback from the community.

In general the survey showed an increased level of general sustainability knowledge/literacy compared to previous assessments, but it identified opportunities for further education and awareness 1) food waste; 2) waste management and 3) the carbon intensity of the Ontario Electrical Grid.

In relation to Western University campus specific knowledge, there was the highest awareness for the availability of bike lockers and shelters, and Western's Deep Energy Retrofit program was least well-known. Insights were also gained with respect to timing and scheduling of sustainability events, to encourage more participation.

Were academic staff engaged in sustainability education at the institution involved in developing and/or adopting the methodologies used to assess sustainability literacy?:

No

Description of the process through which academic staff were involved in developing and/or adopting the methodologies used to assess sustainability literacy:

Are the literacy assessments designed and administered in such a way that the results can be used to evaluate the success of the institution's sustainability education initiatives?:

Yes

Description of how the design and administration of the sustainability literacy assessments supports the evaluation of the success of the institution's sustainability education initiatives:

- Each year the Survey has been distributed via Western University's survey system, Qualtrics. Qualtrics has "Data & Analysis", "Results", and "Reports" tools to analyze and evaluate the success of Western's sustainability education initiatives.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.1:

1.3333333333333333

5.2 Percentage of students assessed for sustainability literacy

Percentage of students assessed for sustainability literacy, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of students assessed for sustainability literacy:

The literacy survey was sent out to the entire student body and the respondents to the literacy survey can be considered a Representative Sample of the overall student population (ie. the % of undergrad students that participated in the survey were representative of the overall student population).

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 5.2:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Research

Points Earned 21.17

Points Available 23.00

This impact area seeks to recognize institutions that are engaged in responsible research and innovation for sustainability. Conducting research and producing scholarly work are major functions of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new strategies and tools to address them.

Credit	Points
Sustainability Research	10.00 / 10.00
Center for Sustainability Research	6.00 / 6.00
Responsible Research and Innovation	5.17 / 7.00

Sustainability Research

Score	Responsible Party
10.00 / 10.00	

Criteria

6.1 Percentage of academic departments engaged in sustainability research

An institution earns 8 points when 90 percent or more of its academic departments that are engaged in research are engaged in sustainability research. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on academic departments that are currently engaged in research or have produced or supervised research during the previous three years and academic staff members who are affiliated with those departments. Research conducted by individuals no longer affiliated with the institution does not qualify.

To qualify as sustainability-focused, the research or scholarly work must explicitly address the concept of sustainability, further our understanding of the interdependence of ecological and social/cultural/economic systems, or have a primary and explicit focus on a sustainability challenge.

A comprehensive listing of each department's sustainability research is welcome, but not required. Rather, an institution may identify one or more examples of sustainability research for each department for which it is claiming points.

6.2 Incentives for sustainability research

An institution earns 2 points when it provides incentives for A) academic staff and B) students to conduct sustainability research. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

To qualify, incentives must A) have a stated intent to support academic staff or students in conducting sustainability research, B) support participation in an ongoing sustainability research professional development or training program, or C) have resulted in the development of new instances of sustainability research during the previous three years.

"---" indicates that no data was submitted for this field

6.1 Percentage of academic departments engaged in sustainability research

Total number of academic departments engaged in research:

11.0

Number of academic departments engaged in sustainability research:

11.0

Annotated list or inventory of the institution's sustainability research by department:

[Research_By_Department_Faculty.xlsx](#)

Description of the process used to identify the institution's sustainability research:

Western's research projects were examined and reviewed using keyword analysis to determine if and how each course related to the UN SDGs. The University of Auckland's SDG Keyword Mapping was used (<https://www.sdgmapping.auckland.ac.nz/>). Departments were identified for each course offering.

This research inventory can be accessed online at:

https://sustainability.uwo.ca/academics/inventory_research.html

The Reporting Tool will automatically calculate the following two figures:

Percentage of academic departments engaged in sustainability research:

100.0

Points earned for indicator AC 6.1:

8.0

6.2 Incentives for sustainability research

Does the institution provide incentives for academic staff to conduct sustainability research?:

Yes

Description of the sustainability research incentives for academic staff:

The Western Sustainable Impact Fund supports on-campus projects that includes research: https://sustainability.uwo.ca/get_involved/western_sustainable_impact_fund/index.html

The Western Strategic Priorities Fund also supports sustainability research projects. Information can be found at under **Other important documents related to academic and research activities** (Strategic Priorities Fund – Rounds 1, 2 and 3 Allocations (October 2022)) https://www.provost.uwo.ca/plans_and_initiatives/

Does the institution provide incentives for students to conduct sustainability research?:

Yes

Description of the sustainability research incentives for students:

The Centre for Environment & Sustainability offers awards: <https://www.uwo.ca/enviro/undergraduate/awards.html>

The Western Sustainable Impact Fund supports on-campus projects that includes research: https://sustainability.uwo.ca/get_involved/western_sustainable_impact_fund/index.html .

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 6.2:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Center for Sustainability Research

Score	Responsible Party
6.00 / 6.00	

Criteria

7.1 Organized sustainability research center, institute, or unit

An institution earns 6 points when it has at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or on multidisciplinary, interdisciplinary, and/or transdisciplinary approaches to sustainability challenges. Partial points are available. An institution that does not have a sustainability-focused research center, but does have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research earns 3 points.

Measurement

Report on the current status of the institution's programs.

This credit is focused on entities that are affiliated with the institution, e.g, as demonstrated through the use of the institution's name and branding. Research entities that are jointly affiliated to one or more other institutions may also qualify. The institution's participation in sustainability research entities that are affiliated with other institutions is recognized in indicator 8.3.

To qualify as sustainability-focused, a research-producing entity must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/cultural/economic systems, and/or multidisciplinary, interdisciplinary, or transdisciplinary approaches to sustainability challenges.

"---" indicates that no data was submitted for this field

7.1 Organized sustainability research center, institute, or unit

Does the institution have at least one organized research center, institute, or equivalent unit that is focused on sustainability and/or integrated approaches to address sustainability challenges?:

Yes

List and description of the institution's sustainability research units:

Centre for Building Sustainable Value: <https://www.ivey.uwo.ca/sustainability/about-us/>

The Ivey Centre for Building Sustainable Value (BSV) was one of the first sustainability centres in a business school globally, and is recognized for its excellence and 20-year track record in research and teaching.

Network for Economic and Social Trends (NEST): https://nest.uwo.ca/about/nest_mandate.html

The overall goal of NEST is to use advanced data creation, management, and analytic techniques to conduct theoretically driven and evidenced-based research that will inform social and economic policy and practices in Canada and North America more broadly.

Centre for Human Capital and Productivity: https://nest.uwo.ca/chcp/about_us/mission/index.html

The Centre for Human Capital and Productivity has a broad mandate to study and provide policy advice on issues related to human capital and productivity. CHCP researchers study a wide range of issues under the general themes: Early Childhood, Primary and Secondary Schooling; Post-Secondary Education; Productivity and Earnings; Social Benefits of Human Capital; Human Capital Policy; and Human Capital, Development and Growth.

Centre for Research on Migration and Ethnic Relations: https://migration.uwo.ca/research_centre/about_the_centre.html

The Western Centre for Research on Migration and Ethnic Relations facilitates research that draws on academic knowledge to inform public policy and practice on migration and ethnic relations in Canada and internationally. The goals of the Centre are to foster interdisciplinary research among faculty and students on questions of direct relevance to migration and ethnic relations, provide training opportunities for students beyond the borders of their own discipline and Western, and forge links with policy makers, the academic community in Canada and internationally, and the community at large. As worldwide migration climbs to historically unprecedented levels and instances of ethnic conflict fill the headlines, research and training in the domain of migration and ethnic relations are increasingly important endeavors. Research is required to inform policy and practices that will ensure that the challenges of managing migration and diversity are successfully met, in ways that facilitate the achievement and well-being of immigrants and ethnic minorities, that elicit the support and cooperation of all members of society, and that ensure that nations benefit collectively. The training of highly skilled personnel is required not only to conduct such research, but to ensure that the lessons we learn from it are

implemented effectively. The Centre informs policy and practice on migration and ethnic relations through the research conducted under the auspices of the Centre and as the academic home of the Pathways to Prosperity Partnership, a SSHRC funded alliance of federal and provincial migration ministries; municipalities; national, regional, and local organizations involved in newcomer settlement and integration; and researchers from over 50 universities.

Centre for Research on Social Inequality: https://nest.uwo.ca/crsi/about_us/index.html

The world is increasingly becoming polarized. Inequality between the rich and the poor, majority whites and racial minorities, immigrants and the native-born, and developed and developing countries are on the rise. Not only is it hard for people to achieve intragenerational mobility, but family background is increasingly dictating the wellbeing and socioeconomic outcomes of the next generation. The dramatic rise in social inequality has rekindled a need for us to understand the determinants and consequences of social inequality.

Centre for the Study of Political Behaviour: https://nest.uwo.ca/cspb/about_us/index.html

The study of political behaviour is central to our understanding of participatory democracy. Political behaviour encompasses key aspects of democratic citizenship including participation in the political process, voting in elections, political parties and interest groups, and public opinion and attitudes towards political institutions, processes, policy and politicians.

Centre for Transitional Justice and Post-Conflict Resolution: <https://www.tjcentre.uwo.ca/about/index.html>

The Centre for Transitional Justice and Post-Conflict Reconstruction was established in late 2009. It brings together experts from across the Western community whose teaching and research focuses on issues including reconciliation, criminal accountability, post-colonial legacies, legal reconstruction, the environment, human rights, economic justice, healing circles, democratization, and more. Our aim is to be a world-wide centre of excellence in scholarship on transitional justice and post-conflict reconstruction through collaborative, interdisciplinary and international research amongst faculty, undergraduate, graduate, and professional students and postdoctoral fellows.

Centre for Urban Policy and Local Governance: <https://nest.uwo.ca/urbancentre/>

Western's **Centre for Urban Policy and Local Governance** was created in 2017 to respond to the many new challenges facing local governments and urban policymakers. Bringing together academic researchers and students from across Western and beyond, our goals are to facilitate new interdisciplinary collaborations on pressing questions, contribute to graduate training and professional development, and foster dialogue between academics, policy practitioners and the broader public.

Western Centre for Climate Change, Sustainable Livelihoods, and Health: [https://nest.uwo.ca/climatecentre/About Us/index.html](https://nest.uwo.ca/climatecentre/About%20Us/index.html)

WeCLISH leverages existing resources, infrastructure and personnel across multiple disciplines and departments in Western University and globally for consolidating and

leading research aimed at i) generating climate change knowledge to improve resource governance; ii) working with local partners on climate change impacts and responses; and iii) generating research for large scale projects relating to climate change, sustainable food systems, and health.

Canadian Centre on Inclusive Education: <https://www.inclusiveeducationresearch.ca/about/index.html>

Inclusive education is mandated across Canada. It is an effective approach and a human right, yet we still do not implement it as effectively as we could. **This partnership is creating knowledge and disseminating it across the country to increase the ability for the educational community to ensure successful academic and social outcomes for all students.** We are collaborating to ensure that the fundamental human right of education is provided to even the most vulnerable students in our society. This builds the character of all and contributes to our truly Canadian understanding of inclusion.

Centre for Advanced Materials and Biomaterials Research: https://www.uwo.ca/cambr/research_themes/materials_for_sustainable_energy.html

CAMBR researchers are developing materials for energy devices such as solar cells, fuel cells, and batteries, as well as new composites that will enable more efficient use of energy.

With the global consumption of energy continually growing, the environmental impact and sustainability of our energy supply is increasingly becoming a critical issue. As the use of sustainable, low-carbon energy sources increases, there is a growing need for improved energy storage (e.g., batteries) and energy conversion technologies (e.g., fuel cells) in order to lower their costs and increase their efficiencies.

To address these needs, foundational breakthroughs in energy materials and energy devices are required. Our researchers are working on innovative strategies to control the synthesis and production of nanostructured materials that are used in energy devices and are using these materials to design, develop and test new energy devices including fuel cells, solar cells, and Li-ion batteries. We are able to bring to this highly competitive field unique strengths in the in situ characterization of these materials and devices by employing synchrotron radiation light beams from the Canadian Light Source and ion beams from Western's Tandatron Accelerator.

Centre for Animals on the Move: <https://uwo.ca/cam/index.html>

We explore how animal movement is influenced by the surrounding environment and human activities. Each year, around the globe, billions of birds, bats, fishes, sea turtles, marine and terrestrial mammals, and insects navigate hundreds to thousands of kilometers between specialized habitats required for breeding, over-winter survival, moulting, and other activities.

Designing effective conservation actions for migratory and non-migratory species in Canada is a major conservation challenge. Canada cannot be resilient to the effects of a changing climate and anthropogenic activities without the health and connectivity of its mobile animal species. The Centre for Animals on Move informs the way we measure, approach, communicate, and ultimately interact with mobile animal species.

Centre for Multi-Hazard Risk and Resilience: https://uwo.ca/multihazard_risk_resilience/About_us/index.html

The Centre for Multi-hazard Risk and Resilience (CMRR) is an interdisciplinary research hub at Western University dedicated to addressing the challenges posed by natural hazards and disasters. By leveraging Western's strengths in areas such as flooding, wind, earthquake, and tsunami hazards, the CMRR aims to advance research in multi-hazard risk assessment and resilience building. Through collaboration with industry, government, and academia, the CMRR develops innovative solutions to mitigate the impact of extreme events, particularly in a changing climate, and seeks to become a leading center for disaster risk reduction.

Centre for Research and Education on Violence Against Women and Children: <https://www.learningtoendabuse.ca/research/index.html>

The Centre is committed to the development and application of knowledge for the prevention of violence against women and children through promoting innovation, collaboration and equality.

Centre for Research on Health Equity and Social Inclusion: <https://crhesi.uwo.ca/about-us/centre-objectives/>

Enhance the mobilization and utilization of research related to health equity and social inclusion for evidence-based decision making in health and public policy, as well as service delivery.

The Africa Institute: https://www.uwo.ca/africainstitute/about_the_institute/partners/index.html

The Africa Institute at Western University was created to advance scholarship related to African societies. The Institute is an interdisciplinary entity with the participation of many diverse faculty members, staff and students from across campus. Its members are building sustainable collaborations and partnerships with African peoples and institutions to foster initiatives that address some of the most pressing issues facing the African continent. Partnerships forged by the members of the Institute extend over several sectors including, but not limited to: research, health, education, business, government, engineering, and arts and literature.

Centre for the Science of Learning: https://www.scilearn.uwo.ca/about_us/index.html

Over the past three decades, a new interdisciplinary field referred to as the 'Science of Learning' has gained increasing traction across the globe. Given the existing strengths in educational research, cognitive psychology and cognitive neuroscience, Western is uniquely poised to spearhead the growth of interdisciplinary research to deepen our understanding of how we learn. Western University's Centre for the Science of Learning serves as a vehicle to foster collaboration not only between researchers at Western but also between educators in K-12 educational settings and researchers. By providing a forum for multidisciplinary exchanges, the Science of Learning Centre members will further knowledge of how children learn and how such knowledge can transform educational practice and policy. The Science of Learning Centre will be closely linked with the extant Centre for School Mental Health (CSMH), the Mary J. Wright Child and Youth Development Clinic. In this way, the Centre for the Science of Learning intersects with existing research groups within the Faculty of Education.

Centre for School Mental Health: <https://www.csmh.uwo.ca/about/index.html>

The Centre's mission is to address the need for improved school-based services for youth from kindergarten to grade 12 who may be at risk for, or who present with, mental health challenges.

A system of care that offers a full continuum of effective mental health promotion, early intervention, and treatment for youth evidence-based services expanded through school-community partnerships.

Centre for Studies in Family Medicine: https://www.schulich.uwo.ca/familymedicine/research/csfm/about_us/Vision_mission_goals_Values.html

The Centre's research:

- Adhere to accepted standards of ethical conduct
- Promote continuity of care
- Support evidence-informed patient-centred care
- Encourage coordinated, efficient, and collaborative interprofessional care
- Aim to improve family practice and patient care
- Focus on the whole person and their context including family
- Address the needs of defined populations
- Develop new and improved methods of inquiry

Centre for Quality, Innovation, and Safety: https://www.schulich.uwo.ca/cquins/research_innovation/index.html

An important mandate for the Centre is to promote internal and external collaborations to facilitate the implementation of discoveries within the health care environment that will drive culture change, promote the application of best practices, improve patient outcomes, and ensure the efficient and effective use of limited resources.

Fraunhofer Innovation Platform for Composites Research: https://www.eng.uwo.ca/fraunhofer/about_us/index.html

Advanced polymer composites have been the subject of research and commercial development for many years. The ability to develop materials with specific desirable properties, particularly those that are lightweight or have low life-cycle impact is highly valuable to manufacturers in automotive, aerospace, or renewable energy, among other industries.

Geotechnical Research Centre: <https://www.eng.uwo.ca/grc/research/index.html>

The research directors of the GRC has several decades of experience in solving soil and rock related problems in civil, geotechnical and geoenvironmental engineering.

Institute for Chemicals and Fuels from Alternative Resources (ICFAR): <http://icfar.ca/research/index.html>

The Institute for Chemicals and Fuels from Alternative Resources (ICFAR) is a research facility that is part of Western University, located north of the City of London, Ontario. ICFAR houses pilot plant research space, providing a bridge between academic benchtop with industrial-scale research, providing graduate and undergraduate students with a highly relevant learning experience. Award-winning faculty are based at ICFAR, specializing in biomass conversion, fluid-coking technologies and more, who make working with industries a priority, to give students an outstanding educational experience.

ICFAR is home to two NSERC Industrial Research Chairs (IRCs). Professor Cedric Briens holds the NSERC/Syncrude Industrial Research Chair and Professor Franco

Berruti holds the NSERC Industrial Research Chair in Thermochemical Conversion of Biomass and Waste to Bioindustrial Resources.

Interdisciplinary Centre for Research in Curriculum as a Social Practice: <https://www.icrc.uwo.ca/about/index.html>

The Interdisciplinary Centre for Research in Curriculum as a Social Practice (ICRC) collaborates across sectorial and disciplinary boundaries, to think in new ways about curriculum in schools, in our communities, and in higher education settings. We actively promote research that challenges reductionist views of curriculum, and is inclusive of previously omitted components of Canadian curricula. For example, we take seriously the Truth and Reconciliation Commission of Canada's Call to Action.

Ivey Energy Policy and Management Centre: <https://www.ivey.uwo.ca/energycentre/about-us/about-the-centre/>

Our mission:

To become a trusted thought leader on Canadian energy policy matters by:

- Contributing to energy policy-making through the production and dissemination of evidence-based research and analysis on major policy issues affecting the electricity, gas, oil and pipeline sectors in Canada.
- Providing a transparent and reliable forum for industry, government, academia, and interested stakeholders, to discuss and exchange ideas on energy sector development and policy.
- Educating students, executives, and government officials on national and global energy sector issues.

Lawrence National Centre for Policy and Management: <https://www.ivey.uwo.ca/lawrencecentre/about-us/about-the-centre/>

In pursuit of enhancing collaboration between business and government, the Centre focuses its activities on issues where the two overlap most profoundly. Nowhere is this more critically important today than in advancing Canada's economic competitiveness and its prosperity through innovation, talent development, entrepreneurship and resource development.

The Postcolonial Studies Reading Group: https://www.uwo.ca/english/research/reading_groups/pocogrp.html

The Postcolonial Studies Reading Group is a community of scholars who conduct research on and teach a range of topics pertaining to forms of empire, imperialism, colonial and neo-colonial experience. The group focuses on intersections of theory, literature, and visual culture with race, class, gender, and sexuality. Group members come from various departments and faculties at Western University and colleges in London. Members work on literatures and film of Africa, the Caribbean, South-Asia, and the Indigenous cultures of Canada and the US. The group meets about once a month. Activities at the meetings include discussions of selected readings or writing workshops around a member's project. The group also hosts speakers.

Sport and Social Impact Research Group: <https://www.uwo.ca/fhs/kin/ssirg/about/index.html>

Sport, in all its manifestations, is a significant social phenomenon and a potentially vital factor in the wellbeing of individuals and communities. Ranging from "physical literacy" (the mastery of fundamental movement) to elite performance, as a participation or entertainment activity, engagement in sport and physical activity is

an important determinant of physical, social, emotional, psychological, and economic health. It is part of the 'fabric' of local communities and often a rallying point of national pride. Importantly, sport and physical activity is linked to many of the critical issues and questions facing Canadian society, including Indigenous and rural communities, aging, obesity, mental health, disability and mobility, equity and social inclusion, social justice, reconciliation, human enhancement, social media and marketing, volunteerism, youth development, social capital, and concussion. Sport is both a viable and valuable context for examining these critical and complex issues leading to knowledge that informs policy and practice for social change and better quality of life.

The Starling Centre: <https://starlingcentre.ca/about/>

The Starling Centre for Just Technologies and Just Societies works toward more just, equitable and humane futures for all through research and knowledge mobilization about the implications of emerging technologies in Canada and around the world. Located in the Faculty of Information and Media Studies at Western University the Centre focuses on interdisciplinary investigations and solidarity-based efforts to advance greater civic participation and engagement assessing the impacts of digital data, artificial intelligence, and related technologies. Starling produces research and community programs that address the social impacts of digital technologies and AI on our everyday lives. We aim to provide and contribute to existing spaces for researchers, practitioners and community members to come together through a shared interest in research, learning, creation and knowledge mobilization.

WesternWater Centre: <https://www.eng.uwo.ca/water-centre/about/index.html>

WesternWater Centre (WWC) concentrates on the research leading to innovative solutions addressing all aspects related to clean water supply and water-environment issues including the protection and management of water resources, resource recovery, and treatment technologies. WWC provides expertise and real-life solutions to both the government organizations and industrial sector. An integrated engineering approach provides WWC partners with the custom-made solutions enabling them to meet established water quality objectives. WWC shares knowledge, ideas and resources by coordinating workshops, seminars and conferences bringing the latest technological achievements and novel insights to the partners and public.

Western Engineering, Energy, and Environment (WinDEEE) Research Institute:
<https://www.eng.uwo.ca/windeeee/>

Our areas of research target the three EEE's: wind Engineering, Energy and Environment. Main topics relate to: impact of non-synoptic wind systems (such as tornadoes and downbursts) on buildings and structures, optimization of wind farms and wind turbines, physical modelling of flow over rough surfaces, urban canopies, complex topography and forestry, outdoor and indoor air quality, and wind driven rain and snow. Also, ancillary research is conducted on risk analysis and models, power grid operations, policy, economics and decision making models.

Does the institution have at least one organized research center, institute, or equivalent unit focused on a subject other than sustainability that produces sustainability research?:

Yes

List and description of the institution's research units focused on subjects other than sustainability that produce sustainability research:

Biomedical Imaging Research Centre: https://westernubirc.uwo.ca/about_birc/edi.html

Diversity and inclusion are the driving forces of creativity and innovation in Imaging research. BIRC strongly encourages all Imaging researchers to engage in diversity, anti-racism and/or women's committees of their respective institutions and scientific societies so that their traditional structures are dismantled and rebuilt to be more representative of science and society.

Canadian Centre for Activity and Aging (CCAA): <https://www.uwo.ca/ccaa/research/index.html>

Research at the CCAA includes a wide spectrum of basic and applied high-quality, innovative studies using a range of investigative designs and quantitative and qualitative methods. The emphasis of research is on activity, health, well-being and aging processes among older adults often linked to optimizing their inter- and independence. Knowledge mobilization, translation and exchange also are key theme areas of research frequently undertaken collaboratively by CCAA Research Associates, other researchers, graduate students and Community Partners at local, regional, provincial, national and international levels.

Canadian Surgical Technologies and Advanced Robotics (CSTAR) - Engineering Research Group: https://www.eng.uwo.ca/cstar/about_us/index.html

CSTAR provides an environment that enables meaningful collaboration of researchers, engineers and surgery clinicians who, collectively, identify solutions to current and future challenges in surgical care.

Electrical and Computer Engineering: https://www.eng.uwo.ca/electrical/research/areas/applied_electrostatics.html

Electrostatic processes commonly occur in many industrial applications; often they can significantly improve the process quality. The group activity involves fundamental studies, practical developments and consulting services for the industrial partners. The AERC specializes also in the detection and prevention of electrostatic hazards. Different charging techniques have been investigated for small solid particles, liquid droplets and larger objects. These have included studies involving tribocharging, induction, conduction and corona charging. The charged objects can be then manipulated using the electric forces. The research concentrates on topics such as electrostatic painting and coating, plastic separation, electromechanics of particles, air cleaning, mineral separation, electrophotography and gas discharges. The electric fields can also affect the process of droplet formation and distribution, such as in the case of agricultural spraying, or initiate some chemical reactions, for example in generating ozone for water purification or treatment of flue gases.

CPA Ontario Centre for Account & the Public Interest: <https://www.ivey.uwo.ca/media/m2ylvf1i/can-financialization-save-nature.pdf>

Recent publications that is sustainability-focused:

- Can Financialization Civilize Nature? The Case of Endangered Species

The Electro-Governance Group: https://egg.uwo.ca/about_us/index.html

The EGG seeks to connect scholars on- and off- campus who are committed to promoting interdisciplinary dialogue regarding a wide but select range of topics related to the electronic/digital governance of information, information and algorithmic regulation, and machine intellection, with an explicit focus on social, political, economic, and cultural implications and impacts. The EGG wishes to be as inclusive as possible, and to involve full- and part-time faculty and lecturers who are either actively conducting electronic and information governance research or have done so in the recent past, as well as those who are supervising student research in the relevant areas (but who may not be publishing research themselves); graduate and undergraduate students, as well as off-campus individuals and groups working in the relevant areas. Currently, our members come from Information and Media Studies, Political Science, Business, Engineering, Sociology, and History.

Ian O. Ihnatowycz Institute for Leadership: <https://www.ivey.uwo.ca/leadership/research-resources/books/character-building-a-more-just-prosperous-and-sustainable-future/?>

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Seijts, G. & Young Milani, K. (2024). Character: What Contemporary Leaders Can Teach Us about Building a More Just, Prosperous, and Sustainable Future. Toronto, ON: ECW Press.

International Centre for Olympic Studies: <https://www.uwo.ca/olympic/research/index.html>

Recent publications that are sustainability-focused:

- Wenshui (Sunny) Mao

Failed Sustainability: The Nature and Significance of Olympic Education in Beijing Commensurate with the 2008 Summer Olympics

- 'When Green Became the New Gold': A Thematic Analysis of the Environmental Sustainability Narratives of the 2010 Vancouver Winter Olympics

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 7.1:

6.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Responsible Research and Innovation

Score	Responsible Party
5.17 / 7.00	

Criteria

8.1 Published ethical code of conduct for research

An institution earns 1 point when it has a published ethical code of conduct for research in document form or on a publicly accessible website.

Measurement

Report on current policies and protocols.

8.2 Recognition of integrated, community-based, and extra-academic research

An institution earns 3 points when it has published promotion or tenure guidelines or policies that cover all research-producing academic divisions and give explicit positive recognition to at least two of the following: A) integrated research, B) community-based research, and C) research impact or reach outside of academic journals. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current guidelines and policies. Guidelines and policies that passively recognize integrated, community-based, and/or extra-academic research (e.g., by not specifically excluding them) do not qualify in the absence of explicit positive recognition.

Guidelines and policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution and its academic divisions. In the absence of institution-wide guidelines or policies, an institution may only claim points for those academic divisions that have adopted their own guidelines or policies.

8.3 Inter-campus collaboration for responsible research and innovation

An institution earns 1 point when it participates in one or more inter-campus research collaboratives or networks that explicitly aim to promote responsible research and innovation (RRI).

Measurement

Report on current activities.

To qualify, a collaborative or network must have an explicit mission to promote responsible research and innovation or else actively address public engagement in research and innovation, the accessibility of scientific results, the take up of gender and ethics in research and innovation content and process, and/or formal and informal science education.

8.4 Support for open access publishing

An institution earns 2 points when it facilitates open access publishing in at least three of the following ways: A) institutional repository hosting, B) published policies that require open access publishing and cover all research-producing academic divisions, C) an open access article processing charge (APC) fund, and D) transformative open access agreements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

To qualify, an open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

Open access policies may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles. Policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy. In the absence of institution-wide open access policies, an institution may only claim points for those academic divisions that have adopted their own policies.

To qualify, an APC fund must include specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

"---" indicates that no data was submitted for this field

8.1 Published ethical code of conduct for research

Does the institution have a published ethical code of conduct for research?:

Yes

Online location of the institution's ethical code of conduct for research:

https://uwo.ca/research/ethics/research_integrity.html

Copy of the institution's ethical code of conduct for research:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.1:

1.0

8.2 Recognition of integrated, community-based, and extra-academic research

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to integrated research?:

No

Description or text of the promotion/tenure guidelines or policies that explicitly recognize integrated research:

Do the promotion/tenure guidelines or policies that recognize integrated research cover all of the institution's research-producing academic divisions?:

No

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to community-based research?:

No

Description or text of the promotion/tenure guidelines or policies that explicitly recognize community-based research:

Do the promotion/tenure guidelines or policies that recognize community-based research cover all of the institution's research-producing academic divisions?:

No

Does the institution have published promotion or tenure guidelines or policies that give explicit positive recognition to research impact or reach outside of academic journals?:

Yes

Description or text of the promotion/tenure guidelines or policies that explicitly recognize research impact or reach outside of academic journals:

- Clause 3.2.2 of the Faculty collective agreement, which states, in part, "the research record may include ANY material deemed by the candidate to be relevant including non-refereed articles, unpublished documents, works in progress and creative works..."
- https://www.uwo.ca/facultyrelations/pdf/collective_agreements/faculty_collective_agreement_2022-2026.pdf

Do the promotion/tenure guidelines or policies that recognize research impact or reach outside of academic journals cover all of the institution's research-producing academic divisions?:

Yes

If Yes to any of the above, provide at least one form of evidence (website URL or document). If reporting on multiple guidelines or policies, provide the best available example and/or a website that provides an overview of promotion/tenure for academic employees.

Online location of the institution's promotion/tenure guidelines or policies:

https://www.uwo.ca/facultyrelations/pdf/collective_agreements/faculty_collective_agreement_2022-2026.pdf

Copy of the institution's promotion/tenure guidelines or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.2:

1.5

8.3 Inter-campus collaboration for responsible research and innovation

Does the institution participate in one or more inter-campus research collaboratives or networks to promote responsible research and innovation?:

Yes

Description of the institution's inter-campus collaborations for responsible research and innovation:

Western is a full institutional member of SPARC (Scholarly Publishing and Academic Resources Coalition). See membership listed here: <https://sparcopen.org/who-we-are/members/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.3:

1.0

8.4 Support for open access publishing

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Narrative and/or website URL providing an overview of the open access repository:

Western has an institutional repository where staff and students can disseminate their research at no cost <https://ir.lib.uwo.ca/>.

- Additionally, Western Libraries has journal publishing software (OJS) where journal hosting is supported <https://ojs.lib.uwo.ca/>

https://www.lib.uwo.ca/scholarship/journal_publishing.html

Does the institution have one or more published policies that require its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

Yes

Do the open access policies cover all of the institution's research-producing academic divisions?:

No

Text or online location of the institution's open access policies:

WL offers advice on how one can make use of the IR and share copies of one's work, without copyright violation, such as hosting a post-print and not the final PDF, in the IR (aka. green OA) in order to get the widest distribution of the work. This is one way to avoid paying APCs, and makes both publishing and reading of research more equitable. WL also supports a number of OA publishing initiatives <https://www.lib.uwo.ca/scholarship/oasupport.html>

Copy of the institution's open access policies:

Does the institution provide an open access article processing charge (APC) fund for employees?:

No

Narrative and/or website URL providing an overview of the open access APC fund:

Does the institution negotiate or participate in transformative open access agreements that are consistent with ESAC guidelines?:

Yes

Narrative and/or website URL providing an overview of the institution's transformative open access agreements with publishers:

Western Libraries is part of the CRKN consortium, and their Transformative agreements are listed in the registry: <https://esac-initiative.org/about/transformative-agreements/agreement-registry/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator AC 8.4:

1.6666666666666665

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Engagement

Campus Engagement

Points Earned 20.00

Points Available 25.00

This impact area seeks to recognize institutions that are engaging campus stakeholders around sustainability issues through effective outreach and communications, learning experiences outside the formal curriculum, and staff networking and training activities.

Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understanding of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Outreach and Communications	5.00 / 5.00
Co-Curricular Activities	6.00 / 9.00
Staff Engagement and Training	6.00 / 8.00
Sustainability Culture Assessment	3.00 / 3.00

Outreach and Communications

Score	Responsible Party
5.00 / 5.00	

Criteria

1.1 Sustainability outreach and communications

An institution earns 3 points when it A) has a central sustainability website, B) has integrated sustainability information into new student orientation, C) has integrated sustainability information into new employee orientation, D) has dashboards and/or signage highlighting the institution's sustainability features or performance, E) manages a sustainability-focused communications medium or platform, and F) has coordinated one or more sustainability-focused outreach campaigns during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives.

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

An institution earns 2 points when it has evidence that 80 percent or more of campus stakeholders (i.e., students and employees) are currently reached through the institution's sustainability outreach and communications efforts or aware of its sustainability initiatives. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and the most recent data available from within the previous three years.

Reach may be evidenced by the measured extent of stakeholder awareness of the institution's sustainability initiatives (e.g., as demonstrated in survey responses) and/or by active newsletter subscriptions, email open rates, social media followers or group members, unique annual website visits or video views, campaign sign-ups, or the equivalent.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on respondent awareness of the institution's sustainability initiatives. To avail of this option, the survey or assessment results must be indicative of the entire population of students and employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Communications analytics. Report on the analytics associated with the sustainability-focused communications medium or platform that has the greatest reach (e.g., newsletter subscribers or social media group members). The analytics for two or more media or platforms may be aggregated if the potential for double-counting (counting the same individual more than once because they are reached by more than one medium or platform) is minimal (e.g., if there are separate channels or groups for students and employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for students (e.g., membership in a student-focused social media group) and the single best data source for employees (e.g., staff newsletter subscribers) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. For example, an institution with 1,000 students and 500 employees that has survey data indicating that 20 percent of students are aware of the institution's sustainability initiatives, but no such data on employees, should report that 1 to 19 percent of stakeholders are reached rather than 20 to 39 percent.

Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 students enrolled in a sustainability program may only be used to establish the level of awareness of those individuals; they may not be used to report on the entire population of students.

"---" indicates that no data was submitted for this field

1.1 Sustainability outreach and communications

Does the institution have a central sustainability website that consolidates information about its sustainability efforts?:

Yes

Website URL of the institution's central sustainability website:

<https://sustainability.uwo.ca/>

Does the institution integrate sustainability information into the educational offerings or materials provided during new student orientation or the equivalent?:

Yes

Narrative outlining how sustainability information is integrated into new student orientation or the equivalent:

Western Sustainability participates annually in Western's Orientation Serves Day during O-Week, providing opportunity for students to explore and learn about sustainability features on campus. Students living in Residence also participate in Residence Based Training Day which includes a section on Western Sustainability initiatives and ways to get involved. In residences students receive a building tour which includes explanation of proper waste sorting and recycling, and resources such as the Sustainable Living Guide. All students are encouraged to participate in RiverFest during the month of September to learn more about the land and waters where we're situated.

<http://cel.uwo.ca/partners/OServes.html>

https://sustainability.uwo.ca/get_involved/sustainability_guide_for_the_western_community.html

https://sustainability.uwo.ca/get_involved/riverfest/index.html

Does the institution integrate sustainability information into the educational offerings or materials provided during new employee orientation or the equivalent?:

Yes

Narrative outlining how sustainability information is integrated into new employee orientation or the equivalent:

- All new employees must complete required training during their on-boarding, which includes sustainability information embedded in the training modules. Required trainings include:
 - o Building Inclusivity through Anti-Racism
 - o Supporting Disclosures of Gender-Based and Sexual Violence
 - o Health and Safety Awareness
 - o WHMIS
 - o Western Safe Campus Community
 - o Accessibility in Service / Teaching
 - o Cyber Safety Awareness
- There are also recommended trainings that include sustainability education such as "Mental Health Interactive Learning Module"

Does the institution have dashboards and/or signage highlighting the institution's sustainability features or performance?:

Yes

Description of the institution's sustainability dashboards and/or signage:

- There is sustainability signage at various locations on campus such as the Western Community Garden, Pollinator Garden and Live Stake Planting Site. Western has 13 LEED buildings which all include signage in high-traffic areas of the buildings. The Sustainability Office also utilizes a billboard on campus with rotating messaging throughout the year to highlight timely information for initiatives such as RiverFest, SDG Week, SpringFest, Green Campus Tours, and more.

Does the institution manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series, or equivalent communications medium or platform?:

Yes

Description of and/or website URL for at least one sustainability-focused communication medium or platform:

- <https://www.instagram.com/westernusustain/>

Has the institution coordinated one or more sustainability-focused outreach campaigns during the previous three years?:

Yes

Description of sustainability-focused outreach campaigns from the previous three years:

- Annual Waste Reduction Week competition in residences in collaboration with Western Housing - Residence Life Sustainability Committee. Student staff and volunteers in residences host information tables in residence dining halls raising awareness of waste management issues and opportunities in residences. This includes trivia and prizes, photos of mis-sorted waste, "what goes where," and information on the building-specific waste infrastructure. There are social media posts throughout the Waste Reduction Week about how to get involved and reduce waste. Western Sustainability helps to select a baseline week to compare the changes in each residence from the baseline to the Reduction Week. The residence building that sees the biggest improvement in their waste diversion receives a pizza party for all students.

<https://sustainability.uwo.ca/Campus/residence.html>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.1:

3.0

1.2 Percentage of campus stakeholders reached through sustainability outreach and communications

Does the institution collect data on the reach of its sustainability outreach and communications efforts and/or stakeholder awareness of its sustainability initiatives?:

Yes

Percentage of campus stakeholders reached through sustainability outreach and communications:

80 to 100

Approach used to determine the percentage of campus stakeholders reached:

Conservative estimate based on mixed/limited data sources

Description of the methodology used to determine the reach of the institution's sustainability outreach and communications:

Western uses a number of communication channels that have broad reach across campus for our sustainability outreach and communications. It can be assumed that 80 to 100% of campus stakeholders are reached with sustainability messaging, for the following reasons.

- Inside Western is an internal newsletter sent to all employees on a weekly basis. On numerous occasions throughout the year sustainability initiatives are featured in this newsletter, which reaches 100% of employees. (https://www.communications.uwo.ca/news_publications/inside_western/)
- What's Up Western is an internal newsletter sent to undergraduate students on a bi-weekly basis, and to graduate students on a monthly basis. Sustainability initiatives such as RiverFest, Annual Sustainability Fair, consultation on our new Climate & Sustainability Strategy, and more opportunities to get involved have been featured in this student-facing newsletter. (<https://studentexperience.uwo.ca/whats-up-western.html>)
- Western University's main Instagram account has collaborated on sustainability messaging on numerous occasions. With over 112,000 followers, this communication channel provides excellent reach for sustainability initiatives across campus and more broadly. (https://www.instagram.com/p/C8AHS8_uSPZ/)
- The annual Sustainability Pulse Survey is distributed via mass email to all students, staff, and faculty on campus; reaching all students, staff, and faculty directly in their inboxes.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 1.2:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Co-Curricular Activities

Score	Responsible Party
6.00 / 9.00	

Criteria

2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution's website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization's published mission statement or description.

2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused peer-to-peer education program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed enterprise that is sustainability-focused. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution's sustainability activities (e.g., as described in indicators 2.1 and 2.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused co-curricular activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

"---" indicates that no data was submitted for this field

2.1 Student sustainability organization

Does the institution formally recognize at least one student organization that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused student organization(s):

<https://westernusc.ca/services/envirowestern/>

- **EnviroUSC** (formerly EnviroWestern) is a University Students Council student service that actively promotes environmental sustainability at Western. This student group seeks to make Western a more sustainable campus by leading events and initiatives that enhance student awareness of environmental issues on campus, incentivize student behaviour change, and provide a network for students to address their sustainability concerns on campus and in the community.

Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice?:

No

Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice:

-

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.1:

2.0

2.2 Sustainability-focused co-curricular activities

Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students?:

Yes

Description of and/or website URL for at least one major sustainability-focused event or series of events:

https://sustainability.uwo.ca/get_involved/riverfest/index.html

RiverFest is an annual event that takes place through the month of September with a goal of connecting students and our campus community with the river that flows through campus and connects us with the broader community. It is a collaborative initiative co-led by the Office of Sustainability, Indigenous Students Association, and Indigenous Student Centre. RiverFest features a month-long series of events and activities to connect with water and the river; such as: River Through Your Eye photo contest, art exhibitions, wellness walks, Water Walk, paint night, bioblitz, river clean-up, and more.

Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers?:

Yes

Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students:

https://sustainability.uwo.ca/get_involved/western_sustainability_leaders_program.html

The **Western Sustainable Leaders Program (WSLP)** is a way for students to engage with sustainability throughout the year with a network of like-minded students from across campus with an interest in sustainability. Each month features a different theme with educational and experiential opportunities to get involved.

A team of 5-7 student leaders are recruited and trained each year to lead the program collaboratively with the Office of Sustainability. The student leadership team develops themes, events, and outreach campaigns to engage the broader student membership (roughly 300 students from all faculties).

Does the institution provide sustainability-focused employment opportunities for students on at least an annual basis?:

Yes

Description of and/or website URL for at least one sustainability-focused employment opportunity for students:

https://www.uwo.ca/mes/program_components/coop_information/index.html

The Office of Sustainability has been hosting two co-op students from Western's **Masters of Environment and Sustainability (MES)** program on an annual basis since 2012. The MES program requires completion of a four-month, full-time co-operative work term to complete the degree. To support this program requirement and student employment, Western Sustainability had hired two students from May – September each year. Students gain a diverse set of skills and understanding of sustainability in a university setting including operational, project-based, and community engagement work.

Does the institution have at least one student-managed enterprise that is sustainability-focused?:

Yes

Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused:

<https://westernusc.ca/services/food-support-services/>

Food Support Services is a USC student service dedicated to relieving hunger among undergraduate students on campus, helping to enable the full participation of students facing barriers of food insecurity. The organization is student-managed and in addition to the food bank service provided, Food Support Services also runs several events and campaigns through the year that relate to food sustainability and combatting food insecurity; for example: quick, easy and affordable recipes that fit with students' lifestyles and food literacy messaging about food waste, food equity and more

Description of additional sustainability-focused co-curricular activities for students:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.2:

2.0

2.3 Percentage of students that participate in sustainability activities

Does the institution collect data on the extent of student participation in its sustainability activities?:

Yes

Percentage of students that participate in sustainability activities:

20 to 29

Approach used to determine the percentage of students that participate in the institution's sustainability activities:

Survey or assessment results

Narrative outlining how student participation in the institution's sustainability activities was determined:

Using the 2023 Sustainability Pulse Survey as a representative sample of Western's community members, data was extrapolated from the survey results to estimate the percentage of student participation in Western's sustainability activities. Of the 3,226 survey responses, 70% are classified as students.

899 people responded to the question "Have you ever participated in any sustainability-related events, programs, clubs or groups at Western." Therefore, assuming 70% of these respondents are students, we find that 29% of students have participated in sustainability activities at Western.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 2.3:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Staff Engagement and Training

Score	Responsible Party
6.00 / 8.00	

Criteria

3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., “brown bag” events)
- Peer-to-peer education programs in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

Measurement

Report on the current status of the institution's programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution's sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution's sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

"---" indicates that no data was submitted for this field

3.1 Staff sustainability network or engagement program

Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs:

https://sustainability.uwo.ca/get_involved/sustainable_workplace_ambassadors_program_swap.html

The **Sustainability Workplace Ambassadors Program (SWAP)** is an engagement program targeting non-academic staff (also open to academic staff) which supports employees in networking with like-minded colleagues across campus, learning new sustainability skills, and embedding change in their work and home lives. Some examples of SWAP events include: Green Campus Tours, City Nature Challenge, Beeswax Wrap Workshop, and peer-to-peer networking and resource sharing opportunities.

Does the institution have at least one staff network or engagement program focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice?:

No

Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.1:

2.0

3.2 Sustainability-focused staff training

Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis?:

Yes

Description of and/or website URL for at least one of the institution's sustainability-focused staff training opportunities:

https://www.uwo.ca/finance/procurement/sustainable_procurement/Lunch%20%20Learn%20Poster.pdf

- Western Financial Services runs a **Sustainable Procurement Lunch & Learn** Webinar Series. Over a series of sessions, employees can learn about the environmental, social, and ethical impacts associated with purchasing decisions and how to make sustainable choices through procurement on campus.
- In 2024 the Lunch and Learn topics included:
 - o Office products and paper
 - o Lab consumables and equipment
 - o Human rights & modern slavery
 - o Electronics & IT
 - o EDI & Supplier Diversity
 - o Furniture
 - o Local Economic Development
 - o Caretaking & Cleaning Supplies
 - o Indigenous Development

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.2:

2.0

3.3 Percentage of employees that participate in sustainability activities

Does the institution collect data on the extent of employee participation in its sustainability activities?:

Yes

Percentage of employees that participate in sustainability activities:

25 to 49

Approach used to determine the percentage of employees that participate in the institution's sustainability activities:

Survey or assessment results

Narrative outlining how employee participation in the institution's sustainability activities was determined:

Using the 2023 Sustainability Pulse Survey as a representative sample of Western's community members, data was extrapolated from the survey results to estimate the percentage of student participation in Western's sustainability activities. Of the 3,226 survey responses, 31% are classified as employees

899 people responded to the question "Have you ever participated in any sustainability-related events, programs, clubs or groups at Western." Therefore, assuming 31% of these respondents are employees, we find that 28% of employees have participated in sustainability activities at Western.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 3.3:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Culture Assessment

Score	Responsible Party
3.00 / 3.00	

Criteria

4.1 Sustainability culture assessment design and administration

An institution earns 1 point when it A) has conducted an assessment of its sustainability culture during the previous three years and B) the assessment is designed and administered in such a way that the results can be used to measure change over time (e.g., as a longitudinal or annual/biennial assessment). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments conducted during the previous three years.

To qualify, an assessment must address attitudes, beliefs, or values; awareness of and/or participation in the institution's sustainability initiatives; and/or other behaviors or practices that support sustainability. An assessment that covers a single sustainability topic (e.g., a transportation survey) does not qualify in the absence of a more comprehensive assessment. Likewise, assessments that exclusively address student sustainability literacy (i.e., student understanding of sustainability and/or the knowledge and skills required to address sustainability challenges) are excluded. A single assessment that addresses sustainability literacy and culture qualifies if a substantive portion (e.g., one-third) of the assessment focuses on culture.

4.2 Percentage of students assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its students are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

A student is considered to be assessed when assessed directly (e.g., as part of a course or program or a mandatory assessment) or by representative sample (e.g., of the student's entering and/or graduating cohort). An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

4.3 Percentage of employees assessed for sustainability culture

An institution earns 1 point when at least 75 percent of its employees are assessed for sustainability culture, either directly or by representative sample. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available. An institution that has not conducted a sustainability culture assessment during the previous three years may not claim points for this indicator.

An employee is considered to be assessed when assessed directly (e.g., as part of a program or a mandatory survey) or by representative sample. An institution that has opted to assess an unrepresentative segment of the population may only claim points for those individuals that participated.

"---" indicates that no data was submitted for this field

4.1 Sustainability culture assessment design and administration

Has the institution conducted an assessment of its sustainability culture during the previous three years?:

Yes

Narrative and/or website URL providing an overview of of the instruments/tools used to assess sustainability culture:

The Sustainability Pulse Survey has been administered annually since 2020. It is a Qualtrics survey broken down into three main sections: sustainability literacy, awareness of and engagement with Western's sustainability initiatives, and individual opinions and actions. Each of these sections represent an equal part of the survey, which takes about 10-15 minutes to complete in total. In October-November the survey remains open for 3-4 weeks and is widely promoted to the entire campus community through mass emails, social media, website, and more. In 2023, nearly 3,200 people (roughly 12% of the campus community) participated in the survey including representation from students and employees across all areas of campus.

Description of the institution's recent sustainability culture assessment findings and any notable trends:

Campus community has a much higher awareness of sustainability programs/initiatives that are more visible (i.e. bike shelters, EV charging, Community Garden) compared to programs that don't have the same kind of physical presence (i.e. Sustainable Workplace Ambassadors Program, Campus as a Living Lab). To help promote these lesser known programs we aim to make them more visible through promotional materials such as physical signage at Living Lab sites, where appropriate, and a billboard highlighting different programs on a rotating basis throughout the year. Newer programming like Campus as a Living Lab seems to be growing traction as it went from the least well known program in 2022 to the third least known in 2023. Bike lockers and shelter remained the most well-known in both years, with the Western Community Garden the second most known.

Incentives are a key driver for participation in sustainability events/initiatives and behaviour change such as sustainable transportation choices. This can be incorporated into our programming to help increase participation through prizes, meals, or other perks that will help continue increasing participation at events and through individuals' sustainable choices.

It was interesting to note that while levels of interest in most sustainability topics remain fairly consistent year to year, the campus community's interest in Waste grew substantially greater in 2022 compared to 2021. We expect this is likely due to the return to in-person learning in 2022, whereas 2021 was more of a hybrid year and therefore campus waste was less visible.

Is the culture assessment designed and administered in such a way that the results can be used to measure change over time?:

Yes

Description of how the design and administration of the sustainability culture assessments supports the measurement of change over time:

The Sustainability Pulse was designed to measure change over time by keeping key questions consistent year-to-year. For example, each year the culture assessment asks whether respondents are aware of specific sustainability-related programs. While there may be small changes made to the survey if programs have ended, or new programs have launched, overall this section provides insight on level of awareness of campus sustainability programming from year-to-year. Another example is a measurement of personal sustainability choices around transportation. Each year the survey asks how often respondents take different forms of transportation such as personal vehicle (gas-powered), personal vehicle (EV), carpool, public transit, bicycle, or walk. There is also opportunity for respondents to share insights as to incentives that would encourage more sustainable choices, and current barriers.

In the annual analysis of findings, we are able to compare results by year and gauge changes in our campus community’s interest and awareness in various sustainability topics and programs.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.1:

1.0

4.2 Percentage of students assessed for sustainability culture

Percentage of students assessed for sustainability culture, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of students assessed for sustainability culture:

The Sustainability Pulse is administered to all students via mass email on an annual basis to ensure a representative sample of the student population completes the survey. Incentives are included as part of the survey communication to encourage greater participation, and incentives are selected that would be enticing to all members of our campus community, rather than a “sustainability-related incentive” that may bias the results as the incentive would be more enticing to a select group of people.

Of the 3,200 survey responses received, 2,200 responses were from students. The student sample includes representation across all academic faculties, and a representative mix of undergraduate and graduate students.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.2:

1.0

4.3 Percentage of employees assessed for sustainability culture

Percentage of employees assessed for sustainability culture, either directly or by representative sample:

75 to 100

Description of the process used to measure or estimate the percentage of employees assessed for sustainability culture:

The Sustainability Pulse is administered to all employees via mass email on an annual basis to ensure a representative sample of the employee population completes the survey. Incentives are included as part of the survey communication to encourage greater participation, and incentives are selected that would be enticing to all members of our campus community, rather than a “sustainability-related incentive” that may bias the results as the incentive would be more enticing to a select group of people.

Of the 3,200 survey responses received, 1,000 responses were from employees. The employee sample includes representation across all academic faculties, all major staff units, and a mix of faculty and staff employees.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 4.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Public Engagement

Points Earned 18.40

Points Available 25.00

This impact area seeks to recognize institutions that help catalyze sustainable communities through their partnerships, collaborations, and public service efforts. By engaging with community members and organizations across diverse sectors of society, institutions can help solve critical sustainability challenges. Community engagement can also help students develop leadership skills while deepening their understanding of practical, real-world problems and the process of creating solutions with, rather than for, stakeholders. Institutions can contribute to their communities by harnessing their resources to address community needs and by engaging community members in equitable and mutually beneficial partnerships. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy development and advocacy.

Credit	Points
Civic Engagement	4.00 / 8.00
Community Partnerships	7.00 / 9.00
Continuing Education	3.00 / 3.00
Shared Facilities	2.00 / 2.00
Inter-Campus Collaboration	2.40 / 3.00

Civic Engagement

Score	Responsible Party
4.00 / 8.00	

Criteria

5.1 Percentage of students that participate in civic engagement programs

An institution earns 4 points when it has evidence that 50 percent or more of its students participate annually in community service and/or other civic engagement programs sponsored by the institution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by enrolling in a service learning program, attending a community service event or activity, or an equivalent action. Neither the passive consumption of information nor awareness of civic engagement opportunities qualifies. Programs and activities sponsored by entities of which the institution is part (e.g., government or university system) may be included as long as the institution actively participates in them.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution's civic engagement activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through representative sampling or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the community service activity that has the highest participation rate (e.g., program enrollment or event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., enrollment in a service learning program) and the single best data source for graduate students (e.g., attendance at a community service event) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a specific program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

5.2 Employee community service program

An institution earns 1 point when it A) has one or more programs designed to support employee community service and B) supports employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's employee community service programs.

Programs sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them. Charitable donations such as workplace giving programs do not qualify.

5.3 Support for public policies to advance sustainability

An institution earns 3 points when A) one or more individuals affiliated with the institution have helped develop public policies that address sustainability challenges during the previous three years and B) the institution has advocated for public policies to advance sustainability during the previous three years. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on policy development and advocacy efforts from within the previous three years.

To qualify, policy advocacy may occur at any level (e.g., municipal, local/regional, national, or international), but must be conducted by individuals in their official roles as representatives of the institution. For example, an individual, office, or governing body making a public statement on behalf of the institution in support of legislation would qualify, whereas an individual acting in a personal capacity would not.

Advocacy efforts that are made exclusively to advance the institution's interests or projects do not qualify. For example, advocating for government funding for campus sustainability may be counted, however lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

5.1 Percentage of students that participate in civic engagement programs

Does the institution have one or more programs to support student civic engagement?:

Yes

Narrative and/or website URL providing an overview of the institution's civic engagement programs for students:

Western has a number of different types of civic engagement programs for students to participate in each year. For example, there are 218 community organizations partnered with Western through community engaged learning providing opportunities for students to learn and contribute to community-based organizations and gain curricular credit. Students can also gain work experience with over 11,000 employers through internships, co-ops and practicums. https://experience.uwo.ca/about/facts_and_figures.html

Each year first year students contribute to the local community through Orientation Serves on the last day of O-Week. http://cel.uwo.ca/students/local_cocurricular/orientation_serves.html

Impact Experience offers all students at Western access to unique co-curricular opportunities to support community projects during Western's Reading Weeks. It includes pre- and post-program elements to build leadership and reflect on the service. <http://cel.uwo.ca/students/impact/index.html>

Percentage of students that participate in community service and/or other civic engagement programs:

25 to 49

Approach used to determine the percentage of students that participate in civic engagement programs:

Direct tracking of participation

Narrative outlining how student participation in civic engagement programs was determined:

Western Student Experience provides a public documentation of Experiential Learning – By the Numbers, available online here: https://experience.uwo.ca/about/facts_and_figures.html

- o To calculate student participation in civic engagement we added the numbers of students participating in the various forms of experiential learning for 2022-23 as follows:

- § 4,700 – work experience through internships, co-ops, and practicums

- § 1,563 – co-curricular activities with community partners

- § 2,470 – community engaged learning courses

- § 1,472 – first year student participation in Orientation Serves

- § Total – 10,205

- § $10,205 / 36,205$ (total students) = 28%

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.1:

2.0

5.2 Employee community service program

Does the institution have one or more programs designed to support employee community service?:

Yes

Narrative and/or website URL providing an overview of the institution's programs to support employee community service:

Western has participated in the Day of Caring program for 23 years. Day of Caring is led by United Way Elgin Middlesex. The program partners organizations who want to volunteer with local organizations who need the help of volunteers. In 2023 Western was partnered with London Cares - The Hub, a United Way funded agency providing street outreach, resting space, and housing stability services to help individuals experiencing homelessness. Western volunteers were tasked with sprucing up the building and property for their day of service.

https://news.westernu.ca/2023/06/caring-for-the-community-western-volunteers-support-united-way/?_gl=1*1ia13eq*_gcl_au*MjAxNzQ0ODgyMy4xNzI1MzY4NjY3

Does the institution support employee volunteering during regular work hours?:

Yes

Narrative and/or website URL providing an overview of the institution's support for community volunteering during regular work hours:

The annual Day of Caring takes place on a weekday during regular work hours where Western volunteers contribute their time to support a local organization. Each year Western participates in this day and collectively with other participating organizations, over 2,400 hours of volunteer time is achieved in one day. On Thursday, June 13, 2024 Western volunteers were dispersed across different areas of the Boys and Girls Club to support crafting, sports, and kitchen needs.

https://unitedway.uwo.ca/news_events/2024/day_of_caring.html

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.2:

1.0

5.3 Support for public policies to advance sustainability

Have one or more individuals affiliated with the institution helped develop public policies that address sustainability challenges within the previous three years?:

Yes

Narrative outlining how individuals affiliated with the institution have helped develop local or regional public policies that address sustainability challenges:

<http://www.events.westernu.ca/events/western-sustainability/2022-10/safeguarding-biodiversity-with-nature-canada.html>

<https://naturecanada.ca/naturebus/>

<https://www.unep.org/news-and-stories/story/cop15-ends-landmark-biodiversity-agreement>

Student-led groups on campus such as the Western Sustainable Leaders Program, Society of Graduate Students, EnviroUSC, and other biodiversity or nature oriented clubs held booths in a central location on campus on November 30, 2022 promoting a letter-writing campaign to advocate for biodiversity protection at COP 15 UN Biodiversity Conference. Nature Canada led a national campaign to tour their "Nature Bus" across the country collecting community input on why nature is important to Canadians. This community input was shared with Canada's Prime Minister in advance of COP 15 for advocacy purposes. Nature Canada's first stop in Ontario was on Western University's campus and in collaboration with the Office of Sustainability, student groups participated in writing letters to add to the Nature Bus advocacy. Ultimately, COP 15 resulted in a landmark agreement to guide global action on nature through to 2030, the Kunming-Montreal Global Biodiversity Framework.

Narrative outlining how individuals affiliated with the institution have helped develop national or international public policies that address sustainability challenges:

Has the institution advocated for public policies to advance sustainability during the previous three years?:

No

Narrative and/or website URL providing an overview of the institution's advocacy for public policies to advance sustainability:

Documentary evidence of the institution's advocacy for public policies to advance sustainability:

Online resource that provides evidence of the institution's advocacy for public policies to advance sustainability:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 5.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Community Partnerships

Score	Responsible Party
7.00 / 9.00	

Criteria

6.1 Sustainability-focused community partnerships

An institution earns 3 points when it has at least one community partnership that is sustainability-focused.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

To qualify as sustainability focused, the primary focus of the community partnership must be on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems.

6.2 Partnerships to support underrepresented groups and vulnerable populations

An institution earns 3 points when it has at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified.

Measurement

Report on the current status of the institution's partnerships with external entities such as civil society organizations, government agencies, and businesses.

6.3 Community partnership assessment

An institution earns 3 points when A) it has published guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships and B) all of the institution's community partnerships for sustainability (as reported in indicators 6.1 and 6.2) are subject to an assessment process that includes joint evaluation by the institution and its community partners. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's community partnership policies, guidelines, and practices. To qualify, published community partnership guidelines must explicitly seek to ensure equity, reciprocity, and/or mutual benefit.

To qualify, an assessment process must address the reciprocity and mutual benefit of the partnerships and include feedback and/or assessment findings from community partners to the institution and from the institution to the community.

"---" indicates that no data was submitted for this field

6.1 Sustainability-focused community partnerships

Does the institution have at least one community partnership that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability-focused community partnerships:

Western University has a Memorandum of Understanding (MoU) with the City of London intended to set out of mutual intentions of the City and Western to advance their joint climate change mitigation and adaptation objectives. The MoU is based upon the mutual understanding that the combined expertise, influence, and commitment of the parties are better applied together to support their common goals.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.1:

3.0

6.2 Partnerships to support underrepresented groups and vulnerable populations

Does the institution have at least one community partnership that explicitly aims to support underrepresented groups and/or vulnerable populations in addressing the sustainability challenges they have identified?:

Yes

Description of the institution's community partnerships to support underrepresented groups and/or vulnerable populations in addressing sustainability challenges:

Environmental Anthropology in Madagascar Field Course

- <https://news.westernu.ca/2024/07/madagascar-field-course-ecotourism/>

https://anthropology.uwo.ca/undergraduate/field_and_methods_courses/Madagascar.html

"Northern Madagascar is home to both some of the world's most spectacular biodiversity, and some of the world's most valuable natural resources. Unsurprisingly, different people in the region have very different ideas as to how to approach this natural wealth." An ongoing challenge is finding different ways to approach this abundance in a way that conserves its natural wealth for future generations, while also improving the socioeconomic welfare of the region's present population

The field course has been running since 2008, involving equal numbers of students from Western University and Université d'Antsirananana (UNA), the partner institution in Madagascar. Together the Western and UNA students have focused on these issues around conservation and natural wealth and related issues, as well as the complexities of transnational and intercultural collaboration in small-scale humanitarian, development and conservation projects in the region.

The field course has been offered for more than 15 years through longstanding partnerships with colleagues and communities in Madagascar. Its longevity is rooted in relationships and reciprocity with both Western and UNA students benefiting from learning opportunities exploring topics of interest to local stakeholders. Most recently, students surveyed rural communities on their understandings of climate change, and recorded important data essential to attracting funds to support climate change mitigation and education projects.

Students presented their findings to an audience of academics and community stakeholders, highlighting some of the impacts of climate change the community has expressed such as the affect of extremely hot or cold weather on crop production and community livelihoods.

The students also explored the ongoing challenge of promoting conservation and providing jobs through sustainable ecotourism. Their goal is to attract tourists who understand the ideology of sustainable ecotourism, minimizing impact on the environment, and supporting local communities who are responsible for taking care of their environment. To this end, the Western and ANU students camped out in community-based campsites currently being developed to provide valuable insights to the local organizations on how the campsites will run in practice. Students are able to model responsible ecotourists and through their experiential learning, also contribute promotional materials describing and capturing images of the ecotourism experience.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.2:

3.0

6.3 Community partnership assessment

Does the institution have published guidelines for creating and maintaining community partnerships that are reciprocal and mutually beneficial?:

Yes

Publication that includes the community partnership guidelines:

Online resource that includes the institution's community partnership guidelines:

https://international.uwo.ca/relations/partners/building_international_partnerships.html

Are all of the institution's community partnerships for sustainability subject to an assessment process that includes joint evaluation by the institution and its community partners?:

No

Description of the institution's approach to community partnership assessment and how the results are used to improve reciprocity and mutual benefit:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 6.3:

1.0

Optional documentation

Notes about the information provided for this credit:

- <http://cel.uwo.ca/partners/index.html>

Additional documentation for this credit:

Continuing Education

Score	Responsible Party
3.00 / 3.00	

Criteria

7.1 Continuing education offerings in sustainability

An institution earns 3 points when it has at least one continuing education course or education program that is sustainability-focused. Partial points are available. An institution that does not have a sustainability-focused continuing education offering, but does have at least one continuing education offering that incorporates sustainability content or addresses a sustainability challenge earns 1.5 points.

Measurement

Report on the current status of the institution's continuing education offerings, i.e., courses and education programs that are targeted to community members who are not otherwise enrolled as students (e.g., working people seeking further education or professional credentials). This may include offerings that are targeted to both students enrolled for credit and community members.

To qualify as sustainability focused, the primary focus of the course or program must be on either the concept of sustainability or the interdependence of ecological and social/cultural/economic systems. This focus must be evidenced by its published title and/or description, either explicitly (e.g., "Introduction to Sustainability") or implicitly, by addressing a sustainability challenge using a systems approach (e.g., "Climate Change, Agriculture and Food Security").

"---" indicates that no data was submitted for this field

7.1 Continuing education offerings in sustainability

Does the institution have at least one continuing education course or program that is sustainability-focused?:

Yes

Narrative and/or website URL providing an overview of the sustainability-focused continuing education course offerings:

<https://news.westernu.ca/2023/09/climate-change-action-course/>

https://geoenvironment.uwo.ca/undergraduate/course_information/new_course_connecting_for_climate_change_action.html

Connecting for Climate Change Action is a new online, asynchronous course developed by a team at Western led by Dr. Katrina Moser. It is offered as both a for-credit undergraduate course on campus, as well as the free online version through Coursera, open to the public. The award-winning course uses a storytelling approach to bring Western and Indigenous Sciences together to educate, encourage discussions, and motivate action on climate change

Does the institution have at least one continuing education offering that is focused on a topic other than sustainability, but incorporates sustainability content or addresses a sustainability challenge?:

No

Narrative and/or website URL providing an overview of the institution's continuing education offerings that incorporate sustainability content or address sustainability challenges:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 7.1:

3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Shared Facilities

Score	Responsible Party
2.00 / 2.00	

Criteria

8.1 Publicly shared facilities

An institution earns 2 points available for this indicator when it provides free or low-cost public access to A) space for public events or meetings, B) a facility that helps people meet their basic needs, C) a facility that provides cultural services, and D) a facility that provides recreational services. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and initiatives.

To qualify as publicly accessible, an institution must provide regular, non-discriminatory means for members of the public to use or avail of at least one facility that meets the criteria outlined above. This may include fee-based or occasional access, as long as access is not denied on grounds such as gender identity, racial or ethnic identity, indigeneity, genetic features, language, religion or belief, membership of a national minority, property, birth, disability, age, or sexual orientation. Campus tours do not qualify.

To qualify as free or low cost access, the institution must make at least one facility available at no cost on a regular basis and/or maintain standing discounts, below-market fees, or a sliding scale fee structure designed to ensure that no local resident is denied access due to their economic status. If claiming points for free or low cost access, include specific information about how it is provided in the appropriate fields below.

"---" indicates that no data was submitted for this field

8.1 Publicly shared facilities

Does the institution have on-site space for meetings or events that is publicly accessible?:

Yes

Does the institution provide free or low cost access to the meeting or event space?:

Yes

Description of the institution's publicly accessible space for meetings or events:

Western provides a number of spaces for meetings and events that are open to the public; including: room reservations through IPB, Western USC and Conference Services. There is also accessibility information for visitors available online.

<https://westernusc.ca/services/reservations/>

<https://conferences.uwo.ca/venues>

<https://accessibility.uwo.ca/visitors/index.html>

<https://www.ipb.uwo.ca/reservations/faq.php>

There is a non-profit rate for external groups to access meeting and event space at a low cost. <https://www.ipb.uwo.ca/reservations/costs.php>

Does the institution have at least one on-site facility that helps people meet their basic needs and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the basic needs facilities?:

Yes

Description of the institution's publicly accessible facilities that help people meet their basic needs:

The Community Legal Services provides free legal services to low-income people in the London community and to Fanshawe College and Western University students. Services are provided by over 125 law students per academic year, who work under the supervision of experienced staff lawyers.

https://law.uwo.ca/legal_clinics/community_legal_services/index.html

Does the institution have at least one on-site facility that provides cultural services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the cultural service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide cultural services:

In 2022 the Wampum Learning Lodge opened at Western after years of planning and community consultation to provide a space on campus for Indigenous Peoples and allies at Western and beyond to share and learn about Indigenous perspectives. The Wampum

Learning Lodge hosts many events and opportunities to visit and engage in cultural services that are publicly accessible. For example, Culture Nights are open to both Western.

<https://news.westernu.ca/2022/11/western-opens-wampum-learning-lodge/>

The Wampum Learning Lodge hosts many events and opportunities to visit and engage in cultural services that are publicly accessible. For example, Culture Nights are open to both Western community members and the broader public:

https://wampumlearninglodge.uwo.ca/programs_and_events/culturenight.html

Does the institution have at least one on-site facility that provides recreational services and is publicly accessible?:

Yes

Does the institution provide free or low cost access to the recreational service facilities?:

Yes

Description of the institution's publicly accessible facilities that provide recreational services:

Students who pay ancillary fees receive a Campus Recreation membership for \$0 and those who don't pay ancillary fees can purchase a membership for \$100 per term. Western employees, retirees and alumni all receive discounted rates. The general public can also access a low cost rate to Campus Recreation of \$600 per year (\$50 per month). In addition, all Campus Recreation members receive preferred rates for aquatic instruction, intramural sports, personal training and special interest courses.

https://www.uwo.ca/campusrec/memberships/rates__privileges.html

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 8.1:

2.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Inter-Campus Collaboration

Score	Responsible Party
2.40 / 3.00	

Criteria

9.1 Inter-campus collaboration for sustainability

An institution earns 3 points when it meets at least five of the following six criteria:

- A. Institution participates in one or more sustainability-focused networks for educational institutions.
- B. Institution has formally shared its sustainability experiences and lessons learned with other institutions during the previous three years.
- C. Institution has a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution.
- D. At least one individual with formal sustainability responsibilities at the institution has served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years.
- E. At least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years.
- F. At least one individual affiliated with the institution has served as a peer reviewer for another institution's sustainability report or data during the previous three years.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and initiatives and activities from within the previous three years.

To qualify, a network may be local, regional, national, or international in scope.

"---" indicates that no data was submitted for this field

9.1 Inter-campus collaboration for sustainability

Does the institution participate in one or more sustainability-focused networks for educational institutions?:

Yes

Description of the institution's participation in sustainability-focused networks for educational institutions:

Western participates in a number of sustainability-focused networks for educational institutions at the regional, national, and international level. Regionally Western participates in Ontario College and University Sustainability Professionals (OCUSP) network through lunch and learns, the AGM, and monthly meetings. Nationally, Western is a part of the Bee Campus Network through Bee City Canada and participates in quarterly meetings and best practices sharing. At a broader scale, Western is a part of the Association for the Advancement of Sustainability in Higher Education (AASHE), including AASHE Connect, a community of sustainability professionals in higher education in North America. Internationally, the Sustainable Development Solutions Network (SDSN) is a network of organizations – mostly in higher education – that supports global connectivity around advancing the UN Sustainable Development Goals.

https://sustainability.uwo.ca/about_us/sustainability_memberships.html

Has the institution formally shared its sustainability experiences and lessons learned with other institutions during the previous three years?:

Yes

Narrative outlining how the institution formally shares its sustainability experiences and lessons learned with other institutions:

Western presented at the Campus Energy 2024 Bridge to the Future conference, hosted by International District Energy Association (IDEA) in San Francisco, CA. Conference delegates included representatives from various universities and colleges as well as support organizations such as consulting firms and energy providers primarily from North America but also globally. Western's presentation, titled "Western University's District Energy Future," featured the key considerations for a district energy system within the context of our university setting along with an overview of Western's carbon reduction strategy and projected energy, carbon, and financial savings. Some of the key lessons learned that were highlighted were around (1) controls complexity; (2) electrical capacity; and (3) funding constraints.

Does the institution have a sustainability-focused articulation/transfer agreement that provides students who are studying sustainability at one institution with a formal pathway to another institution?:

Yes

Description of institution's sustainability-focused articulation/transfer agreements:

Bilateral agreement between Fanshawe College Environmental Technology Diploma or Chemical Laboratory Technology diploma to Western Environmental Science. The bilateral agreement provides a pathway for students from the two diploma programs noted above to Environmental Science and Chemistry at Western.

- Multilateral agreement between Western Environmental Science and:

- Algonquin College (Environmental Technician)
- Canadore College (Environmental Technician)
- Centennial College (Environmental Technician, Environmental Technology)
- Confederation College (Environmental Technician)
- Durham College (Environmental Technology)
- Fleming College (Environmental Technician, Environmental Technology)
- Georgian College (Environmental Technician, Environmental Technology)
- Loyalist College (Environmental Technician, Environmental Technology)
- Mohawk College (Environmental Technician)
- Niagara College (Environmental Technician)
- Norther College (Environmental Technician)
- Sault College (Natural Environment Technologist – Conservation & Management, Natural Environment Technician – Conservation & Management)
- Seneca College (Environmental Technician, Environmental Technology)
- Sheridan College (Environmental Technician, Chemical Engineering Technology - Environmental)
- St. Lawrence College (Environmental Technician)

The multilateral agreement, provides a pathway to full-time study in the Faculty of Science (3-year B.Sc. Environmental Science major, 4-year B.Sc. Environmental Science major, 4-year B.Sc. Environmental Science Specialization, 4-year B.Sc. Environmental Science Honors Specialization), students from the Ontario College noted above.

- Additional reference can be found:
- [Articulation Agreements | Western University | London, Ontario, Canada \(uwo.ca\)](#)
- [Degree Options - New Students - Degree Options - Western Science Academic Advising - Western University \(uwo.ca\)](#)

Has at least one individual with formal sustainability responsibilities at the institution served as a mentor or been mentored by a colleague with sustainability responsibilities at another institution during the previous three years?:

No

Description of the institution's sustainability mentoring activities:

Has at least one individual affiliated with the institution has served in a leadership role for an inter-campus sustainability network, conference, or community of practice during the previous three years?:

Yes

Description of the institution's leadership roles in inter-campus collaboration:

Dr. Beth Hundey is one of the course creators for the award-winning Connecting for Climate Change Action course (https://geoenvironment.uwo.ca/undergraduate/course_information/new_course_connecting_for_climate_change_action.html). The course is available both for credit for Western students and available in a free, online version for the public. All students who complete the open course are invited to join a community of practice for climate change action that is co-led by Dr. Hundey and Adrienne Crowder, a past graduate of Connecting for Climate Change Action and volunteer facilitator. The facilitators collaborate with an advisory committee of past students. The community of practice includes 80 members from across Canada and globally who have completed the course. Many of the community of practice participants are from southwestern Ontario and there is a focus on sharing resources, building collaborations, seeking support for local volunteer initiatives, and continuing education and conversation around climate change action from a two-eyed seeing approach.

Additionally, Western's Sustainability and Compliance Manager, Mary-Lee Townsend has participated in a committee with Ontario College and University Sustainability Professionals (OCUSP) regarding new provincial regulations for Resource Productivity and Recovery Authority (RPRA) to enforce the province's circular economy laws. This committee provides leadership to the broader OCUSP community on the regulatory changes and impacts they have on post-secondary institutions.

Has at least one individual affiliated with the institution served as a peer reviewer for another institution's sustainability report or data during the previous three years?:

No

Description of the institution's peer review activities:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator EN 9.1:

2.4

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Operations

Buildings & Grounds

Points Earned 9.93

Points Available 19.00

This impact area seeks to recognize institutions that are taking steps to improve the sustainability of their buildings and grounds. An institution can design and manage its buildings and grounds in ways that conserve resources, minimize greenhouse gas emissions, support biodiversity and responsible water stewardship, and provide a safe and healthy environment for campus users.

Credit	Points
Building Design and Construction	3.00 / 3.00
Building Operations and Maintenance	1.96 / 5.00
Water Use	3.64 / 6.00
Ecologically Managed Grounds	1.33 / 5.00

Building Design and Construction

Score	Responsible Party
3.00 / 3.00	

Criteria

1.1 Percentage of new floor area designed and constructed to green building standards

An institution earns 3 points when all new campus buildings and major renovation projects completed within the previous five years have been third party certified to a comprehensive green building standard that addresses, at a minimum, energy, indoor environmental quality (IEQ), materials/waste, transportation, water, and the ecological aspects of the site. Incremental points are available based on the certification status of new building space and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's buildings. Include all new buildings and major renovation projects completed within the previous five years, parking structures included. Building space that is yet to be occupied or commissioned, temporary and mobile structures, de minimis projects (e.g., less than 500 square meters in size), and projects that are otherwise ineligible for certification may be excluded.

Third party certification may include formal certification under an external green building rating system or leadership recognition program, commissioning to verify adherence to a green building standard, inspection for compliance with a green building code, or the equivalent, as long as the process is conducted by entities and/or personnel who are not affiliated with the institution and are independent of the building design and construction process.

Any standard definition of building space may be used (e.g., ASHRAE, ANSI/BOMA, IECC) as long as it is used consistently. Building space that meets more than one criterion (e.g., projects certified under a comprehensive green building rating system AND certified to be in compliance with a less comprehensive green building code) may not be double-counted. Building space reported here may be excluded from the Building Operations and Maintenance credit.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

1.1 Percentage of new floor area designed and constructed to green building standards

Total floor area of newly constructed or renovated building space:

104,603.681432406

Floor area of new building space third party certified to a comprehensive green building standard:

104,603.681432406

Floor area of new building space third party certified to a less comprehensive green building standard:

0.0

Floor area of new building space built to green building standards, but not third party certified:

0.0

List and description of building and renovation projects completed within the previous five years:

The Amit Chakma Engineering building, with 9,718 m² floor area, was constructed in the last five years and was certified to LEED Platinum.

https://sustainability.uwo.ca/Campus/energy_carbon/Green%20Buildings.html

If reporting on the institution's custom green building standards, at least one of the following two fields is also required:

Online location of the institution's green building standards:

Copy of the institution's green building standards:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 1.1:

3.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Building Operations and Maintenance

Score	Responsible Party
1.96 / 5.00	

Criteria

2.1 Percentage of existing buildings managed for sustainability performance

An institution earns 5 points when 100 percent of its existing buildings are A) managed under a green cleaning program, B) individually assessed for energy performance, C) individually assessed for indoor environmental quality (IEQ) performance, D) managed or individually assessed for water performance, and E) third party certified to a green building standard, as detailed in the Technical Manual. Incremental points are available and earned as outlined in the manual.

Measurement

Report on the current status of the institution's buildings. Building space that is unoccupied (e.g., parking structures), temporary and mobile structures, very small buildings (e.g., less than 500 square meters in size), and new construction and major renovation projects reported in the Building Design and Construction credit may be excluded.

For further guidance and an updated list of qualifying green building standards, see the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

2.1 Percentage of existing buildings managed for sustainability performance

Gross floor area of existing building space:

9,279,696.337420704

Floor area of existing buildings managed under a green cleaning program:

0.0

Online location of the institution's green cleaning policy:

Copy of the institution's green cleaning policy:

Description of the institution's certified green cleaning service:

Floor area of existing buildings individually assessed for energy performance:

8,878,600.743552033

Narrative outlining how building-level energy performance is assessed and how the results are used to improve performance:

Floor area of existing buildings benchmarked through Ontario O. Reg. 25/23 (Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans). See Ontario Open Data for latest data <https://data.ontario.ca/dataset/energy-use-and-greenhouse-gas-emissions-for-the-broader-public-sector>

Floor area of existing buildings individually assessed for indoor environmental quality (IEQ) performance:

0.0

Narrative outlining how building-level IEQ is assessed and how the results are used to improve performance:

Floor area of existing buildings managed or individually assessed for water performance:

9,279,696.337420704

Online location of the institution's minimum standards for water efficient fixtures, fittings, and equipment:

Copy of the institution's minimum standards for water efficient fixtures, fittings, and equipment:

Narrative outlining how building-level water performance is assessed and how the results are used to improve performance:

Online location of the institution's minimum standards for water efficient fixtures, fittings, and equipment can be found in the Water Use Section (page 14) of our Sustainable Design Guidelines: https://uwo.ca/fm/projects/design_services/design_standards.html

Western has building level water meters installed at all major buildings.

Water performance in all of our residences is reported at the building level on a monthly basis. Water performance all campus buildings is evaluated at the building level on an annual basis using water use intensity and absolute consumption. This information is then cross checked with changes in building use, occupancy and renovations and used to identify potential water leaks. Water performance is also evaluated and reported on at a campus level. See <https://sustainability.uwo.ca/Campus/water/index.html> and https://sustainability.uwo.ca/paces/policy_planning/2024-2029%20Western%20CDM%20Plan_signed.pdf

Floor area of existing buildings third party certified to a green building standard:
0.0

List of the institution’s existing buildings and their green building certifications:

Inventory of the institution’s existing buildings and their green building certifications:

The Reporting Tool will automatically calculate the following six figures:

Percentage of existing buildings managed under a green cleaning program:
0.0

Percentage of existing buildings assessed for energy performance:
95.67770776882818

Percentage of existing buildings assessed for IEQ performance:
0.0

Percentage of existing buildings managed or assessed for water performance:
100.0

Percentage of existing buildings third party certified to a green building standard:
0.0

Points earned for indicator OP 2.1:
1.9567770776882818

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Water Use

Score	Responsible Party
3.64 / 6.00	

Criteria

3.1 Potable water use per person

An institution earns 2 points when its annual potable water use per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark, and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period.

Report population figures from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Include all potable water supplied to or by the institution for its use during the performance period. If data on specific water volumes are not available, an institution may work with its facilities department and/or water utility to estimate figures, e.g., based on billing totals. Water that is recycled on-site, e.g., in closed loop systems, may be counted toward water use once (e.g., at initial withdrawal or procurement from a supplier) and excluded at subsequent uses.

3.2 Potable water use per square meter

An institution earns 2 points when its annual potable water use per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report gross floor area of building space from the same time period as that from which water use data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

3.3 Systems for water recovery and return

An institution earns 1 point when it has systems on-site to A) harvest rainwater, B) recover water for reuse, and C) collect and return water to surface water or groundwater through on-site green infrastructure (GI). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and existing infrastructure.

3.4 Ratio of water recovered/returned to total water withdrawal

An institution earns the maximum points available for this indicator when the estimated annual volume of water recovered and/or returned on-site is equal to 100 percent or more of its total water withdrawal. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on current practices and the most recent annual (fiscal or calendar year) data available from within the previous three years.

On-site water recovery and return may be estimated based on measured performance (e.g., metered use or changes in water storage), the design specifications of the systems used, and/or modeling tools such as those listed by the [US Environmental Protection Agency \(EPA\)](#).

"---" indicates that no data was submitted for this field

3.1 Potable water use per person

Level of water quantity risk for the institution's main campus:

Medium-high

Performance year for water use:

2023

Peer group:

Doctoral universities and research institutions

Potable water from off-site sources:

219,437,420.886372

Reclaimed water from off-site sources:

0.0

Other off-site water sources:

0.0

Potable water from on-site sources:

0.0

Other on-site water sources:

0.0

Full-time equivalent student enrollment:

36,205.0

Full-time equivalent of employees:

4,132.0

The Reporting Tool will automatically calculate the following four figures:

Annual potable water use:

219,437,420.886372

Full-time equivalent students and employees:

40,337.0

Annual potable water use per person:

5,440.101586434292

Points earned for indicator OP 3.1:

1.4363206187884199

3.2 Potable water use per square meter

Gross floor area of building space:

9,279,696.337420704

The Reporting Tool will automatically calculate the following two figures:

Annual potable water use per unit of floor area:

23.64706038936936

Points earned for indicator OP 3.2:

1.2704443163754573

3.3 Systems for water recovery and return

Does the institution harvest rainwater on-site for storage and use?:

No

Narrative and/or website URL providing an overview of the institution's on-site rainwater harvesting systems:

Does the institution recover water on-site for reuse?:

Yes

Narrative and/or website URL providing an overview of the institution's on-site water recovery and reuse systems:

The central steam heating plant collects condensate for use for steam production.

Does the institution collect and return water to surface water or groundwater through on-site green infrastructure?:

Yes

Narrative and/or website URL providing an overview of the institution's on-site green infrastructure:

Low impact development (LID) systems are also being implemented to reduce stormwater runoff and increase infiltration of water into the ground during heavy rains or snow melts. Western recently installed its first rain garden in front of the Physics and Astronomy Building. The garden is designed to help handle runoff during storms, and naturally filter salt and other debris from stormwater as it's absorbed into the ground. The garden also helps support biodiversity with native plants, and an improved pedestrian experience of the space with seating to enjoy the garden and nature that visits.

<https://sustainability.uwo.ca/Campus/water/wconservation.html>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 3.3:

0.6666666666666666

3.4 Ratio of water recovered/returned to total water withdrawal

Does the institution have methodologies in place to estimate or model the annual volume of water recovered and/or returned on-site?:

Yes

Narrative outlining the methodologies used to estimate or model the annual volume of water recovered and/or returned on-site:

Condensate return calculations. In 2023, the central steam heating plant used 279,358 m³ of water, only 61,729 m³ was directly from the municipality, the remaining 217,629 was from recovered steam condensate.

Estimated volume of rainwater harvested on-site for storage and use:

0.0

Estimated volume of water recovered on-site for reuse:

57,491,499.504708

Estimated volume of water collected and returned through on-site green infrastructure:

0.0

The Reporting Tool will automatically calculate the following four figures:

Annual volume of water recovered and/or returned:

57,491,499.504708

Total water withdrawal:

219,437,420.886372

Ratio of water recovered/returned to total water withdrawal:

0.26199496545522183

Points earned for indicator OP 3.4:

0.26199496545522183

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Ecologically Managed Grounds

Score	Responsible Party
1.33 / 5.00	

Criteria

4.1 Organic landscaping/grounds services

An institution earns 2 points when its landscaping/grounds services have eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides (only materials approved for organic use are used). Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives and inventories completed or updated within the previous year.

Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services are excluded (e.g., natural/semi-natural areas and agricultural land).

Consistent with the NOFA Standards for Organic Land Care, an organic management program may allow rescue treatments using non-organic pesticides to control insect and disease problems that can cause significant harm, provided there are no effective organic alternatives. The procedure for making such a decision must be documented in the institution's organic IPM plan/protocol or equivalent.

4.2 Ratio of ecologically managed green space to total managed green space

An institution earns 3 points when the weighted area protected or restored or otherwise managed ecologically is equal to or greater than the total area of managed campus green space. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's grounds. Include the total area of green space actively managed within the institution's STARS reporting boundary, e.g., by the institution's in-house and/or contracted landscaping/grounds service. Vegetated roof surfaces may be included, at the institution's discretion, as long as they are included consistently.

An area may be reported for each attribute that applies to it. For example, a park that is managed organically and overlaid with tree canopy earns points for both attributes.

To qualify as a protected area, the geographical space must be recognized, dedicated, and managed, through legal or other effective means (which may include policies, protocols, and/or plans), to achieve the long term conservation of nature with associated ecosystem services and cultural values.

To qualify as a restored area, the geographical space must have been subject to intentional activities to initiate or accelerate the recovery of the ecosystem from a degraded state, for example, by allowing the natural regeneration of an overexploited ecosystem or by planting native or adapted vegetation.

To complete this indicator, an institution may use [i-Tree Tools](#) or an equivalent resource to define and measure the area of green space actively managed by the institution and, within that area, measure the areas that have each of the attributes listed in Table II in the Technical Manual. For further guidance, see the [STARS Help Center](#).

"---" indicates that no data was submitted for this field

4.1 Organic landscaping/grounds services

Do the institution's landscaping/grounds services employ a written Integrated Pest Management (IPM) protocol that follows a four-tiered approach?:

No

Online location of the institution's IPM protocol:

Copy of the institution's IPM protocol:

Do the institution's landscaping/grounds services publish, on at least an annual basis, an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds?:

No

Online location of the institution's chemical inventory:

Copy of the institution's most recent chemical inventory:

Do the institution's landscaping/grounds services manage one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, or herbicides?:

Yes

Narrative and/or website URL providing an overview of the institution's organic landscaping/grounds policies and practices:

Yes, these include:

Ivey Spencer Leadership Centre

Springett & FRAM Lands

Baldwin Flats

Gibbons Lodge

https://sustainability.uwo.ca/Campus/buildings_green_space/index.html

Have the institution's landscaping/grounds services eliminated their use of synthetic fertilizers, pesticides, fungicides, and herbicides?:

No

Online resource affirming the organic status of the institution's landscaping/grounds services:

Document affirming the organic status of the institution's landscaping/grounds services:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 4.1:

0.5

4.2 Ratio of ecologically managed green space to total managed green space

Total area of managed green space:

1,191.0461

Area protected or restored:

121.08145

Area of tree canopy:

249.57605

Area managed organically:

121.08145

The Reporting Tool will automatically calculate the following four figures:

Ratio of areas protected or restored to total managed green space:

0.1016597510373444

Ratio of tree canopy to total managed green space:

0.2095435684647303

Ratio of areas managed organically to total managed green space:

0.1016597510373444

Points earned for indicator OP 4.2:

0.8257261410788382

Optional documentation

Notes about the information provided for this credit:

13 hc gibbons

9.27 hc baldwin flats

0.02 hc live stake planting

2.64 hc medway/thames area

3.45 hc west bank of the thames, north of UDR

3hc west bank, south of UDR

14.5 hc adjacent to Medway Valley ESA

2.63 medway creek behind north residence

0.7hc, IGAB woods

measured using COL maps: <https://maps.london.ca/WebDocuments/MapGallery/MapGallery/Index>

Number shown for tree canopy uses average tree canopy in the City of London (see link below) and applied that percentage to our total area of managed green space.

<https://insights.sustainability.google/places/ChIJC5uNqA7yLogRIWsFmmnXxyg/trees?ty=2023&hl=en-US>

Additional documentation for this credit:

Energy & Climate

Points Earned 12.68

Points Available 26.00

This impact area seeks to recognize institutions that are improving their energy efficiency, switching to clean and renewable energy sources, and measuring and reducing their greenhouse gas emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. These impacts are particularly pronounced for marginalized communities and low-income countries. Colleges and universities can help address climate change by moving to eliminate their own greenhouse gas emissions and supporting the development and use of clean and renewable energy more broadly.

Credit	Points
Energy Use	3.61 / 10.00
Greenhouse Gas Emissions	9.07 / 16.00

Energy Use

Score	Responsible Party
3.61 / 10.00	

Criteria

5.1 Energy consumption per square meter

An institution earns 3 points when its annual energy consumption per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. Use the most recent single year for which data are available or the annual average from throughout the period. An institution may choose the start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12 month (or three year) period.

Report floor area for the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.2 Energy consumption per person

An institution earns 3 points when its annual energy consumption per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available based on the institution's performance between a maximum threshold and the benchmark and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which energy data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

5.3 Percentage of energy from renewable sources

An institution earns 3 points when 100 percent of its annual energy consumption is from renewable sources. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same performance period used in indicator 5.1.

The percentage of a utility's standard or default product that is traceable to renewable sources may be included as electricity from uncertified off-site renewable sources to the extent that the renewable attributes of the energy are retained or retired on behalf of the institution (or a group including the institution) and that no other entities can lay claim to the renewable attributes of the same megawatt-hour of generation. An institution whose electricity supplier does not offer a bundled product or retain or retire the renewable attributes of its standard or default product on behalf of its customers may report the percentage of the utility's residual supply that is renewable and has not been claimed in compliance or voluntary markets.

For information about AASHE-approved equivalents, see the [STARS Help Center](#).

5.4 Percentage of electricity from on-site or certified renewable sources

An institution earns 1 point when it supports the development of clean and renewable energy sources to the extent that the energy represented by the options listed below amounts to 100 percent of total electricity consumption. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicators 5.1 and 5.3.

"---" indicates that no data was submitted for this field

5.1 Energy consumption per square meter

Convert site energy figures to megawatt-hours (MWh) using the [STARS energy calculator](#) or an equivalent resource.

Performance year for energy use:

2023

Peer group:

Doctoral universities and research institutions

Gross floor area of building space:

9,279,696.337420704

Electricity

Electricity generated by on-site renewable systems:

167.0

Description of the on-site renewable systems:

Amit Chakma Engineering Building has rooftop solar.

On-site renewable electricity exported:

0.0

Electricity from off-site sources:

137,839.0

Stationary fuels

Include all liquid, solid, and gaseous fuel products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not. Transportation fuels are excluded.

Natural gas:

269,464.0

Propane/LPG:

0.0

Heating oil:

290.0

Coal/coke:

0.0

Bioenergy products:

0.0

Other stationary fuels:

0.0

Heating and cooling from off-site sources

Include all district heating and cooling products sourced during the performance year from a utility or municipal facility.

Steam from off-site sources:

-34,792.0

Hot water from off-site sources:

0.0

Chilled water from off-site sources:

0.0

The Reporting Tool will automatically calculate the following six figures:

Total electricity consumption:

138,006.0

Total stationary fuel consumption:

269,754.0

Total heating and cooling from off-site sources:

-34,792.0

Total annual energy consumption:

372,968.0

Annual energy consumption per unit of floor area:

40.19181510522994

Points earned for indicator OP 5.1:

1.3559931847140245

5.2 Energy consumption per person

Full-time equivalent student enrollment:

36,205.0

Full-time equivalent of employees:

4,132.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

40,337.0

Annual energy consumption per person:

9,246.299923147482

Points earned for indicator OP 5.2:

2.2526150351604564

5.3 Percentage of energy from renewable sources

Each MWh may only be counted once, i.e., in no more than one of the documentation fields provided. Note that electricity generated by on-site renewable systems is reported above for indicator 5.1. Energy attribute certificates (EACs) include RECs, GOs, and I-RECs.

Contractual instruments for renewable electricity

Energy attribute certificates (EACs) sold or not owned by the institution:

0.0

Electricity from certified off-site renewable sources:

0.0

Description of the certified off-site renewable sources of electricity:

Electricity from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of electricity:

Certified unbundled EACs:

0.0

Description of the certified unbundled EACs:

Renewable stationary fuels

Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource. Include products sourced during the performance year for the purpose of producing electricity and/or thermal energy, irrespective of whether they were used or not.

Certified bioenergy products:

0.0

Description of the certified bioenergy products:

Uncertified biomethane from organic waste or landfill gas:

0.0

Description of the uncertified biomethane products:

Heating and cooling from off-site renewable sources

For example, district steam or hot water supplied by a municipal geothermal system. Convert all units to MWh using the [STARS energy calculator](#) or an equivalent resource.

Heating and cooling from certified off-site renewable sources:

0.0

Description of the certified off-site renewable sources of heating and cooling:

Heating and cooling from uncertified off-site renewable sources:

0.0

Description of the uncertified off-site renewable sources of heating and cooling:

Demand reduction

Description of any cogeneration, solar thermal, geothermal, or similar technologies used by the institution that reduce the demand for non-renewable energy:

The Reporting Tool will automatically calculate the following seven figures:

Electricity from on-site renewable systems, rights retained/retired:

167.0

Electricity from renewable sources:

167.0

Renewable stationary fuels:

0.0

Heating and cooling from off-site renewable sources:

0.0

Annual renewable energy consumption:

167.0

Percentage of energy from renewable sources:

0.04477595933163167

Points earned for indicator OP 5.3:

0.00134327877994895

5.4 Percentage of electricity from on-site or certified renewable sources

The Reporting Tool will automatically calculate the following three figures:

On-site and/or third party certified renewable power:

167.0

Percentage of electricity from on-site and/or third party certified renewable sources:

0.12100923148268916

Points earned for indicator OP 5.4:

0.0012100923148268916

Optional documentation

Notes about the information provided for this credit:

Western University sells steam to University Hospital. In 2023, sold 99,676,000 lbs at around 110 psig. Worksheet assumes 150 psig and uses 1194 btu/lb. Adjusted to 1191 btu/lb @110psig.

Additional documentation for this credit:

Greenhouse Gas Emissions

Score	Responsible Party
9.07 / 16.00	

Criteria

6.1 Greenhouse gas emissions inventory and disclosure

An institution earns 4 points when it has completed one or more inventories within the previous three years to quantify its emissions from at least nine of the 10 sources listed below. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual GHG emissions data available from within the previous three years. An institution may choose the annual start and end dates that work best with the data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period.

To conduct a GHG emissions inventory, an institution may use any methodology or calculator that is consistent with the standards and guidance provided by the World Resources Institute and the World Business Council for Sustainable Development (WRI/WBCSD). Examples include the GHG Protocol Corporate Standard, The Climate Registry's General Reporting Protocol (GRP), and the Sustainability Indicator Management and Analysis Platform (SIMAP).

For scope 2 GHG emissions, an institution may use a market-based method, a location-based method, or both (dual reporting).

For scope 3 GHG emissions, indicate to what extent all of the institution's relevant scope 3 activities in the category have been accounted for within the previous three years. To qualify as "full accounting", an institution must have accounted for all relevant scope 3 activities in the category. To qualify as "partial accounting", an institution must have accounted for at least one relevant scope 3 activity in the category. For example, an institution that has quantified its scope 3 GHG emissions for purchased food and paper, but has excluded other relevant purchased goods and services would report "partial accounting".

6.2 Greenhouse gas emissions per square meter

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by gross floor area of building space, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report floor area from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.3 Greenhouse gas emissions per person

An institution earns 4 points when it has achieved zero scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance, normalized by full-time equivalent students and employees, between a maximum threshold and the zero emissions target and earned as outlined in the Technical Manual.

Measurement

Report population figures from the same time period as that from which GHG emissions data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

6.4 Adjusted net greenhouse gas emissions

An institution earns 4 points when it has achieved zero adjusted net scope 1 and 2 GHG emissions. Incremental points are available based on the institution's performance between a baseline and the net zero emissions target and earned as outlined in the Technical Manual.

Measurement

For carbon sinks, report on the same performance period used in indicator 6.1.

For baseline emissions, an institution may choose annual start and end dates that work best with the historic data available (e.g., fiscal or calendar year), as long as data are reported from a consecutive 12-month period. This may be, for example, a baseline year that the institution has adopted as part of its sustainability plans or policies or in the context of other reporting obligations.

"---" indicates that no data was submitted for this field

6.1 Greenhouse gas emissions inventory and disclosure

Scope 1 and 2 GHG emissions inventory

Has the institution completed an inventory within the previous three years to quantify its scope 1 and scope 2 GHG emissions?:

Yes

Copy of the institution's GHG emissions inventory:

Online location of the institution's GHG emissions inventory:

https://sustainability.uwo.ca/Campus/energy_carbon/ghg_emissions.html

Performance year for scope 1 and 2 GHG emissions:

2023

Description of the methodology or calculator used to conduct the scope 1 and 2 GHG emissions inventory:

GHG Emissions reported per the requirements of Canada's Output-Based Pricing System regulations.

Scope 1 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Scope 1 GHG emissions from stationary combustion:

40,731.0

Scope 1 GHG emissions from mobile combustion:

381.0

Scope 1 GHG process emissions:

0.0

Scope 1 GHG fugitive emissions:

0.0

Scope 2 GHG emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Which of the following methods were used to quantify the institution's scope 2 GHG emissions?:

Location-based

Scope 2 GHG emissions from off-site sources of electricity (market-based):

0.0

If using a location-based or dual reporting method, the following field is also required:

Scope 2 GHG emissions from off-site sources of electricity (location-based):

5,915.0

Scope 2 GHG emissions from off-site sources of heating and cooling:

0.0

The Reporting Tool will automatically calculate the following figure:

Annual scope 1 and 2 GHG emissions:

47,027.0

Biogenic emissions

If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required:

Does the institution's GHG emissions accounting method separate out biogenic emissions for disclosure purposes?:

Yes

GHG emissions from biogenic sources:

0.0

Scope 3 GHG emissions

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from business travel?:

Partial accounting

Scope 3 GHG emissions from business travel:

2,526.0

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from commuting?:

Not at all

Scope 3 GHG emissions from commuting:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from purchased goods and services?:

Not at all

Scope 3 GHG emissions from purchased goods and services:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from capital goods?:

Not at all

Scope 3 GHG emissions from capital goods:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2?:

Partial accounting

Scope 3 GHG emissions from fuel- and energy-related activities not included in scope 1 or scope 2:

7,827.89

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from upstream transportation and distribution?:

Not at all

Scope 3 GHG emissions from upstream transportation and distribution:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions from waste generated in operations?:

Not at all

Scope 3 GHG emissions from waste generated in operations:

Within the previous three years, to what extent has the institution quantified its scope 3 GHG emissions in all other applicable categories identified in the GHG Protocol Scope 3 Standard?:

Not at all

Scope 3 GHG emissions from other applicable categories identified in the GHG Protocol Scope 3 Standard:

If any scope 3 activities have been quantified, the following field is also required:

Description of the methodologies used to identify and account for the institution's relevant scope 3 activities:

Partial accounting of business travel encompasses directly financed air travel and car rentals. Emissions are provided by travel management company.

Directly financed air travel: 2,033 MtCO₂e

Methodology provided by travel management compay for directly finance air travel:

Air travel CO₂ emissions are estimated based on the number and distance of flights. To calculate, we first find the distance between each flight's origin and destination (based on latitude and longitude). Next, we use that distance to categorize flights as a short, medium, or long-haul. Finally, we select the factor for the carbon emissions based on the class category of the flight and multiply it by the distance. The calculations are as follows:

$$[\text{Flight Distance}] \times [\text{Air CO}_2 \text{ Index}] = \text{kg of CO}_2$$

Flight Type	Cabin	kg of CO ₂ per km
Short Haul up to 1,000 km	All	0.26605
	Economy / Premium Economy	0.15765
Medium Haul up to 3,700 km	Business / First Class	0.23648
	Economy / Premium Economy	0.24068
Long Haul over 3,700 km	Business Class	0.43624
	First Class	0.60171

Car rentals: 493 MtCO₂e

Methodology provided by rental agency:

The methodology for calculating total greenhouse gas (GHG) emissions in metric tonnes of Carbon Dioxide equivalents (MT CO₂e) reporting is summarized as follows – (1) Calculate the average combined fuel economy for each car class driven. (1b) Note: miles per gallon and litres/100km figures provided in this report are an aggregate based the U.S. EPA combined MPG on all makes and models that make up the car classifications as defined by the Association of Car Rental Industry System Standards (ACRIS) within the fleet of vehicles operated by the Enterprise Holdings brands, and may not reflect the exact EPA figures for a particular make and model, the driving conditions encountered during a particular rental, nor the driving style of the renter. (2) Calculate the amount of fuel consumed by dividing the total distance driven in the car class by the average combined fuel economy for that car class. (3a) Calculate total Carbon Dioxide (CO₂) by multiplying the quantity of fuel consumed for each vehicle by the EPA emissions factor for each car class (0.00878 metric tonnes CO₂ per gallon). (3b) Calculate total Methane (CH₄) by multiplying the miles driven by 5.0e-09 metric tonnes CH₄ per mile. The metric tonnes of CH₄ are then converted to MT CO₂e by multiplying by 28 - the GP for CH₄. (3c) Calculate total Nitrous Oxide (N₂O) by multiplying the miles driven by 1.4e-09 metric tonnes N₂O per mile. The metric tonnes of N₂O are then converted to MT CO₂e by multiplying by 265 - the GWP for N₂O. (4) Total GHG emissions in MT CO₂e is the sum of the metrics tonnes of CO₂ + metric tonnes of CO₂e for CH₄ + metric tonnes of CO₂e for N₂O. Add CO₂e emissions for each vehicle class together to obtain total CO₂e emissions. Note: Global Warming Potential (GWP) values used in calculations are as reported within the Intergovernmental Panel on Climate Change's (IPCC) Fifth Assessment Report. Emission factors are from EPA Emission Factors for GHG Inventories (March 16, 2023), Table 2 - Mobile Combustions for CO₂ and Table 3 - Mobile Combustion CH₄ and N₂O for On-Road Gasoline Vehicles.

Partial accounting of Scope 3 emissions from fuel- and energy-related activities encompasses emissions from district steam sold to University Hospital. Emissions calculated at 99,676,000 lbs at 0.0785 kgCO₂e/lb.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 6.1:

1.625

6.2 Greenhouse gas emissions per square meter

Peer group:

Doctoral universities and research institutions

Gross floor area of building space:

9,279,696.337420704

The Reporting Tool will automatically calculate the following two figures:

Annual scope 1 and 2 GHG emissions per unit of floor area:

5.067728300963216

Points earned for indicator OP 6.2:

2.9035457902705315

6.3 Greenhouse gas emissions per person

Full-time equivalent student enrollment:

36,205.0

Full-time equivalent of employees:

4,132.0

The Reporting Tool will automatically calculate the following three figures:

Full-time equivalent students and employees:

40,337.0

Annual scope 1 and 2 GHG emissions per person:

1,165.8526910776707

Points earned for indicator OP 6.3:

3.429063324643648

6.4 Adjusted net greenhouse gas emissions

Carbon sinks

Report figures for the performance year. If claiming points for a scope 1 and scope 2 GHG inventory, the following information is required. Non-additional sequestration does not qualify as a carbon sink for scoring purposes, but may be reported in the optional field provided.

Third party certified carbon offsets:

0.0

Description of the institution's third party certified carbon offsets:

Carbon storage from on-site composting:

0.0

Description of the institution's carbon storage from on-site composting:

Carbon sold or transferred:

0.0

Carbon storage from non-additional sequestration on institution-owned land:

Baseline emissions

Does the institution have baseline scope 1 and 2 GHG emissions data?:

Yes

Copy of the institution's baseline GHG emissions inventory:

Online location of the institution's baseline GHG emissions inventory:

https://sustainability.uwo.ca/Campus/energy_carbon/ghg_emissions.html

Baseline year for scope 1 and 2 GHG emissions:

2005

Narrative outlining when and why the GHG emissions baseline was adopted:

TO match Federal GHG reduction commitments.

Baseline scope 1 and 2 GHG emissions:

65,209.0

The Reporting Tool will automatically calculate the following four figures:

Net carbon sinks:

0.0

Adjusted net scope 1 and 2 GHG emissions:

47,027.0

Percentage reduction in scope 1 and 2 GHG emissions from baseline:

27.882654234844885

Points earned for indicator OP 6.4:

1.1153061693937953

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Food & Dining

Points Earned 3.98

Points Available 10.00

This impact area seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and has a higher per-calorie environmental intensity than plant-based foods. Farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. To compound matters, it is estimated that more than a fourth of the food that is produced is wasted and food waste itself is a significant contributor to global climate change.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from and how it was produced. Prioritizing sustainably and ethically produced food encourages environmentally friendly and humane farming methods and helps eliminate unsafe working conditions and alleviate poverty for farmers and farm workers. Prioritizing plant-based foods reduces greenhouse gas emissions and other negative social and ecological impacts associated with animal agriculture. Sourcing products from social impact suppliers helps build fair and resilient food systems. Diverting food waste for recovery purposes can help feed people, produce useful products, and reduce the climate impacts of the food system.

Credit	Points
Dining Service Procurement	2.48 / 8.00
Food Recovery	1.50 / 2.00

Dining Service Procurement

Score	Responsible Party
2.48 / 8.00	

Criteria

7.1 Percentage of food and beverage spend that meets sustainability criteria

An institution earns 6 points when the weighted cost of purchased food and beverage products that meet the sustainability criteria outlined in Table I is at least equal to the total food and beverage spend. Incremental points are available and earned as outlined in the Technical Manual.

Food and beverage sustainability criteria

Scope

- Fresh food, e.g., produce, meat, eggs, fish, and shellfish
- Packaged or prepared food, e.g., spices, oils, sugar, grains, baked goods, candies, frozen food, dairy products, and processed foods
- Beverages, e.g., liquid and packaged sports and soft drinks, fruit juices, tea, coffee, and bottled water

Sustainability criteria

A. Sustainably or ethically produced

- Certified to one or more of the following:
 - An organic standard that is endorsed by [I-FOAM Organics International](#) or requires conformance to an I-FOAM endorsed organic standard
 - An ISO Type I ecolabel or sustainability standard for food and beverage products that is developed or administered by a farm/food workers' organization or an ISEAL Alliance or Global Ecolabelling Network member organization
 - An environmental sustainability, fair trade/labor, or animal welfare standard recognized at Level 1, 2, or 3 in the [Anchors in Action Aligned Framework](#) (US) or an AASHE-approved equivalent standard (in countries

other than the US).

- Recommended by Monterey Bay Aquarium Seafood Watch (Best Choice, Certified, or Good Alternative) or a regional sustainable fish and seafood program approved by AASHE.
- Produced by campus farms or gardens using sustainable or ethical methods

AND/OR

- Grown, raised, or caught by small producers using sustainable or ethical methods, as evidenced by or documented through one or more of the following:
 - Participatory Guarantee System (PGS)
 - Short food supply chain (SFSC)
 - Small Producers' Symbol (SPP)
 - World Fair Trade Organization (WFTO) or Fair Trade Federation (FTF) membership
 - An alternative verification program led by farm/food workers, academic or student researchers, an NGO, or a producer cooperative

AASHE maintains an [updated list of qualifying certifications and programs](#).

B. Plant-based foods

- Unprocessed and minimally processed fruits, vegetables, sprouts, legumes, pulses, soy foods, nuts, seeds, herbs,

spices, seaweed, algae, fungi, whole grains (e.g., flour, oats, and rice), coffee beans, and tea leaves

- Culinary ingredients obtained directly from plants (e.g., oils, syrups, starches, and sweeteners)
- Processed foods that are predominantly derived from plants and/or fungi and contain no ingredients derived from animals. Examples include preserved fruits and vegetables, fruit and vegetable juices, tofu and tempeh, plant-based alternatives to meat and dairy, and products certified to a standard for vegan or plant-based foods (e.g., V-Label, Plant-Based Food Association, or SCS-109).

Products predominantly composed of ingredients of neither plant/fungi nor animal origin that are not intended as alternatives to meat or dairy (e.g., packaged mineral water with fruit flavoring) do not qualify as plant-based.

Measurement

Report the most recent data available from within the previous three years. An institution may track purchases over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include food and beverage expenditures by the institution's self-operated dining services or the institution's contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo). Outlets that are unique to the institution or its food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Franchises (e.g., regional or global brands), independent operators, convenience stores, vending services, concessions, and de minimus purchases by other entities may be excluded.

If a product category or type is excluded from the analysis (e.g., due to data tracking limitations), the exclusion must be disclosed in the methodology documentation field provided.

Products sourced from a campus farm or garden, but not purchased, may be accounted for based on estimated market value.

For transparency, an inventory of qualifying purchases must be provided. The inventory may be in any format as long as sufficient information is provided to justify each product's inclusion, including its name/

description and the sustainability criterion met (i.e., a specific certification/ecolabel or a note that the product was sourced from a qualifying campus farm/garden or small producer). [A template is available](#). For plant-based foods, an itemized inventory is not required (see guidance below), however sufficient information must be provided about the broad categories used in the analysis to allow an independent reviewer to understand how the percentage of spend on plant-based foods was determined. This information may be included in the template or provided in the relevant narrative documentation field.

Sustainably or ethically produced products

An institution may report on purchases that meet the Real Food Standards (US) or another set of standards that adhere to the Anchors in Action Aligned Framework in lieu of the sustainable/ethical criteria provided. For example, an institution may report its verified Real Food percentage as the “percentage of food and beverage spend on products that are sustainably or ethically produced” and upload its Real Food Calculator results as evidence.

A purchase that meets more than one sustainable/ethical criterion may not be double-counted. For example, purchased coffee that is both certified Organic and Fairtrade certified may only be counted in the sustainable/ethical spend once. A purchase that is both sustainably/ethically produced and a plant-based food, however, should be included in both percentage figures.

To claim points for a recommended fish or seafood product that is not third party certified, an institution must have sufficient information on the specific species and where and how it was caught or farmed to be able to affirm its recommended status.

Products that are sustainably or ethically produced and products that are conventionally produced must be reported separately to the extent possible. In cases where a single-ingredient product is gathered from multiple farms or boats and aggregated prior to distribution (e.g., fluid milk), a purchase may qualify as sustainably or ethically produced if the distributor is able to verify that more than 50 percent of the product (by volume) meets the criteria.

A product from a secondary processor (e.g., an artisan, baker, cheese/yogurt maker, or coffee roaster) qualifies as sustainably or ethically produced if the predominant/defining raw ingredient (or more than 50 percent of ingredients, by weight, salt and water excluded) is sustainably or ethically produced. Examples of predominant/defining raw ingredients include the flour in bread, the milk in cheese, and the tomatoes in tomato sauce.

Plant-based foods

To quantify the spend on plant-based foods, it is recommended that an institution only count as plant-based those broad categories of food purchases for which all items clearly meet the criteria (e.g., fresh produce; whole grains; canned, jarred, and frozen fruits, vegetables, and legumes; and plant-based alternatives to meat and dairy). A more refined approach, e.g., based on a line item inventory, is welcome, but is not required and may not result in a significantly higher score.

7.2 Percentage of dining service spend with social impact suppliers

An institution earns 2 points when at least 10 percent of the spend managed by its dining services is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its dining service spend is with social impact suppliers earns 1 point.

Measurement

Report on the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track suppliers over a full one-year time period or use a representative sample that includes data from an academic term or similar period. When using samples, an institution must accommodate seasonal and other variations in food and beverage availability and purchasing, for example, by including an equal number of months within and outside the local growing season.

At a minimum, the analysis must include the food and beverage spend managed by the institution's self-operated dining services or its contracted food service management company (e.g., Aramark, Bon Appétit Management Company, Chartwells, or Sodexo), but may also include expenditures on other goods and services (e.g., supplies, equipment, and cleaning services) at the institution's discretion. Expenditures on items other than goods and services are excluded (e.g., salaries, wages, benefits, employee expenses, insurance, interest, taxes, utilities, and building leases). Outlets that are unique to the institution or its contracted food service management company (e.g., retail concepts developed and managed by the institution or contractor) should be included. Procurement managed by other entities (e.g., franchises) may be excluded.

The analysis may be limited to the dining program's Tier One suppliers (e.g., its food distributors and other direct suppliers), focus on its Tier Two suppliers (e.g., the producers that supply its food distributors and other direct suppliers), or include multiple tiers in the supply chain as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

"---" indicates that no data was submitted for this field

7.1 Percentage of food and beverage spend that meets sustainability criteria

Performance year for food and beverage purchasing:

2023

Percentage of food and beverage spend on products that are sustainably or ethically produced:

2.03

Percentage of food and beverage spend on plant-based foods:

39.35

Inventory of qualifying food and beverage purchases:

[V02_STARS_3.0_Food_and_Beverage_Purchasing_Inventory_FINAL_FOR_SUBMISSION.xlsx](#)

Description of the methodology used to determine the spend on products that are sustainably or ethically produced:

Sustainability is an imperative for Western University, and we are dedicated to integrating it into all aspects of our operations—including food procurement. Our Hospitality Services team has collaborated with our primary food service vendors to thoroughly analyze the products we source. By cross-referencing an itemized product list with recognized sustainability certifications, we have compiled a detailed inventory of sustainable options currently in use across campus.

We continue to examine our food offerings for opportunities to align with our sustainability goals and values, with a goal of fostering responsible sourcing and eco-friendly practices throughout the University.

Description of the methodology used to determine the spend on plant-based foods:

Sustainability is an imperative for Western University, and we are dedicated to integrating it into all aspects of our operations—including food procurement. Our Hospitality Services team has collaborated with our primary food service vendors to thoroughly analyze the products we source. By carefully reviewing the product descriptions, analyzing ingredient profiles and utilizing key word searches across all product categories, we have compiled a detailed inventory of plant-based options currently in use across campus.

We continue to examine our food offerings for opportunities to align with our sustainability goals and values, with a goal of fostering responsible sourcing and eco-friendly practices throughout the University.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.1:

2.4828

7.2 Percentage of dining service spend with social impact suppliers

Does the institution have sufficient data on its dining service spend to pursue this indicator?:

No

Performance year for social impact dining service purchasing:

Percentage of dining service spend with social impact suppliers:

Narrative and/or website URL providing an overview of the dining service program's social impact suppliers:

Description of the methodology used to determine the spend with social impact suppliers:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 7.2:

0.0

Optional documentation**Notes about the information provided for this credit:**

<https://hospitalityservices.uwo.ca/sustainability.cfm>

Additional documentation for this credit:

Food Recovery

Score	Responsible Party
1.50 / 2.00	

Criteria

8.1 Food recovery program

An institution earns 2 points when its dining services A) donate surplus food on at least a monthly basis, divert B) pre-consumer (back of house) and C) post-consumer (front of house) food waste from disposal for processing and use as animal feed, compost, and/or biofuel, and D) track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current dining service programs and practices and activities from within the previous three years.

Appropriate tools to support food and organic materials management assessments include food waste audits and competitions such as Campus Race to Zero Waste (Food Organics category), green dining certification programs that address food recovery, and food waste tracking and benchmarking systems.

"---" indicates that no data was submitted for this field

8.1 Food recovery program

Does the institution donate surplus food to a food redistribution program on at least a monthly basis when its dining services are operational?:

Yes

Narrative and/or website URL providing an overview of the institution's surplus food donation program:

Since March 2024, Western has participated in the Second Harvest Food recovery program, and since then more than 170 food donations have been made by Western, providing over 4,900 meals.

Do the institution's dining services divert pre-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's pre-consumer food waste diversion program:

Yes, there are "back of house" or pre-consumer food waste organic collection bins located in all campus eatery kitchens and dining hall kitchens. This pre-consumer food waste is collected and sent to an organics waste treatment facility which converts it into compost that is used in the agricultural sector, fertilizers and Renewable Natural Gas (RNG).

Do the institution's dining services divert post-consumer food waste from disposal for processing and use as animal feed, compost, and/or biofuel?:

Yes

Narrative and/or website URL providing an overview of the institution's post-consumer food waste diversion program:

Yes, there are front of house /post consumer organic organic collection bins located in all campus eateries. (https://sustainability.uwo.ca/Campus/waste_reduction/sorting_at_western.html). In residence dining halls, all post consumer food waste is left of the dining tray and returned to the dish room. All waste/recycling/food waste is sorted by kitchen staff and post consumer food waste is put into the organics bins located within the kitchens. All of the organic material collected at Western is sent to an organics waste treatment facility which converts it into compost that is used in the agricultural sector, fertilizers and Renewable Natural Gas (RNG).

Do the institution's dining services track and assess their food and organic materials management efforts on at least an annual basis to inform ongoing improvements?:

No

Narrative and/or website URL providing an overview of the institution's food and organic materials management tracking and assessment initiatives:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 8.1:

1.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Procurement & Waste

Points Earned 11.71

Points Available 20.00

This impact area seeks to recognize institutions that are using their purchasing power to help build a sustainable economy and moving toward zero waste through source reduction and recovery operations. Collectively, institutions spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose ecologically and socially preferable products and support suppliers with strong commitments to sustainability. A robust sustainable procurement system coupled with a zero waste approach can mitigate the need to extract virgin materials from the earth and reduce the flow of materials to incinerators and landfills, both of which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on marginalized communities.

Credit	Points
Sustainable Procurement System	4.58 / 7.00
Purchased Goods	2.14 / 4.00
Materials Management	2.75 / 4.00
Waste Generation and Recovery	2.24 / 5.00

Sustainable Procurement System

Score	Responsible Party
4.58 / 7.00	

Criteria

9.1 Supplier code of conduct

An institution earns 1 point when it has a published supplier code of conduct that includes one or more expectations that exceed or are additional to minimum regulatory compliance in regard to A) environmental impact, B) treatment of workers, C) governance and ethical business practices, D) advancement of sustainability in the supply chain, and E) monitoring and review. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's written policies and/or guidance for suppliers. Policies and guidance adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as they apply to and are implemented by the institution.

9.2 Percentage of bid solicitations that identify sustainability considerations

An institution earns 2 points when 100 percent of its bid solicitations - e.g., requests for proposals (RFPs) or requests for tender (RFTs) - identify A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on bid solicitations issued by the institution during the previous three years. The analysis may be limited to the most recent year for which data are available or include the entire three-year period.

An institution with a large number of RFPs or RFTs may report on a representative sample that includes at least 20 bid solicitations of diverse types and scopes. Bid solicitations with an anticipated aggregate value of \$50,000 USD or less per year or an anticipated contract duration of one month or less may be excluded.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the extent to which it has published sustainability criteria (e.g., documented in a written sustainable purchasing policy) covering the full range of goods and services it procures and the suppliers with which it engages.

9.3 Average weight given to sustainability considerations in bid appraisal

An institution earns 2 points when A) product sustainability specifications that are relevant to the specific goods or services being sought and B) supplier sustainability considerations are each assigned an average weight of at least 10 percent in the institution's bid appraisal process. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the institution's minimum standards for evaluating responses to RFPs/RFTs (e.g., as established in a bid appraisal tool that uses multi-criteria analysis) and/or the estimated average weights applied during the previous three years.

To avoid double-counting, an institution for which product sustainability specifications and supplier sustainability considerations are assessed together must split the total weight assigned between the two criteria. For example, an institution for which "product and supplier sustainability" is assigned a weight of 10 percent may report 5 percent for each criterion, but may not report 10 percent for each criterion.

An institution that has not issued any bid solicitations within the previous three years or for which bid solicitations represent a de minimis portion of its total spend may report on the weight that published sustainability criteria (e.g., documented in a written sustainable purchasing policy) are assigned in the process of selecting the goods and services it procures and the suppliers with which it engages.

9.4 Percentage of contract spend with social impact suppliers

An institution earns 2 points when at least 10 percent of its total annual contract spend is with social impact suppliers. Partial points are available. An institution for which at least 5 percent, but less than 10 percent, of its total annual contract spend is with social impact suppliers earns 1 point.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Contracts or tenders with an aggregate value of \$50,000 US Dollars (USD) or less per year or a duration of one month or less may be excluded. Report the actual value of transactions during the year in question rather than the total aggregate value of the contracts or tenders.

For this indicator, an institution must report on the activities of its central purchasing unit, department, and/or portal, at minimum. Other entities engaged in procurement activities may be excluded at the institution's discretion to simplify reporting.

The analysis may be limited to the institution's Tier One suppliers (e.g., its directly contracted suppliers) or include multiple tiers in the supply chain (e.g., a Tier One supplier's subcontractors) as long as double-counting is avoided.

Double-counting must also be avoided when identifying social impact suppliers. For example, the spend with a supplier that is both employee owned and a Certified B Corporation may only be counted once.

An institution that has not entered into any contracts or tenders within the previous three years or for which contracts and tenders represent a de minimis portion of its total spend may report on its total uncontracted spend with suppliers during the performance year.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., contract types included/excluded), and any data limitations that may have influenced the results in the "Notes" field provided in the Reporting Tool.

"---" indicates that no data was submitted for this field

9.1 Supplier code of conduct

Does the institution have a published code of conduct to guide suppliers on the institution's social and environmental expectations for them?:

Yes

Copy of the institution's supplier code of conduct:

Online location of the institution's supplier code of conduct:

https://www.uwo.ca/finance/procurement/sustainable_procurement/index.html

Does the institution's supplier code of conduct include one or more expectations in regard to environmental impact that exceed or are additional to regulatory compliance?:

Yes

Does the institution's supplier code of conduct include one or more expectations in regard to the treatment of workers that exceed or are additional to regulatory compliance?:

Yes

Does the institution's supplier code of conduct include one or more expectations in regard to governance and ethical business practices that exceed or are additional to regulatory compliance?:

Yes

Does the institution's supplier code of conduct include one or more expectations in regard to the advancement of sustainability in the supply chain?:

No

Does the institution's supplier code of conduct include one or more expectations of monitoring and review?:

Yes

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.1:

0.8

9.2 Percentage of bid solicitations that identify sustainability considerations

Does the institution have sufficient data on its bid solicitations to pursue this indicator?:

Yes

Percentage of bid solicitations that identify product sustainability specifications:
39.0

Percentage of bid solicitations that identify supplier sustainability considerations:
39.0

Description of the methodology used to assess the institution's bid solicitations:

Western's Sustainable Procurement Strategy (2023-2025) emphasizes the University's commitment to embedding sustainability in purchasing decisions. Throughout this period, all Requests for Proposals (RFPs) have been systematically reviewed for opportunities to incorporate sustainability as a core criterion, with the goal of incorporating sustainability considerations and specifications in 100% of RFPs by 2025. Sustainability considerations encompass environmental, social, and governance (ESG) factors, with these criteria carrying a weight of 5-15% in the overall evaluation process. This approach ensures that suppliers are assessed not only on their ability to deliver on the technical and financial aspects of the project but also on their commitment to sustainable practices. These efforts include environmentally conscious operations, ethical labor practices, resource efficiency, and corporate governance standards. By embedding sustainability into the procurement process, Western reinforces its dedication to promoting responsible business practices across its supply chain.

If claiming points for this indicator, at least one of the following two fields is also required:

Online resource supporting the percentage of bid solicitations reported:
<https://www.merx.com/>

Document supporting the percentage of bid solicitations reported:
[Document_supporting_the_percentage_of_bid_solicitations_reported_-_2023_Contracts_Sustainability_Criteria.xlsx](#)

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.2:
0.78

9.3 Average weight given to sustainability considerations in bid appraisal

Average weight assigned to product sustainability specifications in the institution's bid appraisal process:

10 percent or more

Average weight assigned to supplier sustainability considerations in the institution's bid appraisal process:

10 percent or more

Narrative outlining how the average weights given to sustainability considerations were determined:

Goal 2 of Western's Sustainable Procurement Strategy (https://www.uwo.ca/finance/procurement/sustainable_procurement/Public%20Western_%20Sustainable%20Procurement%20Strategy%202023%20-%202025.pdf) clearly defines the university's commitment to embedding sustainability into its purchasing decisions. This goal specifies that sustainability considerations, including environmental impact, social responsibility, and governance practices, are consistently weighted between 10-15% in the evaluation process. This structured approach ensures that every procurement decision aligns with Western's broader sustainability objectives, reinforcing the institution's responsibility toward fostering ethical sourcing, reducing environmental footprint, and promoting positive social outcomes through its supply chain.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 9.3:

2.0

9.4 Percentage of contract spend with social impact suppliers

Does the institution have sufficient data on its contract spend to pursue this indicator?:

Yes

Performance year for contract spend:

2022

Local currency code:

CAD

Total annual contract spend:

111,309,908.0

Annual contract spend with social impact suppliers:

5,734,608.0

Narrative and/or website URL providing an a overview of the institution's contracts with social impact suppliers:

These social and governance aspects are sustainable procurement priorities for Procurement Services at Western University:

- Local economic development
- Prioritizing certified diverse suppliers
- community investment
- stronger relations with indigenous communities
- responsible supply chain management
- reduced risk of child labour, human trafficking, and labour exploitation

source: https://www.uwo.ca/finance/procurement/sustainable_procurement/index.html

Description of the methodology used to assess the institution's contract spend with social impact suppliers:

Procurement Services at Western has launched an open questionnaire to all our vendors to identify those that qualify as social impact suppliers, which aligns with our broader commitment to environmental, social, and governance (ESG) goals. Through this process, we seek to gather insights on each vendor's contributions toward social responsibility, including areas such as diversity, equity, inclusion, and sustainable practices.

Currently, a limited number of companies have self-identified as social impact suppliers through this questionnaire, which remains open to encourage participation. Our annual contract spend in this area reflects the total contract value linked to vendors who identify as social impact suppliers in the questionnaire. As the questionnaire is still active, we do not yet have a full view of our total spend with social impact suppliers.

This initiative is essential for understanding our total spend in this area and encouraging ESG participation across all vendor partners. By tracking social impact suppliers, we aim to better

measure and support socially responsible spending and strengthen partnerships with like-minded companies.

The Reporting Tool will automatically calculate the following two figures:

Percentage of contract spend with social impact suppliers:

5.151929511971208

Points earned for indicator 9.4:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Purchased Goods

Score	Responsible Party
2.14 / 4.00	

Criteria

10.1 Percentage of cleaning products spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on consumable cleaning products is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Cleaning product sustainability criteria

Scope	Sustainability criteria
<ul style="list-style-type: none">• General purpose bathroom, glass, and carpet cleaners• Degreasing agents• Biologically-active cleaning products (enzymatic and microbial products)• Floor-care products (e.g., floor finish and floor finish strippers)• Hand soaps and hand sanitizers• Disinfectant• Metal polish and other specialty cleaning products <p>An institution may include other types of consumable cleaning and janitorial products, for example, sanitary paper and trash/bin liners, at its discretion, as long as it does so consistently.</p>	<p>A. Preferable</p> <p>Third party certified to a ISO Type I ecolabel or sustainability standard for cleaning products that is:</p> <ul style="list-style-type: none">• Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization <p>AND/OR</p> <ul style="list-style-type: none">• Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization <p>An updated list of preferable standards is available in the STARS Help Center.</p> <p>B. Other qualifying</p> <ul style="list-style-type: none">• Third party certified to an ISO Type I

ecolabel or sustainability standard not recognized as preferable

AND/OR

- 30 percent minimum postconsumer recycled and/or agricultural residue content (for sanitary paper, trash/bin liners, and other cleaning supplies, if included)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.2 Percentage of electronics spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on electronics is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Electronics sustainability criteria

Scope	Sustainability criteria
<ul style="list-style-type: none">Computers (desktop computers, notebook computers, integrated desktop computers, portable all-in-one computers, slates/tablets, small-scale servers, thin clients, and workstations)Displays (monitors and signage displays)ServersData center and networking equipmentImaging equipment (copiers, digital duplicators, facsimile machines, multifunction devices, printers, mailing machines, and scanners)TelevisionsMobile phones	<p>A. Preferable</p> <ul style="list-style-type: none">EPEAT Gold (Green Electronics Council) <p>AND/OR</p> <ul style="list-style-type: none">TCO Certified <p>B. Other qualifying</p> <ul style="list-style-type: none">EPEAT Silver or BronzeThird party certified to an ISO Type I ecolabel or sustainability standard for electronics not recognized as preferableENERGY STAR, EU Energy A, or local equivalentRefurbished <p>AND/OR</p> <ul style="list-style-type: none">Extended producer responsibility (e.g., a closed-loop or product take-back program)

An institution may include other types of electronic or electric-powered equipment, at its discretion, as long as it does so consistently.

Exclude goods that are reused on-site (i.e., not purchased).

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.3 Percentage of furniture spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office furniture is on goods that meet one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Furniture sustainability criteria

Scope	Sustainability criteria
<ul style="list-style-type: none">• Individual and group seating• Workstations, desks, and tables• Storage and shelving units• Filing cabinets and cases• Integrated visual display products (e.g., markerboards and tackboards)• Hospitality furniture• Miscellaneous items such as mobile carts, freestanding screens, and movable partitions <p>An institution may include other types of furniture, at its discretion, as long as it does so consistently.</p> <p>Exclude goods that are reused on-site (i.e., not purchased).</p>	<p>A. Preferable</p> <p>Third party certified to an ISO Type I ecolabel or sustainability standard for furniture that is:</p> <ul style="list-style-type: none">• Developed or administered by an ISEAL Alliance or Global Ecolabelling Network (GEN) member organization <p>AND/OR</p> <ul style="list-style-type: none">• Recognized as a preferable option by the Sustainable Purchasing Leadership Council (SPLC) or a green building rating system that is developed or administered by a World Green Building Council (WorldGBC) member organization <p>An updated list of preferable standards is available in the STARS Help Center.</p> <p>B. Other qualifying</p> <ul style="list-style-type: none">• Environmental Product Declaration (EPD) or Health Product Declaration (HPD)• Extended producer responsibility (e.g., a closed-loop or product take-back program) <p>AND/OR</p> <ul style="list-style-type: none">• Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted. At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

10.4 Percentage of office paper spend that meets sustainability criteria

An institution earns 1 point when 100 percent of its total annual spend on office paper meets one or more of the preferable sustainability criteria listed below. Incremental points are available and earned as outlined in the Technical Manual.

Office paper sustainability criteria

Scope	Sustainability criteria
Standard office printing and copier paper	A. Preferable
An institution may include other types of paper products, for example, folders and envelopes, at its discretion, as long as it does so consistently.	<ul style="list-style-type: none">• 100 percent postconsumer recycled and/ or agricultural residue content• Forest Stewardship Council (FSC) Recycled label
	AND/OR
	<ul style="list-style-type: none">• Paper Step 'Superior' (Canopy Ecopaper Database / Environmental Paper Network)
	B. Other qualifying
	<ul style="list-style-type: none">• 30 percent minimum postconsumer recycled and/ or agricultural residue content• Third party certified to an ISO Type I ecolabel or sustainability standard not recognized as preferable (e.g., FSC Mix)
	AND/OR
	<ul style="list-style-type: none">• Processed Chlorine Free (PCF) or Totally Chlorine Free (TCF)

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the three years. An institution may track purchases over a full one-year time period, report average annual expenditures over a two or three year period, or estimate annual expenditures based on a representative sample. When using a sample, institutions should ensure that the sample recognizes seasonal and other variations that influence purchasing behavior.

Expenditures on goods that meet both preferable and other qualifying criteria may not be double-counted.

At a minimum, the figures provided must include expenditures by the institution's central purchasing unit, department, portal, or vendor. Other expenditures may be excluded at the institution's discretion to simplify reporting.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., product types included/excluded), and any data limitations that may have influenced the results in the public "Notes" field provided in the Reporting Tool.

"---" indicates that no data was submitted for this field

10.1 Percentage of cleaning products spend that meets sustainability criteria

Local currency code:

CAD

Does the institution have sufficient data on its cleaning product spend to pursue this indicator?:

Yes

Performance year for cleaning products spend:

2023

Total annual spend on cleaning products:

319,521.0

Annual spend on cleaning products that meet preferable sustainability criteria:

268,409.0

Annual spend on cleaning products that meet other qualifying sustainability criteria:

0.0

List or sample of cleaning product purchases that meet sustainability criteria:

Green certification	Customer Name	Product Line Description	Product Family	Description
Ecologo	UNIVERSITY OF WESTERN ONTARIO	CLEAN & GREEN	Consumer Laundry	C&G LAUNDRY DET
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Carpet Cleaning Chemicals	ES87 CARPET EXTRA
Ecologo/USDA	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Floor Care Stain Removers	ES88 SPOT & STAIN
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Floor Care Stain Removers	ES92+ H2O2 CARPE
Ecologo	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Floor Care Strippers	ES90 CLEAN CUT ST
Ecologo/USDA	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Glass	ES77NFP GLASS CLI
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Industrial	ES70 GENERAL PUR
Ecologo	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Odour Removal Enzymes	ES100 ODOR ELIM E
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Washrooms	ES53 CREAM CLEAN
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Washrooms	ES54+ GROUT CLEA
Ecologo/UL410	UNIVERSITY OF WESTERN ONTARIO	CLEANERS/DISINF/ODOUR	Cleaner	ES83 HAZE AWAY 3
Ecologo/USDA	UNIVERSITY OF WESTERN ONTARIO	CONCEN.SYSTEMS-PRODUCTS	Degreasers	ES75 H/D DGRESR/C
Ecologo	UNIVERSITY OF WESTERN ONTARIO	CONCEN.SYSTEMS-PRODUCTS	Floor Care Cleaners	ES84 NEUTRAL FLR
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	CONCEN.SYSTEMS-PRODUCTS	Industrial	ES74 SPRAY&WIPE C
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	CONCEN.SYSTEMS-PRODUCTS	Surface Disinfectants	DISINFECT/CLEANER
Ecologo	UNIVERSITY OF WESTERN ONTARIO	CONCEN.SYSTEMS-PRODUCTS	Surface Disinfectants	ES65H H2O2 DISINF
Ecologo	UNIVERSITY OF WESTERN ONTARIO	CONCEN.SYSTEMS-PRODUCTS	Cleaner	ES56 LIKE ACID CLN
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	FLOOR FINISHES	Floor Care Sealers	ES82 BARRICADE FL
Ecologo	UNIVERSITY OF WESTERN ONTARIO	Hand Soap	Soaps	REFILL SOAP FOAM
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	Hand Soap	Soaps	SOAP HAND FOAM U
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	Hand Soap	Soaps	ES41 SOAP FOAM U
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	Hand Soap	Soaps	SOAP FOAM UNSCE 6X1250ML
EcoLogo	UNIVERSITY OF WESTERN ONTARIO	Hand Soap	Soaps	ES48 SOAP FOAM P

The Reporting Tool will automatically calculate the following three figures:

Percentage of cleaning product spend that meets preferable sustainability criteria:
84.00355532187243

Percentage of cleaning product spend that meets other qualifying sustainability criteria:
0.0

Points earned for indicator OP 10.1:
0.8400355532187243

10.2 Percentage of electronics spend that meets sustainability criteria

Does the institution have sufficient data on its electronics spend to pursue this indicator?:

Yes

Performance year for electronics product spend:

2023

Total annual spend on electronics:

3,589,612.0

Annual spend on electronics that meet preferable sustainability criteria:

1,590,380.0

Annual spend on electronics spend that meet other qualifying sustainability criteria:

390,215.0

List or sample of electronics purchases that meet sustainability criteria:

Description	EPEAT
Lenovo ThinkPad T14 Gen 2 - i5 1135G7 / 2.4 GHz - 16 GB RAM - 512 GB SSD - 14" - black Serial#: SPF47VGQ5	Gold
Lenovo ThinkPad T14 Gen 2 - 14" - i5-1135G7/2.40 GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SPF40QH8S	Gold
Lenovo ThinkPad T14 Gen 2 - Intel Core i5 2.6 GHz - Win 10 Pro 64-bit (includes Win 11 Pro License) 16 GB RAM - 256 GB SSD TCG Opal Encryption - 14" IPS - black Serial # PF3Z9WG9	Gold
Lenovo ThinkPad T14s Gen 2 - 14" - AMD Ryzen 7 PRO 5850U/1.90 GHz - 16 GB RAM - 512 GB SSD - Villi Black Serial#: PC2KQYQC	Gold
Lenovo ThinkPad X1 Yoga Gen 6 20XY - Flip design - i7 1165G7 / 2.8 GHz - 8 GB RAM - 256 GB SSD - 14" IPS touchscreen - storm gray Serial#: SPF3TPMWW, SPF3TT71T	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i7-1270P/2.2 GHz - 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SPF4CX0N5	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i5-1235U up to 3.30GHZ - 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SPF3V2CLZ	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i5-1235U up to 3.30GHZ - 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SPF47MXTG	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i5-1235U up to 3.30GHZ - 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SMJ0JXSWF	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i5-1235U up to 3.30GHZ - 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SMJ0JXSVZ	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i5-1235U up to 3.30GHZ - 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SPF4F698L	Gold
Lenovo ThinkPad T14 G3 - i5-1235U/3.30GHz - 14" - 16 GB RAM - 256 GB SSD Serial#: PF40RHV6	Gold
Lenovo ThinkPad T14 G3 - i5-1235U/3.30GHz - 14" - 16 GB RAM - 256 GB SSD Serial#: PF40LT8N	Gold

Lenovo ThinkPad T14 Gen 3 - 14" Touchscreen - i5-1235U/1.3 GHz (10 Core) - 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SPF4AJ3T4, SPF4AJ3V1	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i7-1260P - 16 GB RAM - 512 GB SSD - Black Serial#: SPF49HF6T	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i7-1260P - 16 GB RAM - 512 GB SSD - Black Serial#: SPF4BY76G, SPF4BY79D	Gold
Lenovo ThinkPad T14 Gen 3 - 14" - i7-1260P - 16 GB RAM - 512 GB SSD - Black Serial#: SMJ0KCJ4P	Gold
Lenovo ThinkPad P14s Gen 3 - 14" Touchscreen 3840 x 2400 - i7-1280P/1.80 GHz - 32 GB RAM - 1 TB SSD - Black Serial#: PF43A3QJ	Gold
Lenovo ThinkPad X13 Yoga Gen 3 - 13.3" Touchscreen Convertible 2 in 1 - i7-1265U/1.8 GHz - 16 RAM - 512 GB SSD - Thunder Black Serial#: SPW04XPP7	Gold
Lenovo ThinkPad T14s Gen 3 - 14" Touchscreen - i5-1250P/1.7 GHz (12 Core) 16 GB RAM - 256 GB SSD - Thunder Black Serial#: GM072FVA	Gold
Lenovo ThinkPad T14s Gen 3 - 14" - i7-1260P/2.10 GHz (12 Core) 16 GB RAM - 512 GB SSD Serial#: SGM08VSTH	Gold
Lenovo ThinkPad P16s G1 16" - i7-1280P/1.80 GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SPF479VR1	Gold
Lenovo ThinkPad P16s G1 - 16" - i7-1270P/2.20 GHz (12 Core) - 16 GB RAM - 512 GB SSD - Black Serial#: PF479EEB	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - 14" Touchscreen i7-1260P/2.10GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SPF49N7SS	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - 14" Touchscreen i7-1260P/2.10GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SPF4D95X7	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - 14" Touchscreen i7-1260P/2.10GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SPF4BNMFT, SPF4BSPTG	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - 14" Touchscreen - i7-1255U/up to 3.50GHz - 16 GB RAM - 512 GB SSD - Black Serial#: PF48NAP0	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - 14" Touchscreen - i7-1255U/up to 3.50GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SPF47MEQV	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - 14" Touchscreen - i7-1270P/2.2 GHz - vPro (12 Core) 16 GB RAM - 512 GB SSD - Black Serial#: SPF4EWNEE	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - 14" Touchscreen - i7-1270P/2.20 GHz - (12 Core) Evo - 32 GB RAM - 512 GB SSD - Black Serial#: PF49QX7W, PF49QX9C	Gold
Lenovo ThinkPad X1 Carbon Gen 10 - i7 1270P/2.2 GHz - 32 GB RAM - 1 TB SSD - 14" touchscreen - black Serial#: SPF44MKG0	Gold
Lenovo ThinkPad X1 Yoga Gen 7 - 14" Touchscreen - i7-1270P/2.20 GHz - 32 GB RAM - 512 GB SSD - Storm Gray Serial#: SPF48JQQT	Gold

Lenovo ThinkPad X1 Yoga Gen 7 - 14" Touchscreen - i7-1270P/2.20 GHz (12 Core) Evo - 32 GB RAM - 1 TB SSD - Storm Gray Serial#: SPF4AA2HV	Gold
Lenovo ThinkPad T14 Gen 3 - 14" Touchscreen Notebook - AMD Ryzen 5 PRO 6650U 2.90 GHz - 16 GB RAM - 256 GB SSD Serial#: SPF463S5W	Gold
Lenovo ThinkPad T14 Gen 3 - 14" Touchscreen Notebook - AMD Ryzen 5 PRO 6650U 2.90 GHz - 16 GB RAM - 256 GB SSD Serial#: PF460D70	Gold
Lenovo ThinkPad P16 G1 - 16" - 2560 x 1600 - i7-12800HX/2GHz (16 Core)- 32 GB RAM - 1 TB SSD - Storm Gray - SN: PF4CKHMJ	Gold
Lenovo ThinkPad P16 G1 - 16" - 2560 x 1600 - i7-12800HX/2GHz (16 Core)- 32 GB RAM - 1 TB SSD - Storm Gray Serial#: PF4GWAP7	Gold
Lenovo ThinkPad P16 G1- 16" - RTX A2000 - QHD 2560 x 1600 - i7-12850HX/2.10 GHz (16 Core) 32 GB RAM - 1 TB SSD - Storm Gray Serial#: SPF4GV39B, SPF4GXKV1	Gold
Lenovo ThinkPad P16 G1 - 16" IPS 3840 x 2400 - i9-12900HX/2.30 GHz - 64 GB RAM - 2 TB SSD - Storm Gray Serial#: SPF4D6VCJ	Gold
Lenovo ThinkPad T15p Gen 3 - i7 12700H/2.3 GHz - GF RTX 3050 - 16 GB RAM - 512 GB SSD - 15.6" - black Serial#: PF4APGX6, PF4APK8H, PF4APK91, PF4APMM0, PF4APMMR, PF4APERS, PF4APGXK, PF4APGY0, PF4APGYE, PF4APGYS, PF4APK86, PF4APK8R, PF4APMFW, PF4APMH5, PF4APMN8	Gold
Lenovo ThinkPad P1 Gen 5 - 16" Touchscreen - 3840 x 2400 - i9-12900H/2.5 GHz vPro (14 Core) - 64 GB RAM - 2 TB SSD - Win11 - NVIDIA RTX A5500 Serial#: PW05K8M1	Gold
Lenovo ThinkPad P1 Gen 5 - 16" - 3840 x 2400 - i7-12700H/2.3 GHz (14 Core) - 32 GB RAM - 1 TB SSD Serial#: SPW05G4P3	Gold
Lenovo ThinkBook 14 G4 IAP - 14" - i5-1235U/1.30 GHz (10 Core) - 8 GB RAM - 256 GB SSD - Mineral Gray Serial#: MP26LE3Y, MP26LG24	Gold
Lenovo ThinkBook 15 G4 IAP - 15.6" Touchscreen - i7-1255U/1.70 GHz - 16 GB RAM - 512 GB SSD - Mineral Gray Serial#: MP2EF01Q, MP2EF047, MP2EF9FM, MP2EFPK0, MP2EFRN5	Gold
Lenovo ThinkBook 15 G4 IAP - 15.6" Touchscreen - i7-1255U/1.70 GHz - 16 GB RAM - 512 GB SSD - Mineral Gray Serial#: SMP2K5DXD	Gold
Lenovo ThinkBook 15 G4 IAP - 15.6" Touchscreen - i7-1255U/1.70 GHz - 16 GB RAM - 512 GB SSD - Mineral Gray	Gold
Lenovo ThinkBook 15 G4 IAP - 15.6" Touchscreen - i7-1255U/1.70 GHz - 16 GB RAM - 512 GB SSD - Mineral Gray Serial # SMP2K59CQ	Gold
Lenovo ThinkBook 15 G4 ABA - 15.6" AMD Ryzen 7 5825U/2 GHz(8 Core) 16 GB RAM - 512 GB SSD - Mineral Gray Serial#: SMP2H6VDT	Gold
Lenovo ThinkBook 14s Yoga G2 IAP - 14" Touchscreen - i7-1255U/1.7 GHz - 16 GB RAM - 512 GB SSD - Mineral Gray Serial#: SMP2EB9GS	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SMJ0JQT59, SMJ0JQT5C, SMJ0JQT6Y, SMJ0JQT78, SMJ0JQT7H, SMJ0JQT8Q, SMJ0JQTXM	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SMJ0JQT8A	Gold

Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF472LAM, SPF472LBF	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF46Q6M7	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: PF4CPPPQ	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4AJ03R, SPF4B3ZZ3, SPF4B4YRQ, SPF4B4Z7Z, SPF4B4Z90	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: PF4BXKHW, PF4CBJF8	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: PF4CBP7N	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: PF4BXP25	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#': PF4B2EWM, PF4B2EXT and PF4B4XXH	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4BVYRB	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF3T236L	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF3T2B64	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF3T2864, SPF3T296E	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4FBR8S	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4FGH1A	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4B2EWM, SPF4B4XXH	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i7-1255U - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF3T29NB, SPF3T29RR	Gold
Lenovo ThinkPad E14 Gen 4 - 14" Notebook - i5-1235U/4.40 GHz - 16 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF46RL45, SPF4731C1	Gold
Lenovo ThinkPad E14 Gen 4 - 14" Notebook - i5-1235U/4.40 GHz - 16 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF4EKYB5	Gold
Lenovo ThinkPad E14 Gen 4 - 14" Notebook - i5-1235U/4.40 GHz - 16 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF4DRY2C	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF481CD4	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF47FZJ1	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF47EVDK	Gold

Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: PF49SL2P	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: PF49STXF	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: PF4A07Y4	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: PF49SHTG	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: PF49QS5Y	Gold
Lenovo ThinkPad E14 Gen 4 - 14" i5-1235U/1.3 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: PF49G4ZV	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - i5-1235U/1.3 GHz (10 Core) - 8 GB Total RAM - 256 GB SSD - Win 11 Pro - Mineral Metallic Serial#: SPF4C91TM	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" - i5-1235U - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF4AJ36P	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" i5-1235U/1.30 GHz (10 Core) 16 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF4GM1GJ	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" Notebook -i7-1255U/1.7 GHz - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF49KHFS	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" Notebook -i7-1255U/1.7 GHz - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF42YVDX	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" Notebook -i7-1255U/1.7 GHz - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4E1VYS, SPF4E1VZ3, SPF4E20K6, SPF4E3KL7, SPF4E3TN2	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" Notebook -i7-1255U/1.7 GHz - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4GCM0G, SPF4GCRN4, SPF4GK66N, SPF4GN7Y2, SPF4GNSC0, PF4BBZTH, PF4BBZV0, PF4BC4FW	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" Notebook -i7-1255U/1.7 GHz - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4GK63T	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6" Notebook -i7-1255U/1.7 GHz - 16 GB RAM - 512 GB SSD - Mineral Metallic Serial#: SPF4GY7T7	Gold
Lenovo ThinkPad E15 Gen 4 - CTO - 15.6" - i7 1255U/1.7 GHz - Win 11 Pro - 16 GB RAM - 1 TB SSD - Black - 3 year onsite warranty Serial#: PF4A6VQY, PF4A6VRM, PF4A6VR6, PF4A6VQE	Gold
Lenovo ThinkPad E14 Gen 4 - 14" - AMD Ryzen 5 5625U/2.30 GHz - 16 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF49ZW6M, SPF49ZWWS	Gold
Lenovo ThinkPad E15 Gen 4 - 15.6"- AMD Ryzen 7 5825U (8 Core) 2 GHz - 8 GB RAM - 256 GB SSD - Mineral Metallic Serial#: SPF3TRRMF, SPF3VYH2Z, SPF3VYK7K, SPF3VZA60	Gold
Lenovo ThinkPad X13 - 13.3" - i5 13th, 16 GB DDR5, 512 GB SSD, Win 11P - Black Serial#: PF4GFHZ9	Gold
Lenovo ThinkPad X13 - 13.3" - i5 13th, 16 GB DDR5, 512 GB SSD, Win 11P - Black Serial#: PF4EQQRQ	Gold

Lenovo ThinkPad X13 - 13.3" - i5 13th, 16 GB DDR5, 512 GB SSD, Win 11P - Black Serial#: PF4ENNCK, PF4EMKGL	Gold
Lenovo ThinkPad X13 - 13.3" - i5 13th, 16 GB DDR5, 512 GB SSD, Win 11P - Black Serial#: PF4EMKH3, PF4EMQ4L	Gold
Lenovo ThinkPad X13 - 13.3" - i5 13th, 16 GB DDR5, 512 GB SSD, Win 11P - Black Serial#: PF4E2RLV, PF4E2RM5, PF4E2RME	Gold
Lenovo ThinkPad X13 - 13.3" - i5 13th, 16 GB DDR5, 512 GB SSD, Win 11P - Black Serial#: PF4DV4PN	Gold
Lenovo ThinkPad X13 Yoga - 13.3" Touchscreen - i5 13th - Evo, 16 GB DDR4X, 512 GB SSD, Win 11P - Black Serial#: PF4GJA9T	Gold
Lenovo ThinkPad X13 Yoga - 13.3" Touchscreen - i5 13th - Evo, 16 GB DDR4X, 512 GB SSD, Win 11P - Black Serial#: PF4EMEK	Gold
Lenovo ThinkPad T14 Gen 4 - 14" Notebook- i5-1335U/1.3 GHz (10 Core) 16 GB RAM - 512 GB SSD - Storm Gray Serial # SPF4L4RRC	Gold
Lenovo ThinkPad T14 Gen 4 - 14" Notebook- i5-1335U/1.3 GHz (10 Core) 16 GB RAM - 512 GB SSD - Storm Gray Serial # PF4J7BCE	Gold
Lenovo ThinkPad T14 Gen 4 - 14" Notebook- i5-1335U/1.3 GHz (10 Core) 16 GB RAM - 512 GB SSD - Storm Gray Serial # SPF4MK5KF (WAS PICKED UP)	Gold
Lenovo ThinkPad T14 Gen 4 - 14" vPro - i5-1345U/1.6 GHz (10 Core) 16 GB RAM - 512 GB SSD - Thunder Black Serial # SPF4NAVFG	Gold
Lenovo ThinkPad T14 Gen 4 - 14" vPro - i5-1345U/1.6 GHz (10 Core) 16 GB RAM - 512 GB SSD - Thunder Black Serial # SPF4NSBCP, SPF4NSB6C, SPF4PF8GR	Gold
Lenovo ThinkPad T14 Gen 4 - 14" - i7-1365U/1.8 GHz (10 Core) 16 GB RAM - 512 GB SSD - Thunder Black Serial#: SPF4F7XYW	Gold
Lenovo ThinkPad T14 - 14" - i5 13th - 16 GB RAM - 512 GB SSD - Win 11 Pro - Black, 3-year warranty Serial#: PF4E1RM5, PF4E1RND, PF4E1RMK, PF4E1TST, PF4E1RMY	Gold
Lenovo ThinkPad T14 - 14" - i5 13th - 16 GB RAM - 512 GB SSD - Win 11 Pro - Black, 3-year warranty Serial#: PF4EEH6K, PF4EEH6L	Gold
Lenovo ThinkPad T16 Gen 2 16" Touchscreen Notebook - Intel Core i7 13th Gen (10 Core) 16 GB Total RAM - 1 - 512 GB SSD - Storm Gray Serial # SPF4PAJCL	Gold
Lenovo ThinkPad P16s Gen 2 - 16" - i7-1360P/2.20 GHz (12 Core) 16 GB Total RAM - 512 GB SSD - Villi Black Serial#: PF3RGA8V	Gold
Lenovo ThinkPad X1 Carbon Gen 11 - 14" Touchscreen - i7-1355U/1.7 GHz (10 Core) Evo - 16 GB RAM - 512 GB SSD - Deep Black Serial # SPF4Q22MG	Gold
Lenovo ThinkPad X1 Carbon Gen 11 - 14" Touchscreen - i7-1355U/1.7 GHz (10 Core) Evo - 16 GB RAM - 512 GB SSD - Deep Black Serial # SPF4NKCNP	Gold
Lenovo ThinkPad X1 Yoga Gen 8 - 14" Touchscreen - i7-1355U /5 GHz (10 Core) Evo - 16 GB RAM - 512 GB SSD - Storm Gray Serial#: SPF4G29V7	Gold

Lenovo ThinkBook 14s Yoga G3 IRU 14" Touchscreen- i7-1355U/1.7 GHz (10 Core) - 16 GB RAM - 512 GB SSD - Mineral Gray Serial # SMP2LX8D6	Gold
Lenovo ThinkBook 14s Yoga G3 IRU 14" Touchscreen- i7-1355U/1.7 GHz (10 Core) - 16 GB RAM - 512 GB SSD - Mineral Gray Serial # SMP2LRL47	Gold
Lenovo ThinkPad E14 Gen 5 - 14" Touchscreen - i5-1335U/1.30 GHz(10 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial#: PF4GV820	Gold
Lenovo ThinkPad E14 Gen 5 - 14" Touchscreen - i5-1335U/1.30 GHz(10 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial#: PF4GY3S2	Gold
Lenovo ThinkPad E14 Gen 5 - 14" Touchscreen - i5-1335U/1.30 GHz(10 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial#: PF4GXSD3	Gold
Lenovo ThinkPad E14 Gen 5 - 14" Touchscreen - i5-1335U/1.30 GHz(10 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial#: PF4GGZHT	Gold
Lenovo ThinkPad E14 Gen 5 - 14" Touchscreen - i7-1355U/1.70 GHz (10 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial#: SPF4G8WMA	Gold
Lenovo ThinkPad E14 Gen 5 - 14" Touchscreen - i7-1355U/1.70 GHz (10 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial#: SPF4H4XZY	Gold
Lenovo E14 Thinkpad - i5 1335U/4.6GHz (10-Core) 14" - 16GB RAM - 256GB SSD Serial # SPF4M67KX	Gold
Lenovo ThinkPad E16 Gen 1 - 16" - i7-1355U/1.70 GHz (10 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial # SPF4HTKCL, SPF4HWHXH, SPF4HWJ98, SPF4HWPKR, SPF4HWP3, SPF4EBLX7	Gold
Lenovo ThinkPad E14 Gen 5 - 14" AMD Ryzen 5 7530U/2 GHz(6 Core) 16 GB RAM - 256 GB SSD - Graphite Black Serial#: SPF4GHSHW, SPF4GHVQT, SPF4GHVRC	Gold
Lenovo ThinkPad E16 Gen 1 - 16" - AMD Ryzen 7 7730U/2 GHz (8 Core) 16 GB RAM - 512 GB SSD - Graphite Black Serial#: PF4EJ6Q8	Gold
Lenovo 300e Chromebook 2nd Gen - 11.6" Touchscreen - Intel Celeron N4120/1.10 GHz(4 Core) - 4 GB RAM - 32 GB Flash Memory - Black Serial#: SPF3ZT45H, SPF3ZTDAR, SPF3ZTDB6, SPF3ZTFLD, SPF3ZVEG7, SPF3ZW591, SPF3ZW5BX, SPF3ZW5C9, SPF3ZWGL7, SPF3ZWGLF, SPF3ZWGLL, SPF3ZWGN4, SPF3ZWJXY, SPF3ZWJY8, SPF3ZWM42, SPF3ZWPD6, SPF3ZWX68, SPF3ZWX6C, SPF3ZWX6P, SPF3ZWX7N, SPF3ZWX7W, SPF3ZWX8F, SPF3ZWZF5, SPF3ZWZJ6, SPF3ZWZJN, SPF3ZWZK3, SPF3ZX1S2, SPF3ZX1SX, SPF3ZX1TC, SPF3ZX1VW, SPF3ZX1W4, SPF3ZZQ8K, SPF3ZZSEV, SPF3ZZSH2, SPF3ZZVRC, SPF3ZZVSH, SPF3ZZVT5, SPF3ZZY0A, SPF3ZZY0V, SPF3ZZY2P, SPF400086, SPF40009D, SPF40009M, SPF4000BJ, SPF4004SW, SPF4004VM, SPF40072R, SPF4009F4, SPF400E15, SPF400G9L	Silver
Lenovo V15 G3 IAP - 15.6" - i5-1235U/1.30 GHz (10 Core) 8 GB RAM - 256 GB SSD - Black Serial#: SPF4KPSMJ	Silver
Lenovo ThinkCentre Tiny-in-One 24 Gen 4 Touch Monitor Serial#: SV3094BV1	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV309G7ZY, SV309G7ZZ, SV309G800, SV309G805, SV309G806, V309NPYB, V309NRAP, V30A96D7	Silver

Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30A31T5	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30A31TP	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30A3BDX	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30A3D69	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30ARVLK, SV30ARVLL, SV30ARVLM	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: V30AV6P8, V30AV6PC, V30AV6PM, V30AV6PN, V30AV6PP, V30AV6PW, V30AV75Y, V30AV7XP	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: V30ATT CX	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30AVKHN	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30AVKHP	Silver
Lenovo ThinkCentre Tiny-In-One 24 Gen 4 - Black Serial#: SV30AVHZ5	Silver
Lenovo ThinkCentre Tiny-in-One 27 Serial#: SV30AAXB9	Silver
Lenovo ThinkCentre Tiny-in-One 27 Serial#: SV30AW30X, SV30AW314, SV30AW316	Silver
Lenovo ThinkCentre TIO Flex 24i 23.8" Full HD LCD Monitor Serial#: V5LZK318, V5LZK319, V5LZK320, V5LZK321, V5LZK322, V5LZK323, V5LZK324,, V5LZK325, V5LZK326, V5LZK327, V5LZK328, V5LZK329, V5LZK330, V5LZK331, V5LZK332, V5LZK333, V5LZK334, V5LZK335, V5LZK337, V5LZK338,, V5LZK339, V5LZK345, V5LZK346, V5LZK347	Gold
Lenovo ThinkCentre Tiny-In-One 24 Gen 5 23.8" Webcam Full HD LED Monitor - Black Serial#: SV30AXD5F	Gold
Lenovo ThinkCentre Tiny-In-One 24 Gen 5 23.8" Webcam Full HD LED Monitor - Black Serial # SV30AXLHZ, SV30AXLFB, SV30AXLFA	Gold
Lenovo ThinkCentre Tiny-In-One 24 Gen 5 23.8" Webcam Full HD LED Monitor - Black Serial # SV30B92PP	Gold
Lenovo ThinkVision T24i-20 - ergonomic - comes with DP cable Serial#: SVKRR3359, SVKRR2971	Gold
Lenovo ThinkVision T24i-20 - ergonomic - comes with DP cable Serial#: VKRR1813, VKRR1987	Gold
Lenovo ThinkVision T24i-20 - ergonomic - comes with DP cable Serial#: SVKRR2768, SVKRR2770	Gold
Lenovo ThinkVision T24i-20 - ergonomic - comes with DP cable Serial#: SVKRR2348	Gold
Lenovo ThinkVision T24i-20 - ergonomic - comes with DP cable Serial#: VKRT2665	Gold
Lenovo ThinkVision T22i-20 Serial#: SV90ACRTN, SV90ACRT7	Silver

Lenovo ThinkVision S24e-20 24" Full HD WLED LCD Monitor Serial#: SVNA96YBF	Gold
Lenovo ThinkVision S24e-20 24" Full HD WLED LCD Monitor Serial#: SVNA96YFF	Gold
Lenovo ThinkVision S24e-20 24" Full HD WLED LCD Monitor Serial#: SVNA96YFF	Gold
Lenovo ThinkVision T24i-2L - LED monitor 24"- HDMI, VGA, DisplayPort - black - SN's: VKPA8826, VKPA9640	Gold
Lenovo ThinkVision T24i-2L - LED monitor 24"- HDMI, VGA, DisplayPort - black Serial#: SVKTB0990, SVKTB1509	Gold
Lenovo ThinkVision T27h-2L 27" WQHD LCD Monitor - Black Serial#: SVNA8WPD4, SVNA8WPBX, SVNA8WPC7	Silver
Lenovo ThinkVision S22e-20 21.5" LCD Monitor - Black Serial#: SV5GKP557, SV5GPA260, SV5GPA261, SV5GPA262, SV5GPA264, SV5GPA266, SV5GPA278, SV5GPA280, SV5GPA281	Gold
Lenovo ThinkVision S22e-20 21.5" LCD Monitor - Black Serial#: V5MBN154, V5MBN147	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY962142, SVY993700	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY936017, SVY936014	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY936016	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY935501, SVY935519, SVY935520, SVY935521, SVY935533, SVY935541, SVY935720, SVY935721, SVY936008, SVY936013	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY936025, SVY936020	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY962033	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYA19384	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYA19461, SVYA19670, SVYA20361, SVYA20405, SVYA20406, SVYA20407, SVYA20408, SVYA20411, SVYA20415, SVYA20416, SVYA20417, SVYA20422, SVYA20423, SVYA20424, SVYA20425, SVYA20426, SVYA20427, SVYA20428, SVYA20429, SVYA20430, SVYA20431, SVYA20433, SVYA20434, SVYA20435, SVYA20438, SVYA20439, SVYA20440, SVYA20446, SVYA20450, SVYA20451	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYA19913, SVYA19914	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYA19556, SVYA19890, SVYA19899, SVYA19906, SVYA19909, SVYA19912	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYA20502, SVYA20504	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY992541, SVY992548	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYA19929, SVYA20511, SVYA20496, SVYA20506	Gold

Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY992178, SVY992747, SVY992748, SVY992750	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYA19928	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY992780, SVY992796	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVY992807, SVY992808, SVY992812, SVY992830	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYF33099, SVYF33100, SVYF33104, SVYF33106, SVYF33117, SVYF33120	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYF32833, SVYF33131	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYF32537, SVYF32541, SVYF32543, SVYF32547, SVYF32568, VYF32234, VYF32266, VYF32277, VYF32282, VYF32283, SVYF32535, SVYF32540	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYF60265, SVYF60268, SVYF60271, SVYF60272, SVYF60274	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort SN: SVYF60252, VYG17025, VYG17039, VYG17022, VYF98513, VYG17040	Gold
Lenovo ThinkVision E24-28 23.8" Full HD WLED LCD Monitor - Raven Black - HDMI - VGA - DisplayPort Serial#: SVYF59568, SVYF59571	Gold
Lenovo ThinkVision P27u-20 27" (27" Class) 4K UHD LCD Monitor - Raven Black Serial # SV90C6DMR	Gold
Lenovo ThinkVision P27u-20 27" (27" Class) 4K UHD LCD Monitor - Raven Black Serial # SV90BLDHM, SV90BLDHR, SV90BLDYM, SV90C6E0K, V90C6E05, V90C6DZY, V90C6E03, V90C6E06	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial#: SV90C26BE	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial#: V90BECEA	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C SN: SV90BZY1G	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial#: V90BZX88	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial#: SV90C01EF, SV90C01F2	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial # V90C01RH, V90C01RE, V90C01PZ	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial # V90BZXTG, V90BZXHE, V90BZX95, V90BZXG6	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial # SV90C4L8E	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial # V90BZX7Y	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial # SV90C0KZL, SV90C0L06	Gold

Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial # V90BZX2T, V90BZX2Y	Gold
Lenovo ThinkVision T24m-20 LED monitor - 24" - HDMI, DisplayPort, USB-C Serial # V90C0L18, V90C0L2G	Gold
Lenovo ThinkVision E28u-20 28" 4K UHD LCD Monitor - Black Serial#: SVY906117	Silver
Lenovo ThinkVision P27q-30 27" LED LCD Monitor - Raven Black - HDMI - DisplayPort Serial#: V30AC8D3, V30AC8D4, V30AC8D2, V30AC8CD, V30AC8CF, V30AC8CG, V30AC8CL, V30AC8CM, V30AC8CN, V30AC8CP, V30AC8CR, V30AC8CT, V30AC8CV, V30AC8CW, V30AC8CX, V30AC8CY, V30AC8CZ, V30AC8D0, V30AC8D1, V30AC8D5, V30AC8D6, V30AC8D7, V30AC8D8, V30AC8D9, V30AC8DC, V30AC8KZ, V30AC8L0, V30AC8L5, V30AC8L6, V30AC8L7, V30AC8L9, V30AC8LA, V30AC8LB, V30AC8LC, V30AC8LD, V30AC8LF, V30AC8LG, V30AC8LH, V30AC8LK, V30AC8LL, V30AC8LM, V30AC8LN, V30AC8LP, V30AC8LR, V30AC8LT, V30AC8LV, V30AC8LW, V30AC8LX, V30AC8M0, V30AC8M2	Gold
Lenovo ThinkVision T27i-30 27" Full HD WLED LCD Monitor - Black Serial#: SV5KNH189, SV5KNH190, SV5KNH197, SV5KNH199	Gold
Lenovo ThinkVision T27i-30 27" Full HD WLED LCD Monitor - Black Serial # SV5MFF634	Gold
Lenovo ThinkVision T22i-30 LED monitor - 21.5" - HDMI, VGA, DisplayPort - raven black Serial#: SV90BMFBF, SV90BMFB5, SV90BMFCF, SV90BMGHX, SV90BMGH9, SV90BMG1H	Gold
Lenovo ThinkVision T24i-30 24" Monitors - comes with HDMI cable Serial#: SV5LAV214, SV5LAV215	Gold
Lenovo ThinkVision T24i-30 24" Monitors - comes with HDMI cable Serial#: V5KMR002, V5KMR019, V5KMR022	Gold
Lenovo ThinkVision T24i-30 24" Monitors - comes with HDMI cable Serial#: V5LLY099, V5LLY100	Gold
Lenovo ThinkVision T27hv-30 27" Class Webcam WQHD LCD Monitor - 16:9 - Raven Black Serial # SVTS70329	Gold
Lenovo ThinkSystem SR665v3 model - 1.5 TB Memory - 3-year Warranty - CTO 2u Chassis / Two AMD EPYC 9534 64 Core CPU /1.5 TB RAM / 940-8i Hardware RAID Card / 8 x 3.5" 16 TB HDD / Mirrored 240GB SSD / 4x 10GbE OCP / 4x 1GbE / 2x A30 GPU/ 2x PSU Serial#: J1057F6L	Bronze
Lenovo ThinkCentre M75q Gen 2 Tiny - AMD Ryzen 5 PRO 5650GE (6 Core) 3.40 GHz - 16 GB RAM 256g NVMe SSD - Black Serial#: SMJ0KPMBP, SMJ0KPMBS, SMJ0KPMBZ, SMJ0KPMC1, SMJ0KPMCB, SMJ0KMKLW	Gold
Lenovo ThinkCentre M75q Gen 2 Tiny - AMD Ryzen 5 PRO 5650GE (6 Core) 3.40 GHz - 16 GB RAM 256g NVMe SSD - Black Serial # MJ0KWMZS	Gold
Lenovo ThinkCentre M75q Gen 2 Tiny - AMD Ryzen 5 PRO 5650GE (6 Core) 3.40 GHz - 16 GB RAM 256g NVMe SSD - Black Serial # MJ0L4VA7, MJ0L4VAR, MJ0L4VAN	Gold
Lenovo ThinkCentre M75q Gen 2 - Tiny - AMD Ryzen 5 PRO 5650GE/3.40 GHz(6 Core) 16 GB RAM 256 GB SSD - Black Serial#: SMJ0KH1TH	Silver
Lenovo ThinkCentre M75s Gen 2 SFF Desktop Computer - AMD Ryzen 7 PRO 5750G (8 Core) 3.80 GHz - 16 GB RAM - 512 GB SSD - Black Serial # SMJ0L5Y6Q	Silver

Lenovo ThinkCentre M70t Gen 3 Tower - i7-12700/2.1 GHz - 16 GB RAM - 512 GB SSD - Black Serial#: MJ0JVHTT	Silver
Lenovo ThinkCentre M70t Gen 3 Tower - i7-12700/2.1 GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SMJ0K4YHH, SMJ0K4YHM, SMJ0K843H, SMJ0K843L	Silver
Lenovo ThinkCentre M70t Gen 3 Tower - i7-12700/2.1 GHz - 16 GB RAM - 512 GB SSD - Black Serial#: SMJ0K843M, SMJ0K843S, SMJ0K9T72, SMJ0K9T73	Silver
Lenovo ThinkCentre M70s Gen 3 - CTO - i5-12400/2.50 GHz - 16GB RAM - 512GB SSD - WIN 11 Home - 3-year onsite Serial#: MJ0JVKYD, MJ0JVKYE, MJ0JVKYF, MJ0JVKYG, MJ0JVKYH, MJ0JVKYJ, MJ0JVKYK, MJ0JVKYL, MJ0JVKYM, MJ0JVKYN, MJ0JVKYP, MJ0JVKYQ, MJ0JVKYR, MJ0JVKYS, MJ0JVKYT	Silver
Lenovo ThinkCentre M70s Gen 3 - CTO - i5-12400/2.50 GHz - 16GB RAM - 512GB SSD - WIN 11 Home - 3-year onsite Serial#: MJ0K5GSE, MJ0K5GSF	Silver
Lenovo ThinkCentre M70s Gen 3 - CTO - i5-12400/2.50 GHz - 16GB RAM - 512GB SSD - WIN 11 Home - 3-year onsite Serial#: MJ0K5GSG, MJ0K5GSH, MJ0K5GSJ, MJ0K5GSK, MJ0K5GSL, MJ0K5GSM, MJ0K5GSN	Silver
Lenovo ThinkCentre M70s Gen 3 SFF - i7-12700/2.1 GHz (12 Core) 16 GB RAM - 512 GB SSD - Black Serial#: SMJ0K4LQZ	Silver
Lenovo ThinkCentre M70s Gen 3 SFF - i5-12400/2.50 GHz - 16 GB RAM - 256 GB SSD - Black Serial#: SMJ0JVJH0	Silver
Lenovo ThinkCentre M70s Gen 3 SFF - i5-12400/2.50 GHz - 16 GB RAM - 256 GB SSD - Black Serial#: SMJ0JVJH2	Silver
Lenovo ThinkCentre M90q Gen 3 - Tiny - i5-12500/3 GHz (6 Core) 8 GB RAM - 256 GB SSD - Black Serial#: SMJ0JPGAC, SMJ0JPGAF	Gold
Lenovo ThinkCentre M90q Gen 3 - Tiny - i5-12500/3 GHz (6 Core) 8 GB RAM - 256 GB SSD - Black Serial#: SMJ0JPGA9	Gold
Lenovo ThinkCentre M90a Gen 3 - All-in-One Touchscreen - i5-12500/3 GHz - 8 GB RAM - 256 GB SSD - Black Serial#: SMJ0JQ06Q	Gold
Lenovo ThinkCentre M70q Gen 4 - i7-13700T/1.4 GHz - RAM 16 GB - 512 GB SSD - Black Serial#: SMJ0L0LCE, SMJ0L0LCF, SMJ0L0LCH, SMJ0L0LCJ, SMJ0L0LCL	Gold
Lenovo ThinkCentre M70q Gen 4 - i7-13700T/1.4 GHz - RAM 16 GB - 512 GB SSD - Black Serial # SMJ0LBFBM, SMJ0LBBFQ, SMJ0LBBFR, SMJ0LC2YC, SMJ0LC2Y7	Gold
Lenovo ThinkStation P720 Tower - Intel Xeon 4216 2.10 GHz - 32 GB DDR4 RAM - 1 TB SSD Serial#: SMJ0JZ80S, SMJ0JZ80T	Silver
Lenovo ThinkStation P720 Tower - Intel Xeon 4216 2.10 GHz - 32 GB DDR4 RAM - 1 TB SSD Serial#: SMJ0L5V20	Silver
Lenovo ThinkStation P720 Tower - 2 x Xeon Silver 4210R/2.4 GHz - vPro - RAM 32 GB - SSD 1 TB Serial#: SMJ0JE93J	Silver
Lenovo ThinkStation P340 - SFF - i5 10500/3.1 GHz - vPro - RAM 16 GB - SSD 256 GB Serial#: MJ0HXGYD	Silver
Lenovo ThinkStation P620 - AMD Ryzen 5955WX/4 GHz - 64 GB RAM - 2 TB SSD Serial#: SMJ0J2BFZ	Silver
Lenovo ThinkStation P360 Tiny - i7-12700T/1.40 GHz (12 Core) 16 GB RAM - 512 GB SSD - Black Serial#: MJ0KJQEW	Gold
Lenovo ThinkStation P360 - Tiny - i7-12700/2.10 GHz - 32 GB DDR5 RAM - 1 TB SSD - Black Serial#: SMJ0JW4FJ	Gold

Lenovo ThinkStation P360 - Tiny - i7-12700/2.10 GHz - 32 GB DDR5 RAM - 1 TB SSD - Black Serial#: SMJ0K9M6H, SMJ0K9M6J, SMJ0K9M6K, SMJ0K9MA3, SMJ0K9MA4	Gold
Lenovo ThinkStation P360 - Tiny - i7-12700/2.10 GHz - 32 GB DDR5 RAM - 1 TB SSD - Black Serial#: SMJ0L0PBQ, SMJ0L0PBS	Gold
Lenovo ThinkStation P360 Tiny - i7-12700T/1.40 GHz - 32 GB DDR5 RAM - 1 TB SSD - Black Serial#: SMJ0K0WRB, SMJ0K0WRF	Gold
Lenovo ThinkStation P360 Tiny - i7-12700T/1.40 GHz - 32 GB DDR5 RAM - 1 TB SSD - Black Serial#: SMJ0JYVDY	Gold
Lenovo ThinkStation P360 Tiny - i7-12700T/1.40 GHz - 32 GB DDR5 RAM - 1 TB SSD - Black Serial#: MJ0KJHM5, MJ0KJHLZ, MJ0KJ35B, MJ0J0BMK	Gold
Lenovo ThinkStation P360 Tiny - i7-12700T/1.40 GHz - 32 GB DDR5 RAM - 1 TB SSD - Black Serial#: SMJ0KKCAT, SMJ0KKCAX, SMJ0KL2F4, SMJ0KL2F5	Gold
Lenovo ThinkStation P360 Tiny - i7-12700T/1.40 GHz (12 Core) 16 GB RAM - 512 GB SSD - Black Serial#: SMJ0KJHPF, SMJ0KJHPK, SMJ0KJHPN	Gold
Lenovo ThinkStation P360 Tiny - i7-12700T/1.40 GHz (12 Core) 16 GB RAM - 512 GB SSD - Black Serial#: SMJ0KREX1, SMJ0KREX6, SMJ0KREX7, SMJ0KREX9, SMJ0KREXK	Gold
Lenovo ThinkStation P360 Tower - i7-12700/2.10 GHz (12 Core) 32 GB RAM - 1 TB SSD Serial#: SMJ0KL9HP	Gold
Lenovo ThinkStation P360 - i9-12900/2.40GHz - 32 GB RAM - 1 TB SSD - RTX A4000	Gold
Lenovo ThinkStation P360 - i9 12900K/3.2 GHz - RAM 128 GB - SSD 2 TB - NVIDIA RTX A5000 Serial#: MJ0JMXWL	Gold
Lenovo ThinkStation P360 Ultra - i7-12700K - 16 GB RAM - 512 GB SSD - NVIDIA T400 Serial#: SMJ0JQPAL	Gold
Lenovo ThinkStation P360 Ultra - i7-12700K - 16 GB RAM - 512 GB SSD - NVIDIA T400 Serial#: MJ0K2563	Gold
Lenovo ThinkStation P360 Ultra - Intel Core i7-12700 (2.10GHz), Windows 11 Pro 64, 32.0GB, 1x1TB SSD M.2 2280 PCIe Gen4 TLC Opal, NVIDIA RTX A2000 12GB, Wi-Fi 6E AX211, 3YR - Serial#'s: SMJ0JXL6G, SMJ0JXL6H, SMJ0JXL6J, SMJ0JXL6K and SMJ0JXL6L	Gold
Lenovo ThinkStation P360 Ultra Mini-tower - i7-12700/2.10 GHz - 16 GB RAM - 512 GB SSD - NVIDIA T400 - Black Serial#: MJ0JZ4KV, MJ0JZ4KY	Gold
Lenovo ThinkStation P360 Ultra - i9-12900/2.40 GHz (16 Core) RTX A2000 - 32 GB RAM - 1 TB SSD Serial#: SMJ0K72PB, SMJ0K72P7	Gold
Lenovo ThinkStation P3 Workstation - (16 Core) i7-13700 13th Gen 2.10 GHz - 16 GB DDR5 SDRAM RAM - 512 GB SSD - Tower Serial # SMJ0LBN2J, SMJ0LBN2M	Gold
Lenovo CTO P3 Tower i7-13700k 128G RAM 4TB SSD RTX A4500 Win 11 Pro / 3 Year Premier Warranty Serial#: MJ0L3ZVS	Gold
Lenovo ThinkStation P3 Workstation - Intel Core (16 Core) i7-13700 13th Gen 2.10 GHz - 32 GB - 1 TB SSD - Mini-tower Serial # MJ0L8YTP	Gold

The Reporting Tool will automatically calculate the following three figures:

Percentage of electronics spend that meets preferable sustainability criteria:

44.30506695431149

Percentage of electronics spend that meets other qualifying sustainability criteria:

10.870673487830997

Points earned for indicator OP 10.2:

0.4974040369822699

10.3 Percentage of furniture spend that meets sustainability criteria

Does the institution have sufficient data on its furniture spend to pursue this indicator?:

Yes

Performance year for furniture spend:

2023

Total annual spend on furniture:

1,516,286.0

Annual spend on furniture that meets preferable sustainability criteria:

355,101.0

Annual spend on furniture that meets other qualifying sustainability criteria:

0.0

List or sample of furniture purchases that meet sustainability criteria:

Brand	Product Description	Certifications
KI Pirouette	nesting tables	Indoor Advantage™ Gold, qualify for LEED low-emitting materials credits, comply with ANSI/BIFMA X7.1/M7.1, and meet CA 01350 air emissions requirements
Haworth Upside +	Desk	Greenguard, BIFMA Level 3, FSC
KI Athens	Casual Table	Indoor Advantage™ Gold, qualify for LEED low-emitting materials credits, comply with ANSI/BIFMA X7.1/M7.1, and meet CA 01350 air emissions requirements
Haworth Planes	meeting table	Greenguard, BIFMA Level 3, FSC
Haworth Very	Stack chair	Greenguard Gold, BiFMA Level 3
Haworth Maari	Upholdstered seat chair	Greenguard Gold, BiFMA Level 3
Haworth Maari	Upholdstered seat chair, stackable	Greenguard Gold, BiFMA Level 3
Haworth Very	Interview Room Stack chair	Greenguard Gold, BiFMA Level 3
Haworth very Conference	Break out space task chair	Greenguard Gold, BiFMA Level 3
Haworth Maari	counter heigh stool	Greenguard Gold, BiFMA Level 3
Haworth Poppy Lounge	swivel lounge chair	Greenguard Gold, BiFMA Level 2
Haworth Riverbend	modular lounge	Greenguard Gold, BiFMA Level 2
Haworth Jive Table	modular lounge, end table	FSC, Greenguard
Haworth Pop Table	Personal Laptop/Tablet Table	Greenguard, BIFMA Level 3
KI Connection Zone Storage	Lockers	LEED, WELL Building Standard™, SCS Indoor Advantage™ Gold, Health Product Declaration (HPD), BIFMA level® 3 certified, Healthier Hospitals Initiative (HHI)

The Reporting Tool will automatically calculate the following three figures:

Percentage of furniture spend that meets preferable sustainability criteria:

23.41913069170328

Percentage of furniture spend that meets other qualifying sustainability criteria:
0.0

Points earned for indicator OP 10.3:
0.2341913069170328

10.4 Percentage of office paper spend that meets sustainability criteria

Does the institution have sufficient data on its office paper spend to pursue this indicator?:

Yes

Performance year for office paper spend:

2023

Total annual spend on office paper:

139,301.0

Annual spend on office paper that meets preferable sustainability criteria:

28,151.0

Annual spend on office paper that meets other qualifying sustainability criteria:

101,083.0

List or sample of office paper purchases that meet sustainability criteria:

Procurement Services is committed to promoting the use of sustainable paper products. For more information, please review the attached memo, which has been shared with all Western Staff and visit the website linked below.

staff.https://www.uwo.ca/finance/procurement/sustainable_procurement/sustainable_procurement_factsheet__office_products_.html

The Reporting Tool will automatically calculate the following three figures:

Percentage of office paper spend that meets preferable sustainability criteria:

20.208756577483292

Percentage of office paper spend that meets other qualifying sustainability criteria:

72.56444677353358

Points earned for indicator OP 10.4:

0.5649097996425008

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

[OP_10.4_Sustainable_Paper_Product_Sugar_Sheet_Memo.pdf](#)

Materials Management

Score	Responsible Party
2.75 / 4.00	

Criteria

11.1 Surplus and reuse programs

An institution earns 1 point for this indicator when it has A) a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse, and B) a reuse program through which employees and/or students can donate personal items for redistribution. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.2 Single-use disposable plastics program

An institution earns 1 point for this indicator when it A) has or participates in a composting program that accepts compostable alternatives to single-use disposable plastic, B) has or participates in a reusable container program designed to reduce the use of single-use disposable plastic, C) has eliminated the on-site use of at least one form of single-use disposable plastic, and D) has eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs, policies, and practices. Policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this indicator as long as the policies apply to and are followed by the institution.

11.3 Electronic waste management

An institution earns the maximum of 1 point for this indicator when it has or participates in a program designed to collect electronic waste (e-waste) from A) employees and B) students, and C) uses an e-waste recycler that is certified to a qualifying standard. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

11.4 Hazardous waste management and disclosure

An institution earns 1 point when it A) has a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials and B) publishes information about the types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current programs and practices.

"---" indicates that no data was submitted for this field

11.1 Surplus and reuse programs

Does the institution have a surplus program through which institution-owned items that are no longer needed are stored for eventual sale, donation, or reuse?:

Yes

Narrative and/or website URL providing an overview of the institution's surplus program:

Western University offers a Waste & Recycling Portal (accessible here: https://sustainability.uwo.ca/Campus/waste_reduction/waste_recycling_portal.html) where all members of the Western Community can request pickups for items intended for reuse or scrap through our Scrap Services Program. This program partners with a local vendor dedicated to giving items a new life by collaborating with a robust network of local non-profit organizations, community centers, and donation centers. They ensure that items in good condition are passed on through donation and/or resale, while everything recyclable is properly recycled

Does the institution have or participate in a reuse program through which employees and/or students can donate personal items for redistribution?:

No

Narrative and/or website URL providing an overview of the institution's reuse program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.1:

0.5

11.2 Single-use disposable plastics program

Does the institution have or participate in a composting program that accepts compostable alternatives to single-use disposable plastic?:

Yes

Narrative and/or website URL providing an overview of the institution's composting program:

Western University's commitment to sustainability is reflected in the continuous growth and success of its Green Bin Program, which has made significant strides in diverting organic waste and fostering environmental stewardship across campus.

Initially launched in kitchens and food preparation areas—known as “back of the house”—and select dining locations, the program has seen impressive results, collecting an average of approximately 270 metric tons of organic waste per year. Over the past six years, a total of 1,620 metric tons of organic waste has been diverted from landfills.

In 2021, the university introduced new signage to standardize the program across campus, ensuring that everyone knows how to dispose of organic waste correctly. Building on this progress, in January 2024, additional green bins were installed in all remaining campus eateries, completing and strengthening the waste management system available to the Western community. This expansion improves accessibility and encourages both students and staff to participate in the composting program.

With the continued growth of the Green Bin Program, Western University remains committed to driving meaningful waste diversion and empowering the campus community to contribute to a more sustainable future.

Please see https://sustainability.uwo.ca/Campus/waste_reduction/sorting_at_western.html for more information on Waste Reduction at Western

Does the institution have or participate in a reusable container program designed to reduce the use of single-use disposable plastic?:

Yes

Narrative and/or website URL providing an overview of the institution's reusable container program:

Choose-2-Reuse eco-tainer program in Residence supports a campus-wide effort towards zero-waste. <https://residencedining.uwo.ca/special.cfm#Reuse>

Has the institution eliminated the on-site use of at least one form of single-use disposable plastic?:

Yes

Has the institution eliminated the on-site sales and distribution of all single-use disposable plastic food containers, utensils, and beverage cups?:

No

Narrative and/or website URL providing an overview of the institution's single-use disposable plastics program:

In January 2024, Western stopped selling plastic bottled water across campus. Although they are not banned on campus, they are no longer provided at any university functions, sold in vending machines or by any on-campus restaurant or vendors.

https://sustainability.uwo.ca/Campus/water/drinking_water.html

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.2:

0.75

11.3 Electronic waste management

Does the institution have or participate in a program designed to collect electronic waste (e-waste) from employees for recycling and/or preparation for reuse?:

Yes

Does the institution have or participate in a program designed to collect e-waste from students for recycling and/or preparation for reuse? (required):

Yes

Narrative and/or website URL providing an overview of the institution's e-waste collection programs:

If Yes to either of the two preceding questions, the following field is also required:

Narrative and/or website URL providing an overview of the institution's e-waste collection programs

E-waste recycling is available at multiple locations across the Western Campus.

https://sustainability.uwo.ca/Campus/waste_reduction/sorting_at_western.html

At the end of the academic year, during move-out, e-waste bins are made readily available to students in all of Western's residences for the collection of e-waste.

<https://sustainability.uwo.ca/Campus/residence.html>

Does the institution use an e-waste recycler that is certified to a qualifying standard?:

No

Standard to which the institution's e-waste recycler is certified:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.3:

0.5

11.4 Hazardous waste management and disclosure

Does the institution have a hazardous waste management program or protocol that includes measures to minimize or reduce the use of hazardous materials?:

Yes

Narrative and/or website URL providing an overview of the institution's hazardous waste management program or protocol:

Hazardous Materials Managment Handbook - https://www.uwo.ca/hr/form_doc/health_safety/doc/manuals/hazardous_handbook.pdf

Online resource that provides information about the specific types of hazardous waste managed by the institution

https://www.uwo.ca/hr/safety/topics/hazardous_waste.html

Does the institution publish information about the specific types of hazardous waste it generates and how they are disposed of, recycled, and/or prepared for reuse?:

Yes

Online resource that provides information about the specific types of hazardous waste managed by the institution:

https://www.uwo.ca/hr/form_doc/health_safety/doc/procedures/haz_waste_disp_flow.pdf

Document that provides information about the specific types of hazardous waste managed by the institution:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 11.4:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Waste Generation and Recovery

Score	Responsible Party
2.24 / 5.00	

Criteria

12.1 Non-hazardous waste generated per person

An institution earns 1 point when its annual amount of non-hazardous waste generated per full-time equivalent of students and employees is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual data available from within the previous three years. An institution may track waste over a full one-year time period (calendar or fiscal year), report average annual waste over a two or three year period, or estimate annual waste based on a representative sample.

Include all municipal solid waste (i.e., trash or rubbish) and non-hazardous recyclable and compostable materials generated by the institution. Construction, demolition, hazardous, universal, special (e.g., coal ash), medical, and non-regulated chemical waste should be excluded to the extent feasible.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

An institution may account for reuse at the point an item is diverted from disposal (e.g., to a surplus/repair facility) or at the point an item is reallocated, donated, or resold to a new user, as long as the methodology is used consistently.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

12.2 Non-hazardous waste generated per square meter

An institution earns 1 point when its annual amount of non-hazardous waste generated per gross square meter of floor area is less than or equal to a benchmark for its peer group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report gross floor area from the same time period as that from which the waste data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

12.3 Percentage of non-hazardous waste diverted from disposal

An institution earns 2 points by diverting 90 percent or more of non-hazardous waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

The figures required for this indicator are automatically drawn from indicator 12.1.

12.4 Percentage of construction and demolition waste diverted from disposal

An institution earns 1 point by diverting 90 percent or more of construction and demolition (C&D) waste from disposal through recovery operations. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual C&D waste data available from within the previous three years. An institution may track C&D waste over a full one-year time period (calendar or fiscal year), report average annual C&D waste over a two or three year period, or estimate annual C&D waste based on a representative sample.

Include all debris generated during the construction, renovation, and demolition of buildings, roads, and bridges, e.g., concrete, wood, metals, glass, and salvaged building components. Soil and organic debris from excavating or clearing sites are excluded.

If possible, waste figures measured in volume should be converted to weight using factors determined locally based on multiple weight samples taken of materials collected on-site. Otherwise, an institution may use generic volume-to-weight conversion factors provided by the United Nations Environment Programme (UNEP), the US Environmental Protection Agency, CalRecycle, or the equivalent.

Provide information about the methodology used to complete this indicator, the scope of the analysis (e.g., materials included/excluded), and any data limitations or other factors (e.g., contamination rates and/or sorting inefficiencies) that may have influenced the results in the public Notes field provided.

"---" indicates that no data was submitted for this field

12.1 Non-hazardous waste generated per person

Performance year for non-hazardous waste:
2023

Peer group:
Doctoral universities and research institutions

Non-hazardous waste recycled:
1,581.8148499999998

Non-hazardous waste composted:
388.01311999999996

Non-hazardous waste prepared for reuse:
0.0

Non-hazardous waste disposed of to a landfill or incinerator:
2,852.7782799999995

Estimated percentage of non-hazardous waste disposed of to a landfill or incinerator that is disposed of to a waste-to-energy (WTE) facility:

Full-time equivalent student enrollment:
36,205.0

Full-time equivalent of employees:
4,132.0

The Reporting Tool will automatically calculate the following five figures:

Total non-hazardous waste diverted from disposal:
1,969.8279699999998

Annual non-hazardous waste generated:
4,822.60625

Full-time equivalent students and employees:
40,337.0

Annual non-hazardous waste generated per person:
239.11576220343605

Points earned for indicator OP 12.1:
0.7165731064772579

12.2 Non-hazardous waste generated per square meter

Gross floor area of building space:

9,279,696.337420704

The Reporting Tool will automatically calculate the following two figures:

Annual non-hazardous waste generated per unit of floor area:

0.4714591897572473

Points earned for indicator OP 12.2:

0.617213888682677

12.3 Percentage of non-hazardous waste diverted from disposal

The Reporting Tool will automatically calculate the following two figures:

Percentage of non-hazardous waste diverted from disposal:

40.84571428571429

Points earned for indicator OP 12.3:

0.9067748571428572

12.4 Percentage of construction and demolition waste diverted from disposal

Has the institution conducted one or more major construction, renovation, and/or demolition projects within the previous three years?:

Yes

Does the institution have sufficient data on construction and demolition waste to pursue this indicator?:

No

Performance year for construction and demolition waste:

Construction and demolition waste recycled:

Construction and demolition waste prepared for reuse:

Construction and demolition waste disposed of to a landfill or incinerator:

The Reporting Tool will automatically calculate the following four figures:

Total construction and demolition waste diverted from disposal:

Annual construction and demolition waste generated:

Percentage of construction and demolition waste diverted from disposal:

Points earned for indicator OP 12.4:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Transportation

Points Earned 5.23

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems through fleet management, infrastructure investment, and behavior change. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit oppressive governments.

At the same time, an institution can reap benefits from modeling sustainable transportation systems. Active modes such as cycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help a campus better manage stormwater. An institution may also realize cost savings by reducing its dependence on combustion-driven transport and support its local community by helping facilitate a shift away from single-occupancy vehicles.

Credit	Points
Vehicle Fleet	0.17 / 2.00
Commute Modal Split	5.06 / 6.00
Air Travel	0.00 / 2.00

Vehicle Fleet

Score	Responsible Party
0.17 / 2.00	

Criteria

13.1 Percentage of fleet vehicles that are electric vehicles

An institution earns 2 points when all of the cars, vans, trucks, and buses in its fleet are electric vehicles, i.e., zero emission vehicles (ZEVs) and/or plug-in hybrid electric vehicles (PHEVs). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recently available data from within the previous three years.

Include all motorized light, medium, and heavy-duty cars, vans, trucks, and buses (including, for example, delivery trucks, step and panel vans, refuse trucks, coaches and school buses, tractor-trailer tractors, and utility vehicles) that are owned or leased by the institution. Vehicles designed for off-road use (e.g., forklifts, mowers, tractors, and agricultural equipment) and highly specialized vehicles for which no zero-emission alternatives are readily available may be excluded.

"---" indicates that no data was submitted for this field

13.1 Percentage of fleet vehicles that are electric vehicles

Total number of cars, vans, trucks, and buses in the institution's fleet:

47.0

Number of cars, vans, trucks, and buses in the institution's fleet that are zero emission vehicles (ZEVs):

4.0

Number of cars, vans, trucks, and buses in the institution's fleet that are plug-in hybrid electric vehicles (PHEVs):

0.0

The Reporting Tool will automatically calculate the following two figures:

Percentage of fleet vehicles that are electric vehicles:

8.51063829787234

Points earned for indicator OP 13.1:

0.1702127659574468

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Commute Modal Split

Score	Responsible Party
5.06 / 6.00	

Criteria

14.1 Percentage of students and employees using more sustainable commuting options

An institution earns 6 points when all of its students and employees use more sustainable commuting options (i.e., alternatives to single-occupancy cars, vans, and trucks). Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent annual (fiscal or calendar year) data available from within the previous three years. Use the most recent single year for which data is available or an average from throughout the period. Representative samples may be used to gather data about commuting behavior.

Report population figures from the same time period as that from which commuting data are drawn, e.g., an average from throughout the performance period or a snapshot at a single representative point.

Report either the percentage of trips for which students and employees use more sustainable options or the percentage of students and employees that use more sustainable commuting options (or a combination of these options) as their primary means of transportation. Students who live on campus should be included on the basis of how they travel to and from their classes. Employees who live on campus should be included on the basis of how they travel to and from their workplaces.

An institution that tracks commuting behavior for academic staff and non-academic staff separately (e.g., for purposes of greenhouse gas accounting) should combine those figures in a way that reflects the proportional representation of each population. For example, if 60 percent of academic staff (who comprise 40 percent of all employees) use more sustainable options and 40 percent of non-academic staff (who comprise 60 percent of all employees) use more sustainable options, the percentage of employees using more sustainable options would be 48: $(0.6 \times 40) + (0.4 \times 60)$.

"---" indicates that no data was submitted for this field

14.1 Percentage of students and employees using more sustainable commuting options

Performance year for commute modal split:

2023

Full-time equivalent student enrollment:

36,205.0

Full-time equivalent of employees:

4,132.0

Has the institution gathered data about student commuting behavior?:

Yes

Percentage of students that use more sustainable commuting options:

93.1

Description of the methodology used to gather data about student commuting:

Parking Permit data from Parking Services was used to determine this. If a student didn't have a parking permit then they are assumed to use another form of transportation that is more sustainable. In 2023 2,489 student parking permits were issued.

Has the institution gathered data about employee commuting behavior?:

Yes

Percentage of employees that use more sustainable commuting options:

7.7

Description of the methodology used to gather data about employee commuting:

Parking Permit data from Parking Services was used to determine this. If a student didn't have a parking permit then they are assumed to use another form of transportation that is more sustainable. In 2023, 3,814 employee parking permits were issued.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 14.1:

5.061112973200782

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Student commuting data

The following 10 fields are included to provide additional context for interpreting the institution's student modal split. Report either the percentage of students that use each option as their primary means of transportation or the percentage of trips for which students use each option (or avoided trips in the case of remote learning). The figures should total 100.

Percentage of students that commute using single-occupancy car, van, or truck:

Percentage of students that commute by walking or the equivalent:

Percentage of students that commute by cycling or another micro-mobility option:

Percentage of students that commute by carpool or vanpool:

Percentage of students that commute by bus, shuttle, or ferry:

Percentage of students that commute by rail:

Percentage of students that commute by light rail or tram:

Percentage of students that commute by motorcycle or moped:

Percentage of students that commute by zero emission vehicle:

Percentage of students that avail of remote learning:

Employee commuting data

The following 10 fields are included to provide additional context for interpreting the institution's employee modal split. Report either the percentage of employees that use each option as their primary means of transportation or the percentage of trips for which employees use each option (or avoided trips in the case of remote work). The figures should total 100.

Percentage of employees that commute using single-occupancy car, van, or truck:

Percentage of employees that commute by walking or the equivalent:

Percentage of employees that commute by cycling or another micro-mobility option:

Percentage of employees that commute by carpool or vanpool:

Percentage of employees that commute by bus, shuttle, or ferry:

Percentage of employees that commute by rail:

Percentage of employees that commute by light rail or tram:

Percentage of employees that commute by motorcycle or moped:

Percentage of employees that commute by zero emission vehicle:

Percentage of employees that avail of remote work:

Air Travel

Score	Responsible Party
0.00 / 2.00	

Criteria

15.1. Air travel reduction and mitigation

An institution earns 2 points when it meets at least two of the following three criteria:

- A. Institution provides incentives designed to encourage employees to reduce their air travel.
- B. Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel.
- C. Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on current policies and practices and the most recent annual data available from within the previous three years.

"---" indicates that no data was submitted for this field

15.1. Air travel reduction and mitigation

Does the institution provide incentives designed to encourage employees to reduce their air travel?:

No

Narrative and/or website URL providing an overview of the institution's incentives designed to encourage employees to reduce their air travel:

Has the institution adopted restrictive measures designed to reduce the GHG emissions associated with its directly financed air travel?:

No

Narrative and/or website URL providing an overview of the institution's restrictive measures designed to reduce its air travel emissions:

Does the institution have a program designed to mitigate the GHG emissions associated with its directly financed air travel?:

No

Narrative and/or website URL providing an overview of the institution's air travel mitigation program:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator OP 15.1:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Planning & Administration

Coordination & Planning

Points Earned 9.23

Points Available 11.00

This impact area seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging stakeholders in governance. Sustainability committees, offices, and staff positions help an institution organize, implement, and publicize its sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability commitments and planning afford an institution the opportunity to clarify its vision of a sustainable future, establish priorities, and help guide budgeting and decision making. Establishing measurable objectives and ensuring that stakeholders have a meaningful voice in governance are important steps in making sustainability an institutional priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Commitments and Planning	4.73 / 6.00
Institutional Governance	3.50 / 4.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	

Criteria

1.1 Coordinating committee, officer, or office for sustainability

An institution earns 1 point when it has a sustainability committee, officer, and/or office charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution. Partial points are available. An institution that does not have a formal mechanism for sustainability coordination across the entire institution, but has one or more sustainability committees, officers, and/or offices (e.g., focused on a portion of the campus or one aspect of sustainability such as renewable energy or sustainability education) earns 0.5 points.

Measurement

Report on the current status of the institution's programs, initiatives, and staff positions.

"---" indicates that no data was submitted for this field

1.1 Coordinating committee, officer, or office for sustainability

Does the institution have one or more sustainability committees?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability committees:

<https://sustainability.uwo.ca/paces/index.html>

Does the institution have one or more sustainability officers?:

Yes

Narrative and/or website URL providing an overview of the institution's sustainability officers:

https://sustainability.uwo.ca/about_us/Meet%20the%20Team.html

Does the institution have a sustainability office that includes more than one full-time equivalent employee?:

Yes

Description of each sustainability office:

https://sustainability.uwo.ca/about_us/Meet%20the%20Team.html

Full-time equivalent of people employed in the sustainability offices:

5.0

Is at least one of the institution's sustainability committees, officers, or offices charged with coordinating various campus constituencies in the advancement of sustainability across the entire institution?:

Yes

Narrative outlining the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

<https://sustainability.uwo.ca/paces/index.html>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 1.1:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Job descriptions

Text of the job description for the institution's sustainability officer (1st position):

Copy of the job description for the institution's sustainability officer (1st position):

Text of the job description for the institution's sustainability officer (2nd position):

Copy of the job description for the institution's sustainability officer (2nd position):

Text of the job description for the institution's sustainability officer (3rd position):

Copy of the job description for the institution's sustainability officer (3rd position):

Commitments and Planning

Score	Responsible Party
4.73 / 6.00	

Criteria

2.1 Public sustainability commitment

An institution earns 2 points when it has made a public commitment to sustainability, as evidenced by a published statement, policy, or plan that outlines the institution's guiding vision or goals for sustainability and/or its status as a signatory to one or more external sustainability commitments that include a reporting requirement.

Measurement

Report on the institution's current plans and commitments. External commitments that do not include ongoing reporting requirements do not qualify.

2.2 Measurable sustainability objectives

An institution earns 3 points when it has adopted one or more measurable sustainability objectives that address A) teaching, learning, and research, B) stakeholder engagement, C) campus operations, D) racial equity and social justice, and E) administration and finance, as evidenced by their inclusion in a published plan and the identification of an accountable staff position or unit for each objective. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the institution's active plans, e.g., the institution's current strategic plan, campus master plan, sustainability plan, and/or climate action plan.

2.3 Climate resilience assessment and planning

An institution earns 1 point when it A) has conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community, B) participates in an ongoing campus-community task force or committee that is focused on climate resilience, and C) has incorporated climate resilience strategies and/or goals into one or more of its published plans. Partial points are available as outlined in the Technical Manual.

Measurement

Report on active plans and assessments completed or updated within the previous five years.

A campus-community task force or committee may be hosted by the institution, by an entity in the community, or jointly as long as both institutional and community representatives participate.

"---" indicates that no data was submitted for this field

2.1 Public sustainability commitment

Has the institution made a public commitment to sustainability, as evidenced by an external commitment or a published plan?:

Yes

Narrative detailing the institution's guiding vision or goals for sustainability and the plan(s) in which they are published:

From Western's Strategic Plan - Towards Western at 150 (page 21) - <https://strategicplan.uwo.ca/pdf/Western-Strategic-Report.pdf>

"Sustainability is one of the grand challenges of our times. It particularly calls out for everyone to collaborate, innovate, experiment – to seek bold and brave solutions. The maxim “think globally, act locally” applies well to these challenges of sustainability. As a research-intensive university Western is already engaged in a broad swath of internationally significant research projects that link us to a sustainable universe in all of our faculties. At the same time, acting locally, members of the Western community participate in many projects in London and nearby that aim to preserve, protect, and nourish the local environs. Our students and faculty are deeply engaged in local social service agencies, schools, hospitals, and other sites of important community-engaged learning and research. In 2020 and in 2021, Western was recognized by the Times Higher Education Impact Ranking as one of the greatest contributors to sustainability research and teaching on the planet. The Western community wants greater visibility for these efforts, and wants to do more. We will model sustainable processes in our own operations and apply our research, teaching, learning, and community engagement to support London and Southwestern Ontario in our collective efforts to become the Canadian centre of gravity for sustainability thought leadership and the application of innovative sustainable practices. Western embraces its responsibility to be stewards of the natural environment. We will launch a collaborative research initiative that will make Western a Canadian and international leader in helping others with research to reduce their own carbon emissions. We commit to rethinking the care of our campus to encourage greater biodiversity, and to extend efforts to make our campus more of a laboratory for our academic community. We will pursue partnerships with local and regional municipalities whose own projects concentrate on challenges with areas such as water, waste, transportation, and biodiversity. For years, the university has pursued efforts to reduce its own carbon footprint. These include efforts from food waste to geothermal heating. We will continue to prioritize energy retrofits and maintain our commitment to sustainability for new construction with an aim of net-zero in new facilities. Western University will achieve net-zero emissions for campus operations by 2050 and at least a 45 per cent reduction (over 2005) by 2030. We will incorporate existing initiatives to reduce the impact of campus operations with new initiatives focused on green innovation."

Narrative and/or website URL outlining the institution's external sustainability commitments that include a reporting requirement:

<https://strategicplan.uwo.ca/pdf/Western-Strategic-Report.pdf>

https://sustainability.uwo.ca/Campus/responsible_investing.html

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.1:

2.0

2.2 Measurable sustainability objectives

Has the institution adopted one or more measurable sustainability objectives that address teaching, learning, and research?:

Yes

Narrative listing the institution's measurable sustainability objectives that address teaching, learning, and research:

Sustainability is one of the grand challenges of our times. It particularly calls out for everyone to collaborate, innovate, experiment – to seek bold and brave solutions. The maxim “think globally, act locally” applies well to these challenges of sustainability. As a research-intensive university Western is already engaged in a broad swath of internationally significant research projects that link us to a sustainable universe in all of our faculties. At the same time, acting locally, members of the Western community participate in many projects in London and nearby that aim to preserve, protect, and nourish the local environs. Our students and faculty are deeply engaged in local social service agencies, schools, hospitals, and other sites of important community-engaged learning and research. In 2020 and in 2021, Western was recognized by the Times Higher Education Impact Ranking as one of the greatest contributors to sustainability research and teaching on the planet. The Western community wants greater visibility for these efforts, and wants to do more. We will model sustainable processes in our own operations and apply our research, teaching, learning, and community engagement to support London and Southwestern Ontario in our collective efforts to become the Canadian centre of gravity for sustainability thought leadership and the application of innovative sustainable practices. Western embraces its responsibility to be stewards of the natural environment. We will launch a collaborative research initiative that will make Western a Canadian and international leader in helping others with research to reduce their own carbon emissions. We commit to rethinking the care of our campus to encourage greater biodiversity, and to extend efforts to make our campus more of a laboratory for our academic community. We will pursue partnerships with local and regional municipalities whose own projects concentrate on challenges with areas such as water, waste, transportation, and biodiversity. For years, the university has pursued efforts to reduce its own carbon footprint. These include efforts from food waste to geothermal heating. We will continue to prioritize energy retrofits and maintain our commitment to sustainability for new construction with an aim of net-zero in new facilities. Western University will achieve net-zero emissions for campus operations by 2050 and at least a 45 per cent reduction (over 2005) by 2030. We will incorporate existing initiatives to reduce the impact of campus operations with new initiatives focused on green innovation.

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Milestones and metrics in Towards Western at 150 Western University Strategic Plan:

- Create learning opportunities for faculty and staff on important EDI practices, targeting a 90% participation rate within 5 years
- Create a sustainability research fund (initially at \$1 million) that prioritizes our local and regional partnerships and that creates new experiential learning opportunities for students.

<https://strategicplan.uwo.ca/pdf/WesternU-SP-Milestones-Metrics.pdf>

Has the institution adopted one or more measurable sustainability objectives that address stakeholder engagement?:

No

Narrative listing the institution's measurable sustainability objectives that address stakeholder engagement:

Has the institution adopted one or more measurable sustainability objectives that address campus operations?:

Yes

Narrative listing the institution's measurable sustainability objectives that address campus operations:

Western University will achieve net-zero emissions for campus operations by 2050 and at least a 45 per cent reduction (over 2005) by 2030. We will incorporate existing initiatives to reduce the impact of campus operations with new initiatives focused on green innovation.

https://sustainability.uwo.ca/Campus/energy_carbon/ghg_emissions.html

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Milestones and metrics in Towards Western at 150 Western University Strategic Plan:

- Reduce carbon emissions for campus operations by 45% (over 2005) by 2030 and net-zero by 2050

<https://strategicplan.uwo.ca/pdf/WesternU-SP-Milestones-Metrics.pdf>

Has the institution adopted one or more measurable sustainability objectives that address racial equity and social justice?:

Yes

Narrative listing the institution's measurable sustainability objectives that address racial equity and social justice:

Western University introduced a new EDIDA Strategic Plan in late 2024.

We are proud to share Western's Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan: Advancing Inclusive Excellence, our collaborative roadmap to building a more inclusive Western community and campus.

The EDIDA Strategic Plan was created in robust consultation and extensive collaboration with the Western community and embodies Western's commitment to creating an equitable, diverse and inclusive community for all. Thousands of Western students, alumni, staff, faculty members and leaders shared their ideas, experiences and aspirations for the plan.

Our Vision: Fostering safe, accessible, and equitable places, spaces, and experiences where every person belongs and feels empowered to achieve their full potential at Western.

What do we hope to achieve with the EDIDA Strategic Plan?

Five outcome statements emerged directly from the thoughtful and comprehensive input provided by participants during our engagement processes.

- Western students, staff, faculty, leaders, alumni and visitors will feel safe and have a strong sense of belonging.
- Students, staff, faculty and leaders with disabilities will experience barrier-free, accessible environments and services at Western.
- Equity-deserving groups will be represented in Western's students, staff, faculty, librarians, archivists and leaders.
- Western's community, culture, policies and curriculum will reflect the values of reconciliation with Indigenous Peoples and demonstrate our collective commitment to responding to the Truth and Reconciliation Commission's 94 Calls to Action and the Western Indigenous Strategic Plan.

- Western leaders will be active EDIDA practitioners and passionate champions for actively building a culture of inclusion and addressing inequality.

<https://www.edi.uwo.ca/strategic-plan/>

A full list of objectives are listed in the "Accountability Framework" section of the the EDIDA Strategic Plan.

<https://www.edi.uwo.ca/strategic-plan/edida-strat-plan-updated-2025.pdf>

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Milestones and metrics in Towards Western at 150 Western University Strategic Plan:

- Create learning opportunities for faculty and staff on important EDI practices, targeting a 90% participation rate within 5 years

<https://strategicplan.uwo.ca/pdf/WesternU-SP-Milestones-Metrics.pdf>

Has the institution adopted one or more measurable sustainability objectives that address administration and finance?:

Yes

Narrative listing the institution's measurable sustainability objectives that address administration and finance:

https://sustainability.uwo.ca/Campus/responsible_investing.html

In 2022 Western University's Investment Committee released its inaugural responsible investing annual report. The report focuses on Western's climate change ambitions and the need for long-term, sustained, decarbonization of our investments.

Western's responsible investment efforts began in 2009 by incorporating environmental, social and governance (ESG) considerations into formal manager reviews. Since then the work has intensified, especially over the last two years, including the completion of our first Total Portfolio carbon footprint and commitments to a 45% carbon intensity reduction by 2030, and net-zero by 2050 or sooner.

There are also interim milestones to ensure we are on track for 2030 and 2050 targets. From 2022-2024 the Investment Committee will commence/increase allocations to green solutions and consider climate transition benchmarks. By 2025 we plan to have invested 10% of the Operating and Endowment Fund in sustainable investment strategies.

One of the key principles for Western's Responsible Investing is transparency and reporting on our progress, meaning to be open and transparent with our stakeholders and report regularly on our progress and milestones achieved.

Going forward, Western is committed to:

- Investing 10% of the Operating & Endowment Fund in sustainable investment strategies by 2025
- Reducing our carbon intensity at least 45% by 2030
- Achieving net-zero absolute carbon emissions by 2050, or sooner

The second annual report, released in December 2022, highlights several of the activities underway supporting our responsible investing strategy. The 2022 report shows progress towards our decarbonization commitment, including a decrease in the weighted average carbon intensity of the Operating and Endowment Fund by 4.3% compared to our 2020 baseline, as well as a 38.6% year over year reduction of in the carbon emissions from the public portfolio.

Also included in this year's reporting is Western's first disclosures under the Task Force for Climate-related Financial Disclosures (TCFD) Framework.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.2:

2.4

2.3 Climate resilience assessment and planning

Has the institution conducted a baseline assessment to identify vulnerabilities and resilience activities related to climate change on campus and in the local community?:

Yes

Narrative and/or website URL providing an overview of the institution's climate resilience assessment:

Western University's Emergency Management Disaster Risk Matrix is updated regularly, and includes a Hazard Identification Risk Analysis (HIRA) to quantify likelihood and severity rankings for human, natural, and technological threats and risks.

Cyber Attack, Severe weather (summer and winter incident), as well as Hazardous Material Incident remain the top three threats.

[uwo.ca/campussafety/pdf/2024%20Campus%20Safety%20and%20Emergency%20Services%20Annual%20Report.pdf](https://www.uwo.ca/campussafety/pdf/2024%20Campus%20Safety%20and%20Emergency%20Services%20Annual%20Report.pdf)

Does the institution participate in an ongoing campus-community task force or committee that is focused on climate resilience?:

No

Narrative and/or website URL providing an overview of the campus-community task force or committee focused on climate resilience:

Has the institution incorporated climate resilience strategies and/or goals into one or more of its published plans?:

No

Narrative listing the institution's climate resilience strategies and goals and the plan(s) in which they are published:

https://www.ipb.uwo.ca/documents/western_open_space_strategy_2018.pdf

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 2.3:

0.3333333333333333

Optional documentation

Notes about the information provided for this credit:

https://sustainability.uwo.ca/paces/policy__planning/index.html

Additional documentation for this credit:

Institutional Governance

Score	Responsible Party
3.50 / 4.00	

Criteria

3.1 Student participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which students can democratically participate in the governance of the institution.
- B. One or more student representatives are included as members of the institution's highest decision-making body.
- C. At least one student representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.2 Academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution.
- B. One or more academic staff representatives are included as members of the institution's highest decision-making body.
- C. At least one academic staff representative has voting rights on the institution's highest decision-making body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.3 Non-academic staff participation in governance

An institution earns 1 point when it meets all three of the criteria listed below:

- A. Institution has one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution.
- B. One or more staff members representing non-managerial workers are included as members of the institution's highest decision-making body.
- C. At least one staff member representing non-managerial workers has voting rights on the institution's highest governing body.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

3.4 Community participation in governance

An institution earns 1 point when it meets both of the criteria listed below:

- A. Institution has one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance.
- B. Institution has used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies.

Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's governance structures.

"---" indicates that no data was submitted for this field

3.1 Student participation in governance

Does the institution have one or more ongoing bodies through which students can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which students can democratically participate in the governance of the institution:

There are dedicated seat on Western's Board of Governors and Senate for students. There are also undergraduate and graduate student councils.

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Role of the Board

- To provide stewardship and ensure that University actions support University objectives.
- To participate in setting the mission and strategic plan of the University, and to focus on the strategic plan, once formulated.
- To appoint and support the President; to monitor the President's performance.
- To protect and defend the University's autonomy.
- To ensure the University's future.
- To advocate on behalf of the University: to understand the University, its mission, its strategic plan, and its culture, and to explain them to the external community.
- To identify risks and internal controls.
- To ensure adequate resources and financial solvency.
- To set policy.
- To ensure good management.
- To assess Board performance.

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

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Senate

The University Senate consists of members from Administration, all Faculties and Schools, staff, undergraduate and graduate students, representatives of Affiliated Colleges and observers. It is responsible for the academic policy of the University.

<https://uwo.ca/univsec//pdf/senate/members.pdf>

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The University Students' Council (USC) is a student-led organization that first and foremost exists to advocate for and represent undergraduate students at Western University. Since 1965, we have grown beyond an advocacy organization, becoming one of the largest student governments in Canada and one of the largest not-for-profits in London, Ontario Canada. Each day, we work to support, improve and enhance your student experience, because we believe that students have the power to change the world.

<https://westernusc.ca/>

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SOGS is a democratic student government that entrusts elected Executive Officers and Council members with running the Society's day-to-day and long-term affairs. SOGS Council represents all faculties and departments at Western University. **SOGS is accountable to its membership.**

<https://sogs.ca/>

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Are one or more student representatives included as members of the institution's highest decision-making body?:

Yes

Narrative and/or website URL outlining student representation on the institution's highest decision-making body:

There are dedicated seat on Western's Board of Governors and Senate for students. There are also undergraduate and graduate student councils.

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Role of the Board

- To provide stewardship and ensure that University actions support University objectives.
- To participate in setting the mission and strategic plan of the University, and to focus on the strategic plan, once formulated.
- To appoint and support the President; to monitor the President's performance.
- To protect and defend the University's autonomy.
- To ensure the University's future.
- To advocate on behalf of the University: to understand the University, its mission, its strategic plan, and its culture, and to explain them to the external community.
- To identify risks and internal controls.
- To ensure adequate resources and financial solvency.
- To set policy.
- To ensure good management.
- To assess Board performance.

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

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Senate

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<https://uwo.ca/univsec//pdf/senate/members.pdf>

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https://www.uwo.ca/univsec/pdf/about/university_act/unofficial_consolidation.pdf

Does at least one student representative have voting rights on the highest decision-making body?:

Yes

Description of other mechanisms used to consult students on institutional decisions, plans, or policies:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.1:

1.0

3.2 Academic staff participation in governance

Does the institution have one or more ongoing bodies through which academic staff can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which academic staff can democratically participate in the governance of the institution:

There are dedicated seat on Western's Board of Governors and Senate for academic staff.

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Role of the Board

- To provide stewardship and ensure that University actions support University objectives.
- To participate in setting the mission and strategic plan of the University, and to focus on the strategic plan, once formulated.
- To appoint and support the President; to monitor the President's performance.
- To protect and defend the University's autonomy.
- To ensure the University's future.
- To advocate on behalf of the University: to understand the University, its mission, its strategic plan, and its culture, and to explain them to the external community.
- To identify risks and internal controls.
- To ensure adequate resources and financial solvency.
- To set policy.
- To ensure good management.
- To assess Board performance.

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

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Senate

The University Senate consists of members from Administration, all Faculties and Schools, staff, undergraduate and graduate students, representatives of Affiliated Colleges and observers. It is responsible for the academic policy of the University.

<https://uwo.ca/univsec//pdf/senate/members.pdf>

Are one or more academic staff representatives included as members of the institution's highest decision-making body?:

Yes

Narrative and/or website URL outlining academic staff representation on the institution's highest decision-making body:

There are dedicated seat on Western's Board of Governors and Senate for academic staff.

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Role of the Board

- To provide stewardship and ensure that University actions support University objectives.
- To participate in setting the mission and strategic plan of the University, and to focus on the strategic plan, once formulated.
- To appoint and support the President; to monitor the President's performance.

- To protect and defend the University's autonomy.
- To ensure the University's future.
- To advocate on behalf of the University: to understand the University, its mission, its strategic plan, and its culture, and to explain them to the external community.
- To identify risks and internal controls.
- To ensure adequate resources and financial solvency.
- To set policy.
- To ensure good management.
- To assess Board performance.

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

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Senate

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<https://uwo.ca/univsec/pdf/senate/members.pdf>

Does at least one academic staff representative have voting rights on the institution's highest decision-making body?:

Yes

Description of other mechanisms used to consult academic staff on institutional decisions, plans, or policies:

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.2:

1.0

3.3 Non-academic staff participation in governance

Does the institution have one or more ongoing bodies through which non-academic staff can democratically participate in the governance of the institution?:

Yes

Narrative and/or website URL outlining the ongoing bodies through which non-academic staff can democratically participate in the governance of the institution:

There are dedicated seat on Western's Board of Governors and Senate for non-academic staff.

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Role of the Board

- To provide stewardship and ensure that University actions support University objectives.
- To participate in setting the mission and strategic plan of the University, and to focus on the strategic plan, once formulated.
- To appoint and support the President; to monitor the President's performance.
- To protect and defend the University's autonomy.
- To ensure the University's future.
- To advocate on behalf of the University: to understand the University, its mission, its strategic plan, and its culture, and to explain them to the external community.
- To identify risks and internal controls.
- To ensure adequate resources and financial solvency.
- To set policy.
- To ensure good management.
- To assess Board performance.

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

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Senate

The University Senate consists of members from Administration, all Faculties and Schools, staff, undergraduate and graduate students, representatives of Affiliated Colleges and observers. It is responsible for the academic policy of the University.

<https://uwo.ca/univsec//pdf/senate/members.pdf>

Are one or more staff members representing non-managerial workers included as members of the institution's highest decision-making body?:

Yes

Narrative and/or website URL outlining non-academic staff representation on the institution's highest decision-making body:

There are dedicated seat on Western's Board of Governors and Senate for non-academic staff.

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Role of the Board

- To provide stewardship and ensure that University actions support University objectives.
- To participate in setting the mission and strategic plan of the University, and to focus on the strategic plan, once formulated.
- To appoint and support the President; to monitor the President's performance.

- To protect and defend the University's autonomy.
- To ensure the University's future.
- To advocate on behalf of the University: to understand the University, its mission, its strategic plan, and its culture, and to explain them to the external community.
- To identify risks and internal controls.
- To ensure adequate resources and financial solvency.
- To set policy.
- To ensure good management.
- To assess Board performance.

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

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Senate

The University Senate consists of members from Administration, all Faculties and Schools, staff, undergraduate and graduate students, representatives of Affiliated Colleges and observers. It is responsible for the academic policy of the University.

<https://uwo.ca/univsec/pdf/senate/members.pdf>

Does at least one staff member representing non-managerial workers have voting rights on the institution's highest decision-making body?:

Yes

Description of other mechanisms used to consult non-academic staff on institutional decisions, plans, or policies:

<https://www.uwo.ca/univsec/pdf/board/officers.pdf>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.3:

1.0

3.4 Community participation in governance

Does the institution have one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance?:

No

Narrative and/or website URL outlining the ongoing bodies through which local community-based organizations can democratically participate in the governance of the institution:

Under the terms of the University of Western Ontario Act, 1982 (as amended, 1988), the Board of Governors of The University of Western Ontario is charged generally with "the government, conduct, management and control of the University and of its property and affairs," with the exception of those powers assigned to the Senate of the University. In non-academic matters the Board holds in trust the physical and financial assets of the institution, provides general policy direction to the President and officers of the University and oversees its operations.

The Act sets out the composition of the Board which includes members from inside and outside the University. Of the twenty-seven voting members, seventeen, or 63%, are external members, including members appointed by the Lieutenant-Governor-in-Council, the City of London, and the Alumni Association. Membership terms are four years, once renewable. External members may not be members of the governing body, faculty, staff or student body of any other degree-granting institution.

https://www.uwo.ca/univsec/pdf/board/guidelines_external.pdf

Has the institution used one or more ad hoc mechanisms during the previous three years to consult local community members on institutional decisions, plans, or policies?:

Yes

Narrative and/or website URL outlining the ad hoc mechanisms used during the previous three years to consult local community members on institutional decisions, plans, or policies:

Reimagining University Drive Bridge

The University Drive Bridge was built in the early 1920's as one of the first structures constructed on campus. The bridge crosses the North Branch of the Thames River, carrying a mixed use of vehicular and active transportation. Given the age of the structure and growing campus population, Western, in partnership with its consultant, BTE-Entuitive, have initiated a Municipal Class Environmental Assessment (MCEA) Study.

The Study will consider how to provide a structure that can address the active and vehicular transportation requirements of a growing campus, while respecting the 100-year old landmark character of the bridge framing the view to the Middlesex County Memorial Tower at University College.

In 2022, Western held a public consultation process to consult local community members to provide feedback on the future of the bridge.

https://uwo.ca/fm/projects/capital_projects/ud_bridge.html

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 3.4:

0.5

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment

Points Earned 5.10

Points Available 10.00

This impact area seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Credit	Points
Sustainable Investment Program	3.00 / 4.00
Investment Holdings	2.10 / 6.00

Sustainable Investment Program

Score	Responsible Party
3.00 / 4.00	

Criteria

4.1 Sustainable investment policy or committee

An institution earns 2 points when it has formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions, as evidenced by a published policy or directive and/or a committee on investor responsibility (CIR).

Measurement

Report on current sustainable investment policies and directives and/or currently active committees.

4.2 Negative screening and divestment

An institution earns 1 point when it employs negative screening and/or targeted divestment in support of sustainability, as evidenced by a published policy or directive or a public commitment.

Measurement

Report on current policies and directives and/or public commitments made by the institution.

4.3 Investor engagement

An institution earns 1 point when it A) has engaged in proxy voting in support of sustainability during the previous three years, B) has filed one or more shareholder resolutions or signed on to one or more investor statements in support of sustainability during the previous three years, and C) is an active participant in one or more sustainability or ESG-focused investor networks. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on activities from within the previous three years.

"---" indicates that no data was submitted for this field

4.1 Sustainable investment policy or committee

Has the institution formally incorporated environmental, social, and governance (ESG) factors and/or climate risk as material issues to be considered when making investment decisions?:

Yes

Narrative and/or website URL providing an overview of how the institution has incorporated ESG factors and/or climate risk as material issues to be considered when making investment decisions:

https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp226.pdf

Our responsible investing policy allocates capital to solutions-based investments that are considered progressive and uses ESG factors as an integral part of the investment process, such as investment decision making, Manager monitoring, and active ownership.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.1:

2.0

4.2 Negative screening and divestment

Does the institution employ negative screening and/or targeted divestment in support of sustainability?:

No

Narrative and/or website URL providing evidence of the institution's use of negative screening and/or targeted divestment in support of sustainability:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.2:

0.0

4.3 Investor engagement

Has the institution engaged in proxy voting in support of sustainability during the previous three years, either directly or through an investment manager?:

Yes

Narrative and/or website URL providing an overview of the institution's proxy voting in support of sustainability:

The University has a proxy voting policy that aims to maximize value to the University when voting on various topics, including sustainability. Voting is typically delegated to the managers.

In August 2024, we conducted a proxy voting audit for the period of June 2022- June 2023 in collaboration with the Shareholder Association for Research and Education (SHARE) to gain insights into how our proxies are voted. This included examining votes on key issues such as climate change, human rights, diversity and inclusion, and sustainability. Additionally, we incorporated proxy voting questions into manager review meetings and reached out to specific managers to understand their proxy voting approach and gather case studies related to ESG topics.

Has the institution filed a shareholder resolution or signed on to an investor statement in support of sustainability during the previous three years, either directly or through an investment manager?:

Yes

Narrative and/or website URL providing an overview of the shareholder resolutions or investor statements in support of sustainability:

We co-signed letters to companies including Fiera, Aritzia, Canadian Tire through SHARE to support climate change, human rights and diversity, equity and inclusion.

Is the institution an active participant in one or more sustainability or ESG-focused investor networks?:

Yes

Narrative and/or website URL providing an overview of the institution's participation in sustainability or ESG-focused investor networks:

We are a member of the University Network for Investor Engagement, Principles for Responsible Investment and Investing to Address Climate Change: A Charter for Canadian Universities.

Western is a signatory and participant in the Investing to Address Climate Change Charter and its Climate Charter Technical Committee. <https://www.uwo.ca/finance/forms/docs/treasury/western-climate-charter.pdf>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 4.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Investment Holdings

Score	Responsible Party
2.10 / 6.00	

Criteria

5.1 Investment holdings disclosure

An institution earns the maximum points available for this indicator when it A) has published a snapshot of the holdings in its investment pool within the previous three years that B) details the amount or percentage allocated to specific funds, companies, and institutions, and C) is inclusive of the combined activities of the institution and all other entities that manage investments on its behalf such as a contracted management company, university system, and/or foundation. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the most recent snapshot available from within the previous three years.

To qualify, the snapshot must include, at minimum, the predominant asset pool or grouping of assets that is organized primarily to support the institution and reflect its investment policies. In general, this should include long-term reserves and unrestricted investment and endowment funds, including assets managed on the institution's behalf by other entities. Pensions and other restricted assets may be excluded.

5.2 Percentage of the investment pool allocated to positive sustainability investments

An institution earns the maximum points available for this indicator when 100 percent of its investment pool is allocated to A) funds that are explicitly focused on sustainability or environmental, social, and governance (ESG), B) sustainability-focused industries or sectors, C) businesses selected for exemplary sustainability performance using positive screens, D) community development financial institutions (CDFIs), E) place-based investments that target positive social and environmental impacts in economically divested areas, and/or F) green revolving funds seeded from the investment pool. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the published snapshot provided in indicator 5.1.

To claim points for a positive sustainability investment, the total pool of assets from which those funds are distributed must be included in the investment pool. For example, to earn points for long-term reserves held in a community development credit union, all of the institution's long-term reserves must be included in the investment pool.

An allocation may not be counted in more than one category, e.g., funds invested in a Certified B Corporation that operates in the renewable energy sector may be reported as funds allocated to businesses selected for exemplary sustainability performance or funds allocated to sustainability-focused industries or sectors, but not both.

"---" indicates that no data was submitted for this field

5.1 Investment holdings disclosure

Is the total value of the institution's investment pool \$1 billion USD or more?:

Yes

Has the institution published a snapshot of the holdings in its investment pool within the previous three years?:

Yes

Copy of the investment snapshot:

Online location where the investment snapshot may be found:

<https://www.uwo.ca/finance/treasury/investing.html>

Performance year for investment:

2023

Does the snapshot detail the amount or percentage allocated to specific funds, companies, and institutions?:

Yes

Is the snapshot inclusive of the combined activities of the institution and other entities that manage investments on its behalf, such as a contracted management company, university system, and/or foundation?:

Yes

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 5.1:

2.0

5.2 Percentage of the investment pool allocated to positive sustainability investments

Local currency code:

CAD

Value of the investment pool:

3,089,595,000.0

Amount allocated to funds that are explicitly focused on sustainability or environmental, social, and governance (ESG):

0.0

Amount allocated to sustainability-focused industries or sectors:

77,613,800.0

Amount allocated to businesses selected for exemplary sustainability performance using positive screens:

0.0

Amount allocated to community development financial institutions (CDFIs):

845,200.0

Amount allocated to place-based investments that target positive social and environmental impacts in economically divested areas:

0.0

Amount allocated to green revolving funds seeded from the investment pool:

0.0

Narrative and/or website URL providing an overview of the institution's positive sustainability investments:

https://sustainability.uwo.ca/Campus/responsible_investing.html

<https://www.uwo.ca/finance/forms/docs/treasury/Western%20University%20Responsible%20Investing%20Annual%20Report%202022.pdf>

The Reporting Tool will automatically calculate the following three figures:

Total positive sustainability investments:

78,459,000.0

Percentage of the investment pool allocated to positive sustainability investments:

2.539459055313075

Points earned for indicator PA 5.2:

0.101578362212523

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Social Equity

Points Earned 9.17

Points Available 14.00

This impact area seeks to recognize institutions that are working to advance diversity, equity, and inclusion among their students and employees. A safe and supportive campus climate and a student body and staff that are representative of the communities served by an institution provide a richer and more inclusive environment for learning and collaboration.

In a broader context, Indigenous, racialized, ethnic minority, and economically divested communities are underrepresented in higher education settings and, at the same time, suffer disproportionate exposure to environmental burdens, the social costs of resource extraction and production, and the impacts of global climate change. These injustices are due to systems of privilege, inequality, discrimination, and racism, resulting in uneven and inequitable access to education and other resources and in societies that are segregated into more vulnerable and less vulnerable communities.

To achieve environmental and social justice, a society and its institutions must promote equity in a way that makes higher education accessible to all, improves the lived reality of marginalized groups, and dismantles the structures that have institutionalized the privilege enjoyed by its dominant groups. The historical legacy and persistence of these structures makes a proactive approach to promoting diversity, equity, inclusion, and justice a fundamental prerequisite for creating a sustainable society.

Credit	Points
Institutional Climate	3.00 / 3.00
Racial and Ethnic Diversity	0.00 / 3.00
Gender Parity	1.67 / 2.00
Affordability and Access	2.50 / 3.00
Student Success	2.00 / 3.00

Institutional Climate

Score	Responsible Party
3.00 / 3.00	

Criteria

6.1 Support for students from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) students with disabilities, B) students that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ students, D) low-income and/or first-generation students, E) refugees, asylum seekers, internally displaced, and/or undocumented students, and F) students from one or more additional underrepresented groups. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include targeted grants, scholarships, and awards; mentorship programs; affinity groups and peer support networks; targeted academic support programs; and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all students) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.2 Support for employees from underrepresented groups

An institution earns 1 point when it supports one or more programs, initiatives, or networks designed to address the specific needs of A) employees with disabilities, B) employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups, C) LGBTQ+ employees, and D) employees from one or more additional underrepresented groups. Partial points are available as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs, initiatives, and networks. Examples include mentorship programs, affinity groups and peer support networks, and other programs and initiatives that explicitly aim to support individuals from each underrepresented group. To qualify, the specific group for which points are being claimed must be mentioned in the description of a program, network, or initiative.

Commitments, plans, protocols, statements, recruitment activities, and generalized programs (e.g., that are open to all employees) do not qualify in the absence of one or more of the targeted programs, initiatives, or networks described above.

6.3 Institutional climate assessment

An institution earns 1 point for A) having conducted an institutional climate assessment within the previous three years and B) publishing the results of its institutional climate assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized.

"---" indicates that no data was submitted for this field

6.1 Support for students from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students with disabilities:

- Provision of supports and services to students with disabilities through Accessible Education.
- These include supports/accommodations for students with learning disabilities, neuro-atypical disabilities, or similar.

http://academicsupport.uwo.ca/accessible_education/index.html

- Service animal policy and procedure that provide information regarding university community members bringing service animals to campus.

https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp147_procedure.pdf

- Academic Accommodation Initiative – a wide range of accommodations are available for students with disabilities. These accommodations ensure that all students have the opportunity to fully participate in courses and programs. Some examples include: providing access to alternative format textbooks, providing access to accessible versions of slide shows and other materials on course websites, the use of a sign-language interpreter during lectures, the use of an FM system during lectures, permission to record lectures, providing quiet spaces to write exams, providing extra time for exams, allowing the use of assistive technology during exams, and allowing the use of an assistant during labs.

http://academicsupport.uwo.ca/accessible_education/academic_accomodation.html

- Accessible Education Western – enhances the accessibility of Western's courses, services, and environments by arranging academic accommodations and other kinds of support. Counsellors are available to meet with enrolled or prospective students to discuss specific accommodations and supports that may be available to them. Students may also access a variety of other services, including training in the use of learning strategies and adaptive technology.

http://academicsupport.uwo.ca/accessible_education/index.html

https://accessibility.uwo.ca/students/support_services.html

- Western Libraries strives to provide a welcoming and comfortable environment for all library users to engage in research and scholarship. To enhance the accessibility of the library locations for persons with disabilities, Western Libraries offer library facilities, assistive technology, audio guides, reference services, and retrieval and photocopying of material.

<https://www.lib.uwo.ca/accessibility/>

- Ontario Bursary for Students with Disabilities (BSWD) and the Canada Student Grant for Services and Equipment – Students with Disabilities (CSG-DSE) help eligible full-time and part-time students pay for eligible disability-related services and equipment needed to participate in postsecondary studies.

https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/POCONT1_077472

- All of Western's residences, with the exception of Medway-Sydenham Hall, are accessible to persons with disabilities. Additionally, five of the residences, Essex Hall, Elgin Hall, Perth Hall, Ontario Hall, and London Hall have incorporated a number of barrier-free design features, including specially designed suites.

<https://accessibility.uwo.ca/students/housing.html>

- Western provides transportation across its campus for students with disabilities. This program is in partnership with Voyageur Transportation.

<https://accessibility.uwo.ca/students/transportation.html>

- The Adaptive Computing Technology Centre assists students with varying degrees of visual disabilities.

https://accessibility.uwo.ca/students/tech_communications.html

- The Learning Opportunities Lab exists to help those with learning disabilities.

https://accessibility.uwo.ca/students/tech_communications.html

- The Access Lab has computers equipped with a variety of assistive technology software programs.

https://accessibility.uwo.ca/students/tech_communications.html

- Transcription services are available for students through Accessible Education. Printed materials can be converted into alternative formats such as audio tape, electronic format, and Braille. Eligibility for these services is determined by Accessible Education counsellors. These services are available to students who are blind, have low vision, or who have a learning or mobility disability.

http://academicsupport.uwo.ca/accessible_education/alternative_format_text.html

- The Government of Canada offers grants and programs to help qualifying students with permanent disabilities to meet educational costs (i.e. for tuition, books, and supplies) and living costs.

<https://www.canada.ca/en/services/benefits/education/student-aid/grants-loans/disabilities.html>

- Student Accessibility Advisory Committee – established to better understand the co-curricular programming needs of students with disabilities at Western and make recommendations that aim to ensure that co-curricular programs, supports, and services in Student Experience are fully accessible.

http://academicsupport.uwo.ca/accessible_education/saac/index.html

- Learning Strategy Instruction – available to undergraduate and graduate students with learning disabilities and attention disorders. Students may work with a learning strategist to:
 - Learn to use their psychoeducational assessment report to understand their unique pattern of cognitive strengths and weaknesses.
 - Develop various skills to facilitate reading, studying, learning new information, note-taking, essay writing, and exam writing.
 - Learn to monitor their progress, reflect on the effectiveness of their plans, and make changes as necessary.
 - Work towards a better understanding of their capabilities in different environments, and thereby strengthen their ability to self-advocate at University and in the workplace.

http://academicsupport.uwo.ca/accessible_education/learning_strategy_instruction.html

- Interpretation and note-taking are available for students who are deaf or have moderate to profound hearing loss.

http://academicsupport.uwo.ca/accessible_education/interpretation_and_notetaking.html

- Accessibility Map and Floor Plans to assist students with disabilities navigate campus.

<https://accessibility.uwo.ca/resources/maps/index.html>

- Enforce the Accessibility for Ontarians with Disabilities Act (AODA).

- The purpose of the AODA, 2005 is to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025, by developing, implementing and enforcing accessibility standards. For more information on the AODA visit the Making Ontario Accessible website.

<https://accessibility.uwo.ca/aoda/standards.html>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

- Western Black Leadership University Experience (B.L.U.E).
- Provides paid part-time leadership experiences for 20 Black students per year. The experiences are funded by Western and hosted by organizations in the London area (including Western). Each experience is valued at \$6,300 for the part-time commitment over the 5-month period. Students work on a chosen challenge independently alongside a dedicated mentor who provides the student with ongoing supervision and feedback.

<https://www.edi.uwo.ca/initiatives/western-blue/>

- In May 2020, the Anti-Racism Working Group at Western University released their final report.
- This report resulted in the hiring of an Associate Vice President, Equity, Diversity & Inclusion, as well as the formation of the Office of Equity, Diversity & Inclusion

<https://www.president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf>

- The Office of EDI convenes and conducts regular meetings with various student groups including: Muslim Students Association, Western Hillel, Palestinian Culture Club, Black Student Association, Spectrum, Pride USC, and African Students Association.

- Provision of ongoing support to Black students on campus through a dedicated Black Student Space in the Library for the 2023-2024 academic year.

- Permanent Black Resource Collection housed in the Western Library that highlights the Black diasporic community through diverse and intersectional literature.

https://ocul-uwo.primo.exlibrisgroup.com/discovery/collectionDiscovery?vid=01OCUL_UWO:UWO_DEFAULT&collectionId=81618525930005163

- A Black-led research team, comprised of 18 members including faculty, students at various levels, support staff, and the African Canadian Federation of London and Area (ACFOLA), are conducting projects dedicated to improving the Black Experience at Western, with a strong emphasis on empowering Black youth, informing institutional policies, advancing research on the Black experience, and creating sustainable support for Black individuals at Western.

https://www.chairs-chaires.gc.ca/whats_new-quoi_de_neuf/2023/research_story_robbins-ollivier_western_university-eng.aspx

- The Anti-Racism Foundation Certificate Program and Anti-Oppression Certificate Program provide e-learning modules and workshops such as: Building Inclusivity through Anti-Racism, Historical Review of Racism in Canada, Transforming Power & White Privilege, Bias and Microaggressions: Impact, Prevention, and Intervention, Unpacking and Addressing Antisemitism, Unpacking and Addressing

Anti-Asian Racism, Unpacking and Addressing Anti-Islamophobia, Unpacking and Addressing Anti-Black Racism. These trainings are free for all Western students.

<https://www.edi.uwo.ca/trainings-and-certificates/certificates/anti-racism-foundations-certificate-program/>

<https://www.edi.uwo.ca/trainings-and-certificates/certificates/anti-oppression-certificate-program/>

- The Guide for Inclusive Language – a practical tool for using inclusive language in written/verbal communication and promoting inclusive and respectful dialogue that values diverse identities, cultures and experiences.

<https://www.edi.uwo.ca/resources/reports/Inclusive-Language-Guide.pdf>

- Hosted the Black Business Opportunities and Career Conference, which was attended by 150+ Black students. This conference provided attendees with relevant employment opportunities, internships, resources, mentorship opportunities, and networking skills that they could use to advance their personal and professional development.

<https://www.events.westernu.ca/events/edi/2024-03/black-business-opportunities.html>

- Mental health programming specifically for Black and racialized students.

This includes the option to see counsellors with lived experience as racialized or Black as well as peer support groups.

https://www.uwo.ca/health//psych/Black_and_Racialized_student_support.html

- Yearly community celebrations for the Western Black Scholarship recipients. These celebrations are attended by all award winners, senior leaders, the university president, and include dinner as well as a keynote address.

<https://news.westernu.ca/2023/02/western-names-black-student-scholarships-in-honour-of-notable-community-members/>

#:~:text=In%20May%202022%2C%20Western%20announced,Black%20students%20in%20financial%20need

- Host yearly Black History Month events during which Western honours Black speakers, perspectives, and voices, while maintaining an intersectional lens.

<https://www.president.uwo.ca/black-history/>

- Entrance scholarships for Black and Indigenous students

- Scholarships for Black students:

- Five at \$50,000 (\$20,000 in year 1, \$10,000 annually for years two to four)

- Ten at \$6,000 continuing for up to four years, plus \$2,000 for optional study abroad experience.

- Ten at \$2,500 continuing for up to four years, plus \$2,000 for optional study abroad experience.

- Scholarships for Indigenous students:

- Four awards at \$50,000 each to Indigenous students applying from secondary school (or equivalent) (\$20,000 for year-one, \$10,000 for year's two to four based on ongoing registration)

- One award at \$50,000 to an Indigenous student applying from a postsecondary institution (\$20,000 for year-one, \$10,000 for year's two to four based on ongoing registration)

- Thirty at \$6,000 continuing for up to 4 years, plus \$2,000 for optional study abroad experience.

<https://www.edi.uwo.ca/initiatives/black-and-indigenous-scholarships/>

- Currently developing the Black at Western Virtual Hub. The virtual space is dedicated to amplifying the Black Experience within Canada, with a specific focus on London, ON, and Western University.

- Western Minor in Black Studies was launched in 2022 and has created a diversified knowledge approach that showcases Black voices and perspectives throughout various fields of study.

https://www.uwo.ca/gsws//undergraduate/programs/minor_black_studies.html#:~:text=To%20qualify%20for%20admission%20to,of%2060%25%20in%203.0%20co%2C%20Political%20Science%20533F%2FG.

- Hosted dinners for the Black community and Jewish community respectively at the President's house (Gibbons Lodge).

- Organized and hosted a lunch for Jewish students and an Iftar dinner for Muslim students on campus.

- Organized events for Asian Heritage month.

<https://www.events.westernu.ca/events/edi/2024-05/asian-heritage-month.html>

- Host an annual EDID Awareness Week – a collaboration between Western University, Brescia University College, Huron University College and King's University College. This week-long event promotes unity, learning, and awareness throughout the campus communities.

<https://www.edi.uwo.ca/events/edid-week/>

- Specific page on the Western Welcome website that highlights resources for equity deserving group members applying to attend Western.

<https://welcome.uwo.ca/equity-deserving-groups.html>

- Specific page on the Western Welcome website that highlights resources for Indigenous students applying to attend Western.

<https://welcome.uwo.ca/indigenous-students.html>

- Provision of a resource booklet for Indigenous students. This booklet provides information regarding the Office of Indigenous Initiatives, the Indigenous Student Centre, the Wampum Learning Lodge, community supports, Elder support, academic programs and requirements, housing, student life, and financial aid.

https://indigenous.uwo.ca/students/future-students/pdf/Indigenous_Viewbook_2024.pdf

- Indigenous Student Centre on Western's main campus supports

Indigenous students by way of a student lounge, provision of traditional medicines, a computer lab, kitchen, and after-hours access. There are also several staff members who support students including a mental health counsellor and financial aid coordinator.

<https://indigenous.uwo.ca/students/>

- Wampum Learning Lodge – an intercultural teaching, learning, and gathering space at Western University, designed with Indigenous epistemologies and pedagogies at its heart.

<https://wampumlearninglodge.uwo.ca/index.html>

- Supported various initiatives hosted by Muslim Student Association, Black Student Association, Western Hillel, 2SLGBTQIA+ (financially and physically).

- The Indigenous Student STEM Access Program (ISSAP) provides an alternative pathway for Indigenous students, including First Nation (Status and Non-Status), Métis, and Inuit, to pursue either an Engineering or Science program at Western University. This preliminary year provides students with the opportunity to transition successfully from high school to post-secondary studies and acclimate to university life, courses, and lectures while completing their prerequisite courses (equivalent to Grades 11 and 12) for either Engineering or Science. An assigned Academic Advisor and university success team works with each student to design a successful pathway of support that meets both the needs of the student and the respective program.

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for LGBTQ+ students:

- Host pride events every year including Fall pride parade and a celebration called Out at the Beach every June/July.

- Rainbow coloured crosswalks throughout campus to demonstrate support for the 2SLGBTQIA+ community.

<https://www.events.westernu.ca/events/edi/2023-10/westerns-inaugural-fall-pride-parade.html>

- Queer Connections – weekly 90-minute discussion group for members of the 2SLGBTQIA+ community.

[https://www.uwo.ca/health/psych/group_care.html#:~:text=Queer%20Connections,orientations%20and%20gender%20identities\)%20community.](https://www.uwo.ca/health/psych/group_care.html#:~:text=Queer%20Connections,orientations%20and%20gender%20identities)%20community.)

- Western Queer Caucus – links people across faculties, schools, and departments and is intended to help forge community, facilitate academic alliances, promote scholarship, provide a venue for activism, and encourage discussions and practices of diverse forms of queer pedagogy.

<https://www.uwo.ca/health/psych/2SLGBTQIA+.html>

- Sexuality and Gender Research Group – brings together researchers from the Faculty of Arts and Humanities with scholars in other disciplines from around the university to discuss questions of sexuality and gender from a variety of disciplinary, interdisciplinary, and cross-disciplinary perspectives.

<https://www.uwo.ca/gsws/research/Sexuality%20and%20Gender%20Research%20Group.html#:~:text=The%20Sexuality%20and%20Gender%20Research%20Group,%20and%20cross%20disciplinary%20perspectives.>

- Trans Care Team – Recognizing the unique needs of gender-diverse students, the Trans Care Team comprises a group of clinicians from Health & Wellness Mental and Physical Health support teams who work together to provide specialized psychological counselling and medical care to students in a 2SLGBTQIA+ affirmative environment.

<https://www.uwo.ca/health/shs/index.html>

- Pride library – the Mandate of the Pride Library is to acquire, preserve, organize,

and give public access to information and materials by and about lesbians, gay, bisexual, trans and queer communities (LGBTQ).

<https://www.uwo.ca/pridelib/>

- A Pride Guide is currently being developed and will be a resource to support and create space and visibility for the 2SLGBTQIA+ community.

<https://parr-centre.uwo.ca/projects/2023-24/>

- Pride Planning Committee – membership from 50+ members including Students, Staff, Faculty, and Alumni who meet monthly to discuss initiatives, programming, support and resources for the 2SLGBTQIA+ community on campus.

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of low-income and/or first-generation students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for low-income and/or first-generation students:

- Institutional Special Bursary Program to help students with low family incomes receive a postsecondary education.
- This bursary program is intended to help students obtain their first degree, diploma, or training program certificate, and provides financial assistance for educational costs. The maximum bursary students can receive is \$3,000 per academic year.

https://registrar.uwo.ca/student_finances/osap_government_loans/special_assistance_programs.html

- Creation of the Western Launch module to teach students about higher education and help them prepare for the coming year.

<https://launch.uwo.ca/index.html>

- Bursaries for students from low income families to help them overcome financial barriers and food insecurity to succeed academically at Western. Costs considered include tuition and ancillary fees, residence fees, rent, food, books & equipment, and more.
- Out of province first year students are guaranteed a minimum \$3,000 bursary
- Quebec applicants, the guaranteed minimum bursary is \$4,000
- First year First Generation Students are offered a minimum of \$2,000

https://registrar.uwo.ca/student_finances/bursaries_workstudy.html

- First Generation Bursary – The Government of Ontario allocates funding for first generation students through the ministry's Access and Opportunities Strategy. This bursary opportunity provides direct support to students with financial need who are the first in their families to attend a post-secondary institution. The Bursary ranges from \$1000-3500 dollars, and students with the highest financial need will be selected from the eligible submissions through the Financial Assistance Profile Application.

https://registrar.uwo.ca/student_finances/bursaries_workstudy.html

- Work Study Program – Western's Work Study program offers an opportunity for students to work part-time on campus in jobs that accommodate their studies. The objectives of the Work Study program are: to assist students in financial need with a regular source of income, offer students training and experience that will assist them in further studies and their eventual entrance into the workforce, and to help staff and faculty.

https://registrar.uwo.ca/student_finances/bursaries_workstudy.html

- Ontario Student Assistance Program (OSAP) – a grant and loan program for full-time and part-time students and micro-credential programs (for Ontario, Canada Residents)

https://registrar.uwo.ca/student_finances/osap_government_loans/ontario_student_assistance_program_osap.html

<https://www.ontario.ca/page/osap-ontario-student-assistance-program>

- Summer Academic Orientation – provides students with an opportunity to speak with university staff about program requirements, course registration and life on campus before they arrive at Western.

https://registrar.uwo.ca/student_finances/first_generation.html

- Mentorship Programs for New Students – Western offers a variety of mentorship programs to help students' transitions to Western such as: Leadership & Academic Mentorship Program (LAMP), Society of Off-Campus Students (SOCS), Out of Province Students Association (OPSA) and Society of Mature Students (SMS).

http://academicsupport.uwo.ca/transition_leadership_enrichment/new_students/index.html

- Leadership Education Program (LEP) – free program that gives students the opportunity to gain knowledge that will help them become effective leaders. LEP is delivered through a series of workshops covering different subjects related to leadership.

https://registrar.uwo.ca/student_finances/first_generation.html

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of refugees, asylum seekers, internally displaced, and/or undocumented students?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for refugees, asylum seekers, internally displaced, and/or undocumented students:

- Western has committed \$600,000 in financial support to students and scholars facing disruption and displacement due to conflict or war in their home countries.
- Western offers six scholarships at \$25,000 each year continuing for up to 4 years.

https://registrar.uwo.ca/student_finances/scholarships_awards/admission/western_scholarships_for_globally_displaced_students.html

- Dedicated webpage on the welcome website for new international students.

<https://welcome.uwo.ca/int-high-school-students.html>

- Welcome modules specifically designed for new international students.

https://iesc.uwo.ca/new_students/

- International student network - an email list that receives weekly email updates on the programs, services, and events offered by Western International. Through the Network emails students also learn more about Canadian culture and receive information about events happening on campus and in the community.

https://iesc.uwo.ca/programs/student_network.html

- Orientation week programming specifically for new international students.

https://iesc.uwo.ca/new_students/orientation_activities/

- Peer leadership program for new international students - upper year undergraduate/graduate students (peer guides) are paired with new international students to provide support.

https://iesc.uwo.ca/programs/peer_guide_program.html

- Student advising specifically for international students.

https://iesc.uwo.ca/about_us/advising_services.html

- Regulated Canadian Immigration Consultants and Regulated International Student Immigration Advisors

https://iesc.uwo.ca/about_us/our_staff.html

- Immigration workshops for international students

<https://iesc.uwo.ca/visas/workshops.html>

- Offer a full range of programs and services to support international students during their stay at Western. Individual assistance (advising and counselling) is available for international students.

https://www.uwo.ca/health//psych/international_students.html

- Refugees pay domestic tuition fees

https://registrar.uwo.ca/student_finances/fees_refunds/who_pays_canadian_tuition_fees.html

- Afghan Student Refugee Scholarship – Western is committed to support five Afghan student refugees who are applying to a full time undergraduate or graduate program at Western's main campus with scholarships continuing for up to four years.

https://www.registrar.uwo.ca/student_finances/scholarships_awards/admission/afghan_student_refugee_scholarship.html

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of students from additional underrepresented groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for students from additional underrepresented groups:

- Created multi-faith prayer spaces on campus.

<https://www.uwo.ca/health//wellness-equity-education/spiritual-wellness/index.html>

- EDID Champions Program – a program for individuals who desire to be advocates for EDID and create an inclusive culture at Western

- Members gather quarterly to share ideas and learn about institutional activities.

<https://www.edi.uwo.ca/initiatives/edid-champion/>

- Provide ongoing opportunities for students to self-identify to improve future programs and initiatives for various equity-deserving groups through the Western Inclusion, Diversity, and Equity (WIDE) Survey

<https://www.edi.uwo.ca/initiatives/wide-survey/>

- International Women's Day celebrations

https://www.schulich.uwo.ca/edid/international_womens_day__march_8_2024.html

- Free EDI Workshops at Western – The Office of Equity, Diversity, and Inclusion (EDI) at Western offers various workshops for the campus community. These sessions aim to enhance awareness and equip participants with tools to practice allyship and understand EDI core values. Programs include Learn at Lunch workshops for staff and faculty, as well as student-only workshops, fostering a deeper commitment to equity and inclusion across the university.

<https://www.edi.uwo.ca/trainings-and-certificates/workshops/>

- The Human Rights Office (HRO) is dedicated to making Western an equitable, safe and supportive environment for all members of the University Community. This service provides assistance to all members of Western's community, including student, staff or faculty members. HRO

can provide information on the University's harassment and discrimination policies, employment equity and diversity, and other human rights related issues.

<https://www.uwo.ca/hro/index.html>

• Youth in Extended Society Care Bursary – bursary support to cover students' full tuition at Western. For up to 20 students (5 students per year for 4 years) who have expired out of extended society care without being publicly adopted, Western offers to cover:

- Full tuition for up to 4 years of full-time studies at Western main campus.
- Ancillary fees for up to 4 years.
- Books & supplies for required courses for the module(s) the student is pursuing.

https://www.registrar.uwo.ca/student_finances/youthextendedsocietycare.html

• Equity & Human Rights Services (EHRS) administers the University's policies on discrimination and harassment. Western is committed to providing and maintaining an environment free of discrimination and harassment. Every member of the University community has the right to study, work and conduct his or her activities in an environment free from discrimination and harassment.

https://accessibility.uwo.ca/faculty_staff/policies_programs.html

https://www.uwo.ca/univsec/pdf/policies_procedures/section3/mapp32.pdf

• Case managers for survivors of gender-based sexual violence

<https://www.uwo.ca/health//gbsv/support/index.html>

• Registered Dietitian dedicated for students living in residence with an allergy, or food restrictions such as celiac disease

<https://nutrition.uwo.ca/faq>

• Various health services including, but not limited to, nutrition, optometry, and chiropractic

<https://www.uwo.ca/health//shs/services/index.html>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.1:

0.9999999999999999

6.2 Support for employees from underrepresented groups

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees with disabilities?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees with disabilities:

Website called Accessibility Western University that outlines specific policies and programs related to disabilities.

https://accessibility.uwo.ca/faculty_staff/policies_programs.html

- Neurodiversity in the Workplace Toolkit for the Western Community
- Provides definitions of terms as well as best practices for working with individuals who have neurodevelopmental or learning disabilities.

https://www.uwo.ca/hr/form_doc/health_safety/doc/wellness/health_mind/neurodiversity.pdf

- Accessibility Map and Floor Plans to assist employees with disabilities navigate campus.

<https://accessibility.uwo.ca/resources/maps/index.html>

- Enforce the Accessibility for Ontarians with Disabilities Act (AODA)
- The purpose of the AODA, 2005 is to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises on or before January 1, 2025, by developing, implementing and enforcing accessibility standards.

<https://accessibility.uwo.ca/aoda/standards.html>

- All job postings include the following text: Western is committed to employment equity and diversity in the workplace and welcomes applications from women, members of racialized groups/visible minorities, Indigenous persons, persons with disabilities, persons of any sexual orientation, and persons of any gender identity or gender expression.

- Western Libraries offers assistive technologies including an Access Lab that offers specialized equipment and technology, accessible software, and a document magnifier to support library users with disabilities.

<https://www.lib.uwo.ca/accessibility/technology.html>

- Western developed and uses a website template to ensure accessibility that is in compliance with the World Wide Web Consortium's (W3C's) Accessibility Initiative.

https://www.communications.uwo.ca/web_design/accessibility/

https://accessibility.uwo.ca/faculty_staff/tech_communications.html

- Western Technology Services provides secure remote access to resources on campus via the internet.

https://wts.uwo.ca/remote/how_do_i/index.html

- Western Libraries strives to provide a welcoming and comfortable environment for all library users to engage in research and scholarship. To enhance the accessibility of the library locations for persons with disabilities, Western Libraries offer library facilities, assistive technology, audio guides, reference services, and retrieval and photocopying of material.

<https://www.lib.uwo.ca/accessibility/>

- The Transitional Accommodation Program, facilitated by Western Employee Well-being, supports employees experiencing occupational and non-occupational illness and injury, and assists these employees to remain at work or to return to work in a timely manner.

https://www.uwo.ca/hr/safety/well_being/accommodation/index.html

- The Ergonomics Program at Western was developed to assist staff and faculty to work safely, efficiently and optimize their comfort. This value-added program is provided by Human Resources and managed by Employee Well-being. Practical ergonomics information is provided on the website including tips, general exercises and step-by-step assistance with office workstation set-up.

https://accessibility.uwo.ca/faculty_staff/policies_programs.html

- Western has several resources for its employees and community as outlined in the Accessibility Resources for Western Document. These resources include: Accessible Transportation, Adaptive Equipment provision, Attendant care, Braille services, FM headsets, and sign language interpreters.

https://accessibility.uwo.ca/doc/gen/accessibility_resources_for_western_07_20_2010.pdf

- Required training for leaders, staff, volunteers, among others – this training is mandated by the Province of Ontario

<https://accessibility.uwo.ca/aoda/learn/staff.html>

<https://accessibility.uwo.ca/aoda/learn/faculty.html>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees that identify as members of marginalized racial, ethnic, and/or Indigenous groups:

- Black Faculty and Staff Network with a membership of over 150 individuals who gather monthly for Coffee Chats, knowledge, and resource sharing, and to honour days of significance throughout the year.

<https://www.events.westernu.ca/events/edi/2024-05/monthly-black-faculty-and.html>

- The Anti-Racism Foundation Certificate Program and Anti-Oppression Certificate Program provide e-learning modules and workshops such as: Building Inclusivity through Anti-Racism, Historical Review of Racism in Canada, Transforming Power & White Privilege, Bias and Microaggressions: Impact, Prevention, and Intervention, Unpacking and Addressing Antisemitism, Unpacking and Addressing Anti-Asian Racism, Unpacking and Addressing Anti-Islamophobia, Unpacking and Addressing Anti-Black Racism. These trainings are free for all Western employees.

- Building Inclusivity Through Anti-Racism is mandatory training for all staff.

<https://www.edi.uwo.ca/trainings-and-certificates/certificates/anti-racism-foundations-certificate-program/>

<https://www.edi.uwo.ca/trainings-and-certificates/certificates/anti-oppression-certificate-program/>

<https://www.uwo.ca/hr/learning/required/index.html>

- A Black-led research team, comprised of 18 members including faculty, students at various levels, support staff, and the African Canadian Federation of London and Area (ACFOLA), are conducting projects dedicated to improving the Black Experience at Western, with a strong emphasis on empowering Black youth, informing institutional policies, advancing research on the Black experience, and creating sustainable support for Black individuals at Western.

https://www.chairs-chaieres.gc.ca/whats_new-quoi_de_neuf/2023/research_story_robbins-ollivier__western_university-eng.aspx

- The EDID Indigenous Research program at Western emphasizes the importance of diversity and inclusion in research teams for greater innovation and problem-solving. The program promotes equitable practices and supports Indigenous research and faculty, fostering a respectful and inclusive research environment. Western Research collaborates with the community to advance Indigenous research methods and data, working towards reconciliation, decolonization, and Indigenization.

https://uwo.ca/research/services/EDID_Landing_Page.html

- Professional Managerial Association (PMA) Racial Equity And Belonging Network – provides support and a unique safe space for healing, relationship building and professional directives.

<https://pma.uwo.ca/pma-bipoc-network/>

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of LGBTQ+ employees?:

Yes

Narrative and/or website URL providing an overview of the institution's support for LGBTQ+ employees:

- Western Queer Caucus – links people across faculties, schools, and departments and is intended to help forge community, facilitate academic alliances, promote scholarship, provide a venue for activism, and encourage discussions and practices of diverse forms of queer pedagogy.

<https://www.uwo.ca/health//psych/2SLGBTQIA+.html>

- Pride library – the Mandate of the Pride Library is to acquire, preserve, organize, and give public access to information and materials by and about lesbians, gay, bisexual, trans and queer communities (LGBTQ).

<https://www.uwo.ca/pridelib/>

- Sexuality and Gender Research Group – brings together researchers from the

Faculty of Arts and Humanities with scholars in other disciplines from around the university to discuss questions of sexuality and gender from a variety of disciplinary, interdisciplinary, and cross-disciplinary perspectives.

<https://www.uwo.ca/gsws/research/>

[Sexuality%20and%20Gender%20Research%20Group.html#:~:text=The%20Sexuality%20and%20Gender%20R%2C%20and%20cross%2Ddisciplinary%20perspectives.](https://www.uwo.ca/gsws/research/Sexuality%20and%20Gender%20Research%20Group.html#:~:text=The%20Sexuality%20and%20Gender%20R%2C%20and%20cross%2Ddisciplinary%20perspectives.)

- Virtual workshop about creating safe Queer and Trans Inclusive Spaces.

<https://www.events.westernu.ca/events/edi/2023-03/fostering-inclusive-spaces.html>

- Pride Planning Committee – membership from 50+ members including

Students, Staff, Faculty, and Alumni who meet monthly to discuss initiatives,

programming, support and resources for the 2SLGBTQIA+ community on campus.

Does the institution support one or more programs, initiatives, or networks designed to address the specific needs of employees from additional underrepresented groups?:

Yes

Narrative and/or website URL providing an overview of the institution's programs, initiatives, and networks for employees from additional underrepresented groups:

Western has a Global Students & Scholars at Risk program that supports scholars who have been displaced and suffering threats to their lives, liberty and well-being seeking a teaching or research arrangement.

<https://international.uwo.ca/globalatrisk/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.2:

1.0

6.3 Institutional climate assessment

Has the institution conducted an institutional climate assessment within the previous three years?:

Yes

Description of the methodology used to assess institutional climate:

In the fall of 2022 and winter of 2023, Western engaged the broader campus community with a survey to help inform the EDI strategic plan.

Survey questions were oriented around perceptions of belonging, community, inclusion, psychological safety, perceptions of educators, climate, and Western's commitment to advancing EDI. The survey also asked about demographic characteristics including: gender, racial identity, sexuality, and disability.

Description of the methodology used to assess institutional climate

The survey included both qualitative (open-ended) and quantitative (closed-ended) questions. Topics included: demographic characteristics, perceptions of belonging, community, inclusion, psychological safety, educators, campus climate, and Western's commitment to advancing EDI. In total, 3191 individuals participated in the survey, which was subsequently analyzed (using inferential statistics for the quantitative data and thematic analyses for the qualitative data) to identify discrepancies in perceptions across groups (e.g., racial/ethnic identities, gender identities) and uncover common themes that could inform the strategic plan.

Does the institution publish the results of its institutional climate assessments?:

Yes

Published results of the institution's most recently finalized institutional climate assessment:

Online resource where the results of the institution's institutional climate assessments are publicly available:

<https://www.edi.uwo.ca/initiatives/wide-survey/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 6.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Racial and Ethnic Diversity

Score	Responsible Party
0.00 / 3.00	

Criteria

7.1 Ethnic diversity index

An institution earns 1 point when the ethnic diversity index for its A) students, B) academic staff, C) non-academic staff, and D) executive staff is each 0.75 or greater. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

This credit requires the completion of a [racial and ethnic diversity worksheet](#). Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period.

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the population being assessed may be excluded.

International students and employees may be excluded from the analysis. If international students and/or employees are included, they must be classified as part of a dominant group unless they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups.

An institution may report on its entire student body or limit its analysis to the predominant student body. Students who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group.

Report on all regular/permanent employees. Employees who have not identified themselves as members of any groups must be included in the analysis and classified as part of a dominant group. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

For guidance on accessing demographic data for the region served by the institution, see the [STARS Help Center](#).

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among students, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

An institution earns 1 point when it is able to demonstrate, using demographic information for the region served, that all of the marginalized racial, ethnic, and/or Indigenous groups in the region are equitably represented among 1) regular/permanent academic staff, 2) regular/permanent non-academic staff, and 3) executive staff, i.e., that the ratio is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report the relevant figures from the completed [racial and ethnic diversity worksheet](#) provided for indicator 7.1.

"---" indicates that no data was submitted for this field

7.1 Ethnic diversity index

Provide ethnic diversity index figures within a range from 0 to 1.

Completed racial and ethnic diversity worksheet:
[PA7_-_STARS_3.0_Racial_and_Ethnic_Diversity_Worksheet.xlsx](#)

Ethnic diversity index for students:

0.0

Ethnic diversity index for academic staff:

0.0

Ethnic diversity index for non-academic staff:

0.0

Ethnic diversity index for executive staff:

0.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 7.1:

0.0

7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students

Total number of marginalized racial, ethnic, and/or Indigenous groups in the region served by the institution:

0.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among students:

0.0

Description of the methodology and data source(s) used to identify the region served and its demographics:

Data not available

The Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among students:

0.0

Points earned for indicator PA 7.2:

0.0

7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent academic staff:

0.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among regular/permanent non-academic staff:

0.0

Number of marginalized racial, ethnic, and/or Indigenous groups that are equitably represented among executive staff:

0.0

The Reporting Tool will automatically calculate the following four figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent academic staff:

0.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among regular/permanent non-academic staff:

0.0

Percentage of marginalized, racial, ethnic, and Indigenous groups that are equitably represented among executive staff:

0.0

Points earned for indicator PA 7.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Data not available

Additional documentation for this credit:

Gender Parity

Score	Responsible Party
1.67 / 2.00	

Criteria

8.1. Percentage of students with marginalized gender identities

An institution earns 1 point when 45 percent or more of students identify as women or other marginalized gender identities.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data systems.

8.2 Percentage of employees with marginalized gender identities

An institution earns 1 point when 45 percent or more of A) regular/permanent academic staff, B) regular/permanent non-academic staff, and C) executive staff identify as women or other marginalized gender identities. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning or end of a term) or the average of a one to three year period. An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's human resources system. Report on all regular/permanent employees. Individual executive staff members may be classified as academic staff, non-academic staff, or neither and may therefore also be included in the academic and non-academic staff figures. There is no need to avoid double-counting in this regard.

"---" indicates that no data was submitted for this field

Provide percentage figures within a range from 0 to 100.

8.1. Percentage of students with marginalized gender identities

Percentage of entering students that identify as women or other marginalized gender identities:

57.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.1:

1.0

8.2 Percentage of employees with marginalized gender identities

Percentage of regular/permanent academic staff that identify as women or other marginalized gender identities:

41.0

Percentage of regular/permanent non-academic staff that identify as women or other marginalized gender identities:

64.0

Percentage of executive staff that identify as women or other marginalized gender identities:

60.0

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 8.2:

0.6666666666666666

Optional documentation

Notes about the information provided for this credit:

Entering Students that Identify as a Women or other Marginalized Gender Identities:

Calculated using Constituent University Full-Time Total for 2023-2024 for non-male gender categories divided by all. Data available at <https://www.ipb.uwo.ca/db/student-enrolment/>

Regular/Permanent Academic Staff that Identify as Women or other Marginalized Gender Identities:

<https://www.ipb.uwo.ca/db/faculty-and-staff/full-time-faculty-by-gender.php>

Regular/Permanent Non-Academic Staff that Identify as Women or other Marginalized Gender Identities:

<https://www.ipb.uwo.ca/db/faculty-and-staff/full-time-administrative-staff-by-category-gender.php>

Additional documentation for this credit:

Affordability and Access

Score	Responsible Party
2.50 / 3.00	

Criteria

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

An institution earns 1 point when 500 or fewer paid work-hours over the course of a year are sufficient to meet the average net price of attendance for low-income students. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years for undergraduate students, if present, or else the institution's predominant student body.

Report the local minimum hourly wage or the minimum hourly wage that the institution pays student workers, whichever is most representative of the work opportunities available to entering students.

Report the average annual net price of attendance for full-time, beginning degree/certificate-seeking students in the lowest family income range tracked by the institution (e.g., 0 to 30,000 USD), for example, as posted on the institution's website or a source such as the US [College Navigator](#). If the average annual net price of attendance is not published or tracked by the institution, it may be calculated using the guidance provided in the [STARS Help Center](#).

9.2 Percentage of students that are low-income

An institution earns 1 point when at least 50 percent of its students are low-income. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. This may be a representative snapshot (e.g., at the beginning of an academic term) or the average of a one to three year period. An institution may report on its entire student body or limit its analysis to the predominant student body and/or entering students.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

9.3 Legacy and donor admissions

An institution earns 1 point when an applicant's relationship to the institution's alumni or donors is not a factor that is positively considered in admission decisions.

Measurement

Report on the current status of the institution's admissions policies and procedures.

"---" indicates that no data was submitted for this field

9.1 Number of paid work-hours per year required to meet the average net price of attendance for low-income students

Does the institution have the required data and wish to pursue this indicator?:

Yes

Local currency code:

CAD

Local hourly minimum wage for students:

16.55

Average annual net price of attendance for low-income students:

1,348.0

If wage and price data are provided, the Reporting Tool will automatically calculate the following two figures:

Number of paid work-hours per year required to meet the average net price of attendance for low-income students:

81.45015105740181

Points earned for indicator PA 9.1:

1.0

9.2 Percentage of students that are low-income

Does the institution have the required data and wish to pursue this indicator?:

Yes

Percentage of students that are low-income:

27.0

Description of the methodology used to identify low-income students:

Low-income students were identified on the basis of qualifying for the Canada Grant for Full-time Students which is a grant from the federal government given to students whose family income is below a qualifying threshold.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.2:

0.5

9.3 Legacy and donor admissions

Is an applicant's relationship to the institution's alumni or donors a factor that is positively considered in the institution's admission decisions?:

No

Narrative and/or website URL providing an overview of the factors that are considered in the institution's admission decisions:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 9.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Student Success

Score	Responsible Party
2.00 / 3.00	

Criteria

10.1 Completion rate for low-income students

An institution earns 1 point when the ratio of the completion rate for low-income students to the overall student completion rate is 0.9 or more, as outlined in the Technical Manual.

Measurement

For this credit, an institution may report on its entire student body or limit its analysis to the predominant student body and may report on graduation rates and/or success rates (which include transfers). Report the most recent data available from within the previous three years. An institution may elect to report on average completion rates over a three or five year period as long as it does so consistently.

Low-income students may be identified by their receipt of or qualification for need-based assistance, a family income threshold (e.g., a local, national, or international poverty line), geographic origin (e.g., economically divested communities), or as otherwise tracked by the institution. Further guidance is available in the [STARS Help Center](#).

10.2 Completion rate for students with marginalized gender identities

An institution earns 1 point when the ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate is 0.9 or greater, as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate.

An institution that tracks gender identity (or sex) in a binary way should report on individuals who are identified as women (or else not identified as men) in the institution's student data system.

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

An institution earns 1 point when all of the marginalized racial, ethnic, and/or Indigenous groups served by the institution have equitable completion rates, i.e., that the ratio outlined in Table III is 0.9 or greater for each group. Incremental points are available and earned as outlined in the Technical Manual.

Measurement

Report on the same time period and student body used for the overall student completion rate and the same marginalized racial, ethnic, and/or Indigenous groups reported in the Racial and Ethnic Diversity credit. If the Racial and Ethnic Diversity credit is not being pursued, the following guidance applies:

The institution's analysis must be based on the prevailing social characteristic(s) by which one or more dominant groups are distinguished from marginalized racial, ethnic, and/or Indigenous groups in the institution's national context and for which data are available. This should include, at minimum, existing regional or national census categories. Recognizing the inherent challenges associated with socially constructed categories, however, an institution that has taken a more refined approach to defining marginalized groups (e.g., by recognizing more specific identities) are encouraged to include those figures to the extent the data allow. Groups that comprise less than 1 percent of the student population may be excluded.

International students may be included to the extent that they have self-identified as members of marginalized racial, ethnic, and/or Indigenous groups or else excluded from the analysis altogether. Other students who have not identified themselves as members of any groups (marginalized or dominant) must be included in the analysis and classified as part of a dominant group.

"---" indicates that no data was submitted for this field

Provide completion rates within a range of 0 to 100.

10.1 Completion rate for low-income students

Overall student completion rate:

86.1

Does the institution have completion rate data for low-income students?:

Yes

Completion rate for low-income students:

83.6

If data on low-income students is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for low-income students to the overall completion rate:

0.9709639953542393

Points earned for indicator PA 10.1:

1.0

10.2 Completion rate for students with marginalized gender identities

Does the institution have completion rate data for women and/or students with other marginalized gender identities?:

Yes

Completion rate for students that identify as women or other marginalized gender identities:

88.6

If data on students with marginalized gender identities is provided, the Reporting Tool will automatically calculate the following two figures:

Ratio of the completion rate for students that identify as women or other marginalized gender identities to the overall completion rate:

1.0290360046457607

Points earned for indicator PA 10.2:

1.0

10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates

Does the institution have completion rate data for students from marginalized racial, ethnic, and/or Indigenous groups?:

No

Total number of marginalized racial, ethnic, and/or Indigenous groups served by the institution:

Number of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates:

Narrative and/or website URL providing completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

Document that includes completion rates for each marginalized racial, ethnic, and/or Indigenous group served by the institution:

If data on marginalized groups are provided, the Reporting Tool will automatically calculate the following two figures:

Percentage of marginalized, racial, ethnic, and Indigenous groups with equitable completion rates:

Points earned for indicator PA 10.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Wellbeing & Work

Points Earned 9.80

Points Available 11.00

This impact area seeks to recognize institutions that have incorporated international best practices and just employment criteria into their health, safety, and human resources policies and initiatives. An institution’s people define its character and capacity to perform, therefore an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by protecting the health and safety of its students and employees, involving them in the development and review of policies and procedures, and ensuring that wages, benefits, and working conditions for all campus workers are fair and ethical.

Credit	Points
Health, Safety and Wellbeing	3.00 / 3.00
Employee Rights	3.00 / 3.00
Pay Equity and Living Wage	3.80 / 5.00

Health, Safety and Wellbeing

Score	Responsible Party
3.00 / 3.00	

Criteria

11.1 Student wellbeing and assistance programs

An institution earns 1 point when it has programs for students that include A) physical health services, B) behavioral health services, C) sexual and reproductive health services, D) contemplative and/or spiritual activities, E) a campus safety committee that brings together students from vulnerable groups and management, F) an emergency financial assistance fund, and G) a student food security initiative. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

11.2 Employee wellbeing and assistance programs

An institution earns 1 point when it has programs for employees that include A) physical health services, B) behavioral health services, C) fitness activities, D) contemplative and/or spiritual activities, E) a workplace health and safety committee, and F) an emergency financial assistance fund. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's programs and initiatives. Services sponsored by entities of which the institution is part (e.g., government or university system) qualify as long as the institution actively participates in them.

The direct participation of workers may qualify for criterion E., for example, when the workplace is too small to warrant a formal committee.

11.3 Smoke free environments

An institution earns 1 point when it A) prohibits smoking within all occupied buildings that it owns or leases and B) restricts outdoor smoking, or C) prohibits smoking and tobacco use across the entire campus. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and programs. Policies adopted by entities of which the institution is part (e.g., government or university system) qualify as long as the policies apply to and are followed by the institution.

Report on "smoking" as defined by the institution (e.g., to include or exclude vaping).

"---" indicates that no data was submitted for this field

11.1 Student wellbeing and assistance programs

Does the institution make physical health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's physical health services for students:

<https://www.uwo.ca/health//shs/index.html>

Does the institution make behavioral health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for students:

<https://www.uwo.ca/health//psych/index.html>

Does the institution make sexual and reproductive health services available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's sexual/reproductive health services for students:

<https://www.uwo.ca/health/shs/index.html>

Does the institution make contemplative and/or spiritual activities available to students?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for students:

<https://www.uwo.ca/health/wellness-equity-education/spiritual-wellbeing.html>

Does the institution have a campus safety committee that brings together students from vulnerable groups and management in the development and review of policies and procedures related to student safety and violence prevention?:

Yes

Narrative and/or website URL providing an overview of the institution's student safety and violence prevention committee:

This information can be found in the Policy's Procedures, available via the following link: <https://www.uwo.ca/health/gbsv/response/policy.html> (click on Policies & Procedures & Reports). Further information is also available at <https://www.uwo.ca/health/gbsv/index.html>

The GBSV policy is reviewed every 3 years, and required student input occurs through representatives from SOGS and USC on the reviewing committee.

The Code of Student Conduct is reviewed every 5 years, and student input occurs required through representatives from SOGS and USC on the reviewing committee.

Western's President's Committee on the Safety of Women on Campus – funding is dependent on direct interaction with vulnerable populations on campus > Women's Safety Committee Membership has representation from USC, SOGS (TBA), Campus Safety and Emergency Services and 9 other campus departments.

Does the institution have an emergency assistance fund that provides grants or interest-free loans to students who are experiencing financial difficulties?:

Yes

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for students:

<https://sogs.ca/loans/>

Does the institution have a food bank/pantry, meal donation program, or similar initiative that provides food at no cost to students experiencing food insecurity?:

Yes

Narrative and/or website URL providing an overview of the institution's student food security initiatives:

<https://westernusc.ca/services/food-support-services/>

<https://sogs.ca/foodbank/>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.1:

0.9999999999999998

11.2 Employee wellbeing and assistance programs

Does the institution make physical health services available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's physical health services for employees:

<https://www.uwo.ca/health/shs/employee-family-health.html>

Does the institution make behavioral health services available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's behavioral health services for employees:

https://www.uwo.ca/hr/safety/mental_health/index.html

Does the institution make free or reduced cost fitness activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's fitness activities for employees:

https://www.uwo.ca/campusrec/memberships/rates__privileges.html

Does the institution make contemplative and/or spiritual activities available to employees?:

Yes

Narrative and/or website URL providing an overview of the institution's contemplative and spiritual activities for employees:

https://www.uwo.ca/hr/safety/well_being/wellness/living_well/index.html

Does the institution have an institution-wide health and safety committee or network of committees that brings together workers and management in the development and review of workplace health and safety policies and procedures?:

Yes

Narrative and/or website URL providing an overview of the institution's workplace health and safety committees:

Does the institution have an emergency assistance fund that provides grants or interest-free loans to employees who are experiencing financial difficulties?:

No

Narrative and/or website URL providing an overview of the institution's emergency assistance fund for employees:

Through our Employee wellbeing program, Western provides employees in need with temporary housing and groceries on a case by case basis.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.2:

0.9999999999999999

11.3 Smoke free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the Institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

Yes

Narrative and/or website URL providing an overview of the institution's smoke-free policies:

https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp116.pdf

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 11.3:

1.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Employee Rights

Score	Responsible Party
3.00 / 3.00	

Criteria

12.1 Number of weeks of paid maternity leave

An institution earns 1 point when at least 24 weeks of paid, job-protected maternity leave are available to full-time employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's policies and procedures. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria. For example, a government-provided benefit that only pays 55 percent of income, but is topped up by the institution to a total of at least 60 percent of income would qualify.

12.2 Percentage of employees eligible for paid all-gender family/medical leave

An institution earns 1 point when at least 85 percent of its employees are eligible for paid all-gender family/medical leave. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report the most recent data available from within the previous three years. Policies of and benefits provided by entities of which the institution is part (e.g., government or university system) qualify as long as they apply to and are followed by the institution.

Provisional employees (i.e., new hires with temporarily limited access to leave), employees on short-term contracts to cover for maternity or family/medical leave, and student workers may be excluded.

Leave that is not job-protected and leave that is compensated at less than 60 percent of regular pay in total is excluded. Benefits may be provided by any combination of entities (e.g., government and/or institution), as long as the combined benefit meets the criteria.

12.3 Published measures to protect employee rights

An institution earns 1 point when it publishes information on A) anti-harassment, B) grievance resolution, C) whistleblower protections, and D) freedom of association in a format that is accessible to all employees. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on the current status of the institution's published information. The information may be published, for example, in an employee handbook or equivalent resource.

"---" indicates that no data was submitted for this field

12.1 Number of weeks of paid maternity leave

Number of weeks of paid maternity leave:

26.9

Narrative and/or website URL providing an overview of the maternity leave options available to employees:

Protected Leave: Through the province, eligible employees are entitled to 17 weeks of unpaid Pregnancy Leave and up to 61 weeks of Parental Leave; or 63 weeks of Parental Leave if Pregnancy Leave is not taken. <https://www.ontario.ca/document/your-guide-employment-standards-act-0/pregnancy-and-parental-leave>

Pay during leave:

- Through federal EI maternity, eligible employees have access to up to 15 weeks of Maternity benefits at 55% pay (up to \$668/wk) <https://www.canada.ca/en/services/benefits/ei/ei-maternity-parental.html>
- Through Western's Supplemental Employment Insurance Benefits, eligible employees can have their EI benefits topped up to 95% for up to 17 weeks. <https://www.uwo.ca/hr/benefits/leave/index.html>

Eligibility requirements vary between Western's 12 Employee Groups/Collective Agreements

$95\% \times 17 \text{ weeks} = 26.9 \text{ weeks of pay at } 60\%.$

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.1:

1.0

12.2 Percentage of employees eligible for paid all-gender family/medical leave

Percentage of employees eligible for paid all-gender family/medical leave:
100.0

Narrative and/or website URL providing an overview of the institution's eligibility criteria for paid family/medical leave:

Parental leave:

Through federal EI parental benefits, eligible employees have access to Standard Parental benefits at 55% pay (up to \$668/wk) for up to 40 weeks that can be shared between parents, but one parent cannot receive more than 35 weeks of standard benefits; or Extended Parental benefits at 33% pay (up to \$401/wk) for up to 69 weeks that can be shared between parents, but one parent cannot receive more than 61 weeks of extended benefits. <https://www.canada.ca/en/services/benefits/ei/ei-maternity-parental.html>

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.2:
1.0

12.3 Published measures to protect employee rights

Does the institution publish information on anti-harassment in a format that is accessible to all employees?:

Yes

Does the institution publish information on grievance resolution in a format that is accessible to all employees?:

Yes

Does the institution publish information on whistleblower protections in a format that is accessible to all employees?:

Yes

Does the institution publish information on freedom of association in a format that is accessible to all employees?:

Yes

Narrative and/or website URL providing an overview of the institution's published measures to protect employee rights:

Western's Non Discrimination, Harassment and Sexual Misconduct Policy

Mapp1.35 - - The purpose of this policy is to confirm the University's commitment to providing a learning and working environment free of Discrimination, Harassment and Sexual Misconduct. https://uwo.ca/univsec/pdf/policies_procedures/section1/mapp135.pdf

On the Human Rights Webpage - the process to report an incident of concern is outlined , online reporting form provided for ease in reporting.

The policy provides procedures for reporting incidents of concern. Under the policy options of filing a formal complaint or seeking alternate resolution are available for relevant matters
<https://www.uwo.ca/hro/discrimination/index.html>

Grievance Resolution

Western has 12 employee groups/collective agreements. Each collective agreement contains information on grievance procedures. For employees that do not fall under a collective agreement, there are policies for problem/dispute resolution. https://www.uwo.ca/hr/working/groups_agreements.html

Whistleblower Protection:

- Mapp 1.43 - Safe Disclosure Policy

The University depends on its members to report apparent breaches of ethical conduct in order that they may be investigated and corrective action taken. This policy provides a mechanism to disclose concerns without fear of retaliation and reflects the University's commitment to accountability and ethical conduct. Anyone who has reasonable grounds to suspect unethical behavior or improper financial activity is expected to bring forward the allegation in a timely manner.

https://uwo.ca/univsec/pdf/policies_procedures/section1/mapp143.pdf

Freedom of Association

https://www.uwo.ca/hr/working/groups_agreements.html Western has 12 employee groups with whom we negotiate collective agreements that govern the terms of employment. These employees range from faculty to researchers and librarians, hospitality, facilities and administrative professionals. Collective agreements vary in length, terms and conditions, depending on the bargaining unit. They all take place in accordance with rules set out by the Ontario Labour Relations Act.

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 12.3:

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Pay Equity and Living Wage

Score	Responsible Party
3.80 / 5.00	

Criteria

13.1 Internal pay equity assessment

An institution earns 1 point for A) having conducted one or more internal pay equity assessments during the previous three years that B) are inclusive of academic and non-academic staff, C) explicitly address pay equity by gender identity, and D) explicitly address pay equity by racial, ethnic, and/or Indigenous identity, and E) for publishing the results of its internal pay equity assessments. Partial points are available and earned as outlined in the Technical Manual.

Measurement

Report on assessments completed within the previous three years and the results of the most recent assessment to have been finalized. External (e.g., market-based) pay equity assessments do not qualify.

13.2 Percentage of employees that receive a living wage

An institution earns 3 points when A) it is a third party accredited living wage employer or B) 100 percent of its employees receive remuneration (i.e., base wage or salary plus qualifying in-kind benefits, cash bonuses, and allowances) equivalent to at least a living wage. Incremental points are available for criterion B based on the institution's performance within a range from 75 to 100 percent and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations. To qualify as a living wage employer accreditation, program criteria must be reasonably consistent with the [Anker Methodology](#) and/or the living wage criteria included in STARS. An updated list of qualifying programs is available in the [STARS Help Center](#).

For criterion B, report the most recent data available from within the previous three years and snapshots of a living wage and employee remuneration taken during the same performance period (e.g., fiscal or calendar year). This may be accomplished, for example, by exporting compensation data from the institution's human resources system and accessing an online living wage figure within the same month or academic term.

Include all individuals who are in a direct employment relationship with the institution according to national law or its application, i.e., both regular/permanent employees and short-term/casual employees. Because of the diverse ways that student employment may be structured, however, undergraduate student employees and graduate students who are classified as non-academic employees may be excluded. Graduate students paid for teaching or research responsibilities should be included to the extent that they are classified as direct academic employees in the institution's human resources system.

Consistent with the Global Living Wage Coalition, a living wage is a family concept. An institution's living wage must be based on a family of four (assuming two adults in paid employment) or the nearest alternative available in its national context. A family of four is used to help harmonize different living wage standards and to support international comparability. It is not assumed to be the most common or representative family size.

To determine the living wage, use the most relevant national standard or methodology listed in the [STARS Help Center](#). A US institution, for example, must report the local living wage for "2 Adults (both working), 2 Children" published by the [Massachusetts Institute of Technology Living Wage Calculator](#).

An institution with satellite campuses should use the main campus location to determine the living wage amount, if available, or else a relevant state/provincial, regional, or national living wage.

The pay for employees who are hired on a grant, stipend, or contract basis must be converted into hourly figures, for example based on the average or expected number of hours worked per course, credit hour, or term. Hourly compensation for employees working on a grant, stipend, or contract basis must include all hours that are necessary to perform the employee's duties, such as class preparation and grading time. For example, an employee must be credited a minimum of 2.25 hours of service per week for each hour of teaching or classroom time in that week.

Otherwise, an institution may convert salary data to hourly figures based on the standard work week and year used for waged workers.

Remuneration may include wages, salaries, and extra-wage components that address the basic needs of employees and their families. To qualify, an extra-wage component must address a basic need that is accounted for in the living wage methodology that is used. In the US, for example, this includes expected and regular cash bonuses, employer contributions to health insurance, retirement plans, and other savings vehicles, and allowances for childcare, commuting, and meals. It excludes work expenses, life insurance, paid leave, disability benefits, student loan and tuition assistance, and allowances for services such as gym membership and legal assistance.

13.3 Percentage of significant contractors that pay a collectively determined or living wage

An institution earns 1 point when it is able to verify that each of its significant contractors meets at least one of the following criteria:

- A. The contractor is a third party accredited living wage employer or otherwise ensures that all of its on-site employees receive remuneration equivalent to at least a living wage.
- B. The contractor's lowest-paid, on-site employees are covered by a collective bargaining agreement (i.e., a union contract).
- C. The contractor is a worker cooperative.

Partial points are available based on the extent which criterion B is met and earned as outlined in the Technical Manual.

Measurement

For criterion A, report on currently valid accreditations.

For criterion B, report on the institution's most recently established agreements with significant contractors and the living wage reported in indicator 13.2. If no qualifying information is available for a contractor, report conservatively by assuming that its employees are earning the legal minimum wage.

An institution that is accredited as a living wage employer under a standard that is inclusive of its significant contractors (e.g., Living Wage for US) may report on that basis rather than apply the STARS criteria.

"---" indicates that no data was submitted for this field

13.1 Internal pay equity assessment

Has the institution conducted one or more internal pay equity assessments during the previous three years to identify disparities that are not attributable to skills, responsibilities, or level of experience?:

Yes

Description of the methodologies used to assess internal pay equity:

Western completes a pay equity assesment on an annual basis in compliance with the Ontario Pay Equity Act. This statute is focused on systemic descrimiation in the compensation of employees employed in female job classes in Ontario. The gender of job classes are classified based on historical incumbency of the job class, gender stereotypes of fields of work and such other criteria. <https://www.ontario.ca/laws/statute/90p07>

For members rpresented by the University of Western Ontario Faculty Association (UWOFA), there is a committee that looks at internal equity with respect to a variety of factors with gender inequities with first priority on a 'career trajectory' adjustment.

Are the pay equity assessment(s) inclusive of both academic and non-academic staff?:

Yes

Do the pay equity assessment(s) explicitly address pay equity by gender identity?:

Yes

Do the pay equity assessment(s) explicitly address internal pay equity by racial, ethnic, and/or Indigenous identity?:

No

Does the institution publish the results of its internal pay equity assessments?:

Yes

Published results of the institution's most recently finalized internal pay equity assessment:

Online resource where the results of the institution's internal pay equity assessments are available:

https://www.uwo.ca/facultyrelations/pdf/vice_provost/CTF_committee_report_2022.pdf

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.1:

0.8

13.2 Percentage of employees that receive a living wage

Is the institution a third party accredited living wage employer?:

No

Narrative and/or website URL detailing the institution's living wage accreditation:

Provide wage figures in the institution's local currency and expressed as hourly rates.

Local currency code:

CAD

Performance year for living wage:

2023

Living wage:

18.85

Standard or methodology used to determine the living wage:

<https://www.ontariolivingwage.ca/rates>

Wage floor for regular/permanent employees:

18.66

Wage floor for short-term/casual academic staff:

39.0

Wage floor for short-term/casual non-academic staff:

16.55

Percentage of employees that receive remuneration equivalent to at least a living wage:

100.0

Narrative outlining the forms of remuneration included in the living wage calculations:

Wage Floor for Regular/Permanent Employees

This wage is for the Cook & Culinary Support job class within the CUPE 2692 collective agreement. There is no one currently at the floor. There is also a Housekeeper job class within the CUPE 2361 collective agreement with a wage floor of \$17.05, but there has been no one in this classification for a number of years.

Wage Floor for Short-term/Casual Academic Staff

The PT faculty are paid by course and workload. A 0.5 course load is assumed to be 12 hours per week. The wage floor is calculated as approximately \$39 per hour.

Wage Floor for Short-term/Casual Non-Academic Staff

The general minimum wage in Ontario was \$15.50 from Oct 1, 2022 to Sept 30, 2023; \$16.55 from Oct 1, 2023 to Sept 30, 2024; and \$17.20 since Oct 1, 2024.

Has the institution made a formal commitment to pay a living wage?:

Narrative and/or website URL detailing the institution's formal commitment to pay a living wage:

The Reporting Tool will automatically calculate the following figure:

Points earned for indicator PA 13.2:

3.0

13.3 Percentage of significant contractors that pay a collectively determined or living wage

Does the institution have one or more significant contractors?:

Yes

Documentation affirming that the institution has no significant contractors:

Total number of significant contractors:

12.0

Number of significant contractors known to pay a collectively determined or living wage:

0.0

Description of the methodology used to determine which significant contractors pay a collectively determined or living wage:

We are unable to confirm whether any of our significant contractors pay a collectively determined or living wage.

The Reporting Tool will automatically calculate the following two figures:

Percentage of significant contractors that pay a collectively determined or living wage:

0.0

Points earned for indicator PA 13.3:

0.0

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation & Leadership

Innovation & Leadership

Points Earned 10.00

Points Available 10.00

The credits in this category are optional and recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS. An institution may add any number or combination of these credits to its report, however the maximum number of bonus points applied toward scoring is 10.

Credit	Points
Sustainability Course Inventory	1.00 / 1.00
Open Online Sustainability Course	1.00 / 1.00
Sustainability Research Inventory	1.00 / 1.00
Grounds Certification	1.00 / 1.00
High Performance Building Certification	1.00 / 1.00
GHG Verification	1.00 / 1.00
Sustainability-Equity Coordination	1.00 / 1.00
Collective Bargaining	1.00 / 1.00
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00
Innovation C	1.00 / 1.00
Innovation D	1.00 / 1.00
Innovation E	1.00 / 1.00

Sustainability Course Inventory

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when it has conducted a comprehensive inventory of its course offerings within the previous three years to identify the sustainability challenges or Sustainable Development Goals (SDGs) addressed by each course.

Measurement

Report on comprehensive course inventories completed within the previous three years. To qualify, the process used to complete the inventory must be inclusive of all academic course offerings or equivalent units of instruction (e.g., modules or subjects) and the completed inventory must, at minimum, include the title of each course and any corresponding sustainability challenges. A list of suggested keywords to help identify sustainability challenges is available for download from the [STARS website](#).

"---" indicates that no data was submitted for this field

Has the institution conducted a comprehensive inventory within the previous three years to identify the sustainability challenges or SDGs addressed by each course?:

Yes

Copy of the sustainability course inventory:

[Course_inventory.xlsx](#)

Description of the methodology used to complete the course inventory:

Western's undergraduate courses were examined and reviewed using keyword analysis to determine if and how each course related to the UN SDGs. This inventory identifies specifically which UN SDG(s) each course relates to. An annual review of this course inventory is completed to ensure it is up to date the start of each academic year..

A line by line review and validation of each course then identified those courses which may or may not have contained any of the keywords above, but do qualify as sustainability inclusive or focused based on course title, description and/or content.

This inventory can also be accessed online at: https://sustainability.uwo.ca/academics/inventory_courses.html

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Open Online Sustainability Course

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when it offers a free, sustainability-focused course on the public internet, e.g., a massive open online course (MOOC) or the equivalent with a primary and explicit focus on sustainability.

Measurement

Report on courses that have enrolled students within the previous three years. To qualify, a course must have a dedicated instructor, include instructional materials and assessments, and have an established structure (e.g., an expected time commitment, a syllabus or calendar, and a mechanism for learner engagement). Continuing education courses that are free and otherwise meet the criteria are included.

"---" indicates that no data was submitted for this field

Does the institution offer a free, sustainability-focused course on the public internet?:

Yes

Narrative and/or website URL providing an overview of the institution's free, online sustainability course:

https://geoenvironment.uwo.ca/undergraduate/course_information/new_course_connecting_for_climate_change_action.html

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability Research Inventory

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when it has conducted a comprehensive inventory of its research within the previous three years to identify the sustainability challenges or Sustainable Development Goals (SDGs) addressed by each project, publication, and/or researcher.

Measurement

Report on comprehensive research inventories completed within the previous three years. To qualify, the process used to complete the inventory must be inclusive of all academic employees that conduct research, all funded research projects, and/or all published scholarly work. Community-based research and engaged scholarship should be included to the extent feasible. A list of suggested keywords to help identify sustainability challenges is available for download from the [STARS website](#).

"---" indicates that no data was submitted for this field

Has the institution conducted a comprehensive inventory of its research within the previous three years to identify the sustainability challenges or SDGs addressed by each project, publication, and/or researcher?:

Yes

Copy of the sustainability research inventory:

[IL6_-_Sustainability_Research_2024-12-04.xlsx](#)

Description of the methodology used to complete the research inventory:

Western research projects were examined and reviewed using project data downloaded from COGNIT.CA and keyword analysis to determine if an how each project related to the UN SDGs.

"Cognit.ca is a tool for businesses, non-profits, governments and others who want to access the experts, facilities and/or intellectual property that exists on campuses across Canada. Cognit.ca does this by analyzing over 200,000 research projects, hundreds of facilities and more than ten of thousand of pieces of IP to identify the most relevant institutions, researchers, facilities and licensing opportunities for a given search term."

The keyword search was done using terms and phrases that would specifically highlight research that either directly or indirectly related to Sustainability. These were then reviewed for inclusion into the inventory, and added as appropriate.

This inventory can also be accessed online at: https://sustainability.uwo.ca/academics/inventory_research.html

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Grounds Certification

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when at least 50 percent of its managed grounds are certified to an organic landscaping or ecological land management standard. Partial points are available. An institution with certified grounds totaling less than 50 percent of the total area of managed grounds earns 0.5 bonus points.

An updated list of qualifying standards is available in the [STARS Help Center](#).

Measurement

Report on the current certification status of the institution and/or its grounds. Areas that are not routinely maintained or are predominantly maintained by entities other than the institution's in-house and/or contracted landscaping/grounds services may be excluded (e.g., natural/semi-natural areas and agricultural land).

"---" indicates that no data was submitted for this field

Percentage of managed grounds certified to one or more qualifying organic landscaping or ecological land management standards:

75 to 100

Narrative and/or website URL providing information about the institution's certified grounds:

Western was the first university in Canada to become a designated [Bee Campus](#) in 2018, and it has maintained its designation since then. This designation recognizes ongoing pollinator work that has been taking place on campus such as:

- § Planting native species on campus
- § Native plant giveaways
- § Educational events and campaigns about native plants and pollinators
- § Reduced grass cutting in some areas for wildflowers and grasses to grow
- § Maintaining mature pollinator friendly trees
- § Naturalizing space behind buildings and along forest

https://sustainability.uwo.ca/Campus/buildings_green_space/bee_campus.html

<https://beecitycanada.org/current-bee-campuses/>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

High Performance Building Certification

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when it has at least one building that is certified at the highest achievable level under a green building rating system (i.e., Living, Platinum, Outstanding, or equivalent).

An updated list of qualifying standards is available in the [STARS Help Center](#).

Measurement

Report on the current certification status of the institution's buildings.

"---" indicates that no data was submitted for this field

Does the institution have at least one building that is certified at the highest achievable level under a green building rating system?:

Yes

Narrative and/or website URL providing information about the institution's certified high performance buildings:

The Amit Chakma Engineering Building is a LEED Platinum certified building, which is the highest achievable level under LEED.

<https://www.eng.uwo.ca/media/news/2020/ACEB-achieves-LEED-Platinum-status.html>

https://sustainability.uwo.ca/Campus/energy_carbon/Green%20Buildings.html

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

GHG Verification

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when at least one of its GHG emissions inventories completed within the previous three years has been third party verified by a nationally or internationally accredited GHG inventory verification service (e.g., through The Climate Registry), Sustainability Indicator Management and Analysis Platform (SIMAP) staff, or an equivalent independent external entity.

Measurement

Report on GHG emissions inventories completed during the previous three years.

"---" indicates that no data was submitted for this field

Has at least one of the institution's GHG emissions inventories completed within the previous three years been third party verified?:

Yes

Narrative and/or website URL providing information about the third party verification of the institution's GHG inventory:

Western's Scope 1 and Scope 2 emissions are verified annually by a certified third-party verifier, as required by Ontario's Emissions Performance Standard (EPS) Program. This independent verifier must be accredited as a verification body to the ISO Standard 14065 by the Standards Council of Canada (SCC), the American National Standards Institute (ANSI) or another accreditation organization that is a member of the International Accreditation Forum

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Sustainability-Equity Coordination

Score	Responsible Party
1.00 / 1.00	

Criteria

n institution earns 1 bonus point when it has at least one formal entity or mechanism (e.g., a community of practice, committee, center, office, task force, or clearinghouse) that brings together staff with formal sustainability responsibilities and staff with formal equity and social justice responsibilities for purposes of joint coordination and planning.

This might include, for example, a representative from the diversity, equity, and inclusion (DEI) office serving on the institution's sustainability committee, a representative from the sustainability office serving on the institution's DEI committee, or another regular mechanism for collaboration between the two offices.

Measurement

Report on current programs and initiatives.

"---" indicates that no data was submitted for this field

Does the institution have at least one formal entity or mechanism that brings together staff with formal sustainability responsibilities and staff with formal equity and social justice responsibilities for purposes of joint coordination and planning?:

Yes

Narrative and/or website providing an overview of the institution's sustainability-equity coordination:

The Associate Vice President of Equity, Diversity and Inclusion is a member of the President's Advisory Committee on the Environment and Sustainability.

<https://sustainability.uwo.ca/paces/index.html>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Collective Bargaining

Score	Responsible Party
1.00 / 1.00	

Criteria

An institution earns 1 bonus point when it engages in collective bargaining with regular/permanent employees, short-term/casual employees, and student employees, as evidenced by the presence of union contracts or equivalent formal outcomes, e.g., memoranda of agreement/understanding (MOA/MOU) with workers' organizations. Partial points are available. An institution that engages in collective bargaining with at least two of the three employee categories listed above earns 0.5 bonus points.

Measurement

Report on the current status of the institution's union contracts and/or other formal outcomes of collective bargaining. Collective bargaining processes engaged in by entities of which the institution is part (e.g., government or university system) qualify as long as the results of the processes are recognized by the institution.

"---" indicates that no data was submitted for this field

Does the institution engage in collective bargaining with regular/permanent employees?:

Yes

Does the institution engage in collective bargaining with short-term/casual employees?:

Yes

Does the institution engage in collective bargaining with student employees?:

Yes

Narrative and/or website URL providing an overview of the unions or collective bargaining units active at the institution:

https://www.uwo.ca/hr/working/groups_agreements.html

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation A

Score	Responsible Party
1.00 / 1.00	Jessica Cordes Sustainability Coordinator Facilities Management

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

World's Challenge Challenge

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

Western has introduced a new Master's Program in Health Equity and Sustainability. This program is a first of its kind in Canada and is centered around the principles of equity and justice, which are at the core of creating health systems that will improve the health of all.

This program focused on understanding the complex interactions of the social, cultural and environmental forces that shape one's health. It works to advance students thinking with respect to threats to health with attention to climate change, pandemics and humanitarian crises, as well as social and structural discrimination.

This fully online and asynchronous program allows not only working professionals to study in the program but also allows the inclusion of people from around the world to participate.

<https://uwo.ca/fhs/programs/ahcp/hes/index.html>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation B

Score	Responsible Party
1.00 / 1.00	Heather Hyde Director, Sustainability Sustainability Office

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

Residence Dining Hall Menus more than 40% Plant Based

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

As of September 2023, Western surpassed its goal of making 40% of all dining hall menus plant-based by January 2024. Western is also the first institution in Canada to commit to the goal through an audit process — with the help of a professor from the department of nutritional sciences at the University of Toronto.

https://westerngazette.ca/news/campus/western-makes-43-per-cent-of-residence-meals-plant-based/article_bffa6d00-5349-11ee-845f-5335d4c6b8c3.html

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation C

Score	Responsible Party
1.00 / 1.00	Jessica Cordes Sustainability Coordinator Facilities Management

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

Northern Tornado Project

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

Founded in 2017 by Western the Northern Tornado Project aims to better detect tornado occurrence throughout Canada, improve severe and extreme weather understanding and prediction, mitigate against harm to people and property, and investigate the implications of climate change.

<https://news.westernu.ca/2023/03/westerns-project-is-tornado-proofing-canadian-communities/>

In March 2024 the Northern Tornadoes Project collaborated with the Music Faculty as well as other weather and nature-inspired research to develop "**Kaleidoscope of Creativity: Tornadoes, Oceans and Climate**" a musical gallery, concert and and panel discussion.

<https://www.events.westernu.ca/events/music/2024-03/northern-tornadoes-project.html>

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation D

Score	Responsible Party
1.00 / 1.00	

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

Western Community Garden

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

The Western Community Garden is a collaborative initiative amongst Western students, staff and faculty. Key collaborators on the garden include Landscape Services and Western Sustainability within Facilities Management as well as Society of Graduate Students (SOGS) and EnviroUSC (group within the University Students Council)

Currently the garden contains 38 raised bed concrete planters of varying sizes which are primarily used to grow food crops. The perimeter of the garden has an additional 21 planters which contain native plants to support biodiversity and pollination of the food crops. The centrepiece of the garden features an in-ground pollinator garden of native plants, tended by faculty and students as part of a field course and project through the [Campus as a Living Lab](https://sustainability.uwo.ca/Campus/buildings_green_space/community_garden.html) program.

https://sustainability.uwo.ca/Campus/buildings_green_space/community_garden.html

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

Innovation E

Score	Responsible Party
1.00 / 1.00	

Criteria

There are five open-ended Innovation credits available. For each of these credits, an institution may claim 1 bonus point for a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit.

Measurement

Report on current programs and initiatives and outcomes that occurred within the previous three years.

In general, an Innovation credit should have roughly similar impacts or be on the same scale as other STARS credits. Outcomes, programs, and initiatives that are innovative for the institution's region or institution type are eligible. Outcomes, programs, and initiatives that were once considered innovative but are now commonplace do not qualify. Multiple activities whose sum is innovative can be considered for an Innovation credit as long as the activities or practices are clearly related. A series of unrelated accomplishments or events would not qualify, for example. While the outcomes or activities that led to receiving an award may be appropriate for an Innovation credit, winning an award or achieving a high sustainability ranking in another assessment is not, in and of itself, grounds for an Innovation credit.

"---" indicates that no data was submitted for this field

Name of the innovative outcome, program, or initiative:

Western Green Awards

Does the innovation represent a new, extraordinary, unique, ground-breaking, or uncommon outcome, program, or initiative that addresses a sustainability challenge and is not covered by an existing credit?:

Yes

Narrative and/or website URL providing an overview of the innovation:

For 16 consecutive years, Western has recognized and supported members of the Western Community who have made positive contributions to advancing sustainability, through the Western Green Awards (in 2025, these have been re-named the Western Climate and Sustainability Awards). The Western Green Awards recognize an individual or team that initiates or supports an activity with positive environmental and sustainability outcomes, encourages participation and involvement, works together with others, groups and organizations to meet their goal, or demonstrates a sustainability effort or campaign. The purpose of the award is to help raise awareness of sustainability at Western University through the acknowledgment of community members (students, faculty, and staff) who have made positive contributions. are given out annually to students, faculty and staff

https://sustainability.uwo.ca/green_awards/index.html

Over the past three years, the following recipients have received green awards:

2022 Recipients

Donna Sasges

Donna Sasges has been a driving force in organizing and promoting the green composting program at WTS for about eight years. She coordinates volunteer schedules for each floor to manage the disposal

receptacles, ensures there are always supplies available for the program, and actively promotes the initiative across the department.

"It just makes sense, doing our little part. It's definitely teamwork and everyone pitches in. The really great thing about these large green bins is that not only can you put in food scraps, but also biodegradable paper products, paper towels and napkins... it's a lot of 'waste' that's not waste. It's not going into the garbage and, instead, is going into the organics bin to feed the earth."

Dr. Nina Zitani

Dr. Nina Zitani is a biology professor, curator of Western's Zoological Collections, and founder and curator of Western's Biodiversity Gallery. An indefatigable supporter of biodiversity through education, research and personal example, Zitani is described as an inspiring champion of ecological responsibility and sustainability.

She equips students and community members with knowledge and motivation to rethink and rebuild their relationship with the land, water, plants and fungi that comprise our world. Her research includes discovering and naming 15 new insect species in Costa Rica, where she has led several cohorts of fieldwork students to a first-hand understanding of biodiversity and climate change.

Western Sustainability Leaders Program (WSLP) Student Team

The 2022 Western Sustainability Leaders Program (WSLP) Student Team is comprised of Brian Yang, Brittany Lau, Grace Farrow, Allison Pert and Rebecca Streef. This team represents student advocates who take action. They have led a number of initiatives that include sharing information about careers in sustainability; teaching students how to seed seeds and garden; offering career advice for environmentalists; collaborating with individuals and organizations on topics like sustainable fashion and food; and hosting a sustainability fair featuring a variety of environmental groups on campus.

They have worked with student groups to improve sorting for waste, food and recycling streams; and their leadership has helped students to shop locally, discover and support campus biodiversity, and celebrate holidays more sustainably.

2023 Recipients

Cogie Cogan

Cogie Cogan, undergraduate student in global studies at Huron University College, received the award for their numerous contributions to issues related to environment and sustainability.

As sustainability commissioner at the Huron Student Council, Cogan led a campaign to make the college a Blue Community by eliminating single-use plastic water bottles from campus. They also coordinated Shabbat dinners with plant-based recipes.

Cogan has actively advocated for the environment at different forums, including as delegate to the UN Environment Assembly in Kenya in 2022, guest speaker on waterway conservation, climate fellow at Duke University and founder as well as former director of Western Environmental Business club.

Cogan is also a recipient of the London Youth Green Leader Award.

Brendon Samuels

Brendon Samuels is a PhD student in biology. He is the first sustainability coordinator for the [Society of Graduate Students](#) (SOGS) and led numerous campus clean-ups during the year, with the focus on the Thames River.

Samuels led the construction of a structure intended to be a template to help barn swallows breed. He also led initiatives to secure funds from multiple sources for this project. He successfully advocated to have bird-friendly decals added to reflective windows on campus.

Samuels also presented a motion for SOGS to endorse a letter against Bill 23 More Homes Built Faster Act, and successfully defended a motion relating to the bill at this year's Canadian Federation of Students' national general meeting. He also organized a demonstration against the bill with elected officials as speakers and over 150 attendees.

Craig Clifford

Craig Clifford is operations manager, procurement and facilities at hospitality services. He works with foodservice providers to ensure local, sustainable, ethically sourced supplies are secured for each area within hospitality services, which is a large department with annual food and beverage purchases over \$13 million.

Clifford has been instrumental in securing contracts with many local suppliers. He also ensures sustainable, compostable and recyclable to-go containers and cutlery are available. This year, Clifford created a comprehensive list of all package containers with recycling instructions. He is at present planning for a fully sustainable packaging program for September 2023.

2024 Recipients

Allison Pert

Environmental Science and Biology student

“Whether picking up trash or educating others, Allison Pert exhibits a passion for implementing sustainability initiatives, as well as growing, learning and helping people,” her nominator writes.

Pert, a fifth-year student studying environmental science and biology, has helped guide and plan many sustainability events on campus, including teaching students how to save native seeds and how to cultivate pollinator plants.

As part of Western’s [Sustainability Leaders program](#), which earned a [Green Award in 2022](#), she has served as event lead coordinator and is the current co-lead student coordinator. She has rallied and inspired fellow students, leading campus cleanups, and through her social media posts, shares tips on how to limit waste and use recyclable materials.

Beyond Western, Pert helped coordinate a London [Bug Day](#) event to educate children about the role bugs play in environmental health and is a student educator with Let’s Talk Science. In 2022, Pert received the [London Environmental Network Youth Leader Award](#).

Kierra Holowachuk

Mechatronics Engineering student and Ivey 2024 HBA candidate

Kierra Holowachuk is described as “an amazing advocate for sustainability, consistently demonstrating her commitment through coursework and her active involvement in both educational and engineering projects.”

Through her upper-year coursework at Western and at Ivey Business School, she is deeply engaged in subjects that focus on sustainability, such as [systems thinking](#), with an aim to better understand the challenges and opportunities in creating a more sustainable future.

Holowachuk is vice-president of events for the [Western Engineering Green Technology Club](#), which attracted a grant from the [Western Sustainable Impact Fund](#) to create a prototype of a device designed to remove carbon autonomously and efficiently from the atmosphere. The project has also been selected as a finalist in the OpenAir Carbon Removal Challenge, where it will be showcased at the [Carbon Unbound Conference](#) in New York City.

She also served as vice-president of advocacy and director of outreach and public engagement for EnviroSynBio, a multidisciplinary group of Western students promoting environmental and [synthetic biology](#) across campus through events, lab opportunities and research conferences.

After she graduates from Western this June, Holowachuk plans to pursue a masters of science in sustainability management at Columbia University in New York City.

“Kierra actively contributes to a greener world, fostering a sense of belonging that embodies Western’s vision for a more prosperous, just and inclusive society,” writes her nominator.

Dr. Julie Strychowsky

Otolaryngology-Head and Neck Surgery, Schulich School of Medicine & Dentistry

Dr. Julie Strychowsky believes simple changes in hospital operating rooms (OR) and multidisciplinary clinics can have considerable impact in reducing greenhouse gas emissions.

An award-winning teacher in the Schulich School of Medicine & Dentistry and a pediatric ear, nose and throat surgeon at London Health Sciences Centre (LHSC), Strychowsky sees practicing environmental sustainability in the OR and in life as a moral and public health imperative.

She recently led a successful initiative to streamline surgical trays to only include surgical instruments and supplies necessary for the procedure, reducing processing impact and waste. She also implemented a reusable patient belonging bag program, replacing single-use plastic bags with a more environmentally friendly option that reduces carbon emissions and saves LHSC approximately \$3,000 annually.

“Dr. Strychowsky is working one tray at a time to reduce carbon emissions at LHSC, raising awareness of the environmental impact of the operating room locally and in the national ear, nose and throat community,” her nominator writes.

Optional documentation

Notes about the information provided for this credit:

Additional documentation for this credit:

stars.aashe.org [Western University](#) | STARS Report |