



PGSS

Post-Graduate Students' Society
McGill University, Montreal



**SUSTAINABILITY TRACKING, ASSESSMENT,
AND RATING SYSTEM (STARS) REPORT:
THOMSON HOUSE & PGSS OPERATIONS
2012**

STARS report: Sustainability of Thomson House & PGSS Operations

January 9th, 2013

Contents

Executive Summary	3
Key results from the STARS report:.....	3
Introduction.....	5
CATEGORY 1: EDUCATION AND RESEARCH.....	7
Co-Curricular Education.....	7
CATEGORY 2: OPERATIONS	11
Climate	11
Dining Services.....	14
Grounds.....	17
Purchasing.....	19
Transportation	21
Waste.....	24
CATEGORY 3: PLANNING, ADMINISTRATION, AND ENGAGEMENT.....	29
Coordination and Planning.....	29
Diversity and Affordability.....	31
Human Resources	38
Investment	41
Public Engagement	42
Appendix 1: STARS credits and scores	46

Executive Summary

Sustainable Thomson House received funding from the Sustainability Projects Fund (SPF) and the Post-Graduate Student Society (PGSS) to completely audit the building and operations of Thomson House and PGSS activities. An architecture and engineering company was contracted to assess the energy and water consumption of Thomson House and compile a report with recommendations to improve efficiency. In January 2012, a sustainability coordinator was hired to assess the environmental and social responsibility of Thomson House and PGSS' operations.

An objective framework was needed to evaluate the environmental and social impacts of the Thomson House restaurant/bar, offices, and PGSS activities. The Sustainability Tracking, Assessment, and Rating System (STARS) was chosen because it is commonly used by educational institutions in North America, including McGill University. Throughout the summer and fall 2012, graduate and undergraduate students conducted assessments regarding whether Thomson House/PGSS measures up to best practices; they also suggested recommendations to be implemented in the future. Results of current building and operational practices, as well as recommendations for future improvements will be integrated into a five year Sustainability Action Plan. A community consultation will take place in spring 2013 to present the results of the Sustainability Action Plan and incorporate feedback from PGSS members. The Sustainability Action Plan will prioritize recommendations from the building and operations audit, as well as providing a cost-benefit analysis, where applicable.

The PGSS and Thomson House operations received an average of score of 22.9% for points that were applicable to its unique situation. For the lowest recognition, a [Bronze rating](#), a minimum of 25% is needed. By comparison, McGill University received a [Silver rating](#), but this may be expected, since the University encompasses a larger scope than PGSS.

Key results from the STARS report:

Co-curricular Education

The PGSS Environment Committee (PEC), founded in 2002, engages in educational campaigns and events, as well as maintaining the Thomson House permaculture garden. To extend the Environment Committee's impact, PEC could implement more programs such as eco-ambassadors, create educational publications for PGSS members, and further integrate sustainability into new student orientations. This would fully expand their network beyond Thomson House and help develop and connect "green champions" in other departments.

Greenhouse Gas Emissions (GHG)

Typically, greenhouse gas emissions accounting is broken into three scopes. Scope 1 (resulting from energy combustion) and Scope 2 (resulting from electricity consumption) emissions from Thomson House were surveyed from 2007-2011. Hydroelectricity, natural gas, and steam are utilized by Thomson House and the Annex (the small building above the garage). Approximately 98.4% of all energy related GHG emissions (80.8 tons of CO₂ equivalent) is produced every year from the use of natural gas for cooking and for heating Thomson House (until November 2011) and the Annex. Steam and hydroelectricity result in 1.3 tons of CO₂ equivalent per year. Steam has only been utilized since November 2011, and contributes a large emissions factor (0.1815 kg/kWh for natural gas used in boiler vs. 0.00204kg/kWh for hydroelectricity). Therefore, it is expected that scope 2 emissions will increase significantly for 2012 onward, but scope 1 will decrease due to the switch to steam heating.

On average over the 2007-2011 period, the annual total of energy-related GHG emissions at Thomson House is 82.1 tons of CO₂ equivalent (Scope 1 and Scope 2). One aspect of Scope 3 emissions

(indirect emissions) results from employee commuting, and is estimated to be between 4,151 – 4,301 kg CO₂ equivalent (depending whether employees take the subway or the bus).

To significantly decrease greenhouse gas emissions, it is recommended to reduce heating inefficiencies. Heating is powered by natural gas and has the highest greenhouse gas emissions of energy sources at Thomson House. Composting organic waste would contribute to a reduction of 7.93 tons of CO₂ equivalent per year.

Waste

According to the waste audit conducted in summer 2012, 94% of Thomson House's waste is either compostable or recyclable. Currently, 44% of waste is compostable, but a composting program was not in place at Thomson House in 2012. Garbage bins contained about 9% glass, plastic, metal, or glass that could have been recycled.

The amount of waste has decreased approximately 31% from 2003 levels, possibly because of changes in purchased supplies or an increase in awareness of what is recyclable. There may be some discrepancies, since the 2003 audit was conducted in March, when more students were on campus compared to the summer of 2012. More recycling bins in public areas, reinforced training for Thomson House staff on recyclable items, and changes to supplies could increase the amount of materials recycled.

Food

A 10 month audit of receipts from fruits, vegetables, and herbs used in the Thomson House kitchen was conducted. June and July were omitted from this draft due to time constraints, but will be amended in 2013. It was determined that 3.7% of fruits, vegetables, and herbs at Thomson House are sourced from within Quebec or are certified organic. To reduce greenhouse gas emissions, provide more fresh food, and support the local economy, it is recommended to source more products from Macdonald campus or nearby farms. It may be also possible to expand the Thomson House permaculture garden to provide herbs to the restaurant.

Procurement

In many cases, efforts are made at Thomson House to purchase more environmentally responsible supplies, such as unbleached napkins made from recycled paper or biodegradable cleaning products. However, it is at the discretion of the Society Affairs and Operations Manager, and the choice of products may fluctuate. Therefore, it is recommended that PGSS adopts a purchasing policy to outline more socially and environmentally responsible criteria.

Transportation

Carbon offsets were previously a requirement for reimbursement for air travel under the PGSS grants program, but is no longer stipulated. It is recommended that the PGSS start a local offset program, in which travel emissions could be offset by investing in Thomson House. Promoting active transportation (walking, biking) could decrease employee emissions.

Coordination and Planning:

The PGSS hired a Sustainability Coordinator on a temporary basis. However, the ENVR401 sustainability survey found that one of the main concerns regarding Sustainable Thomson House is the possible lack of continuity, since the project currently relies on the Sustainability Coordinator to find funding, mentor student independent research courses, and implement the recommendations from the Sustainability Action Plan. The Sustainable Thomson House working group has recommended that this be made a full-time, permanent position in order to ensure the implementation of the project.

Diversity and Affordability:

The PGSS has several forums for communication and collaboration concerning social issues: the PGSS Equity Committee, Health and Wellness Committee, Family Care Caucus, International Student Caucus, and Committee for Member Support. Several specific actions can be taken to ensure that Thomson House is more accessible, such as conducting an accessibility audit, surveying students to provide more tailored services, and publicizing sources for financial aid. To help international students, PGSS could provide additional resources on the true cost of living in Montreal.

Human Resources:

The PGSS and Thomson House have a staff of about 40 individuals, many who are part-time and/or on contract. It is recommended that an employee satisfaction survey be implemented, as one currently does not yet exist. Social and environmental sustainability could be integrated into new employee orientations, as well as update current employees. The PGSS could also benefit by collaborating with other non-profits and campus sustainability initiatives.

Investment:

The PGSS has an endowment less than \$1 million, due to the size and nature of the organization. PGSS is not necessarily able to invest in more socially or environmentally responsible funds, since most of the money is invested in Guaranteed Investment Certificates. Therefore, efforts for more sustainable investments should take the form of students advocating for better practices at McGill.

Public Engagement:

PGSS collaborates with a few other sustainability groups, but could create more partnerships if resources and time allow. PGSS could find ways to promote more community engagement from its members, such as organizing volunteer days to help local organizations. Incorporating sustainability principles into existing leisure courses (French, yoga, etc.) or offering new leisure courses centered around sustainability (e.g. urban gardening) could help to educate PGSS members in an interesting way. If its members are interested, PGSS should also publically advocate for policies that improve environmental and social conditions.

Thank you to all of our dedicated undergraduate, graduate, and post-doctorate volunteers and Sustainable Thomson House Working Group members! Your research, time, ideas, and passion have been crucial to this process.

Line Bourdages	Ekaterina Yakushina	Jessica Lukawiecki
Alex Goulet-Hanssens	Rodrigo Jimenez	Faris Haddad
Mehdi Aghababadastjerdi	Sarah Silverman	Daphne Ben David
Mercedes Garcia Holguera	Claire Deng	Marzieh Ghiasi
Vanessa Ng	Uzma Ahmed	Amanda Winegardner
Alex Capozzi	Alex Stone	Veronika Postulopenko
Roisin Hennessy	Sasha Rodrigues	Gabby Fanous
Anna Takagi	Anna Hermanson	Priyanka Pandey
Yuchi Zhang	Juliana Rosario Yeung	Guillaume Lord
Harriet Kim	Kiry Marchand	Veronica Somos

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The STARS report was compiled and edited by Shona Watt, PGSS Sustainability Coordinator.

Introduction

Thomson House, located on the McGill University Campus, is a heritage building occupied by the Post Graduate Student Society (PGSS). Thomson House contains a restaurant/bar, board rooms, and a ballroom, as well as some of the office space for PGSS and Thomson House staff. Typical of other buildings constructed in 1935, Thomson House is ornate and aesthetically pleasing, but was not designed for energy efficiency. Due to the complexity and cost of renovating an older building to become more energy efficient, generally newer buildings are the subject of “greening” projects.

However, as Thomson House creeps past its 77th birthday, renovations will be needed over time to maintain the functionality of the building. Since the most cost-effective and socially/ environmentally responsible choices are not always clear, it was decided that a Sustainability Action Plan would act as a roadmap of how Thomson House could integrate changes over time to reduce its environmental impact.

Sustainable Thomson House was started in 2011, in order to meet this challenge of improving the energy and water efficiency of a heritage building. The project developed into two facets: a building audit, led by a contracted engineering and architecture firm; and an operations audit, led by a sustainability coordinator and implemented by graduate students at McGill. A report by the firms will be created for the PGSS, outlining the current energy and water consumption, as well as potential strategies that could be implemented to improve efficiency at Thomson House. In conjunction, a cost-benefit analysis will be provided to prioritize which changes would be the most effective.

To completely evaluate Thomson House and PGSS, the operations, including food sourcing, procurement, accessibility, and greenhouse gas emissions must also be examined. A community consultation was held in May 2012 to help identify what sustainability initiatives would be a priority for Thomson House and the PGSS. In order to evaluate the environmental and social responsibility of Thomson House and the PGSS’ activities, the Sustainability Tracking, Assessment, and Rating System (STARS) was used. This tool was developed by the Association for the Advancement of Sustainability in Higher Education (AASHE), and is used by over 200 educational institutions in North America, including McGill University. STARS was viewed as the best framework to assess sustainability at an educational institution, due to its systematic and objective structure. Education institutions receive points for each criteria that they successfully complete, and an institution can be awarded as “Bronze” (25 points), “Silver” (45), “Gold” (65), and “Platinum” (85).

The operations audits began in January 2012, when Sustainability Coordinator Shona Watt was hired to manage the project. Interested undergraduate and graduate students joined the Sustainable Thomson House working group, and divided into teams to tackle various topics. Generally, graduate students determined the methodology for each section, and mentored undergraduate students, who collected the data. In the fall semester 2012, 9 undergraduate students received course credit at McGill to work on the Sustainable Thomson House operation audits, and at least 4 undergraduate students are expected to receive course credit in winter 2013. In total, 17 grad students and 14 undergrad students contributed to the STARS report and supporting documents. This report would not have been possible without their continuous dedication and enthusiasm.

Sustainable Thomson House will not submit these results to AASHE, to avoid reporting some of the same data that McGill’s report would have already included. However, this report will provide the baseline information for future STARS evaluations, so that PGSS can measure its progress and compare itself to similar educational institutions. It is recommended that the STARS evaluation is reassessed every three years, as is customary for other institutions using the framework.

The STARS report will be combined with the building report to create the Sustainability Action Plan, which will outline the 5 year vision, prioritize recommendations, and provide a cost benefit analysis, where applicable. A community consultation will be planned to incorporate any feedback into the Sustainability Action Plan. The Sustainability Action Plan can then be used as a map for Thomson House and the PGSS to begin implementing projects, based on objective data and the collective vision from the community.

The report follows the structure of the [STARS technical manual](#), which covers the categories of Education and Research (ER), Operations (OP), and Planning, Administration, and Engagement (PAE). Since some sections applied to McGill as a whole and not specifically PGSS (e.g. Undergraduate Courses in Sustainability), points were only rewarded in sections that applied to PGSS. Within each topic (e.g. transportation, dining services), there are several credits. In some cases, a short description of the credit

rationale is taken from the STARS technical manual. Using the information from the STARS criteria, recommendations were formed to provide direction on where Thomson House and PGSS activities could be improved.

CATEGORY 1: EDUCATION AND RESEARCH

Co-Curricular Education: Sustainability activities that complement but are not part of the regular McGill curriculum

Credit number	Credit title	Possible points	Points earned
ER Credit 1	Student Sustainability Educators Program	5	0

Institutions with programs that engage students to educate in peer-to-peers outreach. These programs may be known as “eco-reps”, and promote sustainability on campus. In order to qualify, the institution would select or appoint students to be educators, provide formal training to the educators, and offer faculty or staff or financial support to the program.

PGSS does not have its own eco-reps program, although it does have the Environment Committee (PEC), chaired by the Environment Commissioner. This student group has been operating since 2002, and was formally given a mandate in 2004. PEC is responsible for assessing, monitoring and improving PGSS’ operations in relation to the environment. This role includes eliciting opinions of PGSS members, increasing awareness of environmental issues, collaborating with other McGill environmental groups and offices, and advising its members as well as PGSS executives, McGill administration and stakeholders.

There are several projects and events currently being undertaken by the committee. The Montreal chapter of Green Drinks is held bi-monthly at Thomson House. This event tends to showcase documentaries that focus on Canadian and global environmental issues, as well as presentations by McGill members on environmentally-centered campus or research projects. Maintenance of the permaculture garden on Thomson House grounds is being carried out by PEC in collaboration with Sustainable Thomson House. 3 Minutes to Change the World was a highly successful event created in 2012, hosted by PEC, the Office of Sustainability and GPS. This event, TED talk-style, allowed McGill graduate students and post-docs to present their research, with a focus on social sustainability. Finally, 2012 has been a very important year for the McGill community and campus. Vision2020, which began in January 2012 with outreach for opinions and ideas, will be culminating in a vision of sustainability for 2020 and a five-year Action Plan. The PEC has played an integral role in having PGSS member voices heard and putting forth its own ideas for a more sustainable campus and future.

Recommendations:

The Environment Committee holds very successful events, which demonstrates their ability to reach out to PGSS members. It may be possible for the PGSS Environment Committee to start an eco-reps program for graduate students and post-docs. By training eco-reps, PEC could further multiply its impact to reach out beyond Thomson House. PEC could act as a hub to distribute resources and connect to “green champions” and committees in departments at McGill. This, in turn, may be a good way of getting more community engagement from students and a deeper involvement in PGSS. It is also recommended to have increased collaboration between the PGSS Environment Committee and the PGSS Equity Committee or

Member Support Committee. Social equity is one of the three pillars of sustainability (along with environmental and financial equity), and should not be ignored when talking about sustainability.

ER Credit 2	Student Sustainability Outreach Campaign	Possible points: 5	Points earned: 0
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PGSS does not currently have any sustainability outreach campaigns to-date, for example campaigns for students to reduce energy or water consumption.

Recommendations:

An outreach campaign could be implemented by the PGSS environment committee or another group of students to create an awareness campaign or competition. It should focus on creating measurable results, and could take the form of a challenge between graduate departments, or a collaboration to achieve a sustainability target. For example, this could take the form of an inter-departmental contest to reduce equipment usage in labs, or an awareness campaign to take active or public transportation to campus.

ER Credit 3	Sustainability in New Student Orientation	Possible points: 2	Points earned: 0
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This credit recognizes institutions that include sustainability during orientation activities and programming. To qualify, institutions should include sustainability in all areas possible with activities and programming. Since this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit.

PGSS Environment Committee and Sustainable Thomson House did have a table set up at both mornings of the new grad student orientation. However, no other activities or informational sessions were offered at Thomson House.

Recommendations:

Members of PGSS Environment Committee and/or Sustainable Thomson House should briefly present sustainable activities at Thomson House during graduate student & post-doctoral orientations. They could discuss the progress of Sustainable Thomson House and promote upcoming events. Additionally, sustainability should be incorporated into orientation for Officers and Commissioners every year. Sustainability should be reflected not only in the content of discussion, but also in the materials provided (e.g. reusable dishes, local food). One possibility would be for PGSS to offer a walking tour of McGill about sustainability initiatives as one of the activities at orientation.

ER Credit 4	Sustainability Materials and Publications	Possible Points: 4	Points Earned: 0.5
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This credit recognizes institutions that produce outreach materials and publications that enhance student learning about sustainability. Currently, the sustainability practices and environment policy are updated on the PGSS website.

Recommendations:

The Environment Committee could create a guide for graduate students to go green in Montreal for the website. Signage could be created to publicize infrastructure improvements around Thomson House, as well as any menu changes that reflect sustainable food. These placards could be posted on the infrastructure that's about to be improved (e.g. "these windows are going to be replaced with better, energy-saving models"), or could take the form of signs around the house or in the washrooms as a "did you know".

Tier Two Credit 1	Co-Curricular Education Student Group	Points Possible: 0.25	Points Earned: 0.25
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The PGSS receives full credit for this for the existence of the PGSS Environment Committee (PEC).

Recommendations:

Facilitate communication between PEC and PGSS members in order to have a more robust understanding of member positions on environmental issues. Orient activities toward community-led sustainable actions in order to further education and action, e.g. survey environmental attitudes of PGSS members, provide resources for specific actions to change as individuals or as part of a department.

Tier Two Credit 2	Organic Garden	Points Possible: 0.25	Points Earned: 0.25
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PGSS has an on-campus garden at Thomson House, where students can gain organic gardening experience. The garden was started in 2011 by undergraduate and graduate students, originally funded by the Sustainability Projects Fund. The garden was designed by urban horticulture students, and was designed with permaculture principles. A rain garden to absorb stormwater, raised beds, ferns to utilize shady areas, and container gardens were put in place. Native, perennial plants which attract pollinators are used. Herbs and vegetables planted provided fresh produce to the Thomson House restaurant, and any excess were be offered to those who established the garden.

Although attempts are made to reuse, recycle, and locally source supplies in the most low-cost way possible, time and logistical constraints have hindered a true permaculture garden. In 2012, the student-run Gorilla Compost group provided free compost to the garden, which significantly cut down on costs and environmental impacts, compared to the shrimp compost previously sourced from the garden center. Pieces of rocks and bricks were reused to form the border of the rain garden, and reused planters were placed by the terrace to grow herbs.

Recommendations:

In the future, more organization should be put into seed exchanges or buying heritage seedlings from co-ops. Previously, delivery and logistical constraints were the reason this was not accomplished. Partnerships with Campus Crops (a student-run urban gardening initiative at McGill University's downtown campus) could be utilized to share resources.

Tier Two Credit 6	Sustainability Events	Points Possible: 0.25	Points Earned: 0.25
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PGSS holds major events related to sustainability, including conferences and presentations aimed at students. The PGSS Environment Committee helped significantly with 3 Minutes to Change the World, a symposium to showcase how McGill graduate students are benefiting society, as well as a Fall Harvest Workshop and bi-monthly Green Drinks. In May 2012, Sustainable Thomson House hosted a community consultation, to gather ideas from the community on what can be improved at the PGSS and Thomson House.

Tier Two Credit 7	Outdoors Program	Points Possible: 0.25	Points Earned: 0
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To gain this credit, PGSS would need to have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles, which are:

- 1 [Plan Ahead and Prepare](#)
- 2 [Travel and Camp on Durable Surfaces](#)
- 3 [Dispose of Waste Properly](#)
- 4 [Leave What You Find](#)
- 5 [Minimize Campfire Impacts](#)
- 6 [Respect Wildlife](#)
- 7 [Be Considerate of Others](#)

The PGSS does not currently have such a program, although there is an Outdoors Club at McGill. PGSS group trips and activities, such as sports games, whale watching, sugar shack, shows, or excursions to New York City.

Recommendations:

PGSS could aim to incorporate at least two outdoor activities per semester. A brief training on Leave No Trace principles could be given by the Sustainability Coordinator to the trip leader so that this information can be included in an educational component in the outdoor trip. Kayaking, backpacking, or hiking trips could be offered, possibly in conjunction with the Outdoors Club at McGill.

ER Credit 13	Sustainability Literacy Assessment	Possible points: 2	Points earned: 1
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This credit recognizes institutions that are assessing the sustainability literacy of their students / members. Such an assessment helps institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved. Two points are awarded to institutions that conduct a follow-up assessment with the same cohort using the same instrument.

A sustainability assessment for staff and graduate students was distributed online and in person in the fall 2012. Seven students enrolled in the ENVR401 (Environmental Research) course conducted a brief survey and semi-structured interviews to target PGSS members, execs, and staff. Their objectives of the study were to identify values, limitations, and goals of the Thomson House community, as well as to identify pathways for on-going community engagement. They received 318 completed surveys, and interviewed 17 individuals in the PGSS/McGill/Sustainability community. The results of the survey are available to PGSS members.

Recommendations:

Create a follow-up survey in the future to track changes in attitudes and behaviour of the surveyed cohort. This could address changing priorities and get a sense of how PGSS members feel about the progress of Sustainable Thomson House. Additionally, a different survey could poll incoming graduate students about their sustainability-related knowledge, and use this information to determine priorities for sustainability courses. This can be done during orientation by setting up a computer station and using an online survey tool. The survey can also be combined with the diversity and equality assessment tool as per PAE Credit 7: Measuring Diversity Culture.

Once knowledge has been assessed and the necessary programs and courses have been developed and administered, the same group of students should be surveyed again to determine what they have gained and what further action should be taken. In order to provide incentive for students to fill out both surveys, the PGSS can offer some reward via a draw (for which students may entered into a draw..).

CATEGORY 2: OPERATIONS

Climate

OP credit 4	Greenhouse gas emissions inventory	Points Possible: 2	Points Earned 1.75
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This credit recognizes institutions that have conducted an inventory of greenhouse gas (GHG) emissions. GHG inventories helps the identification of emission sources, the prioritization of reduction strategies, the personalization of discussions relative to climate and can help bring stakeholders together, thus facilitating communication and learning. Typically, greenhouse gas emissions are broken into different scopes. To qualify for the points, the institution needs to have conducted scope 1 and 2 emissions inventory (1pt) and scope 3 inventory (0.25 pt/emission source).

Greenhouse gas emissions related to energy consumption (Scope 1 and 2) have been inventoried as part of the Sustainable Thomson House project. As for scope 3 emissions, emissions related to the following activities are currently being inventoried and results will be made available by spring 2013:

- solid waste disposal,
- commuting,
- business travel (air and/or ground).

GHG emissions related to energy consumption

At Thomson House, scope 1 emissions result from the burning of natural gas for energy production. On average (based on the 2007 to 2011 period), 80.8 tons of CO₂ equivalent is produced annually from the use of natural gas for Thomson House and the Annex. This corresponds to approximately 98.4% of all energy related GHG emissions. At Thomson House, natural gas is used to power the cooking appliances and to heat the main building (up to November 2011) and the Annex.

Scope 2 emissions result from the purchase of hydroelectricity from Hydro-Québec and of steam from McGill University. Resulting greenhouse gas emissions for this scope are 1.3 tons of CO₂ equivalent per

year, on average for the 2007 to 2011 period. At Thomson House, hydroelectricity is used to power all 110 and 220V appliances, as well as the elevator, lighting, air conditioners and space heaters. Steam is used for heating of the main building (starting in November 2011). Since steam has only been available since November 2011, only two months were included in the 2011 and average calculations. Considering the large greenhouse gas emission factor of steam production compared to hydroelectricity (0.1815 kg/kWh for natural gas used in boiler vs. 0.00204kg/kWh for hydroelectricity), it is expected that scope 2 emissions will increase significantly for 2012 onward

This scope 2 emissions increase was expected to be balanced by a decrease in scope 1 emissions as the energy source migrates from the local combustion of natural gas to the purchase of steam. This was unfortunately not the case, possibly because of more heating required than normal. Heating bills for the Annex have stayed relatively constant for the past few years, despite the conversion from a storage space to an office.

On average over the 2007-2011 period, the total annual energy-related GHG emissions at Thomson House is 82.1 tons of CO₂ equivalent.

GHG emissions related to employee commuting

Emissions related to employee commuting is calculated using the data collected with the survey of employee commuting and travel, based on the September 2011 to September 2012 period, as well as the GHG emission calculation tool from [Transport Canada](#). GHG emissions related to employee commuting are estimated to be between 4,151 and 4,301 kg CO₂ equivalent. Of these GHG emission estimates, 21,460 kg CO₂ equivalent are due to commuting by cars, followed by commuting by subway, then bus.

Table 2 shows emissions of greenhouse gases, particulate matter (PM) and volatile organic compounds (VOCs) for the total estimated passenger-kilometers resulting of employee commute (54,000 passenger-km), comparing the current estimates to different commuting scenarios. It can be seen on this figure that transport by subway is by far the best option in terms of emissions of greenhouse gases and other pollutants.

	GHG [kg CO ₂ eq.]	CO [kg]	NOx [kg]	SO ₂ [kg]	VOCs [kg]	PM10 [kg]	PM2.5 [kg]
100% travel by car	21,460	672.5	35.92	0.25	39.6	0.98	0.5
100% travel by bus	1,979	3.9	11.9	0.17	0.45	0.5	0.44
100% travel by subway	1,697	0	0	0	0	0	0
Thomson House estimates	4,151 – 4,301	101.8 – 103.8	5.4 – 11.8	0.04 – 0.13	6.0 – 6.2	0.15 – 0.4	0.07 – 0.3

Table 1: Yearly emissions of greenhouse gases (total, CO, NOx and SO₂), volatile organic compounds (VOCs) and particulate matter (PM) of sizes smaller than 10 and 2.5 microns (PM10 and PM2.5, respectively) for four different commuting scenarios: 1) all travel done by car, 2) all travel done by bus, 3) all travel done by subway and 4) range of estimates from survey on commuting habits. All scenarios correspond to an approximate total yearly travel of 59,000 passenger-kilometers.

GHG emissions related to business travel

Using results from the survey on employee commuting and traveling, based on the September 2011 to September 2012 period, yearly GHG emissions related to business travel are estimated to amount to approximately 13 tons CO₂ eq. Table 2 presents the distribution of the travel between land and air travel. The survey results indicate that air travel is only chosen for distances over 10.00km, and is relatively infrequent. For shorter distances (but above 1km), participants indicated that they exclusively traveled by car.

	Total estimated distance [km]	Total estimated GHG emissions [kg CO ₂ eq.]
Travel by car	12,900	4,160
Travel by plane	55,564	8,983
All travel	68,464	13,143

Table 2: Estimates of yearly distances and GHG emissions related to work travel at Thomson House. Emissions for car travel are calculated using calculation tool from [Transport Canada](#) and emissions for air travel are calculated using the flight emission calculator of [Offsetters](#).

Recommendations:

Other scope 3 emission sources should be inventoried. Examples of other scope 3 emissions are emissions related to travel activities organised by PGSS for its members, emissions of particulates from kitchen during cooking process, emissions related to deliveries, emissions related to purchasing.

OP credit 5	Greenhouse gas emissions reduction	Points Possible	Points Earned
		14	0

This credit recognizes institutions that have reduced their greenhouse gas emissions, compared to a baseline. Points are awarded according to the percentage of reduction with respect to the total scope 1 and 2 greenhouse gas emissions, i.e. a zero net emission (100% reduction/offset) would result in 14 points.

As of the summer 2012, there is no greenhouse gas emission inventory that can be used as a baseline for comparison.

Recommendations:

The greenhouse gas emission inventory conducted as part of the Sustainable Thomson House project will be available for comparison in the future. As discussed previously, the recent addition of the Annex has implied important changes in the total energy consumption of PGSS/Thomson House. It might be preferable to use the year 2012 as the baseline emission calculation, when numbers are made available.

Many recommendations will be put forward in the Sustainability Action Plan to improve the energy efficiency and greenhouse gas emission budget of Thomson House and PGSS. It is recommended that

PGSS conducts another emissions inventory in 5 years to assess the improvements brought by the various recommendations of the 2013 Sustainability Action Plan.

Reductions of energy-related emissions

Natural gas combustion and steam purchase (which also uses natural gas) have greenhouse gas emissions factors approximately 90 times larger than hydroelectricity. As it was mentioned previously, about 98% of energy related emissions at Thomson House are from the use of natural gas for heating and cooking. Greenhouse gas reduction efforts should then be focused on reducing the unnecessary use of power for heating.

Comments were made about the indoor temperature during the May 3rd community consultation. It was mentioned that it is generally very warm in the summer, which is expected, but also in the winter and that transition seasons are highly variable. Unfortunately, thermostats are regulated by McGill and there is no control over them at Thomson House. It would, however, be advisable to contact the person responsible for the thermostats to optimize their temperature thresholds as well as the dates when the heat is turned on/off.

Other recommendations regarding the increase in energy efficiency will be formulated following the completion of the building audit later this fall.

Reduction of waste disposal emissions

In terms of waste management, composting should be a priority. In fact, out of all the waste produced at Thomson House, organic material is the category that has the largest greenhouse gas emission factor (0.71kg CO₂ equivalent per kg of waste) when sent to landfill. The composting of organic residuals could contribute to a reduction of 7.93 tons of CO₂ equivalent over a year, with an additional 0.26 tons of CO₂ equivalent saved if composting meat is possible in the future. Other waste categories have significantly smaller emission factors: 0.43, 0.12 and 0.04 kg CO₂ equivalent per kg of waste for paper, 'mixed garbage' and plastics/metals, respectively. Of this list, paper, metal and plastics are already mostly recycled and their greenhouse gas emissions are thus already reduced.

Reduction of transportation emissions

The use of alternative means of transportation, and especially active ones such as walking and cycling, represent a good way of reducing greenhouse gas emissions. Recommendations regarding employee commute and work-travel habits are described in the transportation section.

Dining Services

OP Credit 6	Food and beverage purchasing	Possible points: 6	Points earned: 0.35
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This credit recognizes institutions that support a sustainable food system through their food and beverage purchases. This is done through the purchase of local, sustainably harvested, organic and fair trade foods and beverages. To get 6 points, 50% or more of food and beverage purchases must both be grown and processed within 250 miles of the institution or third-party certified or both.

A 10 month audit of receipts from fruits, vegetables, and herbs used in the Thomson House kitchen was conducted in 2012. June and July were omitted from this draft due to time constraints, but will be amended in 2013. It was determined that 3.7% of fruits, vegetables, and herbs at Thomson House are sourced from within Quebec or are certified organic.

Recommendations:

To reduce greenhouse gas emissions, provide more fresh food, and support the local economy, it is recommended to source more products from Mac campus or nearby farms. It may be also possible to expand the Thomson House permaculture garden to provide herbs to the restaurant. According to the 2012 Thomson House Sustainability Survey, “tailoring the menu to dishes that use seasonal food” and “sourcing food locally” were the two potential initiatives that received the most support from PGSS members.

Although Thomson House does not offer many seafood options, sustainably harvested species and sources should be chosen when possible. The [Monterey Bay Aquarium](#) offers many resources for species that should be avoided (e.g. farmed salmon, some imported shrimp), and suggests alternatives (e.g. Alaskan Salmon, US farmed Tilapia). It is recommended to purchase seafood classified on the Monterey Bay Aquarium’s “Best Choices” or “Good Alternatives” column.

OP Tier 2: Credit 4	Vegan Dining	Possible Points: 0.25	Points Earned: 0
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This credit recognizes institutions that serve diverse, complete-protein vegan dining options during every meal. Thomson House currently has three permanent vegan dining options: the mushroom burger, bean burrito, and raw vegetables with hummus. Often the specials on Mondays are vegetarian or vegan, and some sides are vegan. The bar (evening) menu tends to have less vegetarian and vegan options, and often the vegetarian items are corn-based. For those who are vegetarian for health reasons, this may not be adequate for them.

Recommendations:

Thomson House could offer more vegan options, since vegans have a very small selection on the menu. There are no vegan desserts, so a vegan brownie or similar option could be added. More specials and soups could be vegan, and could be advertised as dairy or egg free.

Care could be taken to extend the variety of vegetarian items on the menu, especially those that include a source of protein (nuts, soy, lentils, beans, etc.). More healthy options (those that avoid processed or corn-based ingredients, or lower sodium) would be appreciated. The menu available for events has a larger variety of healthy salads (chickpea, beet, or couscous salad) so it is recommended that these options be offered in the bar as well.

On another note, it is suggested that more explicitly culturally varied food options be offered, due to the diversity of PGSS members.

OP Tier 2: Credit 5	Trans-fats	Possible Points: 0.25	Points Earned: 0.25
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This credit recognizes institutions that use cooking oil with no trans-fats and that serve meals that do not contain trans-fats. Thomson House uses vegetable oil for most cooking, and olive pomace oil for salads,

which does not contain trans-fat. No food is deep-fried at Thomson House, since the house fries are baked.

Recommendations:

The majority of the food made at Thomson House is prepared in-house. This should be continued, since avoiding premade or processed meals is generally a good way to avoid excessive sodium and trans-fats.

OP Tier 2: Credit 7	Pre-consumer waste composting	Possible points: 0.25	Points Earned: 0.25
OP Tier 2: Credit 8	Post-consumer food waste composting	Possible points: 0.25	Points Earned: 0.25

This credit recognizes institutions with a pre-consumer food waste composting program. The Thomson House restaurant already does as much as it can to prevent food from being wasted, but inevitably some food will go uneaten. Thomson House used the student-run Gorilla Composting for a few months intermittently within the past few years, but the service stopped during the summer months and was never reinstated at Thomson House. Due to the seasonal nature and availabilities of Gorilla Composting, it is preferable to use a constant service such as Compost Montreal.

Starting in January 2013, Compost Montreal will pick up food waste (pre-consumer and post-consumer) waste once per week. The waste and greenhouse gas emissions audit found that this would save about 7.93 tons of CO₂ equivalent emissions per year. Additionally, the waste audit found that meat, dairy, and other non-compostable items are negligible, so should not pose a problem for staff when sorting waste to be composted.

Recommendations:

Ideally, all organic waste at Thomson House would be composted. This would include food scraps from the Annex and offices, post and pre-consumer food waste from the restaurant, and paper towels from the restrooms. Additional bins and compostable bags would be needed to ensure proper sorting of the material, and the steps to remove the bags each week would need to be incorporated into the current maintenance routine.

If finished compost is delivered to Thomson House, it could be used in the future for the permaculture garden, or an expanded herb and vegetable garden to provide more food for the restaurant.

OP Tier 2: Credit 9	Food Donations	Possible points: 0.25	Points Earned: 0.25
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This credit recognizes institutions that donate left-over or surplus food. Currently, Thomson does not donate left-over or surplus food. Food items are either used entirely or are given to staff members.

OP Tier 2: Credit 10	Recycled Content Napkins	Possible points: 0.25	Points Earned: 0.25
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This credit recognizes institutions that use recycled content napkins in its dining service operations. [North River brand](#) from Cascades is used for approximately half of the napkins at Thomson House. This brand is certified GreenSeal, Eco-Logo, and Processed Chlorine Free. Additionally, it is made from 100% recycled fiber.

Recommendations:

Expand use of North River brand of napkins all across Thomson House. This can be incorporated into the purchasing policy to ensure that it is favored over virgin fiber options.

OP Tier 2: Credit 12	Reusable To-Go Containers	Possible Points: 0.25	Points Earned: 0
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This credit recognizes Institutions that provide reusable containers for to-go food. These containers can then be returned to dining operations for cleaning and reuse. Thomson House does not offer reusable to-go containers. In the past, it offered compostable take-out containers, but due to the lack of composting facilities on and off campus, Thomson House no longer provides these options.

Recommendations:

Since it may be a fairly significant expense to constantly provide reusable to-go containers, especially when the students may not actually reuse the containers at Thomson House or otherwise, it is suggested to offer students several options. It may be possible to offer compostable, post-consumer recycled (which would be recyclable), or become part of the Eco-Clamshell program with McGill Food and Dining Services. The Eco-Clamshells are reusable containers that can be washed by industrial dishwashers on campus and then returned for other students to use them. If there is sufficient storage space, Thomson House may be able to offer the Eco-Clamshells.

Grounds

OP 9	Integrated Pest Management	Possible points: 2	Points Earned: 2
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[Orkin](#) was authorized to conduct pest management, through a competitive RFP process that outlined the criteria for pest control on the downtown and Macdonald Campus.

An Integrated Pest Management approach is adapted by Orkin to control pest infestation in the most economically feasible manner, while ensuring the safety of people, property and the environment. As a result, the least invasive, non- chemical method (such as exclusion or trapping) is always used as the first treatment option.

OP Tier Two Credit 19	Native Plants	Possible points: 0.25	Points Earned: 0.25
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For 0.25 points, the institution must prioritize the use of native plant species in landscaping.

PGSS and Thomson House chose to plant native species where possible. Some examples include the permaculture rain garden, terrace garden, and raised beds. It is recommended that a student compiles a report of suggested native plants and their preferred habitat (e.g. dry, moist soil, shade tolerant) to facilitate planting native species in the future.

OP Tier Two Credit 20	Wildlife Habitat	Possible points: 0.25	Points Earned: 0.25
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To receive credit, the institution must have programs in place to protect and/or create wildlife habitat on institution-owned land. Most of the grounds on the Thomson House property is grass covered, but there are several areas in the gardens and around the perimeter that provide native or non-native flowers, debris for insect habitat, small trees, and other brush that would provide shelter, nesting material, and food for birds, small mammals, and insects.

Recommendations:

Utilize the pollinator/arthropod diversity study and a bird census to determine which species are present nearby, and what elements could be included or removed to increase habitat suitability for wildlife.

OP Tier Two Credit 22	Snow and Ice Removal	Possible points: 0.25	Points Earned: 0.25
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According to the [McGill STARS report](#): “Snow removal is a shared responsibility between the Departments of Grounds and Building Services. Building Services' employees remove the necessary amounts of snow to allow safe passage into buildings. Grounds staff are responsible for the snow removal of all other areas of campus, including: entrances and emergency exterior stairways, walkways, terraces, handicap ramps for both entrances and exits of buildings. Snow and ice removal is conducted in the most sustainable way possible; harmful salts are avoided due to surrounding landscape damage. We have previously experimented with a molasses-based product; presently we are experimenting with an environmentally friendly ice melter based on beet juice (the Beet Juice-Salt Combo).”

OP Tier Two Credit 23	Landscape Waste Composting	Possible points: 0.25	Points Earned: 0.25
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According to the [McGill STARS report](#): “Since 2007, the Grounds staff collect campus green waste (leaves and branches) in biodegradable bags for composting at the Complexe Environnementale St- Michel facility. Grass trimmings are left on the sod to decompose naturally.”

Purchasing

OP Credit 10	Computer Purchasing	Possible points: 2	Points earned: 0.8
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An institution will receive the full 2 points if it has a policy to choose EPEAT certified computers and has purchased Silver or Gold registered products. The [Electronic Product Environmental Assessment Tool \(EPEAT\)](#) was created in 2003 to rate electronics on their environmental impact. Points given for this credit is based on the ratio of [EPEAT registered products](#) in the total computer product used in Thomson House and the Annex. PGSS does not currently have a stated policy for sustainable computer purchasing. Unfortunately, the expenditure on computer purchasing by PGSS was unavailable in 2012 because the invoice was not itemized by type of computer; thus the ratio of EPEAT registered products was unavailable.

As of winter 2012, there are 17 monitors, 10 conventional desktop towers, 8 laptops, 1 server, and 8 thin clients being used at Thomson House and the Annex. Of these, 15 monitors, 6 conventional desktop towers, 3 laptops, and 7 thin clients are Energy Star certified; 9 monitors and all 7 thin clients are EPEAT silver; 1 laptop and 1 conventional desktop tower are EPEAT gold. In addition, 15 second-hand monitors were purchased and are stored in the Annex for future use. In total, 46% of computer products at Thomson House and the Annex are either EPEAT silver or gold.

Recommendations:

[Energy Star](#) certified computer products are ensured to use energy efficiently, operate efficiently in standby/off, sleep, and idle modes, and "include and enable power management features of the system and provide user education about these features." However, Energy Star certification only considers energy consumption and does not take into account of the environmental impact during the production, transportation, disposal, toxic material and other aspects that may contain potential environmental impact. EPEAT-registered products, on the other hand, have been rated on materials selection, environmentally sensitive materials, design for end of life, end-of-life management, energy conservation, product longevity and life-cycle extension, packaging, and corporate performance. All EPEAT-registered products meet Energy Star standard. As PGSS strives to adapt comprehensive sustainable management and demonstrate sustainability leadership in the McGill community, EPEAT-registered products should always be the first choice in future purchase of new computers and monitors. EPEAT labels can be found on the product, product package, or manual.

Purchasing of second-hand computer products is also encouraged as it elongates lifespan of products that are already produced, thus minimizing the potential environmental impact from producing new products. The lower cost of second-hand products can also save money on purchasing. More importantly, the purchase of second-hand products should not sacrifice work efficiency of PGSS and the health of PGSS staffs. Second-hand products that are low in performance, high in energy consumption, and pose a potential threat to PGSS staff should never be considered.

OP Credit 11	Cleaning Product Purchasing	Possible points: 2	Points earned: 0.17
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The PGSS hires an external service for the cleaning of Thomson House. The PGSS does not make the purchasing decisions nor keep an inventory list of the cleaning products. Since the list of cleaning product expenditures was not available (as required by STARS), this part of the scoring is based on volume of

cleaning product stored at Thomson House. Scope of this section also includes the dishwashing detergent and laundry detergent used in the restaurant. Out of 136.44L of liquid cleaning product kept in the Thomson House (including all-purpose cleaner, bathroom cleaner, air freshener, hand soap, carpet cleaner, floor cleaner, laundry detergent, dish detergent, bleach, *etc.*) 37.24% claim to be environmentally friendly on the package but without legitimate [EcoLogo](#) or [GreenSeal](#) certification. Only 11.65% of products by volume are EcoLogo or GreenSeal certified.

All the paper towels and toilet paper used in Thomson House are EcoLogo or GreenSeal certified, and 84.8% of the garbage bags kept in Thomson House is EcoLogo certified.

Recommendations:

Since PGSS doesn't make purchasing decisions for cleaning products, we should suggest to our current cleaning service provider to choose GreenSeal or EcoLogo certified products. As a last resort, Thomson House could switch to other cleaning service providers that utilize GreenSeal or EcoLogo certified products. The preference of such cleaning products should be stated in the purchasing policy.

OP Credit 12	Office Paper Purchasing	Possible points: 2	Points earned: 1.5
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The PGSS no longer makes its own office paper purchasing decisions. The bulk of the office paper used, which is 100% post-consumer recycled paper, is purchased by McGill. PGSS makes its own purchasing decisions for the small printer in the Annex and other types of office paper (e.g.. colored paper).

Recommendations:

PGSS should continue to use 100% post-consumer recycled paper in the future. The other 0.5 points will be earned if the purchasing policy is passed and followed by PGSS.

OP Credit 13	Vendor Code of Conduct	Possible points: 1	Points earned: 0
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PGSS currently has no stated policy to ensure their vendors meet minimum standards of environmental and social responsibility.

Recommendations:

Such preference should be included in the purchasing policy and followed in future operation of the building. Some of the possible examples would be choosing cleaning services that utilize GreenSeal or EcoLogo certified products.

OP Tier Two Credit 24	Historically Underutilized Businesses	Possible points: 0.25	Points earned: 0
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PGSS currently has no stated policy that seeks to support historically underutilized businesses, minority-owned businesses, and women-owned businesses.

Recommendations:

Preference for these businesses should be considered during purchasing decision making processes, so that more opportunities can be made for these groups to work with PGSS.

OP Tier Two Credit 25	Local Businesses	Possible points 0.25	Points earned 0
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PGSS currently has no stated policy seeks to support local businesses. However, the PGSS does generally choose local business for printing, distribution of agendas, IT services, etc.

Recommendations:

Preference for local businesses should be considered during purchasing decision making processes, so that more opportunities can be made for these groups to work with PGSS. This could be included in the purchasing policy and adopted formally by PGSS.

Note: Local businesses in this section do not include local food purchases covered in OP Credit 6: Food Purchasing.

Transportation

OP Tier Two credit 1	Air Travel Emissions	Possible points 0.25	Points earned 0
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This credit recognizes institutions that have policies and/or programs aimed at a reduction in air travel emissions. There is currently no such policy or program at the PGSS. Carbon offsets were previously a requirement for reimbursement for air travel under the PGSS grants program. This is no longer stipulated.

Recommendations:

It is recommended that a work-travel related policy be adopted, explicitly stating that environmentally-friendly means of transportation (e.g. carpooling, train, bus) should be chosen over air travel when possible. Also, carbon offsets could once again become a requirement for the reimbursement for air travel under the grants program. One possible avenue would be to implement a revolving “green fund” where instead of purchasing carbon offsets for air travel, a set amount per kg of CO₂ could be invested into renovations to increase the energy efficiency of Thomson House.

OP Tier 2 Credit 2	Local Offsets	Possible points 0.25	Points earned 0
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This credit recognizes institutions that have local offsets program, through which the institution offsets its GHG emissions by implementing projects that help reduce emissions in the community.

Recommendations:

After implementing recommendations to reduce their GHG emissions, PGSS could implement an emission offset program. This would contribute to showcasing Thomson House and PGSS as an example of sustainability for the community.

Here are some examples of potential projects:

- If compost is produced on site, give away part that is not used for gardening and landscaping,
- Organize an electronic waste disposal activity, battery disposal location.
- Encourage reusing/recycling/reducing strategy via a series of ‘Do-It-Yourself’ workshops.

OP Credit 16	Employee Commute Modal Split	Possible points 3	Points earned 3
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This credit recognizes institutions where employees use preferable means of transportation, thus contributing to reduce local air pollution and greenhouse gas emissions. Examples of preferable means of transportation are walking, cycling, carpooling, public transportation, scooters and shuttles.

Application to Thomson House and PGSS:

As part of the Sustainable Thomson House project, a survey on commuting habits was sent to PGSS staff, executives and commissioners, and Thomson House employees (total of 55 people). From the 21 responses to the survey, 100% (21) of the participants used preferable means of transportation. For their main means of commuting, 62% (13) of participants used active transportation that emit no greenhouse gases, such as walking and cycling, whereas the other 33% (7) used the bus or metro and 5% (1) used carpooling.

It is assumed that 1) harsh Canadian winters imply wintertime use (approx. 30% of the year) of non-active means of transportation and that 2) usage of non-active means of transportation increases with travel distance. Results from the survey, presented in Table 1, generally reflect these two assumptions. The 2-4 km group, however, shows a relatively large use (61%) of non-active means of transportation, well above the expected wintertime 30%.

Travel distance (one-way)	Use of active means of transport	Use of non-active means of transport
0 - 2 km	100 %	0 %
2.1 - 4 km	37 %	61 %
4.1 - 6 km	73 %	27 %
more than 6 km	36 %	64 %

Table 3: Percentage use of active and non-active means of transportation, grouped in terms of the travel distance. Data is from survey of commuting habits conducted in September 2012.

Recommendations:

PGSS/Thomson House performs well in terms of the employee commute modal split credit. It would however be a significant improvement if a larger proportion of employees favored active, GHG-free, means of transportation such as walking, rollerblading, and cycling. It is recommended that

PGSS/Thomson House aims at encouraging employees to favor such means of transportation, which are not only favorable for the environment but also have important health benefits.

In order to improve the employee commute greenhouse gas emissions, it is recommended that an awareness campaign is designed and conducted, aiming toward the advocacy of foot and bicycle commuting. The campaign could, for example:

- Advertise for pre-existing bicycle advocacy activities in Montreal or McGill University. Examples are [Bixi](#), [Vélo-Québec](#) resources, The Flat Bike Collective (McGill bicycle co-op) activities and workshops, etc.
- Organize ‘Walk-or-Bike to work day/week’ with associated activities.
- Present statistics on benefits of cycling and walking, and/or statistics on environmental impact of walking/cycling vs. metro, bus and car.

It could be preferable to aim such an awareness campaign at the greater PGSS community, thus increasing bicyclist/pedestrian awareness at a greater scale, for all Thomson House users and McGill graduate students.

OP Tier Two 26	Bicycle Sharing	Possible Points 0.25	Points Earned 0
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This credit recognizes institutions that have implemented a bicycle-sharing program or participate in a local bicycle-sharing program.

There is no such program at Thomson House.

Recommendations:

Considering the presence in Montreal of the [Bixi](#) bike rental program, Thomson House/PGSS does not need to create its own bike sharing program. It would be recommended, however, to advertise the currently existing program to PGSS members and to offer membership discounts if possible.

OP Tier Two 27	Facilities for bicyclists	Possible Points 0.25	Points Earned 0.25
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This credit recognizes institutions that have facilities for cyclists including indoor and secure bike storage, shower facilities, and lockers for bicycle commuters.

There are secure indoor lockers at Thomson House, as well as outdoor bicycle racks. There is, however, no indoor bicycle storage. Shower facilities are available in the Annex for Thomson House employees.

Recommendations:

Most facilities for cyclists are already in place at Thomson House, but indoor bicycle storage space should be created when space is available. In order to raise bicycle awareness and promote bicycle-commuting for their employees, Thomson House and PGSS could participate in [Vélo-Québec’s Operation Bike-to-work](#).

OP Tier Two 32	Carpool/Vanpool Matching	Possible Points 0.25	Points Earned 0
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This credit recognizes institutions that take part in a carpool/vanpool matching program. There is no such program at Thomson House.

Recommendations:

Research should be done to gather information regarding existing carpooling programs at McGill or in Montreal, such as [Netlift](#). This information could then be made available for employees and PGSS members, or used in an awareness campaign on better commuting habits.

OP Tier Two 35	Local Housing	Points Possible 0.25	Points Earned 0
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This credit recognizes institutions that have incentives or programs encouraging employees to live close to work.

There is no such program at Thomson House.

Recommendations::

The local housing argument could be used in an awareness campaign on better commuting habits.

OP Tier Two 36	Prohibiting Idling	Points Possible 0.25	Points Earned 0
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This credit recognizes institutions that have a policy prohibiting idling of motor vehicles (vehicle is running while at a standstill.)

There is no such policy at Thomson House.

Recommendations:

It is recommended that a policy prohibiting the unnecessary idling of motor vehicles be adopted, and signs be put to that effect in the Thomson House parking lot. Signs could be put up to discourage idling even in the absence of a specific idling prohibition policy.

OP Tier Two 37	Car Sharing	Points Possible 0.25	Points Earned 0.25
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This credit recognizes institutions that participate in a car-sharing program.

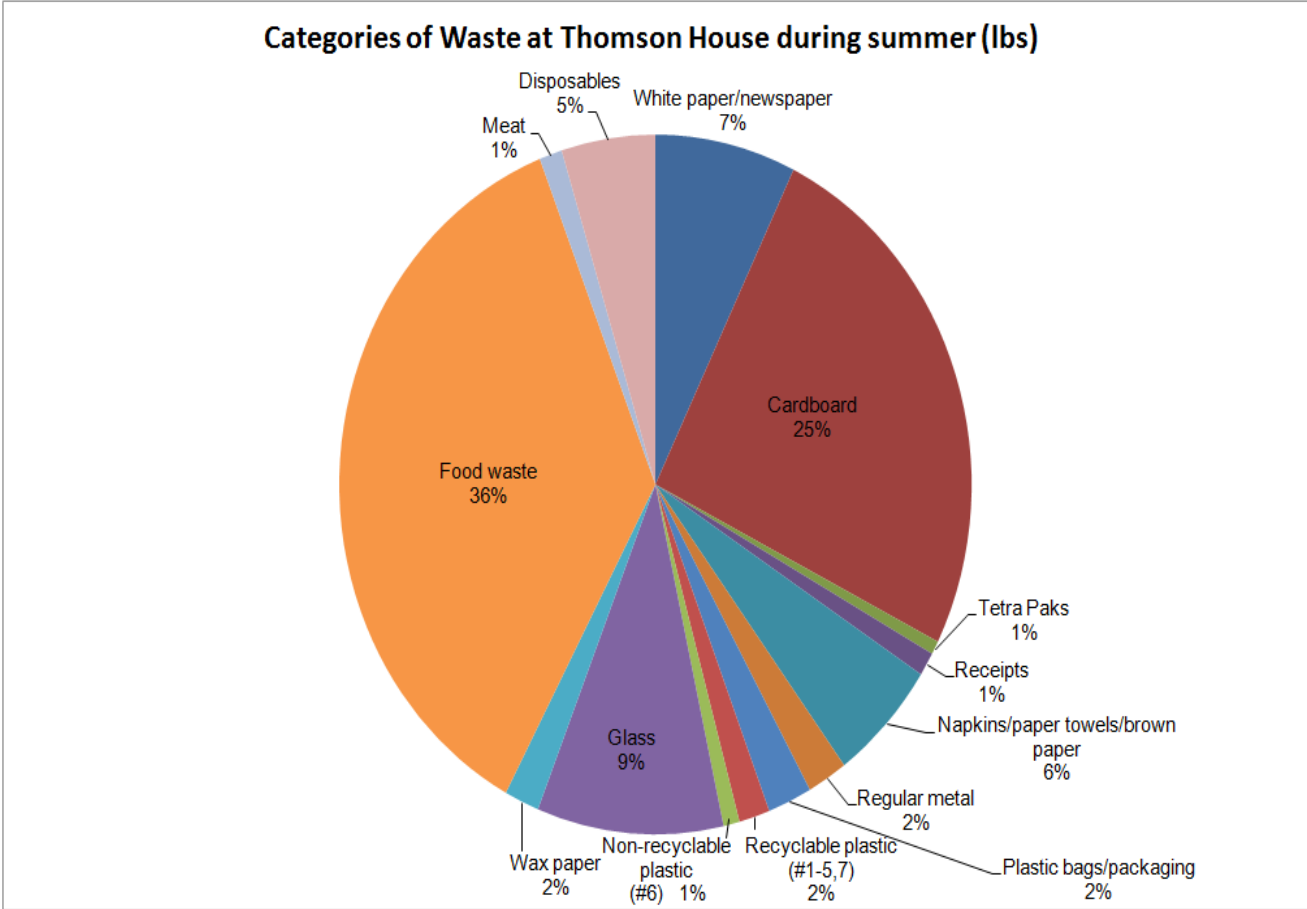
[Communauto](#) is a well established car sharing program, in which PGSS participates by having contracted a group agreement. As described on the [PGSS website](#), “PGSS members and their spouses have access to Communauto’s Le Lièvre package, offering a discount of up to 20% on regular hourly rates”. This could be extended to PGSS staff in the future and is currently being investigated.

Waste

OP Credit 17	Waste Reduction	Points Possible: 5	Points Earned: 3
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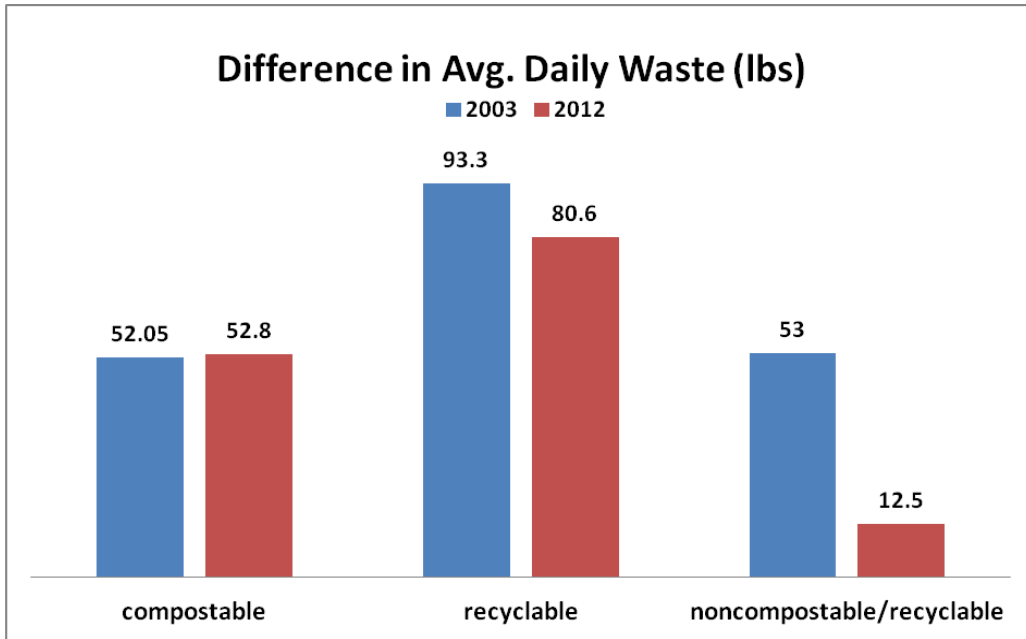
This credit attributes points on the basis of waste reduction per capita compared to a 2005 baseline, whereas “5” would be given to an institution that has achieved a reduction of 50% or higher.

A waste audit was conducted in late June/early July 2012. On three separate days, materials from the recycling and garbage bins were sorted and weighed.



Graph 1: Comparison of the categories of waste, on a daily basis in 2012, for Thomson House (lbs).

A baseline of 2005 was not available, so similar audits from 2003 are used for comparison. Two waste audits were conducted in March 2003 as a class project. The 2003 values were averaged and compared to the 2012 data. Sustainable Thomson House does not have access to the information on the number of people frequenting the building nor its increase in use since 2003; and the previous data available for TH dates back to 2003, as opposed to 2005 (as is suggested by the STARS technical manual). Notwithstanding, we can draw important conclusions with the current data.



Graph 2: Comparison of the average daily waste in 2003 and 2012, for Thomson House (lbs).

We observe a reduction of approximately 31%, from 2003 levels, in a period of approximately 9 years. The population of graduate students and post-doctoral fellows attending McGill University has remained about the same (8,050 in fall 2003; 7,590 in 2012). The difference in time of year between the 2012 and 2003 audits may overestimate the extent of garbage reduction, since presumably more students would be present at Thomson House in March than late June.

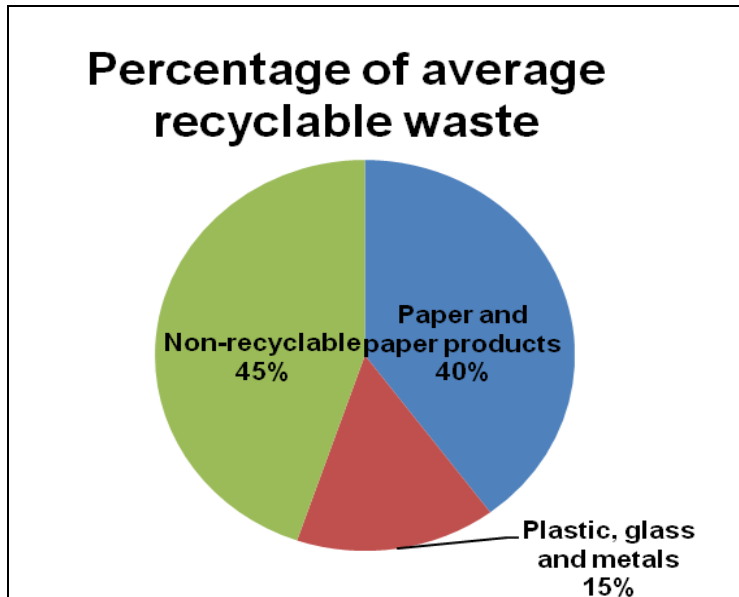
Recommendations:

Year-round composting would greatly reduce waste, since compostable contents represent the majority of the weight in garbage bins every day.

TEVA Recycling Initiative, affiliated with McGill University, performed a semi-experimental study last year (2011) in one of the campus libraries and determined that waste bins with “centralized arrangement,” i.e., those with containers for paper, plastic/metal/glass and garbage at the same location and next to each other, would significantly enhance discarding of waste in “accurate” bins. It would help lessen the amount of recyclables that would be mistakenly discarded in garbage bins and therefore ultimately help divert content from landfills. The presence of centralized garbage/recycling bins within Thomson House could similarly help divert waste from landfills.

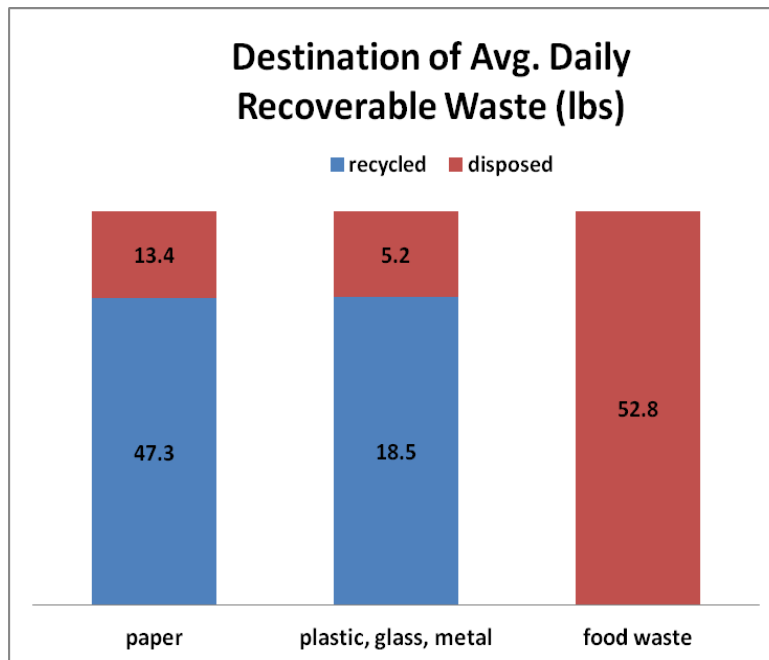
OP Credit 18	Waste Diversion	Points Possible: 3	Points Earned: 1.4
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This credit recognizes institutions that are reducing waste and conserving resources by recycling and composting. The PGSS does provide recycling bins and trains staff to recycle materials within the kitchen and offices. About 55% of all waste generated at Thomson House is recyclable.



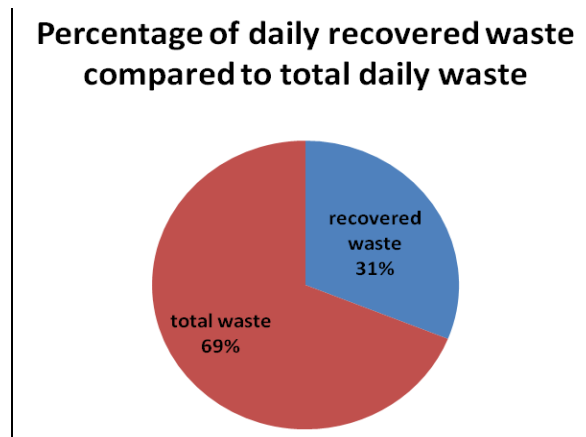
Graph 3: Percentage of average recyclable waste compared to total daily waste in 2012 (lbs).

As one of Thomson House’s primary operations is a restaurant, about 36% of daily waste is compostable food material (Graph 1). In theory, with recycling and composting facilities utilized efficiently, Thomson House should be able to produce very little waste destined for the landfill. The majority of recyclable materials are actually recycled, but none of the food waste was composted in 2012.



Graph 4: Destination (recycled or disposed in garbage can) of recoverable materials in 2012. Food waste does not include animal products, since they are generally not accepted by small-scale composting organizations.

This finding suggests that more can be done to increase recycling rates. Additionally, these values do not include administrative waste, such as the disposal of furniture or equipment that were not represented in the waste audit.



Graph 4: Percentage of daily recovered (recycled) waste compared to total daily waste in 2012.

According to the waste audit conducted in summer 2012, 94% of Thomson House’s waste is either compostable or recyclable. Garbage bins contained about 9% glass, plastic, metal, or glass that could have been recycled. About 31% of all waste is recycled at Thomson House, but this could easily be improved.

Recommendations:

To increase the amount of recyclable material that is recovered instead of thrown in the garbage, it is recommended to increase the number and signage of recycling bins within Thomson House. Additionally, it may help to occasionally emphasize to staff that recycling is a priority within the kitchen and offices.

Composting should be set up as soon as possible to capture and recover organic waste. Proper signage, training, and adequate bins should be provided for restaurant staff to increase the likelihood that all compostable waste is actually recovered.

OP Credit 20	Electronic Waste Recycling Program	Points Possible: 1	Points Earned: 0.5
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This credit recognizes institutions that have e-waste recycling and/or reuse programs. E-waste typically contains toxic components, such as lead and mercury, that can contaminate soil and groundwater and have detrimental human health impacts if handled improperly. At the same time, e-waste contains components that can be recycled. Half the point is given for institutions that have a program to recycle their electronic waste, while the other half is given to those that accept electronic waste generated by students.

Thomson House does recycle its electronic waste through the McGill University Hazardous Waste Management, although the quantity of waste generated is negligible. Currently, there is no program within Thomson House to collect students’ electronic waste. However, one could argue that is not within the mandate of Thomson House, and it is likely unreasonable to set up a receptacle for this purpose. While it would be easy to have a dropbox for small items such as cell phones, it would then have to be an assigned task to transport dropped off items to the appropriate facilities. Also, Thomson House is not in a position to deal with privacy concerns associated with discarded personal electronics, or to deal with larger items.

Recommendations:

Information as to how students can dispose of e-waste on McGill's campus should be presented online, in the form of a poster, or as part of the PGSS agenda.

CATEGORY 3: PLANNING, ADMINISTRATION, AND ENGAGEMENT

Coordination and Planning:

PAE Credit 1	Sustainability Coordination	Possible points 3	Points earned 3
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The PGSS has a Sustainability Coordinator from January 2012 - June 2013, to oversee the Sustainable Thomson House project and related issues. Currently this position is on a part-time, contract basis. The Sustainability Coordinator organizes the operations audit and improvements of Thomson House, recruits students, sets up independent research projects, and liaises with the McGill Sustainability Coordinating Group and SSMU.

Recommendations:

It is recommended that the Sustainability Coordinator position contract is changed to a permanent, full-time position in order to ensure the continuation of Sustainable Thomson House, partly or wholly funded by the PGSS. Such a permanent position would guarantee the continued progress of the Sustainable Thomson House project, implement operations and building improvements, and continue to supervise independent research projects and courses (e.g. ENVR 401). Since June 2011, SSMU has on staff a full-time Sustainability Coordinator who works on projects within the SSMU offices, champions for better integration of sustainability topics within the curriculum, and helps students lead their own projects.

A full-time Sustainability Coordinator could manage the operations and building improvements, and also become the point-person for PGSS members who wish to work on their own projects. Investing in a staff person to coordinate volunteers could easily multiply the amount of initiatives completed, since more human resources could be dedicated to the projects with little financial cost. A frequent barrier to volunteer engagement is lack of personnel to manage the team. The Sustainability Coordinator could then act as a liaison between the Thomson House/PGSS staff, executives, commissioners, and PGSS members to delegate and follow up on various aspects of the Sustainability Action Plan, since no one individual currently has the mandate to manage the project. The additional working hours would also allow the coordinator to work more on sourcing more local food, look for sources of funding for the building renovations, and help graduate students with their other projects funded by the Sustainability Project Fund.

PAE Credit 2	Strategic Plan	Possible points 6	Points earned 0
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This credit recognizes institutions that have made a formal, substantive commitment to sustainability by including it in their strategic plan. A strategic plan is generally a document to define the direction or strategy of an organization's goals and how to allocate resources towards a direction. The PGSS does not currently have a strategic plan, but it does operate through the lens of the PGSS Bylaws and other

governing documents. Policies, such as the PGSS Environment Policy and PGSS Equity and Diversity Policy are included in the governing documents.

Recommendations:

A strategic plan generally seeks to orient an organization’s goals and direction. As with most student organization, a yearly turnover can shift the direction of projects and priorities at PGSS. It is recommended that PGSS creates a strategic plan all operations so that it can be more proactive than reactive in its policies. This would likely be a long, in-depth process, which would take substantial work. However, PGSS could benefit from having a true vision that is representative of all its stakeholders. Sustainability should be incorporated into the strategic plan; not as a separate element, but incorporated as an underlying theme.

PAE Credit 3	Physical Campus Plan	Possible points 4	Points earned 0
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This credit recognizes institutions that have made a formal commitment to developing and maintaining their physical campuses with sustainability in mind by including the principle at a high level in their campus master plan. An institution’s master plan shapes the development and maintenance of its physical campus. Although PGSS does not have its own Physical Campus Plan, it is part of McGill University’s plan. [McGill’s master plan](#) was developed in 2008, and sustainability is mentioned throughout the plan. Guiding principle #9 states: “to follow exemplary standards of environmental sustainability at the stage of implementation and in the continued operations and management.”

Recommendations:

The PGSS should first create a physical plan. Although the amount of land that Thomson House occupies is relatively small, this plan could help guide how stormwater is managed, what species are planted, and the herb/vegetable and permaculture garden. The PGSS could incorporate sustainability into its own plan for the physical space. Additionally, the Sustainability Action Plan seeks to integrate best practices of accessibility, stormwater management, grounds, and operations.

PAE credit 4	Sustainability Plan	Possible points 3	Points earned 3
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This credit recognizes institutions that have developed a comprehensive plan to move towards sustainability. A comprehensive plan to move towards sustainability provides a road map for the future, as well as a great learning opportunity for PGSS’ stakeholders to explore what actions towards sustainability are feasible in an individual setting. The Sustainability Action Plan has been developed using the STARS framework to first determine the baseline data for operations at Thomson House and PGSS activities. Recommendations in the Sustainability Action Plan will propose solutions to common problems at Thomson House, and provide timelines and resources to facilitate their implementation.

Recommendations:

The Sustainability Action Plan should focus on the issues with the biggest potential for change. For example, the Thomson House restaurant may have many options to source food locally, but customers may be less open to the idea of organic food. Since the activities at Thomson House and PGSS are varied and encompass many different areas (purchasing, waste, greenhouse gas emissions, transportation), focus

should be given to the ones with the biggest environmental and social impact. Financial considerations should always be taken into account, and cost-benefit analysis (including external costs) should be included.

The Sustainability Action Plan should be formally adopted by the PGSS in the future. This will ensure that a clear commitment has been made to environmental, social, and economic sustainability. It is recommended that the Sustainability Action Plan should be written in a concise, clear manner that is visually appealing. An executive plan and attractive infographics should easily inform PGSS members and generate more discussions.

PAE Credit 5	Climate Action Plan	Possible points 2	Points earned 0
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A formal plan to reduce the PGSS’ greenhouse gas emissions would provide baseline data, future projections, recommendations, and targets to reduce its contributions to climate change. It will be included in the PGSS Sustainability Action Plan. In order to receive credit, the Climate Action Plan must be formally adopted by PGSS.

McGill adopted an [Energy Management Plan](#) in 2010. According to McGill, “in 2006, the Ministère de l’Éducation, du Loisir et des Sports (MELS) mandated that by 2010-2011 postsecondary institutions should reduce the intensity of their energy consumption relative to 2002-2003 figures by 14%. No specific targets were set for individual institutions. In response to this, McGill submitted its energy action plan to MELS in December 2007, specifying McGill’s institutional objective: to reduce by 2010-2011 our energy intensity relative to 2002-2003 figures by 12%.”

“While it will not be possible to meet either the MELS target of 14% reduction in energy intensity, nor the McGill institutional goal of 12% reduction by the 2010-2011 target year, conservative estimates indicate that implementation of this plan will allow McGill to achieve a 12% reduction in energy intensity relative to 2002-2003 levels by 2011-2012. It is also anticipated that the university will succeed in meeting the 14% MELS global reduction target by 2012-2013. Implementation of this plan is expected to result in over \$6 million annual savings relative to the anticipated growth in energy costs by 2014-2015. By 2019-2020, these savings are expected to increase to \$7.1 million annually.”

Recommendations:

Despite the inability of McGill to reduce its emissions by 14% in energy intensity, nor the institutional goal of 12% reduction by 2010-2011, PGSS should still set a target to reduce its emissions. The climate section of the Sustainability Action Plan, as well as binding targets, should be formally adopted by PGSS. The targets should be realistic, yet ambitious, and should be decided on by PGSS members, staff, executives, and commissioners.

Diversity and Affordability:

When thinking about sustainability, often windmills, bicycles, or gardens come to mind. However, there is more to sustainability than environmental aspects. A society or campus that neglects the mental and physical well-being of individuals cannot truly be sustainable. According to the Western Australian Council of Social Service, social sustainability can be thought of in five principles ([Barron and Gauntlett, 2002](#)):

“5 Principles of Social Sustainability:

1. Equity – the community provides equitable opportunities and outcomes for all its members, particularly the poorest and most vulnerable members. While equity is listed as a separate principle, it is such a fundamental component that it is really an artificial separation. Equity in fact operates like a filter through which all other principles are viewed. For example, while quality of life includes people’s sense of connection with nature, this needs to be understood in terms of the extent to which all people have access to a positive environment.

2. Diversity – the community promotes and encourages diversity.

3. Quality of life – the community ensures that basic needs are met and fosters a good quality of life for all members at the individual, group and community level.

4. Interconnectedness – the community provides processes, systems and structures that promote connectedness within and outside the community at the formal, informal and institutional level.

5. Democracy and governance – the community provides democratic processes and open and accountable governance structures.”

Note: These principles are interrelated and the following categories of social sustainability evaluation may apply to more than one of the principles.

PAE Credit 6	Diversity and Equity Coordination	Possible points 2	Points earned 2
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This credit recognizes institutions with active committees, offices or officers charged by the administration or board of trustees to coordinate diversity and equity work on campus. In accordance with this indicator, institutions should have in place diversity and equity committees, offices and/or coordinators that are tasked by the board with advising and implementing policies, programs and trainings related to diversity and equity.

Composition and Mandate of Equity Committee

PGSS has an Equity Committee (EqC). According to the PGSS Bylaws, the EqC is responsible for presenting and coordinating the equity concerns of membership; for assessing and monitoring PGSS operations in relation to equity issues; for ensuring the implementation of all recommendations of the PGSS caucuses and for eliciting the opinion of PGSS regular members on equity issues. The EqC will respond to issues that arise from membership, but it will also take the initiative to create policies to improve equity for PGSS activities. According to the Bylaws, the EqC is also empowered to make recommendations to Council and the Executive Committee on how to improve the PGSS equity standards where necessary.

The Committee is composed of the Equity Commissioner and three regular members of the PGSS, one of whom shall be a member of the Family Care Caucus. Additionally, all PGSS representatives to advisory committees, subcommittees and workgroups of the Joint Board-Senate Committee on Equity are members of the Committee.

Equity Office

The PGSS does not currently have a Diversity and Equity Office.

Equity Commissioner

PGSS has an Equity Commissioner who is tasked with liaising with Council; representing PGSS interests in all equity issues on campus; representing the PGSS on the Joint Board-Senate Committee on Equity;

ensuring PGSS is represented on committees and working groups of the Joint Board-Senate Committee and monitoring the implementation of the PGSS policies with respect to equity concerns.

Other Diversity and Equity Mechanisms/Obligations of PGSS

Chapter 14 of the PGSS Bylaws - General Obligation on the PGSS relating to Equity Policies

Chapter 14 of the PGSS Bylaws requires the PGSS to endeavour to make its events accessible to members with disabilities and to members with families; and to endeavour to cater to different groups within its diverse membership. Additionally, the PGSS is required to promote the equity guidelines to groups to which it disburses funds for the purpose of planning events.

Chapter 16 of the PGSS Bylaws - The Role of the Caucuses

Chapter 16 of the Bylaws provides for a Family Care Caucus and an International Student Caucus. Both caucuses are tasked with assessing, monitoring and improving PGSS operations in relation to these particular student groups. This includes gathering information and developing expertise on issues affecting McGill graduate students and postdoctoral students who are caring for dependents or who are international students. Additionally, both caucuses are empowered to advocate on behalf of these groups and to make recommendations to the Council and the Executive on improving the PGSS's policies and services.

Committee for Member Support – In addition to the Equity Commissioner, the Committee for Member Support is a group of concerned graduate student volunteers that operates to educate graduate students about their rights and responsibilities and to support students in cases where their rights have been violated. In pursuit of this mission, the CMS provides a confidential peer support service, and acts as a source of information on the University rules, regulations, policies and procedures.

PGSS Policy on Equity and Diversity

The PGSS Policy on Equity and Diversity can be found in the [Society Policy Manual](#). “The PGSS understands that the term ‘disadvantaged groups’ includes, but is not limited to: women, indigenous peoples, people of minority sexual orientations and gender identities, people with disabilities, visible minorities, ethnic minorities whose first language is neither English nor French, and people of underprivileged socio-economic status.”

“The PGSS is committed to promoting a University community that embraces its own diversity, and supports the pursuit of a range of intellectual endeavours representative of the pluralistic nature of its membership. The PGSS encourages the participation of students from diverse backgrounds and experiences in its Council and committee membership, and encourages a diversity of representation within McGill’s administrative bodies, with a view to broadening the scope of ideas and perspectives that contribute to our community.

The PGSS policy also calls upon McGill University to: “Provide resources, programs, and services to support members of our community belonging to disadvantaged groups; continue to pursue initiatives designed to actively educate, heighten awareness, and provide opportunities for dialogue about equity and diversity-related issues; and maintain an Employment Equity Policy that includes the disadvantaged groups specified in federal and provincial legislation plus people of minority sexual orientations and gender identities.”

“The PGSS will endeavour not to affiliate or collaborate with organizations known to promote or engage in unjust discriminatory practices, nor to actively support projects that aim to end discrimination or to promote diversity and inclusiveness in the McGill community.”

PGSS Accessibility Audit

The PGSS Equity Committee has drafted an accessibility checklist for Thomson House. An informal consideration of this checklist shows that Thomson House falls short on many of the checklist items. For example, elevator access is problematic and poorly indicated.

According to Gordon Dionne, an Advisor at the Office for Students with Disabilities, there was a study of building accessibility on McGill campuses completed in 2008. Thomson House was not included in this study. Mr. Dionne is aware of some accessibility issues at Thomson House.

Recommendations:

While the PGSS does not have an Equity Office, it has good structures in place including the Equity Commissioner and Equity Committee which endeavours to represent equity issues before the PGSS and within the broader McGill Governance Structure.

Information relating to the mandate and role of the Equity Commissioner and Equity Committee are available in the Bylaws of the PGSS. In the interests of accessibility, it might be preferable to provide a more accessible guide for students describing the various governance structures of the PGSS in the format of a flow chart, for example. Furthermore, a Frequently Asked Questions guide, including a section on diversity and equity on the PGSS website might be useful to incoming and current students, and might reduce the burden of drop-in and phone queries on frontline staff of the PGSS.

The PGSS should consider providing incoming and current students with clear information on their website and in their newswire on the channels available to them to raise diversity and equity issues with the PGSS Council, Committees and Commissioners. The Committee for Member Support is a useful channel, however, it deals primarily with individual students' concerns relating to their rights and responsibilities, rather than with structural issues that may impact on a group of students from an equality and diversity perspective

The Family Care Caucus and the International Student Caucus provide additional welcome channels through which students can raise issues that pertain to family care and international students. These are important elements of the Diversity and Equity equation. PGSS should consider providing incoming and current students with clear information on their website and in their Newswire on the mandate and activities of the Caucuses and the means through which students can raise issues of concern to them.

There are several ways to improve accessibility at Thomson House.

The PGSS should plan a preliminary building accessibility audit overseen by the Office for Students with Disabilities. The OSD representative will be able to provide professional insight into the details of the Equity Committee's accessibility checklist and recommendations for the areas in which Thomson House falls short. The OSD representative may suggest additional considerations for accessibility at Thomson House that are beyond the scope of the Equity Committee's accessibility checklist. An assessment in collaboration with OSD would be a first step toward having Thomson House included in the future discussions on the allotment the building accessibility budget of OSD.

If funding is not available to make recommended changes for building accessibility at Thomson House, PGSS should seek interim measures to ensure maximum accessibility until funding can be obtained. Allowing priority booking of the most accessible rooms for events that require them, and providing information about accessible alternatives on campus are examples of such interim measures.

Additionally, it is recommended to denote the 4th floor washrooms as "gender neutral". Many people who do not identify with a certain gender, or the gender they were born with, can feel anxiety or face violence when forced to use a bathroom that is identified by gender. It is recommended that signs be put on the gender-specific washrooms noting that gender neutral washrooms are on the fourth floor.

PAE Credit 7	Measuring Campus Diversity Culture	Possible points: 2	Points earned: 0
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This credit recognizes institutions that systematically assess the diversity and equity culture on campus and that seek to foster an inclusive and welcoming campus culture, including gathering information about campus stakeholders' personal experiences.

The PGSS does not currently have the capacity to assess attitudes about diversity and equity amongst graduate students. New policies or concerns relating to diversity and equity are generally raised by the membership through the Equity Commissioner or through the formation of a caucus, such as the International Students Caucus. According to the PGSS Bylaws, the Equity Committee is generally charged with assessing, monitoring and improving the PGSS operations in relation to Equity issues, and evaluating the implementation of all recommendations of the PGSS caucuses into its activities. However, the Equity Committee is not currently required to carry out attitude assessments amongst graduate students that could guide policy, programs and initiatives in the area of diversity and equity.

PGSS works closely with the [Social Equity and Diversity Education Office \(SEDE\)](#) of McGill. SEDE states that it is mandated to foster a fair and inclusive environment that respects the dignity of each member of the McGill Community. By actively educating, heightening awareness, and providing opportunities for dialogue about equity and diversity-related issues, the SEDE aims to strengthen the McGill Community's commitment to an equitable society. The PGSS is involved in all the activities that the SEDE presents that are of relevance to graduate students and post-docs. Additionally, the PGSS seeks SEDE's collaboration for any events that the Equity Committee initiates.

Recommendations:

The PGSS should consider instituting a systematic assessment of the diversity and equity culture amongst graduate students at McGill. Fostering an inclusive and welcoming campus culture is important to ensuring the academic and social success of all campus community members. Such an assessment would provide an important evidence base for the PGSS Diversity and Equity structures to guide their future policies, programs and initiatives in the areas of diversity and equity. The Equity Committee is in the process of drafting an Equity Experiences Survey to assess these concerns. The survey will be distributed to PGSS members in 2013.

The assessment should be carried out periodically, at least every 5 years, among both current and incoming students in order to provide a diversity of experiences and attitudes over the course of the graduate student experience at McGill. Where feasible, PGSS should consider collaborating with SEDE in carrying out a systematic assessment of the diversity and equity culture amongst graduate students.

In line with the equity and diversity components of social sustainability, PGSS should assess the participation of underrepresented groups (persons from racial, religious and linguistic minorities, women, and persons from the LGBT community) at all levels of governance. In order to strive for representative diversity, PGSS should employ relevant tools and resources to encourage the political participation of underrepresented groups. The Comité québécois femmes et développement publishes, for example, a [gender equality toolkit](#) that may be adapted to the context of PGSS governance.

Other potential categories of evaluation of PGSS could include widespread political participation and among PGSS members, mechanisms of community consultation, mechanisms for external political advocacy to meet needs of members that cannot be addressed within the PGSS governance structure ([McKenzie 12-13](#)).

PAE Credit 8	Support Programs for Underrepresented Groups	Possible points: 2	Points earned: 1
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This credit recognizes institutions that have programs in place to support underrepresented groups on campus in recognition of the challenges that accompany being a minority on campus. Representative student bodies, such as the PGSS, can play a role in helping to create and maintain a diverse student body and in helping build diversity within academic disciplines by offering support programs to help individuals in underrepresented groups thrive academically and socially.

As outlined above, the PGSS maintains an Equity Committee, Committee for Member Support, Family Care Caucus and an International Student Caucus.

Recommendations:

There may be further scope for the PGSS to have in place a Caucus within its structures that seeks to represent the interests of a broader range of underrepresented groups than those students who are currently specifically represented through the Family Care Caucus and the International Student Caucus. For example, an Equity and Diversity Student Caucus could seek to represent the interests of a broader range of students within the governance structures of the PGSS.

In terms of mentoring and peer support services the Committee for Member Support is a very welcome and useful avenue. In addition to this service, PGSS could further promote the International Student Services Buddy Program through online and word of mouth advertising.

PAE Credit 10	Affordability and Access Programs	Possible Points: 3	Points Earned: 2
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This credit recognizes institutions that are implementing strategies to improve their accessibility and affordability. Achieving a college degree is a valuable tool in addressing inequity, but in order for higher education to help society move toward greater equity, schools must be accessible to low-income populations.

Financial Bursaries and Loans for PGSS Members in Financial Hardship

The PGSS, in conjunction with the Graduate and Post-Doctoral Studies Office, funds bursaries for graduate students and post-doctoral fellows in financial hardship. There is no information on the particular funding available to graduate students and post-docs on the PGSS website. However there is a link to the McGill Financial Aid Office which provides the relevant information for both graduate and undergraduate students. The relevant section of the PGSS website is titled "[PGSS-GPS Bursary](#)" which may not indicate clearly enough, particularly to newly arrived students, that this is the section for information on financial aid for those in economic hardship.

The [Scholarships and Student Aid Office](#) administers the University's needs-based financial aid programs to Canadian, US and International Students. McGill offers financial aid in the form of loans (money that needs to be eventually repaid) or bursaries (money that does not need to be repaid) to eligible students who demonstrate financial need. The University offers a program of in-course financial aid (loans and/or bursaries) to full time graduate students in good academic standing on the basis of demonstrated financial need. While it offers entrance level financial aid to undergraduate students, this is not available to graduate students. Before accessing financial aid from McGill, Canadian residents must apply for the maximum government student assistance program for which they are eligible and students must be in satisfactory academic standing. It should be noted that non-permanent residents of Canada cannot generally benefit from these programs.

There are a specific range of bursaries confined to specific fields of study available to First Nations students. In addition, the [First Nations House](#) provides information on bank scholarships, the Aboriginal Veteran's Scholarship, the Foundation for the Advancement of Aboriginal Youth and the Directory of Private Sector Funding for Aboriginal Students. It is unclear to what extent these various sources of funding are available specifically to Graduate students. This information is not provided by PGSS and is not available on the First People's website.

According to the [Office for Students with Disabilities](#), a number of bursaries administered by McGill Financial Aid Office are specifically directed towards students with disabilities. Again, it is unclear to what extent these bursaries are specifically available specifically to Graduate students. This information is not provided by PGSS and is not available on the website of the Office for Students with Disabilities.

Work Study Program

The [Work Study Program](#) offers students with financial need access to clerical, research, technical, library or other jobs on campus or in some of the McGill-affiliated hospitals and organizations. The program not only helps students financially but can develop career-related skills and experience. Acceptance to the program is based primarily on financial need. Students may apply if they are registered full time in a degree program, are in satisfactory academic standing and demonstrate financial need. In order to be considered for Work Study, students must apply and be receiving the maximum government aid for which they are eligible. International students are required to be in possession of an Immigration work permit to be eligible for this program.

Recommendations:

Affordable and accessible graduate studies for low income populations is a further key part to addressing inequity in access to third level education. The PGSS has an important role to play in providing clear information to students on the financial aid available to them, and in advocating on their behalf for the extension of financial aid coverage to ensure that graduate students are not prevented by financial hardship from entering and continuing with graduate education.

PGSS should consider undertaking a periodic financial needs assessment of the broad spectrum of graduate students both entering graduate education for the first time and continuing in graduate education. The financial needs assessment should pay particular attention to the financial needs of students from low-income populations, including students with disabilities, First Nations students, students from one parent families and non-permanent residents who are not entitled to government financial aid, etc. On the basis of its assessment, the PGSS should examine to what extent there is adequate coverage for graduate students and should advocate for more comprehensive financial assistance for identified low income populations. Current financial aid for graduate students appears to be ad hoc and it is unclear to what extent the available financial sources fully meet the financial need that exists. Additionally, where necessary, the PGSS should advocate for increases in the levels of bursaries available to keep track with the average cost of living for a student in Montreal. Particular consideration should be given to the needs of graduate students that may require additional funds such as parents, students with disabilities etc.

If not proposed previously, PGSS should advocate for the extension of entrance level financial aid (similar to that provided to undergraduate students) to graduate students, in light of the initial financial burden of commencing graduate education for graduate students.

Many graduate students are relocating from different cities within Canada or from countries outside Canada. PGSS should consider providing graduate students with full, accessible and accurate information on the cost of living in Montreal on their website and useful links and information for minimizing the cost of living, including rental payments, the cost of food, the cost of furniture etc.

Tier Two Credit 3	Student Training Opportunities	Points Possible: 0.25	Points Earned: 0.25
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This indicator recognizes institutions that make cultural competence and activities available to all students.

The PGSS does not currently provide cultural competence and activities training to all students. The PGSS Executive have engaged in leadership and cultural training from time to time, which include a number of Equity workshops on a yearly basis. A process to provide introductory equity workshops for staff will be implemented in 2013.

The Social Equity and Diversity Education Office (SEDE) does provide students and faculty with a number of educational services and individual consultations on diversity issues. This includes, regularly scheduled workshops on the following topics: 1. Understanding Discrimination: Frameworks and first steps for implementing equity in professional practice; 2. Disability, Access and Universal Design; 3. Race and Cultural Identity; 4. Sexual Orientation and Gender Identity; 5. Aboriginal Perspectives. All graduate students are free to attend these courses.

Recommendations:

PGSS should consider providing graduate students with information relating to the services of SEDE and in particular the various workshops that touch on cultural competence issues.

PGSS should consider, at least in its leisure/social activities, scheduling activities that could go towards enriching cultural awareness and cohesion among the diverse student body that makes up graduate students. Leisure courses or social events that celebrate the cultures of difference regions or countries or occasions/events for interfaith and intercultural dialogue could be used to enhance a broader cultural awareness amongst students.

Human Resources

PAE Credit 12	Employee Satisfaction Evaluation	Possible points: 2	Points earned: 0
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This credit recognizes institutions that take an active interest in the satisfaction of their employees by conducting a regular survey of employee satisfaction on order to gauge their performance as an employer and to identify strengths and areas for further development. In accordance with this indicator, the institution should conduct a survey or other evaluation that allows for anonymous feedback at least once every five years and should have a mechanism in place to address any issues that arise in the survey/evaluation.

The PGSS/Thomson House does not currently have in place a mechanism to survey or evaluate the satisfaction of their employees on an anonymous basis and to take on board any feedback that they receive from such a survey/evaluation.

Recommendations:

The PGSS/Thomson House should consider putting in place a mechanism to survey or evaluate the satisfaction of its various different types of employees on a periodic basis, at least every 5 years. Any issues raised during the survey/evaluation should be addressed to improve employee satisfaction.

PAE Credit 13	Staff Professional Development in Sustainability	Possible points: 2	Points earned: 0
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This credit recognizes institutions that offer training and/or other professional development opportunities in sustainability for their staff. By offering training and professional development opportunities in sustainability to all staff members at least once a year, an institution helps equip its staff to implement sustainable practices and systems and to model sustainable behaviour for students and the rest of the campus community.

Current Staff Professional Development at PGSS/Thomson House

There has been limited Staff Professional Development within the PGSS/Thomson House to-date. While PGSS Executives have been provided with leadership training by offices and centres at McGill, this has not been placed on a formal footing. 2012 is the first year that professional development was formalised for PGSS staff, and there was little incorporation of sustainability issues. However, it was indicated that this might be of interest to the Executives and staff. For example, workshops for staff on sustainability may be of interest and could include monthly challenges to ensure that the PGSS/Thomson House is meeting its sustainability targets.

Recommendations:

PGSS should consider dedicating an element of its upcoming staff professional development training to sustainability issues. Professional development in sustainability will be relevant following the release and adoption of the PGSS Sustainability Action plan. For example, staff training and awareness could be linked with the recommendations and some of the targets identified in the action plan and could therefore be central in facilitating PGSS to meet its targets under the sustainability action plan.

PAE Credit 14	Sustainability in New Employee Orientation	Possible points: 2	Points earned: 0
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This credit recognises institutions that address sustainability issues during new employee orientation. Providing information and tools about the institution's sustainability programs and options at the time when an employee is getting acquainted with his or her new employer and developing new work routines and habits can help encourage the adoption of environmentally and socially preferable habits, routines and choices.

While some preliminary workshops have been provided on sustainability by the Sustainability Coordinator Shona Watt, in general PGSS/Thomson House does not currently provide training or orientation in sustainability issues to its new employees. Additionally, sustainability outreach to students, faculty and staff has recently been initiated.

Recommendations:

Preliminary efforts to provide sustainability training within PGSS should be extended and provided to all new employees. Additionally, it is recommended that Equity training is required for all new employees, since equity and diversity is a component of social sustainability.

PAE Tier Two Credit 4	Childcare	Possible points: 0.25	Points earned: 0.125
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To receive credit, the institution has an on-site child care facility, partners with a local facility, and/or provides subsidies or financial support to help meet the child care needs of students, faculty, and staff.

As of 2012, the PGSS was currently partnered with Westmount Preschool to provide occasional morning daycare for student parents. The PGSS has also partnered with SSMU to provide five spaces at their facility for grad students. The PGSS is also in the process of applying for a subsidized on-campus daycare, although when this facility would be open and available is unknown.

Recommendations:

While daycare is available for PGSS members, this service is not available for PGSS staff. The PGSS may consider establishing a facility or partnering with another centre to provide daycare for staff, or perhaps make the student daycare available for staff as well. If this were to be pursued, it would need to be negotiated with the organization’s governing bodies. There is currently a 2-year waitlist for CPE-McGill & SSMU daycare, so spots are at a premium.

The [McGill Childcare Centre](#) may also be an option, but currently has a long waitlist. In addition, the PGSS could provide a progress report on the PGSS website about the on-campus daycare facility to keep parents informed and up-to-date.

PAE Tier 2 Credit 5	Employee Wellness Program	Possible points: 0.25	Points earned: 0
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To receive credit, the institution must have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees.

The PGSS offers employees a health plan with disability benefits but does not offer an employee assistance program.

Recommendations:

The PGSS may consider offering a wellness program that meets the needs of its employees’ mental health. For example, McGill University offers “confidential information, counselling and referral service for employees and members of the employee's family. The program offers support in dealing with a wide range of stressful situations. The Employment Assistance Program (EAP) is designed to provide employees with direct access to experienced professionals who will help them resolve their problems - before the problems affect their health, family life or job performance.” Unfortunately, staff at student organizations do not have access to any of McGill’s services presently. This would require negotiations between the executives and administration.

PAE Tier 2 Credit 6	Socially Responsible Retirement Plan	Possible points: 0.25	Points earned: 0
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To receive credit, the institution must offer a socially responsible investment option for retirement plans. The PGSS does not have a socially responsible retirement plan.

Recommendations:

According to PGSS management, the PGSS retirement plan is “conventional” rather than socially responsible. As such, the organization may consider developing an investment option for retirement plans that is socially responsible. For example, McGill University offers the [Socially Responsible Investment \(SRI\) Pool](#) which invests in the Guardian Ethical Management (GEM) Balanced Pool. Guardian “focuses on investment management governed by a sustainable discipline”, and is also associated with The Ethical Funds Company which “focuses on ongoing shareholder engagement and the evaluation of environmental, social, and governance performance of holdings and investment prospects.” GEM is also a member of the Social Investment Organization (“SIO”), the Canadian association for socially responsible investment.

Investment

PAE credit 16	Committee Investor Responsibility	Possible points:	Points earned:
		2	0

This credit recognizes institutions with an established and active committee on investor responsibility (CIR) with multi-stakeholder representation. Establishing a CIR provides a structure for fostering dialogue on investment decisions, and can help campuses make responsible investment decisions that promote sustainability. Drawing CIR membership from multiple sectors of the campus community provides educational experiences for involved students, faculty, alumni, and staff. In addition, a multi-stakeholder CIR is consistent with the sustainability principle of shared governance.

Although the investment section in the STARS report is optional for institutions with an endowment of less than \$1 million USD, Sustainable Thomson House chose to examine this issue. As of late 2012, many students at McGill University and other North American universities are asking their administration to divest from fossil fuels.

The PGSS does not have a committee on investor responsibility (CIR). McGill University has a Committee to Advise on Matters of Social Responsibility, but this does not apply to funds directly managed by student associations. However, a dialogue exists between PGSS and the financial advisor where the funds are invested. For the dispersal of the PGSS/GPS grants for student events, there are several questions in the grant application that pertain to social and environmental matters. Currently, the PGSS Member Services Committee is involved in the distribution of the PGSS/GPS grants.

Recommendations:

Most of the PGSS funds are operational; although there is some surplus in the funds and a contingency fund for any emergency issues, but there is no endowment. The Committee of Monetary Affairs is responsible for the budget and related issues, but investor responsibility is not their primary focus. Due to the size and nature of the PGSS funds, it may not be feasible to create a committee on investor responsibility. However, one way to increase shared control with PGSS funds is to include more sustainability-focused questions as part of the PGSS/GPS grants process. For example, the PGSS does not adhere to any formal methodology for ensuring the broad accessibility of events at Thomson House and of events funded by PGSS. One way to incorporate more accessibility at events is to include more comprehensive and specific about event accessibility on the PGSS/GPS Grants Application Form. Questions such as “What have you done to make this event more accessible?” and “Will you provide childcare during your event?” are essential. The responses to this type of questions should carry significant weight in the Grants Review Committee’s funding decisions.

There may be other ways to increase accessibility at events funded by the PGSS/GPS grants, as well as general PGSS/Thomson House events. PGSS members would benefit from user-friendly information about event accessibility. McGill’s SEDE office has provided numerous resources to the PGSS Equity Committee, which include information about accessible scheduling, dietary and religious accommodations, cultural accessibility, and avoiding heteronormativity and sexism in event planning, among other considerations. Using these resources, PGSS should develop a context-specific event accessibility checklist that would be made available to all members via the PGSS website and referred to in the Grants Application Form. Staff at PGSS and Thomson should also be made aware of these issues.

Additionally, the statement in favour of event diversity in the PGSS Society Operations Manual (14.2) should promote a more active diversification within PGSS-funded events. The statement would, thus, not only mandate PGSS to offer “a variety of events that cater to different groups,” but would mandate PGSS members to encourage a diversity of participants within these events.

PAE Credit 17	Shareholder Advocacy	Possible points: 5	Points earned: 3
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This credit recognizes institutions that use their investment power to promote corporate sustainability. This could take the form of withholding investments from companies or industries that are particularly unsustainable or engaging with companies in which they hold investments. Divestment can be an important tool in safeguarding human rights, protecting the environment, and promoting social responsibility. Similarly, screening companies for sustainability enables institutions to align their investments with their values.

The PGSS invests money in Guaranteed Investment Certificates, which carry a low risk. Also, investment choices are limited with GIC’s and investors can not choose specific sectors to invest their money.

Recommendations:

Although PGSS cannot use its investment power to promote corporate sustainability, PGSS can advocate that McGill does so. For example, the PGSS could officially support the McGill Divestment Campaign to decrease its investments in fossil fuel companies. Additionally, PGSS could choose to do business with a financial institution that is the most socially and environmentally responsible. Further research is recommended in order to determine the most sustainable financial institution in Montreal.

Public Engagement

PAE Credit 19	Community Sustainability Partnerships	Possible points: 2	Points earned: 1
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This credit recognizes institutions that have developed partnerships with their local communities to advance sustainability. As leaders within their local communities, colleges and universities can be powerful allies and partners in building sustainability education and engagement in these communities and beyond.

The PGSS has worked with Campus Crops to grow and cultivate an organic garden in the past, but there is no collaboration at present. They are now also considering and discussing partnering with McGill University MacDonald Campus to purchase food items from their farms for the Thompson House restaurant.

Recommendations:

The PGSS may consider developing partnerships with other organizations such as school districts, government agencies, or non-profit organizations to work together to advance sustainability within the community. This may include partnering with a local school to develop an organic garden for youth, partake in conferences and campaigns with the [Sierra Youth Coalition](#), participating in the [City of Montreal Sustainable Development Plan](#)), or partnering with the [Canadian Youth Climate Coalition](#).

PAE Credit 20	Inter-campus Collaboration on Sustainability	Possible points: 2	Points earned: 2
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This credit recognizes institutions that collaborate with other colleges or universities to help build campus sustainability broadly. Institutions can make significant contributions to sustainability by sharing their experiences and expertise with other colleges and universities. Sharing best practices and lessons learned can help other institutions realize efficiencies that accelerate the movement to sustainability.

The PGSS does occasionally collaborate with other colleges, universities, or student bodies at other institutions on sustainability issues and activities. McGill University as an institution is a member of the Association for the [Advancement of Sustainability in Education](#) (AASHE), Environmental Working Group of the Group on Health and Safety, [Consortium of Quebec University Rectors and Principals](#) (CREPUQ), and the [Northeast Campus Sustainability Consortium](#) (NECSC). The PGSS also participates in province-wide sustainability projects with [Partenariat Jeunesse pour le Développement Durable](#) (PJDD). The PJDD was created by la [Fédération étudiante universitaire du Québec](#) (FEUQ) and la [Fédération étudiante collégiale du Québec](#) (FECQ) from the Youth Secretariat within the framework of the Youth Action Strategy of the Government of Quebec. This is a publically-funded project funded to provide university and college students with resources for the implementation of sustainable development projects on campuses across the province.

Recommendations:

The PGSS could work with other institutions to advance sustainability. For example, they could collaborate with [Sustainable Concordia](#) at Concordia University to plan, promote, and host events related to Earth Day. This may include an interactive panel discussion of professors and administration from both institutions on the topic of campus sustainability. They could also work together to coordinate an inter-campus bicycle sharing program. Other potential institutions that the PGSS can share ideas with are the Université de Montréal, UQAM, University of Ottawa and Carleton University.

PAE Credit 21	Sustainability in Continuing Education	Possible points: 7	Points earned: 0
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This credit recognizes institutions that provide continuing education courses and programs in sustainability to the community. Such courses train community members in sustainability topics and help build knowledge about the subject.

The PGSS does not currently offer courses that are focused on or related to sustainability, although they do offer salsa and yoga classes to members to promote health and wellness.

Recommendations:

The PGSS should consider offering sustainability-related courses. For example, members may be interested in a course on urban gardening or composting.

PAE Credit 22	Community Service Participation	Possible points: 6	Points earned: 0
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This credit recognizes institutions that engage their student bodies in community service, as measured by how widespread participation is at the institution. Volunteerism and the sense of compassion that community services help develop are fundamental to achieving sustainability.

From tutoring children to removing invasive species to volunteering at a food bank, students can make tangible contributions that address sustainability challenges through community service. In addition, community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems.

The PGSS does not currently engage its members in community service at present, although the PGSS has partnered with UNICEF and United Way in the past to coordinate fundraising activities, and the Halloween party proceeds usually go to a charity

Recommendations:

The PGSS would benefit from re-establishing their relationship with UNICEF and/or partnering with other organizations. The society can also provide names or a list of organizations where students can volunteer, including tutoring services, after-school programs, shelters, food banks, *etc.* They can also help organize activities and events such as toy drives for hospitals and organizations.

Given the isolating nature of graduate studies, PGSS members would profit from a diverse range of opportunities to participate in society life. There is no structure internal to PGSS, at present, through which a PGSS member can create a club, although PGSS members can apply to SSMU clubs and services. Such a structure would promote interconnectedness among PGSS members.

PGSS should evaluate the mechanisms that enable the society to fulfill its own needs where possible through community action ([McKenzie 13](#)). PGSS should promote member initiatives that encompass principles of mutual aid, whereby members collaborate with, support, provide services to and sustain other graduate students. Such initiatives may originate outside of the executive and committee structure of governance. SSMU's Midnight Kitchen food collective, for example, embodies the principles of mutual aid.

The STARS framework does not consider the importance of mechanisms for transmitting awareness of social sustainability from one generation of PGSS members to the next, as well as a sense of community responsibility for maintaining that system of transmission ([McKenzie 12-13](#)). Therefore, it is recommended for PGSS to encourage this through events or online resources.

PAE Credit 24	Sustainability Policy Advocacy	Possible points: 4	Points earned: 0
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This credit recognizes institutions that have promoted sustainability through public policy advocacy. There are a myriad of public policies for which institutions can advocate that address sustainability, including policies specific to higher education. Institutions advocate for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability. The policy advocacy must be done by the institution, not by students or a student group.

The PGSS does not advocate for federal, provincial, or local public policies that support campus sustainability or advance sustainability. It has, however, advocated against the Quebec tuition increase, which could be seen as promoting accessibility.

Recommendations:

The PGSS should advocate for public policies that members deem important for advancing sustainability. This could manifest as support for tighter emissions reductions, more renewable energy, better public transportation, etc.

PAE Credit 25	Trademark Licensing	Possible points: 4	Points earned: 0
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This credit recognizes institutions that join a monitoring and verification organization to help ensure that apparel bearing the institution’s name is produced under fair conditions. By ensuring that apparel bearing the institution’s logo is made under fair working conditions, institutions promote health, safety, and secure livelihoods for domestic and global workers.

PGSS does not have apparel specific to the organization. The McGill Bookstore is responsible for the sale and distribution of products bearing the school’s name. At this time McGill is not a member of the [Fair Labor Association](#) or [Worker Rights Consortium](#), nor does it participate in the Designated Suppliers Program.

Recommendations:

The PGSS may put forward and promote the idea that McGill becomes a member of the FLA and/or WRC. McGill should also consider endorsing and participating in the Designated Suppliers Program, which is not followed by any Canadian university at present.

Conclusion

This document is intended to be a starting point for the Sustainability Action Plan and future improvements to Thomson House. Without the baseline information, PGSS would not be able to accurately evaluate which sustainability initiatives to pursue, or track its progress. Although there are many areas that can be improved in the operations of Thomson House and PGSS, there are clearly many ways that PGSS members, staff, executives, and commissioners are working toward a more environmentally, socially, and economically sustainable community.

Appendix 1: STARS credits and scores

Credit #	Credit name	Possible points	Earned points
CATEGORY 1: EDUCATION AND RESEARCH (ER)			
ER 1	student sustainability educators program	5	0
ER2	student sustainability outreach campaign	5	0
ER3	sustainability in new student orientation	2	0
ER4	sustainability materials and publications	4	0.50
ER T2-1	co-curricular education student group	0.25	0.25
ER T2-2	organic garden	0.25	0.25
ER T2-5	sustainable enterprise	N/A	N/A
ER T2-6	sustainability events	0.25	0.25
ER T2-7	outdoor program	0.25	0
ER T2-8	themed semester or year	N/A	N/A
ER 13	sustainability literacy assessment	2	1
	Education and Research total:	19	2.25
	Percentage:	11.8%	
CATEGORY 2: OPERATIONS (OP)			
OP 1	building operations and maintenance	Building audit	Building audit
OP 2	building design and construction	Building audit	Building audit
OP 3	indoor air quality	Building audit	Building audit
OP 4	greenhouse gas emissions inventory	2	1.75
OP 5	greenhouse gas emissions reduction	14	0
OP 6	food and beverage purchasing	6	0.35
OP T2-4	vegan dining	0.25	0
OP T2-5	trans-fats	0.25	0.25
OP T2-7	pre-consumer food waste composting	0.25	0.25
OP T2-8	post-consumer food waste composting	0.25	0.25
OP T2-9	food donation	0.25	0.25
OP T2-10	recycled content napkins	0.25	0.25
OP T2-11	reusable container discounts	0.25	0
OP T2-12	reusable to-go containers	0.25	0
OP 7	building energy consumption	Building audit	Building audit
OP 8	clean and renewable energy	Building audit	Building audit
OP T2-13	timers for temperature control	Building audit	Building audit
OP T2-14	lighting sensors	Building audit	Building audit
OP T2-15	LED lighting	Building audit	Building audit
OP T2-17	energy management system	Building audit	Building audit
OP T2-18	energy metering	Building audit	Building audit
OP 9	integrated pest management	2	2
OP T2-19	native plants	0.25	0.25
OP T2-20	wildlife habitat	0.25	0.25

OP T2-22	snow and ice removal	0.25	0.25
OP T2-23	landscape waste composting	0.25	0.25
OP 10	computer purchasing	2	0.8
OP 11	cleaning product purchasing	2	0.17
OP 12	office paper purchasing	2	1.5
OP 13	vendor code of conduct	1	0
OP T2-24	historically underutilized business	0.25	0
OP T2-25	local businesses	0.25	0
OP 14	campus fleet	N/A	N/A
OP 15	student commute modal split	N/A	N/A
OP T2-1	air travel emissions	0.25	0
OP T2-2	local offsets program	0.25	0
OP 16	employee commute modal split	3	3
OP T2-26	bicycle sharing	0.25	0
OP T2-27	facilities for bicyclists	0.25	0.25
OP T2-28	bicycle and pedestrian plan	N/A	N/A
OP T2-29	mass transit programs	N/A	N/A
OP T2-30	condensed work week	N/A	N/A
OP T2-31	telecommuting	N/A	N/A
OP T2-32	carpool/vanpool matching	0.25	0
OP T2-34	cash-out parking	N/A	N/A
OP T2-35	local housing	0.25	0
OP T2-36	prohibiting idling	0.25	0
OP T2-37	car sharing	0.25	0.25
OP 17	waste reduction	5	3
OP 18	waste diversion	3	1.4
OP 19	construction and demolition waste diversion	N/A	N/A
OP 20	electronic waste recycling program	1	0.5
OP 21	hazardous waste management	N/A	N/A
OP T2-38	materials exchange	N/A	N/A
OP T2-39	limiting printing	0.25	.25
OP T2-40	materials online	0.25	2.25
OP T2-42	move in-waste reduction	N/A	N/A
OP T2-43	move-out waste reduction	N/A	N/A
OP 22	water consumption	Building audit	Building audit
OP 23	stormwater management	Building audit	Building audit
OP T2-45	building water metering	Building audit	Building audit

OP T2-46	non-potable water usage	Building audit	Building audit
OP T2-47	xeriscaping	N/A	N/A
OP T2-48	weather-informed irrigation	N/A	N/A
	Operations total:	49	16.32
	Percent:	33.3%	
CATEGORY 3: PLANNING, ADMINISTRATION, & ENGAGEMENT (PAE)			
PAE 1	sustainability coordination	3	3
PAE 2	strategic plan	6	0
PAE 3	physical campus plan	4	0
PAE 4	sustainability plan	3	3
PAE 5	climate action plan	2	0
PAE 6	diversity and equity coordination	2	2
PAE 7	measuring campus diversity culture	2	0
PAE 8	support programs for underrepresented groups	2	1
PAE 9	support programs for future faculty	N/A	N/A
PAE 10	affordability and access programs	3	2
PAE T2-2	employee training opportunities	N/A (covered under PAE Credit 13)	N/A
PAE T2-3	student training opportunities	0.25	0.25
PAE 11	sustainable compensation	N/A	N/A
PAE 12	employee satisfaction evaluation	2	0
PAE 13	staff professional development in sustainability	2	0
PAE 14	sustainability in new employee orientation	2	0
PAE 15	employee sustainability educators program	N/A	N/A
PAE T2-4	childcare	0.25	0.125
PAE T2-5	employee wellness program	0.25	0
PAE T2-6	socially responsible retirement plan	0.25	0
PAE 16	committee investor responsibility	2	0
PAE 17	shareholder advocacy	5	3
PAE 18	positive sustainability investments	N/A	N/A
PAE T2-7	student-managed sustainable investment fund	N/A	N/A
PAE T2-8	sustainable investment policy	N/A	N/A
PAE T2-9	investment disclosure	N/A	N/A
PAE 19	community sustainability partnerships	2	1
PAE 20	inter-campus collaboration on sustainability	2	2
PAE 21	sustainability in continuing education	7	0

PAE 22	community service participation	6	0
PAE 23	community service hours	6	0
PAE 24	sustainability policy advocacy	4	0
PAE 25	trademark licensing	4	0
PAE T2-10	graduation pledge	N/A	N/A
PAE T2-11	community service on transcripts	N/A	N/A
PAE T2-12	farmer's markets	N/A	N/A
	Planning, Administration , and Engagement total:	72.25	15.375
	Percent:	23.08%	
	Total percent:	22.9%	
	STARS TOTAL APPLICABLE POINTS:	140.25	33.445
	RATING: REPORTER (results were reported but no rating earned)		