



Justice Institute of British Columbia
**Strategic Environmental
Sustainability Plan**
2026-2029



**Justice
Institute**
BRITISH COLUMBIA

LEARNING THAT TAKES YOU BEYOND

LAND ACKNOWLEDGEMENT

We respectfully acknowledge JIBC campuses are located on the unceded Traditional Territories of the Qayqayt, Musqueam, and Coast Salish Peoples, the Katzie and Kwantlen First Nations, the Stó:lō Nation, the Syilx/Okanagan Nation, and the Traditional, Treaty Territories of the Songhees, Esquimalt, and WSÁNEC Nations.



A Message from the President and CEO

On behalf of the Justice Institute of British Columbia (JIBC), I am pleased to present our inaugural Strategic Environmental Sustainability Plan (SESP).

Led by the Facilities Division, this plan sets a clear and practical direction for advancing environmental sustainability across the Institute over the next three years. It reflects JIBC's commitment to reducing our ecological footprint through responsible resource use and thoughtful stewardship of the lands on which we learn and work.

The SESP builds on the strong foundation of sustainability initiatives already underway at JIBC and aligns with our broader commitment to operational excellence and institutional values. It establishes clear priorities, actions, and accountability measures to guide our efforts and support measurable progress.

We are grateful to the many individuals who help advance environmental sustainability in the JIBC community. Ongoing collaboration will be essential as we implement this plan and continue strengthening our role as a responsible, forward-looking institution.

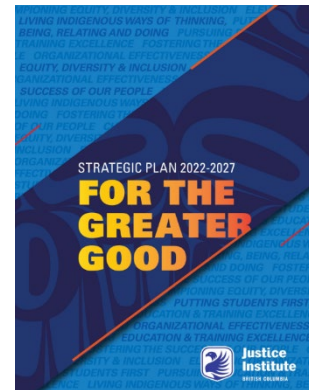
Len Goerke
President & CEO

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About this Plan

As the impacts of climate change, biodiversity loss, and resource pressures worsen, the Justice Institute of British Columbia (JIBC, the Institute) must operate in ways that reduce its environmental impact and model sustainable practices across campuses. Responding to these local and global challenges, the Strategic Environmental Sustainability Plan (SESP) sets out JIBC's institution-wide roadmap for advancing this work from 2026 to 2029. The SESP supports compliance with the mandate letter issued by the Minister of Post-Secondary Education and Future Skills, requiring alignment with the Province's CleanBC framework to reduce greenhouse gas emissions. It also aligns with the priorities in the Institute's Strategic Plan, [For the Greater Good](#), which calls for minimizing the Institute's ecological footprint.



In 2026, JIBC completed its first Sustainability Tracking, Assessment, and Rating System (STARS) report and earned a bronze rating. The STARS report helped establish JIBC's sustainability baseline and benchmark performance against peer institutions. After submission, JIBC conducted a STARS Gap Analysis (Appendix A) to identify opportunities for improvement. These insights directly informed the development of the SESP, as the identified actions will deliver meaningful, measurable improvements in JIBC's environmental sustainability performance over the next three years.



Underpinned by JIBC's vision for environmental sustainability, the SESP identifies seven focus areas that will guide the Institute's prioritization and operationalization of its work. Five operational focus areas address the core environmental impacts of JIBC campuses and activities: **Energy & Climate**, **Water Use**, **Land Use**, **Procurement**, and **Waste**. Two cross-cutting focus areas, **Communications & Engagement** and **Governance & Leadership**, embed environmental sustainability into culture and decision-making. Within each focus area, one-time, annual, and ongoing actions are identified that JIBC will undertake to advance progress on environmental sustainability.

The SESP reflects JIBC's commitment to enhancing campus operations and reducing its ecological footprint through a coordinated, comprehensive, and strategic approach.

Vision for Environmental Sustainability

Over the next three years, JIBC will continue to strengthen environmental sustainability across its operations, through procedures, practices, and informed decision-making to minimize the Institute's ecological footprint, build capacity across the community, and steward the land in ways that honour Indigenous knowledge systems.

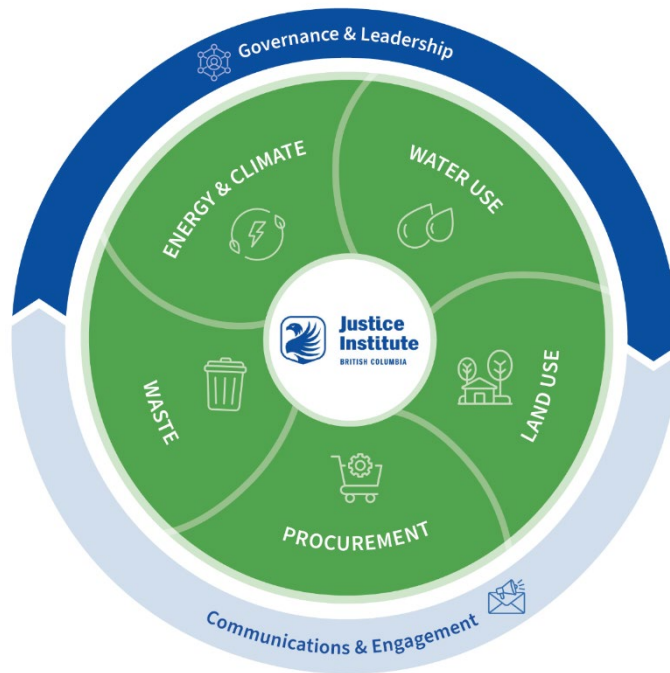
The Planning Process

The Facilities Division led the development of the SESP. As this division oversees campus operations related to the biggest, most measurable environmental impacts, Facilities will continue to lead environmental sustainability efforts on campuses in the coming years. As this work progresses, Facilities will strengthen its collaboration across all program and administrative areas at JIBC.

The SESP was developed through a series of strategic planning sessions designed to confirm JIBC's current state and define the Institute's direction for the coming years. It was further refined through workshops and discussions with senior leaders and key interest-holders to ensure the plan reflects institutional priorities, aligns with strategic goals, identifies partnership opportunities, and accurately represents JIBC's aspirations.

The SESP is supported by an internal Implementation Pathway, currently underway, that outlines roles, responsibilities, and timelines. The Implementation Pathway is an operational tool that will guide progress, support internal coordination, and ensure the SESP commitments are met.

Focus Areas



The focus areas capture the full scope of environmental sustainability at JIBC. The five operational focus areas represent the core environmental dimensions of JIBC's operations. They are **Energy & Climate**, **Water Use**, **Land Use**, **Procurement**, and **Waste**. Together, these focus areas represent priorities for how resources are used and managed; how facilities and systems function; and how JIBC community members move across, interact with, and benefit from the lands that sustain the Institute. They serve as the primary operational levers advancing long-term environmental sustainability goals.

Communications & Engagement and **Governance & Leadership** serve as cross-cutting priorities that play a critical role in supporting and connecting efforts across all operational priority areas.



Energy & Climate

Addressing energy use and climate change is imperative for creating a resilient and sustainable future for JIBC. As global temperatures rise and continue to threaten community safety, ecosystems, and the stability of essential services, institutions must reduce greenhouse gas emissions and prepare for emerging climate risks.

JIBC has already made significant progress in improving energy efficiency and reducing emissions across campuses. These efforts are guided by the annual Strategic Energy Management Plan, with results monitored through monthly utility tracking and analysis. Since 2010, when the provincial government's Carbon Neutral Government Regulation came into force for public sector organizations, JIBC has avoided approximately 1,705 tCO₂e in cumulative emissions.

Building on this progress, JIBC will continue strengthening its energy management practices, expand the scope of its greenhouse gas reporting, and investigate the impact of transportation choices made by students and employees travelling to and from campuses. JIBC will also deepen its understanding of the Institute's climate risks and vulnerabilities to enhance resilience and adapt to a changing climate.

JIBC will continue to drive emissions reductions, meet provincial requirements for carbon neutrality, and strengthen the foundations for climate resilience across its campuses.

JIBC Actions		Timeline Year
EC1	Ensure full compliance with provincial legislation by continuing to complete the mandatory annual Climate Change Accountability Report, detailing stationary sources, mobile sources, fugitive refrigerant emissions, paper consumption, and all actions undertaken to meet the province's emissions-reduction targets.	1-3
EC2	Continue updating the Strategic Energy Management Plan to improve energy efficiency, reduce energy use, and provide a framework for reducing energy consumption and its associated environmental impact.	1-3
EC3	Continue tracking energy and emissions data for the Chilliwack, Maple Ridge, New Westminster, and Pitt Meadows campuses.	1-3
EC4	Conduct a Transportation Study for the New Westminster and Maple Ridge campuses to assess transportation needs and identify infrastructure and program improvements that support accessible, sustainable commuting options.	2
EC5	Establish a process to expand energy and emissions data tracking to report data from the Vancouver Island and Okanagan campuses.	2
EC6	Develop Climate Resiliency Assessments for the Chilliwack, Maple Ridge, New Westminster, and Pitt Meadows campuses to identify regional climate change hazards, assess building systems, and complete campus-specific risk assessments.	2
EC7	Develop an Institute-wide Climate Action Plan that establishes clear goals, targets, and priority actions to reduce greenhouse gas emissions and strengthen climate resilience.	2
EC8	Develop green building design guidelines for new owned buildings that align with industry best practices.	2
EC9	Develop green building procedures for operating and maintaining existing owned or managed buildings.	2
EC10	Expand emissions inventory for Scope 3. Begin measuring and reporting new Scope 3 emissions sources, e.g., business travel, commuting, purchased goods and services, capital goods, and/or waste generated in operations.	3
EC11	Use the results from the Sustainability Survey (see CE2) to determine the commute modal split for students' and employees' primary modes of transportation to and from campuses and to calculate commuting emissions.	3



Water Use

Water is a critical resource that must be managed carefully, as it supports many of JIBC's programs and their specialized training environments. This includes the fire-training water treatment systems at the Maple Ridge campus, fully electric, custom-engineered solutions that capture, treat, and reuse firefighting water while dramatically improving energy efficiency. These unique systems support fire training and show how JIBC can develop environmentally sustainable solutions without compromising function or performance. This approach reflects the leadership and innovation JIBC aims to bring to water management across the Institute.

By better understanding how, where, and why JIBC uses water, the Institute can work towards reducing its overall consumption. As JIBC strengthens this approach, it will adopt a more comprehensive, institution-wide view of potable water use and wastewater management. JIBC is also committed to continuing to manage water use in training field simulations responsibly while identifying opportunities for conservation and efficiency.

JIBC will steward water responsibly across all campuses while supporting essential training, strengthening efficiency, and reducing consumption.

JIBC Actions		Timeline Year
WU1	Continue tracking and reporting annual potable water usage for the Chilliwack, Maple Ridge, New Westminster, and Pitt Meadows campuses.	1-3
WU2	Conduct water audits to assess fixture types, inefficiencies, metering, and opportunities for improvement at the Chilliwack, Maple Ridge, New Westminster, and Pitt Meadows campuses.	2
WU3	Investigate whether additional opportunities for water conservation exist in fire-training field simulations at the Maple Ridge campus.	2
WU4	Develop an Institute-wide Water and Wastewater Management Plan.	3



Land Use

Stewarding the land that supports campuses means caring for the natural environments JIBC relies on in ways that maintain healthy ecosystems, support biodiversity, and foster a meaningful sense of place for the community.

The Indigenous Garden at the New Westminster campus is a purposefully designed landscape that reflects Indigenous knowledge systems, relationships to land, and traditional ecological practices, and features native and culturally significant plants. As a teaching and learning space, it functions as a living classroom where JIBC community members can engage in activities such as plant identification, traditional harvesting, and ecological stewardship. The Indigenous Garden also serve as a space for ceremony and gathering, reinforcing institutional commitments to sustainability, inclusion, and respectful relationships with Indigenous Peoples.

JIBC will continue deepening its commitment to land stewardship and Indigenization by prioritizing practices that honour the land and reflect the Institute's responsibility to future generations. This means improving both everyday operations and long-term planning to promote healthier ecosystems, while collaborating with the Office of Indigenization to integrate Indigenous practices into campus improvements.

JIBC will steward campus lands in ways that honour ecosystems, support biodiversity, and nurture a meaningful sense of place for the community.

JIBC Actions		Timeline Year
LU1	Collaborate with the Office of Indigenization to integrate Indigenous Gardens into landscaping improvements at the New Westminster, Maple Ridge, and other campuses where feasible.	1-3
LU2	Develop and annually publish an inventory of synthetic fertilizers, pesticides, fungicides, herbicides, organic fertilizers, and soil amendments used on campus grounds.	2-3
LU3	Identify sustainable land management practices to include in the procurement processes for landscaping services.	2
LU4	Develop an Institute-wide Integrated Pest Management protocol.	2



Procurement

As a major public purchaser, JIBC can influence supply chains to advance environmental sustainability. Thoughtful purchasing decisions can also help cultivate a culture of shared accountability towards environmental sustainability across JIBC. The Institute has already begun this work by incorporating sustainability requirements into its facilities-related services procurement documentation, which encourages vendors to select products and services that minimize waste, support low-carbon operations, and avoid harmful materials.

To further advance sustainable procurement, the Institute will continue strengthening its processes to prioritize facilities-related products and services that align with JIBC’s commitments to Indigenization, social responsibility, and environmental sustainability. JIBC will aim to embed these considerations throughout the procurement process and to build relationships with suppliers who share these institutional values and commitments.

JIBC will make purchasing decisions that reflect its institutional values of environmental sustainability, social responsibility, and Indigenization.

JIBC Actions		Timeline Year
P1	Develop procedures for environmentally sustainable purchasing of paper, furniture, and cleaning products.	1
P2	Collaborate with the Office of Indigenization to design procurement processes that meaningfully increase access and opportunities for Indigenous suppliers.	2
P3	Identify, integrate, and strengthen environmental sustainability criteria within facilities-related procurement requests and documents.	2



Waste

By making informed decisions about the materials used on campus and how they are managed at the end of their useful life, JIBC can reduce its ecological footprint. This includes ensuring the Institute has mechanisms in place to encourage repair, rather than replacement, and reuse or recycling, rather than disposal.

JIBC will work to gain clearer insight into its waste streams and improve the systems that support reduction, reuse, and diversion, as well as the safe handling of hazardous materials. JIBC will measure and assess waste generated across campuses and use the information to develop strategies to support waste reduction and diversion efforts. Additionally, JIBC will focus on education and behaviour change, providing clear communication and guidance to help the community make responsible choices every day.

JIBC will reduce waste and manage materials responsibly by strengthening reduction, reuse, and diversion across campuses.

JIBC Actions		Timeline Year
WS1	Track waste, recycling, and composting quantities on an ongoing basis.	1-3
WS2	Review existing waste-hauling contracts to determine whether they meet requirements for tracking waste quantities and conducting waste audits.	1
WS3	Conduct waste audits to better understand waste composition and identify targets.	2
WS4	Perform campus-specific waste station assessments to evaluate the placement and visibility of waste, recycling, and composting bins; confirm consistency in sorting categories and labelling across campuses; and identify locations where additional bins and signage may be beneficial.	2
WS5	Develop written procedures for responsible waste management, including both hazardous and non-hazardous waste.	2
WS6	Create communication materials to help students, staff, faculty, and visitors properly dispose of materials. Communication materials to include diversion posters (to place above bins), a website with recycling information (where to take e-waste, bulbs, etc.), and information in student/employee orientation packages.	3
WS7	Launch a waste reduction, reuse, or recycling campaign or challenge to reduce waste sent to landfill.	3



Communications & Engagement

Communications and Engagement play a critical role in advancing environmental sustainability at JIBC by informing, inspiring, and connecting the community. By sharing progress and highlighting opportunities to get involved, JIBC builds a shared understanding of its goals and fosters a culture where environmental sustainability is seen as a collective responsibility. One way JIBC has engaged its community is through Energy Wise Network initiatives that encourage employees to participate in the “Lights Out” and “Holiday Shutdown” campaigns.

As JIBC continues to enhance its communication and engagement with its community, the Institute will develop new communication channels and create opportunities for students, faculty, and staff to participate in environmental sustainability efforts. JIBC will also leverage existing programs, such as the Energy Wise Network, to continue JIBC behaviour-change initiatives and strengthen this engagement. Through thoughtful engagement, stronger partnerships, and a greater presence in sustainability networks, JIBC aims to broaden awareness, encourage behaviour change, and cultivate a more connected and informed community.

JIBC will inform, inspire, and connect the community through strengthened communications and engagement.

JIBC Actions		Timeline Year
CE1	Continue developing outreach campaigns through BC Hydro's Energy Wise Network Program to support organizational behaviour change.	1-3
CE2	Develop and disseminate a biennial environmental sustainability survey focused on environmental sustainability culture, awareness, and transportation behaviours to determine the commute modal split.	2
CE3	Develop a central webpage to consolidate information about institutional environmental sustainability efforts.	2
CE4	Begin regular participation in a Canada-wide university sustainability network group (e.g., Colleges and Institutes Canada sustainability network).	2
CE5	Establish at least one partnership with another postsecondary institution to share experiences, best practices, and lessons learned.	3
CE6	Establish at least one sustainability-focused community partnership (e.g., civil society organization, government agency, business, etc.).	3



Governance & Leadership

Governance and Leadership can transform an environmental sustainability plan from a set of good intentions into a document that drives results. Governance and Leadership are established through accountability, performance measurement, and transparent progress reporting. Completing JIBC's first STARS assessment was an important step in laying the foundation for Governance and Leadership, as it established a measurable, transparent baseline and identified opportunities for improvement.

JIBC will build on these efforts by formalizing data-collection processes and developing procedures to support a comprehensive approach across all operational focus areas. The Institute will build organizational capacity by assigning appropriate resources and convening key interest-holders across JIBC to shape operational priorities. JIBC is developing an Implementation Pathway that clearly identifies roles and responsibilities for the actions within this plan. By strengthening accountability, formalizing decision-making processes, and expanding capacity and coordination, JIBC will create the conditions needed to guide the SESP and support its long-term success.

JIBC will strengthen the structures, processes, and capacity required for effective, accountable, and lasting environmental sustainability leadership at the Institute.

JIBC Actions		Timeline Year
GL1	Develop an Implementation Pathway that outlines responsibilities and timelines for the actions identified in the plan to support effective execution.	1
GL2	Identify and assign organizational resources to lead sustainability planning, coordination, and reporting.	1
GL3	Collect, analyze, and monitor data across the focus areas to evaluate progress over time.	2
GL4	Identify gaps in environmental sustainability procedures and, as needed, formalize new procedures aligned with focus-area actions.	2
GL5	Create an Environmental Sustainability Advisory Group (ESAG) and establish biannual meetings.	2
GL6	Create a climate resilience and risk management working group or sub-committee (of the ESAG) that includes staff specialized in Risk Management, Facilities, Health, Safety & Emergency Management.	3

Appendix A: STARS Gap Analysis Report



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2025 STARS Report - Gap Analysis

March 31, 2025

We respectfully acknowledge JIBC campuses are located on the unceded Traditional Territories of the Qayqayt, Musqueam, and Coast Salish Peoples, the Katzie and Kwantlen First Nations, the Stó:lō Nation, the Sylix/ Okanagan Nation, and the Traditional, Treaty Territories of the Songhees, Esquimalt, and WSÁNEC Nations.

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Executive Summary

JIBC has committed to *Elevating Organizational Effectiveness* in the 2022-2027 Strategic Plan. To meet this commitment, the Institute's objective is to maintain and develop actions to minimize its ecological footprint. In line with this objective, the Institute plans to create a strategic environmental sustainability plan (SESP) to support developing and implementing an environmental sustainability strategy.

Before developing the SESP, JIBC sought to understand the Institute's current state of environmental sustainability by using the Sustainability Tracking, Assessment & Rating System (STARS) to document its performance across a variety of sustainability-related performance metrics.

JIBC completed its first STARS report in 2025 using version 2.2 (V2.2) of the framework. At the time of writing, the report is undergoing the prescribed assurance process, with the intention of submitting the report to AASHE for review in May 2025.

Table 1. JIBC's Provisional Score by Category

Category	Points Pursued	Points Available	Percentage of Points Pursued
Academics (AC)	2.37	37	6%
Engagement (EN)	8.95	41	22%
Operations (OP)	28.36	70	41%
Planning & Administration (PA)	13.28	27	49%
TOTAL	52.96	175	30.26%
Innovation & Leadership (IN)	2.0%	4	-
TOTAL SCORE WITH INOVATION & LEADERSHIP POINTS			32.26%¹

In 2024, STARS released the updated version of the framework, known as version 3 (V3). Once JIBC's v2.2 report has been submitted, subsequent reports will need to follow V3. As such, a gap analysis was conducted to identify opportunities across all STARS categories to improve JIBC's score in subsequent V3 reports. At a high level, these opportunities can be summarized as follows:

- Convene a working group dedicated to exploring opportunities to incorporate sustainability-related learning outcomes at the course level (AC-1), institutional level (AC-2), within applied learning projects (AC-4), and continuing education (EN-7).
- Expand Campus Engagement efforts through sustainability-focused communications, initiatives, and events. Explore opportunities for Public Engagement.
- Review new methodologies for assessing Operations and build on existing efforts for continuous improvement. Budget for future investments in sustainable operations, for example: renewable energy technologies, water return and re-use systems, and electric vehicles.

¹ STARS scores in V2.2 are calculated as follows:

$$(Points\ Pursued\ (AC + EN + OP + PA) \div Total\ Points\ Available) + IN\ (\%)$$

- Establish a Sustainability Committee to drive sustainability initiatives across campuses and throughout the Institution. Create opportunities for students, staff, and the community to provide input into the Institution's governance. Ensure programs, initiatives, and networks are in place to support the wellbeing and success of JIBC students and staff, particularly underrepresented groups.
- Review the new V3 Innovation & Leadership catalogue to maximize points achieved across a variety of topics.

Further details regarding these opportunities are described within the Gap Analysis Report.



Introduction

JIBC has committed to *Elevating Organizational Effectiveness* in the 2022-2027 Strategic Plan. To meet this commitment, the Institute's objective is to maintain and develop actions to minimize its ecological footprint. In line with this commitment, the Institute plans to create a strategic environmental sustainability plan (SESP) to support developing and implementing an environmental sustainability strategy.

Before developing the SESP, JIBC sought to understand the Institute's current state of environmental sustainability by using the Sustainability Tracking, Assessment & Rating System (STARS) to document its performance across a variety of sustainability-related performance metrics.

About STARS

STARS is a global sustainability standard for higher education created by the Association for the Advancement of Sustainability in Higher Education (AASHE). It aims to engage and recognize higher education institutions in working towards sustainability-related goals by providing a framework for understanding sustainability within the context of educational institutions. This framework also enables meaningful comparisons across institutions as it uses a common set of measurements designed for the postsecondary community. It can also be used to track progress over time by identifying opportunities for continuous improvement towards a variety of sustainability topics.

To participate in STARS, institutions collect information about current and/or ongoing sustainability initiatives and performance and document the information within the STARS Reporting Tool. Once complete, the report is submitted to AASHE, and the results are published on the STARS website as either a scored or unscored report:

- A scored report is obtained by submitting the completed STARS Report, along with a cover letter from a high-ranking executive at the institution. The reports are reviewed by AASHE staff who will check the report for accuracy and adherence to the credit criteria.
- An unscored report is not reviewed by AASHE and does not require an executive cover letter. Unscored reports earn designation as a STARS Reporter only.

Scored reports are rated according to the number of points they achieve, as shown in the table below. Once earned, recognition is valid for three years, though an institution can re-submit an updated report for a new rating as often as once per year.

Table 2. STARS Recognition Levels

Recognition Level	Minimum Overall Score
Platinum	85
Gold	65
Silver	45
Bronze	25

To earn points, Institutions pursue credits across the subject areas of Academics (AC), Engagement (EN), Operations (OP), Planning & Administration (PA), and Innovation (IN).

About JIBC's V2.2 Report and This Gap Analysis Report

JIBC completed its first STARS report in 2025. At the time of writing, the report is undergoing the prescribed assurance process, with the intention of submitting the report to AASHE for review in May 2025.

JIBC's current STARS Report was prepared using version 2.2 (V2.2) of the framework. On June 18, 2024, STARS released the updated version of the framework, known as version 3 (V3). Institutions are permitted to continue working on V2.2. reports, but once this report is published, all reports will be automatically upgraded to V3. In other words, JIBC can only submit one report using V2.2. Within the three-year period when the STARS rating is valid, JIBC can resubmit for an improved score but will need to do so using the new V3. All institutions will be using V3 by June 2026.

To review the changes between V2.2 and V3, please refer to the [STARS 3.0 Summary of Changes](#). More detailed information on the differences between the credits within two versions can be found within the online [Help Center](#), by searching for the individual credits. Some of this information is also provided within the Gap Analysis below, where it supports understanding of the opportunities identified for improvement.

With the V2.2 STARS Report complete, JIBC now has a baseline for sustainability performance and is ready to identify the actions the Institute wishes to take to improve sustainability across campuses. Given the update to STARS V3, which JIBC will need to use for the next submission, the following Gap Analysis identifies opportunities for improvement within the V3 framework based on the information collected for JIBC's V2.2 submission. Once ready to prepare the next submission, JIBC should review the guidance provided by STARS to ensure the correct methodology is used to meet the requirements for each credit. Please refer to the [Supporting Materials](#) published on the STARS website for this guidance, including the Technical Manual, Credit Checklist (with scoring), Documentation Fields Tracking Sheet, and the Innovation & Leadership Credit Catalog.

The Gap Analysis below starts with a review of JIBC's current report results. In the following sections, JIBC's performance in the V2.2 report is reviewed, first for the Academics (AC) category. Next, a summary of changes within the AC category (from the STARS 3.0 Summary of Changes document) is

provided. This is followed by the identification of opportunities to increase points earned for each credit within the AC category. This same structure is employed to review the Engagement (EN), Operations (OP), Planning and Administration (PA) and Innovation and Leadership (IL) categories. The Gap Analysis ends with a summary of recommended next steps for JIBC as the Institute continues its STARS journey and embarks on creating a strategic environmental sustainability plan and environmental sustainability strategy.

JIBC's V2.2 Report Status

At the time of analysis, JIBC has completed the STARS V2.2 Report, but the report has not been submitted for review by AASHE. Based on the responses provided, JIBC's provisional (unreviewed) score is 32.26, which would earn Bronze-level recognition. In pursuit of continuous improvement, JIBC's target rating for the next STARS Certification is Silver, which will require a minimum score of 45.

Table 3. JIBC's Provisional Score

Provisional Rating	Bronze
Provisional Score	32.26
Target Rating	Silver
Additional Points Required	12.74+

To understand JIBC's provisional rating and future target rating in the context of how other institutions perform, STARS publishes statistics on the ratings achieved by institutions with valid STARS Reports online. As shown in the figure below, most institutions (178) have achieved Gold-level ratings, followed by Silver (130 institutions).²

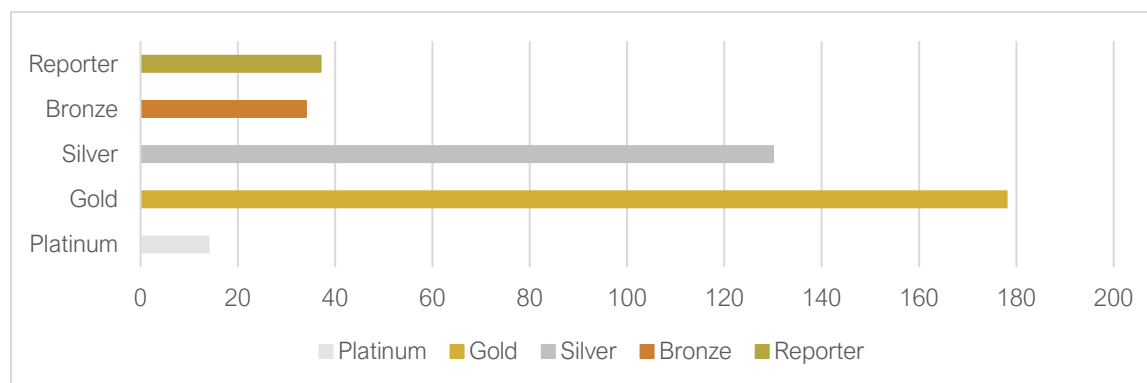


Figure 1. STARS Participant Ratings (as of April 1, 2025)

Scores achieved by some of JIBC's local peers are summarized in the table below, adding further context to JIBC's current (provisional) rating and goals for future ratings.

² Data from <https://stars.aashe.org/>, accessed April 1, 2025

Table 4. STARS Participants' Ratings

Institution	Rating	Valid Through
University of Victoria	Platinum	March 11, 2027
Thompson Rivers University	Platinum	October 31, 2025
Selkirk College	Silver	July 23, 2026
British Columbia Institute of Technology	Silver	October 25, 2027
Capilano University	Silver	August 8, 2027
Douglas College	Silver	September 20, 2025
University of the Fraser Valley	Silver	March 1, 2026
Kwantlen Polytechnic University	Silver	July 18, 2027
Okanagan College	Reporter	February 19, 2027

The table below breaks down JIBC's overall score to show the number of points JIBC is pursuing within each credit category. Overall, JIBC is currently scoring lowest in the Academics category, followed by Engagement. JIBC is pursuing the most points within the Operations category, and is pursuing the largest percentage of points available in the Planning and Administration category (49% of the points available within this category).

Table 5. JIBC's Provisional Score by Category

Category	Points Pursued	Points Available	Percentage of Points Pursued
Academics (AC)	2.37	37	6%
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TOTAL SCORE WITH INOVATION & LEADERSHIP POINTS			32.26%³

³ STARS scores in V2.2 are calculated as follows:

$$(Points\ Pursued\ (AC + EN + OP + PA) \div Total\ Points\ Available) + IN\ (\%)$$

V3 Gap Analysis

Based on JIBC's V2.2 report, this section breaks down JIBC's opportunities for improvement by category. Below, each subsection outlines JIBC's provisional V2.2 score for each category, describes the changes within the reporting structure between versions 2.2 and 3, and then describes the opportunities for improvement within the context of the new V3 assessment.

Academics (AC)

STARS V2.2 contains 11 credits within the Academics category, which are further organized into two sub-categories: Curriculum and Research. Of the 11 credits, however, four are not applicable to JIBC (AC-4 Graduate Program and all three credits are within the Research subcategory). Therefore, the points associated with these credits do not count against JIBC's score.

Of the 37 points available to JIBC in the Academics category of V2.2, JIBC is pursuing only 2.37 points (6%), the smallest number of points pursued in any category. The table below shows the points pursued for each credit within the Academics category.

Table 6. Academics (AC) Points Pursued in JIBC's V2.2 Report

Subcategory	Credit Number and Title	Points Pursued	Available Points	Percentage of Points Pursued
Curriculum	AC-1: Academic Courses	1.97	14	14%
	AC-2: Learning Outcomes	0	8	0%
	AC-3: Undergraduate Program	0	3	0%
	AC-4: Graduate Program	N/A		
	AC-5: Immersive Experience	0	2	0%
	AC-6: Sustainability Literacy Assessment	0	4	0%
	AC-7: Incentives for Developing Courses	0	2	0%
	AC-8: Campus as a Living Laboratory	0.4	4	10%
Research	AC-9: Research and Scholarship	N/A		
	AC-10: Support for Sustainability Research	N/A		
	AC-11: Open Access to Research	N/A		
TOTAL AC POINTS PURSUED		2.37	37	6%

Mapping AC Credits from V2.2 to V3

In V3, STARS has greatly simplified the credits within the Curriculum subcategory, changing from eight credit subcategories to just five. The Research impact area and the Graduate Programs credit are still not applicable within JIBC's operations, and so are not included in the table below, which maps credit changes from V2.2 to V3 within the Academics Category, as described by STARS in the [Summary of Changes](#) document.

Table 7. AC Changes from V2.2 to V3

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
AC-1: Academic Courses AC-7: Incentives for Developing Courses	AC-1: Sustainability Course Offerings 1.1 Percentage of academic departments with sustainability course offerings - The target to earn full points has been raised from 90 to 100. 1.2 Published sustainability course listings - Performance is no longer assessed based on the percentage of courses that are sustainability courses. - A detailed inventory covering all courses offered is no longer required, however institutions that find value in that process can claim bonus points in Innovation & Leadership. 1.3 Support for academic staff to integrate sustainability into the curriculum - A criterion has been added to recognize institutions that host an ongoing multidisciplinary community of practice, sustainability across the curriculum training program, or equivalent support program for academic staff who are working to integrate sustainability into the curriculum.	14
AC-2: Learning Outcomes AC-3: Undergraduate Program	AC-2: Undergraduate Programs 2.1 Institutional sustainability learning outcomes for undergraduate students - Full points are now reserved for institutions that have both sustainability-focused and sustainability-supportive learning outcomes. 2.2 Undergraduate programs with sustainability-focused learning requirements - This indicator is now explicitly inclusive of training and workforce development programs that award qualifications and transfer programs that provide a direct pathway to four-year sustainability programs. 2.3 Percentage of undergraduate qualifications awarded that have sustainability-focused learning requirements - Performance is now assessed based on the percentage of qualifications (e.g., degrees and certificates) awarded rather than the percentage of graduates.	15
AC-5: Immersive Experience AC-8: Campus as a Living Laboratory	AC-4: Applied Learning 4.1 Applied learning for sustainability program - Immersive experiences and living laboratory programs have been consolidated into a single credit. - A categorized listing of living lab projects is no longer required, and points are not awarded based on the percentage of categories covered. Instead, criteria have been added to recognize applied learning for sustainability programs that include assessment processes and established portals to document projects.	4
AC-6: Sustainability Literacy Assessment	AC-5: Sustainability Literacy 5.1 Sustainability literacy assessment design and administration - The administration criteria have been distilled down into a single binary question. - A criterion on academic staff involvement has been added.	4

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
	5.2 Percentage of students assessed for sustainability literacy A percentage range rather than an actual percentage is now required.	
Total Points Available to JIBC in AC		37

AC Opportunities for Improvement within STARS V3

Within the Curriculum impact area, credits recognize institutions that offer academic courses, formal education programs, and applied learning experiences that address sustainability. The intention is to demonstrate how the institution prepares students to understand and address sustainability challenges by equipping them with the knowledge and understanding required to apply sustainability concepts and principles across diverse contexts and sectors of society.

Given the nature of the programs offered at JIBC (Conflict Resolution, Counselling & Community Safety, Emergency Management, Firefighting, Intelligence Analysis, Law Enforcement, Leadership, Paramedicine), there may be little opportunity to increase sustainability-related courses and content within these courses, however the opportunity should not be discounted completely. Opportunities to improve the AC score are noted in the table below.

Table 8. Opportunities to Improve AC Score

V3 Credit	Opportunity
Education-based credits AC-1 Sustainability Course Offerings AC-2 Undergraduate Programs AC-4 Applied Learning	Convene a working group dedicated to exploring opportunities to incorporate sustainability-related learning outcomes at the course level (AC-1), institutional level (AC-2), or within applied learning projects (AC-4). The group could review JIBC's course catalogue, degree offerings, and applied learning projects and engage with departments, teaching staff, and students to identify and implement opportunities where it makes sense. NOTE: In V3, STARS no longer requires institutions to create inventories of sustainability-related courses or programs, though doing so can earn bonus points through the Innovation & Leadership category. See IL 3: Sustainability Course Inventory for more information. NOTE: In the absence of a campus-wide sustainability committee, officer or office, such a committee could support efforts to earn 0.5 points in the PA-1: Sustainability Coordination credit, which recognizes institutions that have active committees tasked with implementing policies and programs related to sustainability on campus. NOTE: Include Continuing Education in this effort to identify opportunities to earn points under EN-7: Continuing Education
AC-1.2 Published sustainability course listings	AC-1.2 is a new indicator in V3. Create and publish a multidisciplinary listing of sustainability course offerings as a resource for current and prospective students. This resource must be updated within three years of submitting a STARS Report.
AC-1.3 Support for academic staff to integrate sustainability into the curriculum	While this indicator was a standalone credit in V2.2, JIBC did not earn any points. In V3, points can be earned for: - Providing incentives for individual academic staff working to integrate sustainability into the curriculum to pursue relevant professional development and/or training - Hosting an ongoing multidisciplinary sustainability-focused community of practice across the curriculum training program, or equivalent support for

V3 Credit	Opportunity
	academic staff who are working to integrate sustainability into the curriculum
AC-5: Sustainability Literacy Assessment	Conduct a sustainability literacy assessment, including both academic staff and students. Additional points can be earned by conducting the assessments in such a way that the results can be used to evaluate the success of the institutions's sustainability education initiatives (e.g., as longitudinal, formative and summative, and/or pre- and post-assessments). Assessments must be conducted within three years of a STARS Report submission. Points are also awarded for the percentage of the student population that is measured, either directly or by representative sampling; assessing at least 75% of the student population will earn the full two points available for this criteria. NOTE: There is potential to create a single survey that assesses both sustainability literacy <i>and</i> culture to also achieve EN-4: Sustainability Culture Assessment. Ensure that the survey meets the requirements outlined in both credits, as described in the Technical Manual.

Engagement (EN)

There are 15 credits within the Engagement category in STARS V2.2, all of which are applicable to JIBC. In total, 41 points are available in V2.2, of which JIBC is pursuing 8.95 points (22%). The table below shows the points earned for each credit within the Engagement category.

Table 9. Engagement (EN) Points Pursued in JIBC's V2.2 Report

Subcategory	Credit Number and Title	Points Pursued	Available Points	Percentage of Points Pursued
Campus Engagement	EN-1: Student Educators Program	2.2	4	55%
	EN-2: Student Orientation	0	2	0%
	EN-3: Student Life	0	2	0%
	EN-4: Outreach Materials and Publications	0	2	0%
	EN-5: Outreach Campaign	4	4	100%
	EN-6: Assessing Sustainability Culture	0	1	0%
	EN-7: Employee Educators Program	0	3	0%
	EN-8: Employee Orientation	1	1	100%
	EN-9: Staff Professional Development and Training	1.25	2	63%
Public Engagement	EN-10: Community Partnerships	0	3	0%
	EN-11: Inter-Campus Collaboration	0.5	3	17%
	EN-12: Continuing Education	0	5	0%
	EN-13: Community Service	0	5	0%
	EN-14: Participation in Public Policy	0	2	0%
	EN-15: Trademark Licensing	0	2	0%
TOTAL EN POINTS PURSUED		8.95	41	22%

Mapping EN Credits from V2.2 to V3

Similar to the AC category, credits within the EN category have been simplified from 15 credits to 9, including the addition of a new credit: EN-8: Shared Facilities. The table below maps EN credit changes from V2.2 to V3, as described by STARS in the [Summary of Changes](#) document.

Table 10. EN Changes from V2.2 to V3

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
EN-2: Student Orientation EN-4: Outreach Materials and Publications EN-5: Outreach Campaign EN-8: Employee Orientation	EN-1: Outreach and Communications 1.1 Sustainability outreach and communications - Outreach materials, campaigns, and orientation activities for both students and employees have been consolidated into a single indicator. 1.2 Percentage of campus stakeholders reached through sustainability outreach and communications (NEW) - A new indicator that requires that the reach of the institution's sustainability outreach and communications be estimated or measured.	5
EN-1: Student Educators Program EN-3: Student Life	EN-2: Co-Curricular Activities 2.1 Student sustainability organization - Student organizations have been pulled out into its own indicator. 2.2 Sustainability-focused co-curricular activities - Peer educator programs and other types of co-curricular activities have been consolidated into a single, less prescriptive qualitative indicator. 2.3 Percentage of students that participate in sustainability activities (NEW) - A new indicator that requires that the student participation rate be estimated or measured. - Data on the number of hours worked by trained student educators is no longer required.	9
EN-7: Employee Educators Program EN-9: Staff Professional Development and Training	EN-3: Staff Engagement and Training 3.1 Staff sustainability network or engagement program - Peer educator programs and other types of staff engagement programs have been consolidated into a single, less prescriptive indicator. 3.2 Sustainability-focused training for employees 3.3 Percentage of employees that participate in sustainability activities (NEW) - A new indicator that requires that the employee participation rate be estimated or measured.	8
EN-6: Assessing Sustainability Culture	EN-4: Sustainability Culture Assessment 4.1 Sustainability culture assessment design and administration 4.2 Percentage of students assessed for sustainability culture (NEW) 4.3 Percentage of employees assessed for sustainability culture (NEW) Two new indicators that require that the populations assessed — directly or by representative sample — are estimated or measured.	3

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
EN-13: Community Service EN-14: Participation in Public Policy	EN-5: Civic Engagement 7.1 Percentage of students that participate in civic engagement programs (NEW) - A new indicator that requires that the student participation rate be estimated or measured. - Data on student community service hours is no longer required. 7.2 Employee community service program 7.3 Support for public policies to advance sustainability - A new opportunity to earn partial points for helping to develop public policies that address sustainability challenges has been added.	8
EN-10: Community Partnerships	EN-6: Community Partnerships 6.1 Sustainability-focused community partnerships 6.2 Partnerships to support underrepresented groups and vulnerable populations (NEW) - A new indicator that requires qualitative information about an institution's community partnerships to support underrepresented groups and/or vulnerable populations. 6.3 Community partnership assessment (NEW) - A new indicator that requires qualitative information about how an institution ensures that its community partnerships are reciprocal, mutually beneficial, and subject to assessment by the community partners.	9
EN-12: Continuing Education	EN-7: Continuing Education 5.1 Continuing education offerings in sustainability - A detailed inventory covering all continuing education courses offered is no longer required, however institutions that find value in that process can claim bonus points in Innovation & Leadership. - Certificate programs are now more explicitly recognized in AC-3: Undergraduate Program and AC-4: Graduate Program and have therefore been dropped here.	3
	EN-8: Shared Facilities (NEW) 8.1 Publicly shared facilities (NEW) A new credit that requires qualitative information about how an institution shares its facilities with the local community.	2
EN-11: Inter-Campus Collaboration	EN-9: Inter-Campus Collaboration 9.1 Inter-campus collaboration for sustainability A new criterion on sustainability-focused articulation/transfer agreements, e.g., between community colleges and four-year institutions, has been added.	3
EN-15: Trademark Licensing	See OP-9.1 Supplier code of conduct in regard to treatment of workers and the advancement of sustainability in the supply chain. FLA and WRC membership have been moved to the Innovation & Leadership Credit Catalog to address concerns about international applicability.	-
Total Points Available to JIBC in EN		50

EN Opportunities for Improvement within STARS V3

As JIBC is only pursuing 22% of the available EN points in V2.2, there is ample opportunity for JIBC to improve its score in this category within the V3 framework, as summarized in the table below.

Table 11. Opportunities to Improve EN Score

V3 Credit	Opportunity
EN-1: Outreach and Communications	JIBC can earn 0.5 points through each of the following outreach and communications initiatives: • Create a central website to consolidate information about the Institute's sustainability efforts. • Integrate sustainability information into the educational materials provided during new student orientation. • Integrate sustainability information into the educational materials provided during new employee orientation. • Create a dashboard or signage highlighting the Institute's sustainability features or performance. • Manage a sustainability-focused social media account, newsletter, blog, online community, podcast, video series or equivalent. While JIBC earned partial points for corresponding credits in V2.2, all campaigns must be current, within the previous three years to submission, so JIBC will need to demonstrate new and ongoing efforts to earn points within this credit in its next submission. Additional points can be achieved based on the percentage of campus stakeholders reached through the sustainability outreach and communications. See the Technical Manual for acceptable methodologies for measuring this engagement.
EN-2: Co-Curricular Activities	This credit recognizes institutions for engaging students outside of the formal classroom by incorporating sustainability education into co-curricular activities. To earn points under this credit, JIBC can: • Form at least one sustainability-focused student organization (partial points are available for institutions with at least one student organization that is advancing ecological integrity or racial equity and social justice). • Host a major sustainability-focused event or series of events targeted to students. • Establish a sustainability-focused peer-to-peer education program. • Provide sustainability-focused employment opportunities for students. • Support at least one student-managed enterprise that is sustainability-focused. Points are also available for providing evidence of the percentage of students that participate annually in the above activities, with full points awarded for 50% participation. See the Technical Manual for acceptable methodologies for measuring this engagement. NOTE: Within the V2.2 Report, JIBC is targeting partial points within EN-1: Student Educators Program for the Student Mental Health and Wellness Ambassadors program. As the topic of this program is mental health and wellness, rather than being focused on broader sustainability topics, this initiative may not earn all the targeted points. Within V3, the language has been changed to indicate that peer-to-peer programs must be sustainability-focused, i.e., the primary and explicit focus is on the integrated concept of "sustainability," not just a singular aspect such as health and wellness. Examples provided by STARS of peer-to-peer initiatives include eco-reps, green leaders, and a sustainability ambassadors program.
EN-3: Staff Engagement and Training	This credit recognizes institutions that support employees in learning about and collaborating to advance sustainability. Such support helps employees integrate sustainability into their lives and work and will build a sustainability culture on campus. While partial points are targeted within the V2.2 report, JIBC can earn points in V3 by: • Forming at least one voluntary sustainability-focused network or engagement program open to non-academic staff, such as a green office program, sustainability club or organization for staff, gatherings held during work hours (e.g. "brown bag" events), or peer-to-peer education programs. • Make sustainability-focused training opportunities available to non-academic staff on an annual basis (at a minimum).

V3 Credit	Opportunity
	Calculating the percentage of employees that participate in the above sustainability activities. See the Technical Manual for acceptable methodologies for measuring this engagement.
EN-4: Sustainability Culture Assessment	An assessment of sustainability culture on campus measures the shared sustainability-supportive attitudes, values, goals, and practices that characterize an institution. Such an assessment can help an institution measure the success of sustainability outreach and engagement initiatives. Points can be earned in V3 for: - Conducting an assessment of sustainability culture during the previous three years. - Designing and administering the assessment so that the results can be used to measure change over time. - Calculating the percentage of students and employees assessed for sustainability culture NOTE: There is potential to create a single survey that assesses both sustainability literacy <i>and</i> culture to also achieve AC-5: Sustainability Literacy Assessment. Ensure that the survey meets the requirements outlined in both credits, as described in the Technical Manual.
Public Engagement Credits: EN-5: Civic Engagement EN6: Community Partnerships EN-8: Shared Facilities EN-9: Inter Campus Collaboration	Of the 20 points available within the EN category of the V2.2 assessment, JIBC is targeting just 0.5 points (for the inter-campus collaboration credit). A working group could be convened to look at opportunities for increased civic engagement, community partnerships, inter-campus collaboration, and shared facilities, where it makes the most sense for JIBC. To earn points, all public engagement efforts must be sustainability-focused, and must take place in the three years prior to submission. Public engagement may include: - Community service or other civic engagement programs sponsored by the institution with participants from students and/or employees. - Support for public policies to advance sustainability. - Community partnerships that support the creation of a just, equitable, and sustainable future within the institution's locality, region, and beyond. - Community partnerships that specifically aim to support underrepresented groups and vulnerable populations. - Creating guidelines for creating and maintaining reciprocal and mutually beneficial community partnerships. - Assessing community partnerships for sustainability, with joint evaluation by the institution and its community partners. - Participating in one or more sustainability-focused networks for educational institutions. - Formally sharing sustainability experiences and lessons learned with other institutions. - Having a sustainability-focused articulation/transfer agreement that provides students with a formal pathway between institutions. - Having at least one individual with formal sustainability responsibilities serving as a mentor or being mentored by a colleague with sustainability responsibilities at another institution. - Having at least one individual affiliated with the institution serving in a leadership role for an inter-campus sustainability network, conference, or community of practice. - Having at least one individual affiliated with the institution serve as a peer reviewer for another institution's sustainability report or data during the previous three years. NOTE: In the absence of a campus-wide sustainability committee, officer or office, such a committee could support efforts to also earn 0.5 points in the PA-1: Sustainability Coordination credit, which recognizes institutions that have active committees tasked with implementing policies and programs related to sustainability on campus.
EN-7: Continuing Education	In the V2.2 report, JIBC has not earned any points under the corresponding Continuing Education credit. In V3, there is opportunity to earn points for having at least one continuing education course or education program that is sustainability-focused or offering continuing education that incorporates sustainability content into the course content. As noted above in the AC opportunities, JIBC could convene a working group dedicated to exploring opportunities to incorporate sustainability-related learning outcomes within Continuing Education offerings where it makes sense.

V3 Credit	Opportunity
EN-8: Shared Facilities	As a new credit added in V3, this credit recognizes institutions that share their facilities with the local community. The intent is to strengthen and sustain the health and well-being of the community by making its resources accessible to help meet the needs of local residents. Points are earned for providing free or low-cost public access to: • Space for public events or meetings. • Facilities that help people meet their basic needs. • Facilities that provide cultural services. • Facilities that provide recreational services.

Operations (OP)

The Operations category is the largest category in V2.2, with 22 credits worth a total of 70 points, split between nine subcategories. JIBC is pursuing more points within this category than in the other categories at 26.36 points, representing 41% of the total points available. The table below shows the points earned for each credit within the Operations category of V2.2.

Table 12. Operations (OP) Points Pursued in JIBC's V2.2 Report

Subcategory	Credit Number and Title	Points Pursued	Available Points	Percentage of Points Pursued
Air & Climate	OP-1: Emissions Inventory and Disclosure	1.98	3	66%
	OP-2: Greenhouse Gas Emissions	8	8	100%
Buildings	OP-3: Building Design and Construction	0	3	0%
	OP-4: Building Operations and Maintenance	2	5	40%
Energy	OP-5: Building Energy Efficiency	5.71	6	95%
	OP-6: Clean and Renewable Energy	0	4	0%
Food & Dining	OP-7: Food and Beverage Purchasing	0	6	0%
	OP-8: Sustainable Dining	0.82	2	41%
Grounds	OP-9: Landscape Management	0	2	0%
	OP-10: Biodiversity	0	2	0%
Purchasing	OP-11: Sustainable Procurement	0.75	3	25%
	OP-12: Electronics Purchasing	1	1	100%
	OP-13: Cleaning and Janitorial Purchasing	0.96	1	96%
	OP-14: Office Paper Purchasing	0.58	1	58%
Transportation	OP-15: Campus Fleet	0	1	0%
	OP-16: Commute Modal Split	1.56	5	31%
	OP-17: Support for Sustainable Transportation	0	1	0%
Waste	OP-18: Waste Minimization and Diversion	0	8	0%
	OP-19: Construction and Demolition Waste Diversion	0	1	0%
	OP-20: Hazardous Waste Management	1	1	100%
Water	OP-21: Water Use	4	4	100%
	OP-22: Rainwater Management	0	2	0%
TOTAL OP POINTS PURSUED		26.36	70	38%

Mapping OP Credits from V2.2 to V3

Within the OP category, the 13 subcategories found in V2.2 have been consolidated into 11 impact areas in V3. Similarly, where V2.2 had 22 OP credits, V3 has just 15. The table below maps EN credit changes from V2.2 to V3, as described by STARS in the [Summary of Changes](#) document.

Table 13. OP Changes from V2.2 to V3

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
OP 3: Building Design and Construction	OP 1: Building Design and Construction 1.1 Percentage of new floor area designed and constructed to green building standards - The distinction between green building council standards and other green building standards has been removed. A list of qualifying standards will be maintained in the STARS Help Center rather than included in the Technical Manual. - Floor area figures must be provided in square meters.	3
OP 4: Building Operations and Maintenance	OP 2: Building Operations and Maintenance 2.1 Percentage of existing buildings managed for sustainability performance - The criteria have been substantially revised to better recognize buildings managed for sustainability but not certified. - The distinction between green building council standards and other green building standards has been removed. A list of qualifying standards will be maintained in the STARS Help Center rather than included in the Technical Manual. - Floor area figures must be provided in square meters.	5
OP 21: Water Use OP 22: Rainwater Management	OP 3: Water Use 3.1 Potable water use per person 3.2 Potable water use per square meter - Water use is now normalized by floor area and FTE of students and employees. - Water use figures must be provided in cubic meters, and gross floor area must be provided in square meters. - Water use performance is now assessed against a benchmark for an institution's peer group (basic institution type). Baseline data is no longer required. Learn more about how benchmarks were calculated. - Reduction in total water withdrawal per unit of vegetated grounds has been dropped due to concerns about the validity of the metric. 3.3 Systems for water recovery and return - This indicator incorporates qualitative information about rainwater harvesting systems, water recovery and reuse, and green infrastructure (GI). 3.4 Ratio of water recovered/returned to total water withdrawal (NEW) - A new indicator that requires data on the estimated annual volume of water recovered and/or returned on-site. This indicator is weighted more heavily for institutions located in areas of high water stress.	7

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
OP 9: Landscape Management OP 10: Biodiversity	OP 4: Ecologically Managed Grounds 4.1 Organic landscaping/grounds services - New opportunities added to earn partial points, e.g., by publishing an inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds. 4.2 Ratio of ecologically managed green space to total managed green space (NEW) - A new indicator that requires the area of campus green space to be measured and assessed, e.g., using i-Tree Tools or an equivalent resource. - New options have also been added to the Innovation & Leadership Credit Catalog to recognize baseline biodiversity assessments and biodiversity foot printing.	5
OP 5: Building Energy Efficiency OP 6: Clean and Renewable Energy	OP 5: Energy Use 5.1 Energy consumption per square meter 5.2 Energy consumption per person - Energy figures must be reported in megawatt-hours (MWh). An energy calculator is provided. - Energy consumption is now normalized by floor area and FTE of students and employees. - Gross floor area must be provided in square meters. - Energy consumption performance is now assessed against a benchmark for an institution's peer group (basic institution type). Baseline data is no longer required. Learn more about how benchmarks were calculated. 5.3 Percentage of energy from renewable sources - The definition of renewable sources is now inclusive of hydropower and, in some cases, the renewable percentage of a utility provider's standard product. 5.4 Percentage of electricity from on-site or certified renewable sources (NEW) - A new indicator has been added to recognize institutions playing a leadership role by generating renewable electricity on-site and/or purchasing high-quality, third-party certified green power. No new data is required.	10
OP 1: Emissions Inventory and Disclosure OP 2: Greenhouse Gas Emissions	OP 6: Greenhouse Gas Emissions 6.1 Greenhouse gas emissions inventory and disclosure - Biogenic emissions and all Scope 3 sources must be measured and disclosed in full to earn all the available points. 6.2 Greenhouse gas emissions per square meter (NEW) 6.3 Greenhouse gas emissions per person (NEW) 6.4 Adjusted net greenhouse gas emissions - GHG emissions are now normalized by floor area and FTE of students and employees. - Gross floor area must be provided in square meters. - GHG emissions performance is now assessed in two ways: adjusted to account for carbon offsets and sinks (6.4) and unadjusted for carbon offsets and sinks (6.2 and 6.3).	16

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
	GHG emissions performance is now assessed against both a baseline (6.4) and benchmarks for an institution's peer group (6.2 and 6.3). Learn more about how benchmarks were calculated.	
OP 7: Food and Beverage Purchasing	OP 7: Dining Services Procurement 7.1 Percentage of food and beverage spend that meets sustainability criteria - The criteria covering sustainable/ethical products have been updated to recognize the Anchors in Action aligned standards (US) and to be more readily adaptable internationally. - A list of qualifying standards will be maintained in the STARS Help Center rather than included in the Technical Manual. - A pathway for products from small producers to qualify without certification has been directly integrated into the criteria. - Plant-based foods now earn points at the same rate as certified products. - The definition of plant-based foods has been updated to align with prominent international standards. Products containing animal-derived ingredients no longer qualify. 7.2 Percentage of dining service spend with social impact suppliers (NEW) - A new indicator that requires an analysis of the dining service spend regarding diverse and socially preferable suppliers.	8
OP 8: Sustainable Dining	OP 8: Food Recovery 8.1 Food recovery program See also OP 11.2 Single-use disposable plastics program, a new indicator that is particularly relevant to dining services, and Innovation & Leadership, which includes new options to recognize dining programs that are tracking carbon and nitrogen footprints.	2
OP 11: Sustainable Procurement	OP 9: Sustainable Procurement System 9.1 Supplier code of conduct - More detail and new opportunities to earn partial points have been added, e.g., using audits or tracking mechanisms to assess supplier sustainability performance and compliance with the code of conduct. 9.2 Percentage of bid solicitations that identify sustainability considerations (NEW) 9.3 Average weight given to sustainability considerations in bid appraisal (NEW) 9.4 Percentage of contract spend with social impact suppliers (NEW) - This credit now requires an analysis of bid solicitations (e.g., RFPs) issued during the previous three years and analyzing the institution's contract spend regarding diverse and socially preferable suppliers. - The new indicators incorporate product sustainability specifications and LCCA in a less prescriptive manner than in V2.2. A detailed listing of every specification is no longer required.	7
OP 12: Electronics Purchasing	OP 10: Purchased Goods 10.1 Percentage of cleaning product spend that meets sustainability criteria 10.2 Percentage of electronics spend meets sustainability criteria	4

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
OP 13: Cleaning and Janitorial Purchasing OP 14: Office Paper Purchasing	10.3 Percentage of furniture spend that meets sustainability criteria (NEW) - A new indicator that requires data on an institution's furniture spend. 10.4 Percentage of office paper spend that meets sustainability criteria - The criteria in this credit have been simplified into two tiers: "preferable" and "other qualifying." - Lists of qualifying standards will be maintained in the STARS Help Center rather than included in the Technical Manual. - Spend amounts may be provided in local currency rather than US Dollars.	
OP 20: Hazardous Waste Management	OP 11: Materials Management 11.1 Surplus and reuse programs (NEW) - A new indicator that requires information about an institution's surplus and reuse/redistribution programs. 11.2 Single-use disposable plastics program (NEW) - A new indicator that requires information about an institution's initiatives to minimize single-use disposable plastic. 11.3 Electronic waste management 11.4 Hazardous waste management and disclosure - Disclosure of hazardous waste is now required to earn full points.	4
OP 18: Waste Minimization and Diversion OP 19: Construction and Demolition Waste Diversion	OP 12: Waste Generation and Recovery 12.1 Non-hazardous waste generated per person 12.2 Non-hazardous waste generated per square meter - Waste generation is now normalized by floor area and FTE of students and employees. - Waste figures must be provided in metric tons (tonnes), and gross floor area must be provided in square meters. - Waste generation performance is now assessed against a benchmark for an institution's peer group (basic institution type). Baseline data is no longer required. Learn more about how benchmarks were calculated. 12.3 Percentage of non-hazardous waste diverted from disposal 12.4 Percentage of construction and demolition waste diverted from disposal - Waste figures must be provided in metric tons (tonnes)	5
OP 15: Campus Fleet	OP 13: Vehicle Fleet 13.1 Percentage of fleet vehicles that are electric A vehicle must now be an EV or PHEV to qualify.	2
OP 16: Commute Modal Split	OP 14: Commute Modal Split 14.1 Percentage of students and employees using more sustainable commuting options This credit is now scored proportionally based on how many students and employees there are.	6
	OP 15: Air Travel (NEW) 15.1 Air travel reduction and mitigation (NEW)	2

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
	A new credit that requires information about an institution's programs and initiatives to minimize the impact of its air travel.	
OP 17: Support for Sustainable Transportation	This credit has been dropped for consistency with other impact areas in Operations. A new option has been added instead to the Innovation & Leadership Credit Catalog that awards bonus points for shared transportation programs (e.g., car share, bike share, and public transit incentives).	-
Total Points Available to JIBC in OP		84-86 ⁴

OP Opportunities for Improvement

With 86 points available in V3, the Operations category offers JIBC ample opportunities to boost the Institute's score across a variety of sustainability topics, particularly with the changes to V3.

Opportunities range from low-cost options to those that will require a larger degree of investment. JIBC should review the new credits and target the "low-hanging fruit" first and foremost, budgeting for larger investments where possible.

Table 14. Opportunities to Improve OP Score

V3 Credit	Opportunity
OP-1: Building Design and Construction	In V3, this credit only applies to institutions that have completed one or more construction or major renovation projects within the previous five years. If no projects have been completed, OP-1 can be marked as not applicable so that the points available do not count against the score. For institutions that have completed such a project, points are awarded based on the percentage of total floor area completed within the previous five years that has been certified to a comprehensive green building standard, with partial points available for constructing according to green building standards (without obtaining third party certification). To ensure these points are achieved in future submissions, JIBC could implement a policy requiring all new construction or major renovation projects to be certified to an existing comprehensive green building design and construction standard (such as LEED) to achieve full points or to a less comprehensive standard (such as CaGBC's Zero Carbon Design Standard) to earn partial points. Alternatively, JIBC could implement a bespoke set of criteria that goes beyond minimum code requirements for construction project teams to follow to earn partial points. Having the policy in place when new projects arise will ensure that project teams are prepared to meet the requirements.
OP-2: Building Operations and Maintenance	In V2.2, JIBC has provisionally earned partial points in the corresponding credit for managing existing buildings according to a bespoke green building policy. In V3, however, the indicator goes further, requiring institutions to report the total floor space that is a) managed under a green cleaning program, b) individually assessed for energy performance, c) individually assessed for indoor environmental quality (IEQ) performance, d) managed or individually assessed for water performance, and e) third party certified to a green building standard for existing buildings (see the Help Center for qualifying green building standards, which include LEED and BOMA BEST). In this way, institutions can gain recognition for managing

⁴ The total points available to JIBC in the OP section will depend whether the new OP15: Air Travel credit, worth two points, is applicable to JIBC's operations.

V3 Credit	Opportunity
	buildings sustainably, even if they do not achieve formal third-party certification. JIBC may be able to achieve partial points based on current efforts but will need to assess the existing policy for compliance with the requirements of these new indicators.
OP-3: Water Use	V3 has revised the methodology for assessing water use so that an institution's reported water consumption per campus user and per square meter of floor area is benchmarked against its peer group (rather than total consumption being compared to a chosen baseline). New calculations are required to assess JIBC's performance using this new methodology, though sustainability best practices recommend tracking and monitoring water consumption on a regular basis and conducting water audits to identify opportunities for improvement as a way to ensure efficient water use. The second indicator in the Water Use credit assesses systems for water recovery and return. In V2.2, JIBC is not pursuing points for Rainwater Management, which presents an opportunity for improvement in this V3 indicator. In addition to harvest rainwater harvesting systems, this indicator also offers points for systems to recover water for reuse and/or systems to collect and return water to surface or groundwater through onsite green infrastructure. Further points are available for estimating the annual volume of water recovered and/or returned onsite through each system as a percentage of total water withdrawal.
OP-4: Ecologically Managed Grounds	JIBC can earn points for this credit by a) implementing and employing an Integrated Pest Management Protocol, b) publishing an annual inventory of the synthetic fertilizers, pesticides, fungicides, and herbicides used on campus grounds, and/or c) managing one or more sites or pilot projects without the use of synthetic fertilizers, pesticides, fungicides, and herbicides, or, for full points, d) eliminating the use of synthetic fertilizers, pesticides, fungicides, and herbicides altogether. This credit also offers a new indicator: OP-4.2: Ratio of ecologically managed green space to total managed green space, which awards points based on the total land area that is a) protected or restored, b) tree canopy, and c) organically managed against the total amount of green space.
OP-5: Energy Use	In V3, 10 points are available for OP-5 Energy use, whereas the corresponding V2.2 credit offered just six points. While JIBC has provisionally earned 5.71 points in V2.2, V3 employs a different methodology and has introduced a new indicator. In V3, energy use is reported per square meter and per campus user and is then benchmarked against the Institute's peer group to achieve points. To determine JIBC's performance against this indicator, new calculations are required. However, best practices in energy management recommend tracking and monitoring energy consumption on a regular basis and conducting energy audits to identify opportunities for improvement as a way to ensure energy efficiency on an ongoing basis. In JIBC's V2.2 report, no points are pursued for the Clean and Renewable Energy credit, but JIBC is currently conducting a solar energy feasibility study. If solar panels are installed on campus, points could be earned towards indicator OP-5.4: Percentage of Electricity from on-site or certified renewable sources. Finally, there is opportunity to earn points from indicator OP- 5.3: Percentage of energy from renewable sources, which awards points for electricity from off-site renewable sources (such as Energy Attribute Credits), bioenergy gas sources (such as FortisBC's renewable natural gas), or heating and cooling from off-site renewable sources (such as district heating and cooling systems deriving energy from renewable sources). See the Technical Manual for more details on qualifying renewable sources.
OP-6: Greenhouse Gas Emissions	Indicator 6.1 Greenhouse gas emissions inventory and disclosure awards points for institutions that have completed at least one inventory within the past three years. Since JIBC completes GHG reports for BC's Carbon Neutral Government Program, which includes biogenic emissions and paper use, JIBC could earn 1.25 points for this effort. To earn the full four points, however, JIBC will need to measure and report on additional Scope 3 emissions categories (as outlined in the GHG Protocol) at least once in the three years prior to the next submission. See the Technical Manual for the guidelines for reporting Scope 3 emissions. New to V3 are two indicators (6.2 and 6.3) that require the calculation of Scope 1 and 2 GHGs per square meter, and per person; points are awarded according to performance compared to set thresholds, aiming towards net zero emissions. Additional calculations are required to estimate JIBC's performance according to these new indicators, but continuous

V3 Credit	Opportunity
	efforts to reduce GHG emissions will help JIBC maximize points as emissions are reduced. See the Technical Manual for more details. Indicator 6.4 Adjusted net greenhouse gas emissions awards points for offsetting Scope 1 and 2 GHG emissions. Since JIBC currently does this for compliance with BC's Carbon Neutral Government Program, all four points should be earned for this indicator.
OP-7: Dining Service Procurement	This credit recognizes institutions with dining service programs that support sustainable food systems and low-carbon dining through purchasing by prioritizing sustainably and ethically produced products, plant-based foods, and social impact suppliers. Points can be earned towards this credit: Based on the weighted cost of food and beverage products purchased that meet the criteria outlined in the Technical Manual. When at least 10% of the dining service spend is with social impact suppliers. As JIBC did not pursue the corresponding credit in V2.2, this represents an opportunity to improve its score.
OP-8: Food Recovery	Similar to the V2.2 credit, this credit recognizes institutions that a) donate surplus food on at least a monthly basis, b) divert pre-consumer (back of house) and/or post-consumer (front of house) food waste from disposal for processing and use as animal feed, compost, and/or biofuel, and c) track and assess food and organic materials management efforts on at least an annual basis to inform ongoing improvements. Since JIBC has an existing composting program to divert food waste, details can be provided to earn one point for diverting both pre-and post-consumer food waste, as in the V2.2 report. Next, JIBC should seek to obtain data to track and assess food waste diversion efforts, achieving an additional 0.5 points in this credit.
OP-9 Sustainable Procurement System	Points can be earned in this credit for: Publishing a supplier code of conduct that includes one or more expectations regarding a) environmental impact, b) treatment of workers, c) governance and ethical business practices, d) advancement of sustainability in the supply chain, and/or e) monitoring and review. Reporting on the percentage of bid solicitations that identify a) product sustainability specifications that are relevant to the specific goods or services being sought and/or b) supplier sustainability considerations. Reporting on the average weight given to sustainability considerations in bid appraisals. The percentage of contract spend with social impact suppliers.
OP-10: Purchased Goods	Following V2.2 guidelines, JIBC scored well in the Cleaning and Janitorial, Electronics, and Office Paper Purchasing credits. In V3, these credits have been consolidated under OP-10: Purchased Goods and JIBC should still score well as long as purchasing practices have not changed. However, the scoring methodology has changed to differentiate between "preferable" and "other qualifying" purchasing criteria, and V3 is more prescriptive about the categories of products to be included in the annual spending calculations. As such, the Technical Manual should be consulted to ensure purchasing practices still meet the requirements to maximize the points earned in future reports. Additionally, a new indicator has been added to assess the purchase of furniture, representing an opportunity to earn additional points.
OP-11: Materials Management	In addition to assessing electronic and hazardous waste management practices, the V3 OP-11: Materials Management credit introduces new indicators to report on surplus and reuse programs and single-use disposable plastic programs. JIBC should earn partial points towards the single-use disposable plastic program indicator through existing initiatives (compostable cutlery, reusable dishware for dine-in meals, and having a composting program that accepts compostable alternatives to single-use disposable plastic). Additional points could be achieved by participating in a reusable container program designed to reduce the use of single-use disposable plastic. The hazardous waste program described for the V2.2 report should also receive points towards the hazardous waste management and disclosure indicator (11.4), but an additional 0.5 points are available for publishing information about hazardous waste. To earn additional points for this credit: Report on existing surplus programs to enable the eventual sale, donation, or reuse of institution-owned items that are no longer needed. Report on existing reuse programs that allow employees and/or students to donate personal items for redistribution.

V3 Credit	Opportunity
	Participate in a program designed to collect electronic waste (e-waste) from employees and students, using an e-waste recycler certified to a qualifying standard.
OP-12: Waste Generation and Recovery	Since JIBC did not pursue points for either the Waste Minimization and Diversion or Construction and Demolition Waste Diversion credits in V2.2, this credit represents an opportunity for JIBC to increase its score. To earn points: Obtain data from waste haulers to report on the annual amount of non-hazardous waste generated per person and per square meter of floor area. Points are awarded in relation to a benchmark for the institution's peer group (as described in the Technical Manual). Report the amount of non-hazardous waste diverted from disposal (landfill). Report the amount of construction and demolition waste diverted from disposal (for any construction and demolition projects within the previous three years).
OP-13: Vehicle Fleet	This credit recognizes zero and near-zero-emission cars, vans, trucks, and buses included in an institution's motorized vehicle fleets. For the V2.2 report, JIBC did not pursue points because none of the Institute's fleet vehicles have zero or near-zero emissions. Creating a plan or policy to transition towards zero-emissions vehicles at the time of replacement will support efforts to earn points in this credit in the future.
OP-14: Commute Modal Split	See V3's Innovation & Leadership Catalogue for the bonus credit now associated with this V2.2 credit. In the V2.2 report, JIBC did not score full points for the percentage of students and employees using sustainable transportation options to commute to campus. Initiatives to support students and employees in switching to more sustainable transportation options may improve this score for future reports. Consider initiatives such as active transportation challenges, subsidies for public transit passes, carpooling initiatives, shuttle services, preferred parking and/or charging infrastructure for electric vehicles and e-bikes, providing end-of-trip facilities for cyclists (bike storage, lockers, changerooms and showers), and remote working/learning opportunities.
OP-15: Air Travel	This is a new credit that recognizes institutions that are reducing and mitigating business air travel. It only applies to institutions with annual expenditures on directly financed air travel of \$50,000 US Dollars or more. If applicable, points can be earned for: Providing incentives to encourage employees to reduce air travel, such as reallocating unutilized travel funds to other priorities such as research expenses or virtual work. Adopting restrictive measures designed to reduce the GHG emissions associated with its directly financed air travel, such as a ban on short-haul flights or a departmental carbon travel budget. Implementing a program designed to mitigate the GHG emissions associated with its directly financed air travel, such as an emissions offset program.

Planning & Administration (PA)

There are 15 credits in four subcategories within V2.2's Planning & Administration (PA) category. Of the 15 credits available, two credits within the Investment and Finance subcategory do not apply to JIBC; therefore, the points do not count against JIBC's score. JIBC is pursuing 13.28 points (49%) of the 27 points available within this category. However, plans are underway at the time of analysis to complete the requirements for PA-4: Reporting Assurance, which can potentially increase the points pursued by one point in V2.2. The table below shows the points earned for each credit within the Planning & Administration category.

Table 15. Planning & Administration (PA) Points Pursued in JIBC's V2.2 Report

Subcategory	Credit Number and Title	Points Pursued	Available Points	Percentage of Points Pursued
Coordination & Planning	PA-1: Sustainability Coordination	0	1	0%
	PA-2: Sustainability Planning	2	4	50%
	PA-3: Inclusive and Participatory Governance	0.75	3	25%

Subcategory	Credit Number and Title	Points Pursued	Available Points	Percentage of Points Pursued
	PA-4: Reporting Assurance (PENDING)		1	0%
Diversity & Affordability	PA-5: Diversity and Equity Coordination	1.33	2	67%
	PA-6: Assessing Diversity and Equity	0.25	1	25%
	PA-7: Support for Underrepresented Groups	2	3	67%
	PA-8: Affordability and Access	2.79	4	70%
Investment & Finance	PA-9: Committee on Investor Responsibility	N/A		
	PA-10: Sustainable Investment	N/A		
	PA-11: Investment Disclosure	0	1	0%
Wellbeing & Work	PA-12: Employee Compensation	1.19	3	40%
	PA-13: Assessing Employee Satisfaction	1	1	100%
	PA-14: Wellness Program	0.75	1	75%
	PA-15: Workplace Health and Safety	1.22	2	61%
TOTAL PA POINTS PURSUED		13.28	27	49%

Mapping PA Credits from V2.2 to V3

The PA category has been reduced from 15 credits to 13 while introducing four new credits and a number of new indicators. The table below maps PA credit changes from V2.2 to V3, as described by STARS in the Summary of Changes document.

Table 16. PA Changes from V2.2 to V3

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
PA-1: Sustainability Coordination	PA-1: Sustainability Coordination 1.1 Coordinating committee, officer, or office for sustainability	1
PA-2: Sustainability Planning	PA-2: Commitments and Planning 2.1 Public sustainability commitment (NEW) 2.2 Measurable sustainability objectives - Planning objectives are now assessed across five different categories: A) teaching, learning, and research, B) stakeholder engagement, C) campus operations, D) racial equity and social justice, and E) administration and finance. - Sustainability in the institution's highest guiding document is no longer addressed directly. 2.3 Climate resilience assessment and planning (NEW) - A new indicator that requires information about any joint campus-community resilience planning efforts.	6
PA-3: Inclusive and Participatory Governance	PA-3: Institutional Governance 3.1 Student participation in governance 3.2 Academic staff participation in governance 3.3 Non-academic staff participation in governance 3.4 Community participation in governance	4

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
	• More opportunities are provided to earn partial points in these indicators. • Gender equity has been dropped from this credit due to the challenges associated with identifying the gender of governing board members. See also new indicators that address gender identity in Social Equity and Wellbeing & Work.	
PA-9: Committee on Investor Responsibility PA-10: Sustainable Investment PA-11: Investment Disclosure	PA-4: Sustainable Investment Program 4.1 Sustainable investment policy or committee 4.2 Negative screening and divestment 4.3 Investor engagement PA-5: Investment Holdings 5.1 Investment holdings disclosure 5.2 Percentage of the investment pool allocated to positive sustainability investments • These credits have been reorganized for clarity. Investor engagement and positive sustainability investments are no longer scored together, raising the target to earn full points for the latter to 100 percent. • The criteria for sustainable investment programs are now less prescriptive. • A new sustainable investment category has been added to recognize place-based investments that target positive social and environmental impacts in economically divested areas.	4 6
PA-6: Assessing Diversity and Equity PA-7: Support for Underrepresented Groups PA-13: Assessing Employee Satisfaction	PA-6: Institutional Climate 6.1 Support for students from underrepresented groups 6.2 Support for employees from underrepresented groups 6.3 Institutional climate assessment • These indicators are now focused on the extent to which underrepresented groups are supported rather than the specific types of programs provided.	3
	PA-7: Racial and Ethnic Diversity (NEW) 7.1 Ethnic diversity index (NEW) 7.2 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among students (NEW) 7.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups equitably represented among employees (NEW) • A new credit that requires student and employee demographic data and completing a racial and ethnic diversity worksheet.	3
	PA-8: Gender Parity (NEW) 8.1 Percentage of students with marginalized gender identities (NEW) 8.2 Percentage of employees with marginalized gender identities (NEW) • A new credit that requires quantitative data on students and employees by gender.	2
PA-8: Affordability and Access	PA-9: Affordability and Access 9.1 Number of paid work hours per year required to meet the average net price of attendance for low-income students (NEW)	3

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
	- A new indicator that requires quantitative data on an institution's net price of attendance and the local minimum wage. 9.2 Percentage of students that are low-income - The metrics on need-based aid and student loan debt have been dropped in favour of the net price of attendance indicator and to help ensure that the credit is relevant in diverse contexts. 9.3 Legacy and donor admissions (NEW) - A new indicator that requires information about an institution's admissions policies.	
	PA-10: Student Success (NEW) 10.1 Completion rate for low-income students 10.2 Completion rate for students with marginalized gender identities (NEW) 10.3 Percentage of marginalized racial, ethnic, and/or Indigenous groups with equitable completion rates (NEW) A new credit that requires quantitative data on student completion rates by gender and race/ethnicity/Indigeneity.	3
PA-14: Wellness Programs PA-15: Workplace Health and Safety	PA-11: Health, Safety and Wellbeing 11.1 Student wellbeing and assistance programs 11.2 Employee well-being and assistance programs 11.3 Smoke-free environments - These indicators have been updated with more detail and opportunities to earn partial points, e.g., regarding campus safety, the provision of free contraception and/or safer sex supplies, and emergency financial assistance funds. - Quantitative data on workplace health and safety incidents is no longer required.	3
	PA-12: Employee Rights (NEW) 12.1 Number of weeks of paid maternity leave (NEW) - A new indicator that requires information about an institution's maternity leave policies. 12.2 Percentage of employees eligible for paid all-gender family/medical leave (NEW) - A new indicator that requires information about an institution's family/medical leave policies. 12.3 Published measures to protect employee rights (NEW) - A new indicator that requires information about an institution's labour and employee relations policies.	3
PA-12: Employee Compensation	PA-13: Pay Equity and Living Wage 13.1 Internal pay equity assessment (NEW) - A new indicator that requires information about an institution's pay equity assessments. 13.2 Percentage of employees that receive a living wage - In-kind benefits that address basic needs (e.g. medical insurance) may now be counted toward the living wage. - Base wage amounts for various employee categories are now required for transparency.	5

STARS 2.2 Credit	STARS 3.0	V3 Points Available to JIBC
	Certified living wage employers may now earn points on that basis. 13.3 Percentage of significant contractors that pay a collectively determined or living wage	
PA-4: Reporting Assurance	See PRE 4: Reporting Methodologies, where disclosure of the institution's reporting methods, data quality controls, and assurance processes is now required, and the Innovation & Leadership Credit Catalog, which includes a new option to earn bonus points by completing a comprehensive independent review process and/or obtaining peer or third party assurance. See IL-3	-
PA-5: Diversity and Equity Coordination	DEI coordination has been dropped in favour of new performance-based credits and indicators in Social Equity and a new racial equity and social justice category in the Commitments and Planning credit (see PA-2.2 Measurable sustainability objectives).	-
Total Points Available to JIBC in PA		36-46⁵

PA Opportunities for Improvement

In V3, STARS introduces several new credits while also redesigning several pre-existing credits. So, while JIBC has provisionally earned almost half of the points within this category in the V2.2 report, new data collection efforts will be required to complete the PA category in V3. The table below describes the opportunities to earn points in the PA category in the V3 assessment.

Table 17. Opportunities to Improve PA Score

V3 Credit	Opportunity
PA-1: Sustainability Coordination	Similar to PA-1 in V2.2, this credit recognizes institutions with mechanisms and personnel to support and coordinate sustainability initiatives. Institutions with a committee, officer and/or office that focuses on the advancement across the entire institution will earn a full point; those with a committee, officer and/or office focused on a portion of the campus or one aspect of sustainability (e.g. sustainable education or sustainability engagement) can earn 0.5 points. JIBC's future Sustainability Committee can meet these requirements by addressing a wide range of sustainability topics across JIBC's operations.
PA-2: Commitments and Planning	PA-2 recognizes institutions that make a public commitment to and develop comprehensive plans for sustainability. While JIBC is targeting half of the points available under V2.2 for including sustainability within the Institution's overall strategic plan, this credit is now worth more in V3, offering further opportunity to improve JIBC's score through the following initiatives: Make a public commitment to sustainability, demonstrated through an external commitment (with a reporting requirement) or a published plan that details the institution's guiding vision or goals for sustainability. JIBC's planned strategic environmental sustainability plan (SESP) and environmental sustainability strategy

⁵ The total points available to JIBC in the PA section will depend whether the two Investment credits (PA4 and PA5) are applicable to JIBC, based on the new parameters outlined.

V3 Credit	Opportunity
	should keep the requirements within this credit in mind as these documents are being developed. • Adopt measurable sustainability objectives that address one or more of the following categories: ○ Teaching, learning, and research ○ Stakeholder engagement ○ Campus operations ○ Racial equity and social justice ○ Administration and finance • Conducting a climate resilience assessment to identify the vulnerabilities and resilience activities related to climate change on campus and in the local community, participating in an ongoing campus-community task force or committee focused on climate resilience, and incorporating climate resilience strategies and/or goals into one or more of its published plans.
PA-3: Institutional Governance	The intent of this credit has changed compared to V2.2. In V3, points can be earned for Institutional Governance by: • Having one or more institutional bodies through which students and/or academic staff and/or non-academic staff can democratically participate in the governance of an institution. • Including student and/or academic staff representatives and/or non-academic staff within the highest decision-making body, with additional points available for having at least one student representative with voting rights within this decision-making body. • Having one or more ongoing bodies through which local community-based organizations not affiliated with the institution can democratically participate in its governance. • Having one or more ad hoc mechanisms to consult local community members on institutional decisions, plans, or policies.
Investment Credits PA-4: Sustainable Investment Program PA-5: Investment Holdings	The applicability criteria for these credits have changed from V2.2, so JIBC will need to review whether they apply in V3. If applicable, JIBC can earn points by: • Publishing a policy or directive and/or establishing a committee on investor responsibility to formally incorporate environmental, social and governance (ESG) factors and/or climate risks as material issues to be considered in investment decisions. • Publishing a policy, directive or public commitment that employs negative screening and/or targeting divestment to support sustainability. • Engaging in proxy voting in support of sustainability, filing one or more shareholder resolutions or signing on to one or more investor statements supporting sustainability, and/or participating actively in one or more sustainability or ESG-focused investor networks. • Publishing a snapshot of the holdings in the Institute's investment pool. Additional points are available if the snapshot details the allocations to specific funds, companies, and institutions and is inclusive of the combined activities of the Institution and all other entities that manage investments on its behalf. Point allocation depends on the percentage of the investment pool that is allocated to a) funds that are explicitly focused on sustainability or ESG, b) sustainability-focused industries or sectors, c) businesses selected for exemplary sustainability performance using positive screens, d) community development financial institutions, e) place-based investments that target positive social and environmental impact, and/or f) green revolving funds seeded from the investment pool.
PA-6: Institutional Climate	This credit combines a number of previous stand-alone credits where JIBC scored at least partial points in V2.2. Within V3, however, institutions will need to demonstrate that a wide variety of underrepresented groups are supported through existing programs, initiatives, or networks, rather than demonstrating the variety of supports offered. As such, to earn points within this credit, JIBC must ensure that programs, initiatives, or networks are in place to specifically support a) students and/or employees with disabilities, b) students and/or employees that identify as members of marginalized racial, ethnic and/or Indigenous groups, c) LGBTQ+ students and/or employees, d) low-income and/or first-generation students and/or employees, e) refugees, asylum seekers, internally displaced, and/or undocumented students

V3 Credit	Opportunity
	and/or employees, and f) students and/or employees from one or more additional underrepresented groups. Additional points can be earned by conducting an institutional climate assessment, which assesses the current attitudes, behaviours, and standards of students and employees concerning the level of respect for individual needs, abilities, and potential. The intention is to measure the extent to which all students and employees feel welcomed, valued, and supported in their work and studies.
PA-7: Racial and Ethnic Diversity	PA-7 is a new credit in V3 that recognizes institutions that are working to ensure that marginalized racial and ethnic groups and Indigenous peoples are represented among students and employees. Points are scored within this credit based on the following: - The ethnic diversity index for its a) students, b) academic staff, c) non-academic staff, and d) executive staff. This indicator requires the completion of a worksheet that will calculate the ethnic diversity index to be reported. - The percentage of marginalized racial, ethnic and/or Indigenous groups equitably represented among students and employees, relative to regional demographic information.
PA-8: Gender Parity	PA-8 is a new credit that recognizes institutions that ensure that women and individuals with other marginalized gender identities are equally represented among students and employees. One point will be earned when 45% or more of students attending the institution identify as women or other marginalized gender identities; up to one additional point will be earned when 45% or more of a) regular/permanent academic staff, b) regular/permanent non-academic staff, and c) executive staff identify as women or other marginalized gender identities.
PA-9: Affordability and Access	PA-9 introduces two new indicators to assess affordability and access while also making changes to the requirements in the corresponding credit from V2.2. As such, incremental points can now be earned by: - Demonstrating that 1,000 or fewer paid work hours over the course of a year are sufficient to meet the average net price of attendance for low-income students. - Having at least 10% low-income students within its student body. An additional point is available for institutions where an applicant's relationship to the institution's alumni or donors is not a factor that is positively considered in admission decisions.
PA-10: Student Success	PA-10 is a new credit that recognizes institutions that are working to ensure that students succeed irrespective of their economic status, gender identity, indigeneity, or racial/ethnic identity. Institutions can earn points in this credit when the ratio of the completion rate for low-income students, students that identify as women or other marginalized gender identities, and marginalized racial, ethnic, and/or Indigenous groups served by the institution have equitable completion rates, i.e., the ratio 0.9 or greater for each group. Please see the Technical Manual for instructions on how to measure these indicators.
PA-11: Health, Safety and Wellbeing	In V3, PA-11 addresses wellness programs and workplace health and safety in different ways to V2.2. In V3, points are awarded for the variety of wellbeing and assistance programs offered to students and employees: - For students: a) physical health services, b) behavioral health services, c) sexual and reproductive health services, d) contemplative and/or spiritual activities, e) a campus safety committee that brings together students from vulnerable groups and management, f) an emergency financial assistance fund, and G) a student food security initiative. - For employees: a) physical health services, b) behavioral health services, c) fitness activities, d) contemplative and/or spiritual activities, e) a workplace health and safety committee, and f) an emergency financial assistance fund. PA-11 also assesses smoke-free environments. As these indicators are the same as in V2.2, JIBC's current efforts, which include prohibiting smoking within all occupied buildings and restricting outdoor smoking, will earn the points available for this indicator.
PA-12: Employee Rights	PA-12 is a new credit that recognizes institutions that are working to ensure that all employees have access to paid family and medical leave and other fundamental labour rights. Points are earned based on: - The number of weeks of paid maternity leave that are available to full-time employees. - The percentage of employees eligible for paid all-gender family/medical leave. - Measures in place to protect employee rights, including a) anti-harassment, b) grievance resolution, c) whistleblower protections, and d) freedom of association.

V3 Credit	Opportunity
	Information on these measures must be published in a format that is accessible to all employees.
PA-13: Pay Equity and Living Wage	In V3, this credit includes a new indicator where institutions can earn points for conducting an internal pay equity assessment that is a) inclusive of academic and non-academic staff, b) explicitly addresses pay equity by gender identity, and c) explicitly addresses pay equity by racial, ethnic, and/or Indigenous identity, and for d) publishing the results of its internal pay equity assessments. As in V2.2, points are also available based on the percentage of employees and contractors who earn a living wage. Partial points were achieved in V2.2. See the Technical Manual for how points are scored in V3.

Innovation & Leadership (IL)

In V2.2, institutions can earn a maximum of four percentage points within the Innovation category, shortened to IN in V2.2. The IN points earned are added to an institution's score after it has been calculated based on the points pursued in the AC, EN, OP and PA categories:

$$(Points\ Pursued\ (AC + EN + OP + PA) \div Total\ Points\ Available) + IN\ (\%)$$

At present, JIBC is pursuing only two of these four available points at the time of analysis, though plans are underway to pursue IN-11: External Reporting Assurance, which would bump up the provisional score by 0.5%.

Table 18. Innovation Points Pursued in JIBC's V2.2 Report

Credit Number and Title	Points Pursued	Available Points
IN-28: Pay Scale Equity	0.5%	0.5%
IN-32: Single-Use Plastic Ban	0.5%	0.5%
IN-47: Innovation A	0.5%	0.5%
IN-48: Innovation B	0.5%	0.5%
IN-11: External Reporting Assurance (PENDING)		0.5%
IN – Not pursued		0.5%
IN – Not pursued		0.5%
IN – Not pursued		0.5%
TOTAL IN POINTS PURSUED	2%	4%

IL Changes from V2.2 to V3

In V3, Institutions can earn up to 10 points from Innovation and Leadership credits, shortened to IL in V3, with each credit worth one bonus point. In V3, points are calculated as follows:

$$(Total\ points\ earned\ across\ AC, EN, OP, PA\ and\ IL \\ \div Total\ points\ available\ across\ AC, EN, OP\ and\ PA)$$

The table below documents changes to the IL credits that are available.

Table 19. IN Changes from V2.2 to V3

Category	STARS 2.2 Credits	STARS 3.0
Reporting Methodologies	N/A	IL 1: Reporting Assurance IL 2: Data Quality Certificate (NEW)
Academics	Curriculum Center for Sustainability Across the Curriculum Online Sustainability Course Sustainability Course Designation Research Academy-Industry Connections Laboratory Animal Welfare	Curriculum IL 3: Sustainability Course Inventory (NEW) IL 4: Sustainability Course Designation IL 5: Open Online Sustainability Course - Centers for sustainability across the curriculum have been integrated into the standard Sustainability Course Offerings credit. Research IL 6: Sustainability Research Inventory (NEW) IL 7: External Funding Disclosure (NEW) IL 8: Open Access Journal Hosting (NEW) - The laboratory animal welfare credit has been dropped, primarily because the HSUS campaign on which it was modeled is defunct. - A credit on external funding disclosure has replaced the credit on academy-industry connections.
Engagement	Campus Engagement Network for Student Social Innovation Public Engagement Anchor Institution Network Community Garden Fair Trade Campus Green Athletics Green Event Certification Program Hospital Network Voter Education and Support	Campus Engagement IL 9: Fair Trade Campus IL 10: Green Athletics Program IL 11: Green Events Program IL 12: Green Laboratory Program IL 13: Sustainable Library Certification (NEW) Public Engagement IL 14: Addressing Historic Injustices (NEW) IL 15: Anchor Learning Network IL 16: Community Engagement Assessment (NEW) IL 17: Community Partnerships Inventory (NEW) IL 18: Continuing Education Inventory (NEW) IL 19: Hospital Network IL 20: Lobbying Disclosure (NEW) IL 21: PILOT Program (NEW) IL 22: Trademark Licensing Monitoring and Verification (NEW) IL 23: Voter Education and Participation Community gardens are now recognized in the new Shared Facilities credit.
Operations	Air & Climate Carbon Mitigation Project Development Nitrogen Footprint Buildings Green Cleaning Certification Green Laboratory Program Energy Energy System Certification	Buildings & Grounds IL 24: Biodiversity Assessment (NEW) IL 25: Grounds Certification IL 26: High-Performance Building Certification (NEW) IL 27: Infrastructure Certification (NEW) IL 28: Water Footprint or Balance IL 29: Zero Emission Grounds Equipment (NEW) - Natural wastewater systems are addressed in the standard Water Use credit. - Pest management certification is addressed in the standard Buildings & Grounds credit.

Category	STARS 2.2 Credits	STARS 3.0
	Food & Dining Dining Services Certification Grounds Grounds Certification Pest Management Certification Purchasing Spend Analysis Transportation Bicycle Friendly University Fleet Certification Waste Single-Use Plastic Ban Zero Waste Certification Water Natural Wastewater Systems Stormwater Modeling Water Balance	Energy & Climate IL 30: Energy System Certification IL 31: GHG Verification (NEW) IL 32: Peer Reviewed Carbon Mitigation Project IL 33: Renewable Energy Impact Evaluation (NEW) Food & Dining IL 34: Coolfood Pledge(NEW) IL 35: Nitrogen Footprint IL 36: Red Listed Foods (NEW) IL 37: Sustainable Dining Recognition Procurement & Waste IL 38: Avoided Spend (NEW) IL 39: Ecological Footprint (NEW) IL 40: Materiality/Hot-Spot Analysis IL 41: Materials Management Recognition (NEW) IL 42: Purchased Building Materials (NEW) IL 43: Sustainable Procurement Recognition (NEW) IL 44: Zero Waste Certification - Spend analysis has been replaced by materiality/hot-spot analysis. - Single-use plastic bans are addressed in the standard Materials Management credit. Transportation IL 45: Bicycle Friendly Recognition IL 46: Electric Vehicle Infrastructure (NEW) IL 47: Fleet Sustainability Recognition IL 48: Shared Mobility Program (NEW)
Planning & Administration	Coordination & Planning External Reporting Assurance Social Enterprise Stakeholder Engagement Standard Diversity & Affordability Campus Pride Index Diversity and Equity Recognition Sanctuary Institution Serving Underrepresented Students Sustainability Office Diversity Program Textbook Affordability Work College Investment & Finance Sustainability Projects Fund Wellbeing & Work Food Bank	Coordination & Planning IL 49: Participatory Budgeting (NEW) IL 50: Social Enterprise IL 51: Sustainability Projects Fund IL 52: Sustainability-Equity Coordination Investment IL 53: Student-Managed Sustainable Investment Fund (NEW) IL 54: Sustainable Retirement Plan (NEW) Social Equity IL 55: Mission to Serve a Marginalized Population IL 56: Open and Shared Course Materials IL 57: Social Equity Recognition IL 58: Universal Design (NEW) IL 59: Work College - Campus Pride Index is incorporated into the Diversity and Equity Recognition credit. - Sanctuary institutions are recognized in the standard Institutional Climate credit. Wellbeing & Work IL 60: Collective Bargaining (NEW) IL 61: OHSMS Certification IL 62: Pay Scale Equity

Category	STARS 2.2 Credits	STARS 3.0
	Full-Time Faculty Employment Health and Safety Management Certification Pay Scale Equity Student Living Wage Wellbeing Certification	IL 63: Wellness Recognition IL 64: Workplace Recognition (NEW) • Food banks are addressed in standard Health, Safety and Wellbeing credit. • Full-time faculty employment is addressed, at least in part, in standard credits in Social Equity and Wellbeing & Work.
Innovation	Innovation A Innovation B Innovation C Innovation D	Innovation A Innovation B Innovation C Innovation D Innovation E (NEW)

IL Opportunities for Improvement

As the Innovation and Leadership category offers a wide range of opportunities to earn bonus points, it is well worth a review by JIBC to identify additional points to pursue. Since many IL credits support or extend from credits in the other STARS categories, they should be considered as work is being done to achieve the points described above.

Summary

The Gap Analysis above supports JIBC in identifying opportunities to improve sustainability across its campuses, based on indicators developed by STARS, and specific to postsecondary institutions. The information provided can inform the development of JIBC's strategic environmental sustainability plan (SESP) and environmental sustainability strategy. It can also be used as a starting point for future STARS reports; however, [Supporting Materials](#) on the STARS website provide additional detailed guidance that must be referred to as subsequent reports are prepared.

Appendix B: Implementation Pathway

This appendix is currently under development and will be included in a future version of the plan.