



CLIMATE ACTION PLAN 2021-2026

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ABOUT JOHN ABBOTT COLLEGE

John Abbott College is one of five English language CEGEPs in Québec. Named after Sir John Abbott, Canada's third Prime Minister, the College primarily serves the Greater Montreal region, though you can also meet students here from other parts of Québec and the rest of Canada. The College also has a significant number of international students as part of its community. In total, over 6,500 students are enrolled in the Day Division and about 2,000 in the Continuing Education Division.

The College was incorporated in 1970, merely two years after the Québec CEGEP system was launched in 1968. In September of 1971, John Abbott welcomed roughly 1200 young men and women as its first students. By 1980, the CEGEP was well established on a permanent campus and had a student base of about 4000 daytime and 2000 evening students. Since then, the College has grown by leaps and bounds, increasing attendance, adding and improving existing programs, and becoming one of the top-rated English CEGEPs in Québec.

Situated on the most western tip of the island of Montreal, in Sainte-Anne-de-Bellevue, John Abbott enjoys a rural setting just a half hour drive from downtown Montreal. As one of 48 CEGEPs (collège d'enseignement général et professionnel) in Québec, John Abbott offers two types of programs: two-year pre-university programs that lead to university, and three-year career or professional programs designed to lead directly to the labour market.



MESSAGE FROM THE DIRECTOR GENERAL

The impact of climate change and its consequences for our planet are very real and interrelated. Climate awareness is at the forefront of how many organizations conduct their business. As an institution of higher learning committed to our students' development and success, John Abbott College has a crucial role in raising awareness and understanding of climate change, as well as a responsibility to take positive and meaningful action. Through our collective activities, we are taking important steps each year to help address climate change and to increase our momentum in creating a sustainable future. Concrete climate action on campus is also necessary to help our students to evolve from defining the problem to focusing on possible solutions.

Over the past years, John Abbott College has made several important commitments to help create a culture of sustainability. Our community committed to concrete climate crisis action in its 2020-2025 Strategic Plan orientation #10 – Responding to the Science. We are using the United Nation's Sustainable Development Goals (SDGs) as a guiding framework for the college's multiple sustainability initiatives, and we implemented a Sustainability Policy to support our efforts. The College obtained a Level 1 certification in 2022 from the Cégep Vert du Québec d'ENvironnement JEUnesse, a program helping college communities integrate environmental education and promote their commitment and involvement in the environment.

While more remains to be done to ensure sustainability is deeply embedded across our campus, I am confident that the initiatives outlined in this plan are helping to mobilize our institution, and to integrate climate action throughout our academic programs, activities and operations. To ensure that the future does not become a world without hope, we must continue to help the next generation believe that the climate crisis can and will be solved.

John Halpin
Director General, John Abbott College

A HOLISTIC APPROACH TO CLIMATE ACTION

According to the United Nations, the world is heading for a 3.2°C temperature rise. The International Panel on Climate Change calls for at least an 83% reduction of CO₂ emissions by 2030, with emissions reaching carbon neutrality in 2040 for a 66% chance of limiting warming to 1.5°C.¹ The sooner we can become carbon neutral, the more likely we can avoid climate impacts.*

In response to this issue, the UN member states formulated the 2030 Agenda with the idea that: “ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.”² Closer to home, John Abbott College’s Strategic Plan Orientation 10 states that “JAC takes leadership in addressing the climate crisis in operations, policies learning activities and community outreach, and is reducing its carbon footprint and environmental impact.”

In response to both the global and local context, John Abbott College’s first Climate Action Plan (CAP) prioritizes a holistic approach to climate action. This approach is holistic in both its philosophy and in its institution-wide plan for implementation. This plan requires coordination between Student Services, the Academic Sector, Facilities Management Services and Human Resources in order to support actions that will improve the overall well-being of our college community. A collective approach within each facet of the college will ensure a collective impact.



Inspired by the UN’s Sustainable Development Goals, this holistic approach also acknowledges that a healthy planet also means a peaceful and equitable planet. Well-structured authentic climate action projects can build community, reduce our ecological footprint, and create a sense of pride in students and staff as they experience real-life action that contributes positively to their world. This can be a significant contributor to both personal and environmental well-being.

The CAP’s holistic approach to climate action is a tool with which to equip youth with the 21st century skills they will need for building a greener workforce as well as stronger, more resilient communities. Ensuring student development, enhancing their potential for success and educating global citizens, means leading by example. By addressing the climate and ecological crisis head-on, the CAP exemplifies the role of a sustainable institution to our students. The practices and procedures that will result from the CAP will show students and staff what it looks like to take tangible actions to address this complex issue. Students can be proud that their school’s climate action work is setting a new standard for schools and workplaces across the country.

* This is also recognized in the Fédération des Cégep’s recently published “Plan d’action pour l’écologisation du réseau des cégeps” which encourages the Cégep network to become carbon neutral by 2030.

CREATING THE CLIMATE ACTION PLAN

FRAMEWORK

The intention of the CAP is to reduce JAC's carbon emissions so that they are in line with the UN's IPCC research. This means an 83% reduction of the college's Scope 1, 2 and 3 carbon footprint by 2030 (on track for net zero by 2040).

The first draft of the CAP was created by JAC's faculty-led Imagine Change group, inspired by the Quebec School pact. In 2021, the Sustainability Committee continued the work by integrating the UN's Sustainable Development Goals and using AASHE's Sustainability and Tracking Rating System (STARS) as a framework. The CAP is also inclusive of Cégep Vert's certification criteria. It is intended to align with the Fédération des Cégep's plans for Ecologisation. The design of the CAP was inspired by Concordia University's 2020-2025 Climate Action Plan, and is divided in to five streams: Energy and Transportation, Waste Reduction, Food, Curriculum and Engagement. Each stream is made up of individual strategies that are guided by an overall goal.

METHODOLOGY

The consultation process for the Climate Action Plan was conducted by the Sustainability Committee, with the goal of providing an opportunity for the entirety of the JAC Community to engage in the creation of the Plan.

The process took place during the Spring of 2022, beginning with a college-wide survey that asked students and staff to prioritize the proposed climate action strategies. 51% of all students and 36% of staff responded to the survey. Respondents were then invited to contribute to focus group discussions, which were held for both students and staff. Over the course of four focus group discussions, participants were able to review the plan and make suggestions and comments. The Committee then reviewed the final draft and presented it to the College's Directors.



CLIMATE ACTION PLAN

ENERGY & TRANSPORTATION STREAM

Goal: 83% reduction of the college's energy and transportation emissions by 2030 (on track for net zero by 2040).

STRATEGY 1: To improve the energy efficiency performance of the facility and, if possible, use renewable energy for its heating and electricity system.

Mechanisms or Actions:

- 1.1. Retrofit existing infrastructure so as to move away from natural gas and towards renewable energy.
- 1.2. Hire a consultant to advise on energy efficiency.
- 1.3. Assign a staff member who organizes, tracks and reports energy initiatives.
- 1.4. Aim to renovate Brittain Hall to minimum LEED Silver standard.

STRATEGY 2: Monitor energy use and outcomes of energy efficiency interventions.

Mechanisms or Actions:

- 2.1. Audits and savings are reported, recognized and used to determine outcomes of efficiency interventions.

STRATEGY 3: To compensate GHG emissions accumulated due to fuel consumption for student educational trips and staff travels (via a recognized carbon offsetting organization).

Mechanisms or Actions:

- 3.1. A system of offsetting set up for all college travel is created so that all trips include carbon offsets.
- 3.2. Local trips, train/bus travel and videoconferencing are encouraged.

STRATEGY 4: To encourage the sustainable commuting practices of students and staff by creating a campus-wide strategy for incentivizing alternative transportation, such as carpooling, public transport, walking or biking.

Mechanisms or Actions:

- 4.1. A plan is adopted and concrete sustainable mobility steps are being implemented.
- 4.2. A JAC staff member is designated to organize, track and report on active and alternative transportation.
- 4.3. Carbon offset possibilities are explored and purchased as required.
- 4.4. One commuting awareness event is organized per year.

STRATEGY 5: Conduct annual evaluation to ascertain progress and identify best practices.

Mechanisms or Actions:

- 5.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.



CURRICULUM STREAM

Goal: Every student has learned about the causes, impacts, dynamics and solutions to climate change.

STRATEGY 1: To encourage faculty to teach about environmental issues and the reality of climate change.

Mechanisms or Actions:

- 1.1. Release staff member(s) to coordinate curriculum changes and maintain resources.
- 1.2. An online JAC resource for Climate Change pedagogy page exists for each program (e.g. a space on the cloud).

STRATEGY 2: To encourage the creation of a new ecoresponsible and eco-citizenship curriculum which will help students to develop the means and power to act (learning about action through action and from action). The curriculum encourages the engagement of vulnerable groups and takes into consideration community needs. The materials and program content are inclusive of different disciplines, cultures and perspectives, including traditional Indigenous knowledge and worldviews.

Mechanisms or Actions:

- 2.1. Offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. Incentives could take the form of a climate change working group coordinated by faculty with release time.
- 2.2. Recognize existing content in curriculum by clarifying the mechanism for students to identify which courses contain the four climate change competencies or SDG content.

STRATEGY 3: Professional development provides teaching staff with climate pedagogy tools, including knowledge, skills perspectives and pedagogy. Dedicate staff to coordinate and design curriculum changes as well as maintain resources.

Mechanisms or Actions:

- 3.1. At least one professional development activity is offered every year to faculty, focusing on climate change.
- 3.2. A Pedagogical Development Day or “sharing day” is offered for faculty to share their best practices internally.

STRATEGY 4: Campus as a living lab - Utilize our infrastructure and operations as living environments for multidisciplinary learning and applied research that advances sustainability on campus.

Mechanisms or Actions:

4.1. One or more projects are created by students using our infrastructure and operations as a living laboratory for applied student learning for sustainability.

STRATEGY 5: Create partnerships with communities and workplaces through cooperative learning that encourages climate action.

Mechanisms or Actions:

5.1. The institution offers a wide variety of opportunities to engage in climate action projects with the community or businesses as part of their courses. Student participation in these initiatives is supported.

STRATEGY 6: Conduct annual evaluation to ascertain progress and identify best practices: assessment mechanisms verify students' knowledge of the causes, impacts, dynamics and solutions to climate change.

Mechanisms or Actions:

6.1. A rigorous mechanism for assessing student achievements related to climate change in all programs has been implemented.



ENGAGEMENT STREAM

Goal: John Abbott College's students, staff and partners are informed and engaged in climate action.

STRATEGY 1: Community collaboration - Partner with community members and other colleges to take action on climate change.

Mechanisms or Actions:

- 1.1. Engage with community partners and other local actors to communicate our climate action agenda to employers and other stakeholders and address sustainability issues at the local level.
- 1.2. Engage with other colleges to share and exchange best practices. Work on collective projects that will help to promote sustainable practices in the college sector.

STRATEGY 2: Staff Engagement - Collaborate internally to align departments with climate action projects and the SDGs.

Mechanisms or Actions:

- 2.1. Non-teaching staff are provided professional development opportunities, such as training on sustainability best practices and on how climate change can be addressed in the workplace.
- 2.2. Faculty and non-teaching staff's contributions to climate action leadership are recognized and rewarded

STRATEGY 3: Student Engagement - Engage students in sustainability activities to increase their knowledge of the topic.

Mechanisms or Actions:

- 3.1. Engage students and increase their knowledge of sustainability and climate action through extra-curricular activities, workshops, speaker events and trainings.
- 3.2. Key sustainability and climate change elements are included in orientation/beginning of school year.

STRATEGY 4. Communicate sustainability/climate action achievements to students, staff, our local community and the higher education sector.

Mechanisms or Actions:

- 4.1. Inform, sensitize and provide opportunities for staff members to share information about the eco-responsible actions taken at JAC.
 - 4.2. Communicate the college's progress on climate action initiatives to the student population.
 - 4.3. Communicate the college's progress on climate action work to our local community and the higher education sector by posting our achievements to the John Abbott College website.
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STRATEGY 5. Greening the Campus: Promote the greening of the campus grounds in order to increase biodiversity.

Mechanisms or Actions:

5.1. Use the landscape plan produced for FMS to upgrade green spaces, in order to provide the college community with access to natural environments near the institution: parks, woods, community gardens, outdoor classrooms, etc.

5.2. Protect and enrich existing greenspaces on campus.

STRATEGY 6. Embrace Environmental Justice in decision-making processes.

Mechanisms or Actions:

6.1. Embrace a transparent, inclusive, participatory approach to decision-making involving all partners (including students). The institutional culture is underpinned by sound values and an ethics framework.

STRATEGY 7. Lead by Example; Sustainability priorities are considered in planning and administration

Mechanisms or Actions:

7.1. Consider climate action priorities in JAC's future strategic planning, asset management, policies and institutional improvement plans.

7.2. Develop responsible purchasing procedures to adopt eco-responsible and ethical practices (e.g. at food services, bookstore, sports uniforms, grounds maintenance, construction and renovation, caterers, fundraisers, etc.)

8. STRATEGY 8. Conduct annual evaluation to ascertain progress and identify best practices.

Mechanisms or Actions:

8.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.



WASTE REDUCTION STREAM

Goal: To reduce waste by 50% by 2030 (from 2015 levels) and manage residual materials by applying the 4R-V principle (rethink, reduce, reuse, recycle and valorize), by increasing compost and recycling accordingly.

STRATEGY 1: Reduce the amount of plastic used on campus by replacing packaging and plastic items.

Mechanisms or Actions:

- 1.1. Guidelines or policies for purchasing plastics are introduced.
- 1.2. When reusables are not possible, biodegradable single-use containers at the Bistro, Cafeteria and Oval are introduced.
- 1.3. A reusable dish program in the cafeteria is supported to reduce single-use plastics and takeaway containers.

STRATEGY 2: Standardization of bins and improved waste sorting.

Mechanisms or Actions:

- 2.1. Create uniform signage and standard bins across the campus for ease of use.
- 2.2. Increase number of compost bins available on campus by including organics in cleaning service contract.
- 2.3. Educate students and staff about proper waste sorting.
- 2.4. Refine procedures for disposing of hazardous waste.

STRATEGY 3: Compost in-situ program: Build and maintain a compost program that encourages small-scale composting in two locations on campus and provides educational opportunities about composting.

Mechanisms or Actions:

- 3.1. A composting program is set up and maintained by students with help from staff, and soil is provided to JAC's two vegetable gardens.

STRATEGY 4: Conduct annual evaluation to ascertain progress and identify best practices.

Mechanisms or Actions:

- 4.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.
- 4.2. Conduct regular waste audits to re-focus efforts as needed.

FOOD STREAM

Goal: Reduction of emissions related to food through adoption of an eco-responsible food plan

STRATEGY 1: Re-structure the Food Service Advisory Group to incorporate requirements for Fair Trade designation.

Mechanisms or Actions:

1.1. JAC is a fair-trade college.

STRATEGY 2: Increase fair-trade products at the JAC Bistro and Cafeteria.

Mechanisms or Actions:

2.1. JAC is a fair-trade college.

STRATEGY 3: Increase organic food served on campus.

Mechanisms or Actions:

3.1. Work with Cafeteria and JAC Bistro to facilitate changes.

STRATEGY 4: Establish target for local food purchasing (using Ministerial target) and monitor food purchases.

Mechanisms or Actions:

4.1. Work with Cafeteria and JAC Bistro to increase & integrate locally produced foods into campus meals.

4.2. Labeling of local products is improved (Aliments du Québec).

STRATEGY 5: Offer increased vegetarian and vegan options at the JAC Bistro and Cafeteria.

Mechanisms or Actions:

5.1. Work with Cafeteria and JAC Bistro to increase vegetarian and vegan options.

5.2 Plant based meals are highlighted at the JAC Bistro and Cafeteria.

STRATEGY 6: Develop waste reduction and management strategies for Food Services.

Mechanisms or Actions:

6.1. A strategy for reducing waste in Food Services is developed.

STRATEGY 7: Educational campaigns inform consumers about mindful eating.

Mechanisms or Actions:

7.1. Students and staff are provided with information about healthy and sustainable meal options.

STRATEGY 8: Conduct annual evaluation to ascertain progress and identify best practices

Mechanisms or Actions:

8.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.



APPENDIX: COMPLETE CLIMATE ACTION PLAN TABLE

ENERGY AND TRANSPORTATION STREAM

Goal: 83% reduction of the college’s energy and transportation emissions by 2030 (on track for net zero by 2040).

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
JAC's initial carbon audit revealed that natural gas contributes to 18% of the school's overall emissions, with other fuels, refrigerant gas loss and school-owned vehicles contributing approximately 2.5%. ³	1. To improve the energy efficiency performance of the facility and, if possible, use renewable energy for its heating and electricity system.	<p>1.1. Retrofit existing infrastructure so as to move away from natural gas and towards renewable energy.</p> <p>1.2. Hire a consultant to advise on energy efficiency.</p> <p>1.3. Assign a staff member who organizes, tracks and reports energy initiatives.</p> <p>1.4. Aim to renovate Brittain Hall to minimum LEED Silver standard.</p>	<p>1.1 (a) Number of buildings where energy efficiency measures have been applied as a result of energy audits.</p> <p>1.1 (b) Existing infrastructures retrofitted.</p> <p>1.2. Consultant(s) hired.</p> <p>1.3. Number of staff assigned to working on energy efficiency interventions.</p> <p>1.4. LEED rating (or projected LEED rating) of Brittain Hall.</p>	FMS	<p>1.1. Retrofits: 2022-2027</p> <p>1.2. Consultant (energy studies complete, implementation program begun) 2022-2023</p> <p>1.3. F2022</p> <p>1.4. Brittain Hall: TBD</p>
This would include auditing energy use and assessing the efficacy of initiatives to reduce carbon emissions.	2. Monitor energy use and outcomes of energy efficiency interventions.	2.1. Audits and savings are reported, recognized and used to determine outcomes of efficiency interventions.	2.1. Energy metrics reported in carbon audit.	FMS	Ongoing
Long distance travel - air travel in particular, has a very high carbon footprint. ⁴	3. To compensate GHG emissions accumulated due to fuel consumption for student educational trips and staff travels (via a recognized carbon offsetting organization).	<p>3.1. A system of offsetting set up for all college travel is created so that all trips include carbon offsets.</p> <p>3.2. Local trips, train/bus travel and videoconferencing are encouraged.</p>	<p>3.1. Percent or number of trips that are offset.</p> <p>3.2. Percent of in-person compared to virtual events.</p>	<p>3.1. FMS</p> <p>3.2. TBD</p>	2022-2023

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
<p>JAC's initial carbon audit revealed that the majority of our carbon emissions come from emissions relating to commuting.⁵</p>	<p>4. To encourage the sustainable commuting practices of students and staff by creating a campus-wide strategy for incentivizing alternative transportation, such as carpooling, public transport, walking or biking.</p>	<p>4.1. A plan is adopted and concrete sustainable mobility steps are being implemented.</p> <p>4.2. A JAC staff member is designated to organize, track and report on active and alternative transportation.</p> <p>4.3. Carbon offsets possibilities are explored and purchased as required.</p> <p>4.4. One commuting awareness event is organized per year.</p>	<p>4.1. & 4.2. Percent reduction of carbon emissions related to commuting.</p> <p>4.3. Number of carbon offsets purchased.</p> <p>4.4. Number of people who participate in commuting awareness event.</p>	<p>4.1. Sustainability Committee</p> <p>4.2. FMS</p> <p>4.3. Directors</p> <p>4.4. Sustainability Office</p>	<p>4.1. W2023</p> <p>4.2. W2023</p> <p>4.3. 2027</p> <p>4.4. Ongoing</p>
<p>An annual evaluation process is key to monitoring the progress of this plan.</p>	<p>5. Conduct annual evaluation to ascertain progress and identify best practices.</p>	<p>5.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.</p>	<p>5.1. An annual evaluation.</p>	<p>FMS and Sustainability Office</p>	<p>Annually</p>

CURRICULUM STREAM

Goal: Every student has learned about the causes, impacts, dynamics and solutions to climate change.

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
<p>Climate impacts are suddenly everywhere. This is going to be the biggest challenge of our students' generation. Climate pedagogy is being integrated into some programs as part of the revisions taking place right now, but not enough to reach every student. Every student needs to be equipped for this future that presents them with an opportunity to do things in a new and more equitable way.⁶</p>	<p>1. To encourage faculty to teach about environmental issues and the reality of climate change.</p>	<p>1.1. Release a staff member(s) to coordinate curriculum changes and maintain resources.</p> <p>1.2. An online JAC resource for Climate Change pedagogy page exists for each program (e.g. a space on the cloud).</p>	<ul style="list-style-type: none"> Hiring of staff member(s). Number of programs with an online Climate Change resource. 	<p>1.1. Academic Dean</p> <p>1.2. Program Deans</p>	<p>1.1. F2022</p> <p>1.2. W2023</p>
<p>See above</p>	<p>2. To encourage the creation of a new eco-responsible and eco-citizenship curriculum which will help students to develop the means and power to act (learning about action through action and from action). The curriculum encourages the engagement of vulnerable groups and takes into consideration community needs. The materials and program content are inclusive of different disciplines, cultures and perspectives, including traditional Indigenous knowledge and worldviews.</p>	<p>2.1. Offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. Incentives could take the form of a climate change working group (FORP or "Writing in the Disciplines" style) coordinated by faculty with release time.</p> <p>2.2. Recognize existing content in curriculum by clarifying the mechanism for students to identify which courses contain the four climate change competencies (as above) or SDG content</p>	<p>2.1. Number of new courses that include climate change in their learning objectives; a minimum of 4 Climate Change working group meetings per year.</p> <p>2.2. Number of discussions with Registrar's Office.</p>	<p>2.1. Program Deans</p> <p>2.2. Program Deans</p>	<p>2.1. W2023</p> <p>2.2. W2024</p>

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
Encouraging climate pedagogy through PD will help staff/teachers be more comfortable addressing the climate crisis within the context of their courses or their mandate.	3. Professional development provides teaching staff with climate pedagogy tools, including knowledge, skills perspectives and pedagogy. Dedicate staff to coordinate and design curriculum changes as well as maintain resources.	3.1. At least one professional development activity is offered every year to teaching staff, focusing on climate change. 3.2. A PD day or “sharing day” is offered for faculty to share their best practices internally	<ul style="list-style-type: none"> • Number of PD activities offered. • Number of faculty who attend. • Report on PD activities submitted to Sustainability Committee. 	3.1 PD Department 3.2 Program Committees	Ongoing
Students that actively participate in making their campuses more sustainable are well prepared to continue that work in their careers and communities after graduation. ⁷	4. Campus as a living lab: Utilize our infrastructure and operations as living environments for multidisciplinary learning and applied research that advances sustainability on campus.	4.1. One or more projects are created by students using our infrastructure and operations as a living laboratory for applied student learning for sustainability.	<ul style="list-style-type: none"> • Number of living labs. • Number of student participants. 	Academic Dean	Ongoing
Sustained immersive experiences such as community-based internships give students the opportunity to witness and learn in-depth about sustainability challenges and solutions. These programs provide a memorable way for students to deepen and expand their knowledge of sustainability. ⁸	5. Create partnerships with communities and workplaces through cooperative learning that encourages climate action.	5.1. The institution offers a wide variety of opportunities to engage in climate action projects with the community or businesses as part of their courses. Student participation in these initiatives is supported.	<ul style="list-style-type: none"> • Number of partnerships. • Number of students at JAC who participate. 	Program Deans and Program committees	Ongoing
An annual evaluation process is key to monitoring the progress of this plan. Greening assessments / sustainability literacy assessments help institutions evaluate the success of their sustainability education initiatives and develop insight into how these initiatives could be improved.	6. Conduct annual evaluation to ascertain progress and identify best practices: assessment mechanisms verify students’ knowledge of the causes, impacts, dynamics and solutions to climate change.	6.1. A rigorous mechanism for assessing student achievements related to climate change in all programs has been implemented.	<ul style="list-style-type: none"> • An annual evaluation. 	Academic Dean	Annually

ENGAGEMENT STREAM

Goal: John Abbott College's students, staff and partners are informed and engaged in climate action.

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
Community collaboration will enrich our activities by opening doors to diverse perspectives and external expertise.	1. Community collaboration: Partner with community members and other colleges to take action on climate change.	1.1. Engage with community partners and other local actors to communicate our climate action agenda to employers and other stakeholders and address sustainability issues at the local level. 1.2. Engage with other colleges to share and exchange best practices. Work on collective projects that will help to promote sustainable practices in the college sector.	<ul style="list-style-type: none"> • Number of community partnerships. • Number of opportunities to share best practices. 	Sustainability Office	Ongoing
Many sustainability targets are interdisciplinary endeavors that will require input from multiple sectors. The SDGs are a selection of 17 global goals designed to achieve a sustainable future for people & planet.	2. Staff Engagement: Collaborate internally to align departments with climate action projects and the SDGs.	2.1. Non-teaching staff are provided professional development opportunities, such as training on sustainability best practices and on how climate change can be addressed in the workplace. 2.2. Faculty and non-teaching staff's contributions to climate action leadership are recognized and rewarded.	2.1. Number of professional development events or workshops. 2.2. Number of staff recognized and number of opportunities for recognition.	2.1 PD Department 2.2 Sustainability Office	Ongoing
Hands-on, experiential learning is key to a well-rounded college learning experience.	3. Student Engagement: Engage students in sustainability activities to increase their knowledge of the topic.	3.1. Engage students and increase their knowledge of sustainability and climate action through extra-curricular activities, workshops, speaker events and trainings. 3.2. Key sustainability and climate change elements are included in orientation/beginning of school year.	<ul style="list-style-type: none"> • Number of students engaged. • Number of activities. 	Sustainability Office	3.1 Ongoing 3.2 F2023

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
<p>Communication will be key for student and staff learning, as well as bolstering enthusiasm for our climate action initiatives.</p>	<p>4. Communicate sustainability/climate action achievements to students, staff, our local community and the higher education sector.</p>	<p>4.1. Inform, sensitize and provide opportunities for staff members to share information about the eco-responsible actions taken at JAC.</p> <p>4.2. Communicate the college's progress on climate action initiatives to the student population.</p> <p>4.3. Communicate the college's progress on climate action work to our local community and the higher education sector by posting our achievements (e.g. Climate Action Plan, carbon audits) to the John Abbott College website.</p>	<p>4.1. Number of communications mediums used to share information.</p> <p>4.2. Number of formal communications shared with staff and students annually (ex: Sustainability Newsletter, messages from the college administration).</p> <p>4.3. Number of required documents (for STARS) posted on our website.</p>	<p>Sustainability Office</p>	<p>4.1 Ongoing</p> <p>4.2 Ongoing</p> <p>4.3 2022-2025</p>
<p>At JAC, we have an opportunity to increase biodiversity in order to support the ecosystem of the area and also facilitate hands-on learning experiences for students.</p>	<p>5. Greening the Campus: Promote the greening of the campus grounds in order to increase biodiversity</p>	<p>5.1. Use the landscape plan produced for FMS to upgrade green spaces, in order to provide the college community with access to natural environments near the institution: parks, woods, community gardens, outdoor classrooms, etc.</p> <p>5.2. Protect and enrich existing greenspaces on campus.</p>	<p>5.1. Number of outdoor projects designed to implicate students in the natural environment and enrich greenspaces.</p> <p>5.2. Number of biodiversity certifications acquired.</p>	<p>FMS</p>	<ul style="list-style-type: none"> • 2025
<p>Environmental justice (EJ) is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation and enforcement of environmental laws, regulations and policies.⁹</p>	<p>6. Embrace Environmental Justice in decision-making processes.</p>	<p>6.1. Embrace a transparent, inclusive, participatory approach to decision-making involving all partners (including students). The institutional culture is underpinned by sound values and an ethics framework.</p>	<ul style="list-style-type: none"> • Create consultation guidelines for Climate Action Plan initiatives. 	<ul style="list-style-type: none"> • Sustainability Office • Sustainability Committee 	<ul style="list-style-type: none"> • F2024

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
The United Nations suggests a whole-institution approach, with the incorporation of sustainable development within the campus, the curriculum, the school community and institutional culture. ¹⁰	7. Lead by Example: Sustainability priorities are considered in planning and administration	7.1. Consider climate action priorities in JAC's future strategic planning, asset management, policies and institutional improvement plans. 7.2. Develop responsible purchasing procedures to adopt eco-responsible and ethical practices (e.g. at food services, bookstore, sports uniforms, grounds maintenance, construction and renovation, caterers, fundraisers, etc.)	7.1 Number of projects which include climate action measures. 7.2 Number of sectors who incorporate responsible purchasing procedures.	7.1 Directors 7.2 Purchasing	7.1 2025 7.2 2025
An annual evaluation process is key to monitoring the progress of this plan.	8. Conduct annual evaluation to ascertain progress and identify best practices.	8.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.	<ul style="list-style-type: none"> Annual sustainability report. 	Sustainability Office	<ul style="list-style-type: none"> Annually

WASTE REDUCTION STREAM

Goal: To reduce waste by 50% by 2030 (from 2015 levels) and manage residual materials by applying the 4R-V principle (rethink, reduce, reuse, recycle and valorize), by increasing compost and recycling accordingly.

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
Every year, Canadians throw away 3 million tonnes of plastic waste, only 9% of which is recycled, meaning the vast majority of plastics end up in landfills and about 29,000 tonnes finds its way into our natural environment. In October 2020, the Federal Government announced their plan to achieve zero plastic waste by 2030. ¹¹	1. Reduce the amount of plastic used on campus by replacing packaging and plastic items.	<p>1.1. Guidelines or policies for purchasing plastics are introduced.</p> <p>1.2. When reusables are not possible, biodegradable single-use containers at the Bistro, Cafeteria and Oval are introduced.</p> <p>1.3. A reusable dish program in the cafeteria is supported to reduce single-use plastics and takeaway containers.</p>	<ul style="list-style-type: none"> Amount of packaging purchased. Amount of plastic waste disposed or reduced. 	<ul style="list-style-type: none"> Student Services Aramark 	2022-2024
Improved waste sorting will not happen unless students and staff alike are exposed to convenient waste sorting systems with clear signage. Additional educational measures put out on an annual basis will help reinforce these practices.	2. Standardization of bins and improved waste sorting.	<p>2.1. Create uniform signage and standard bins across the campus for ease of use.</p> <p>2.2. Increase number of compost bins available on campus by including organics in cleaning service contract.</p> <p>2.3. Educate students and staff about proper waste sorting.</p> <p>2.4. Refine procedures for disposing of hazardous waste.</p>	<ul style="list-style-type: none"> Diversion rates (organics, recyclables and hazardous waste) increases from 2022 levels. 	<p>2.1 FMS</p> <p>2.2 FMS</p> <p>2.3 Sustainability Committee</p> <p>2.4 FMS</p>	<p>2.1, 2.2, 2.4: 2022-2023</p> <p>2.3. ongoing.</p>

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
<p>Organic waste that ends up in landfills rots and creates methane, a greenhouse gas that has a much higher global warming potential than CO₂.¹² Landfills spaces are filling up and becoming harder to find. An on-site composting program will also promote experiential learning (peer-to-peer) and provide soil for the two vegetable gardens on campus.</p>	<p>3. Compost in-situ program: Build and maintain a compost program that encourages small-scale composting in two locations on campus and provides educational opportunities about composting.</p>	<p>3.1. A composting program is set up and maintained by students with help from staff, and soil is provided to JAC's two vegetable gardens.</p>	<ul style="list-style-type: none"> • Volume of new soil created for our campus gardens. • Number of students involved in the project. 	<p>Sustainability Committee</p>	<p>F2022 - Results will be continuous.</p>
<p>An annual evaluation process is key to monitoring the progress of this plan.</p>	<p>4. Conduct annual evaluation to ascertain progress and identify best practices.</p>	<p>4.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.</p> <p>4.2. Conduct regular waste audits to re-focus efforts as needed.</p>	<p>An annual waste audit and evaluation of practices.</p>	<p>FMS</p>	<p>Annually</p>

FOOD STREAM

Goal: Reduction of emissions related to food through adoption of an eco-responsible food plan.

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
By becoming a Fair-Trade School, JAC will support producers to achieve sustainable and equitable trade relationships	1. Re-structure the Food Service Advisory Group to incorporate requirements for Fair Trade designation.	1.1. JAC is a fair-trade college.	<ul style="list-style-type: none"> Establish baseline requirements of a fair-trade campus program. 	Food Service Advisory Group	<ul style="list-style-type: none"> F2023
See above	2. Increase fair-trade products at the cafeteria and bistro (such as coffee, tea, bananas, pineapple, etc.)	2.1. JAC is a fair-trade college.	<ul style="list-style-type: none"> Establish baseline requirements of a fair-trade campus program. 	Food Service Advisory Group	<ul style="list-style-type: none"> F2023
Epidemiological studies have reported adverse effects of certain pesticides on children's cognitive development. Another concern is the prevalent use of antibiotics in conventional animal production as a key driver of antibiotic resistance in society; antibiotic use is less intensive in organic production. ¹³	3. Increase organic food served on campus.	3.1. Work with Cafeteria and JAC Bistro to facilitate changes.	<ul style="list-style-type: none"> % of organic food purchased on campus. 	Food Service Advisory Group	<ul style="list-style-type: none"> W2023
Eating locally means eating seasonally, supporting local farmers and local food systems and reducing transportation distances (and therefore our greenhouse gas emissions).	4. Establish target for local Food purchasing (a Ministerial target) and monitor Food purchases;	4.1. Work with Cafeteria and JAC Bistro to increase & integrate locally produced foods into campus meals. 4.2. Labeling of local products is improved (Aliments du Québec)	<ul style="list-style-type: none"> % of local food served on campus. 	Food Service Advisory Group	<ul style="list-style-type: none"> W2023

Why is it important?	Strategy	Mechanisms or actions	Metrics	Unit Responsible	Timeline
Meat and dairy production are responsible for the majority of the agricultural industry's greenhouse gas emissions. ¹⁴	5. Offer increased vegetarian and vegan options at the Bistro and Cafeteria.	5.1. Work with Cafeteria and JAC Bistro to increase vegetarian and vegan options. 5.2 Plant based meals are highlighted at the Bistro and Cafeteria.	<ul style="list-style-type: none"> • % or number of vegan/vegetarian meals served on campus. 	Food Service Advisory Group	<ul style="list-style-type: none"> • W2023
Organic waste that ends up in landfills rots and creates methane, a greenhouse gas that has a much higher global warming potential than CO ₂ . ¹⁵ Landfill space is filling up and becoming harder to find. In Quebec, it will soon be illegal to put organic waste in landfill.	6. Develop waste reduction and management strategies for Food Services	6.1. A strategy for reducing waste in Food Services is developed.	<ul style="list-style-type: none"> • Diversion rate for organic waste increases from 2022 levels. 	Food Service Advisory Group	<ul style="list-style-type: none"> • W2024
Providing information to students and staff about the food they consume will help them to make more informed decisions.	7. Educational campaigns inform consumers about mindful eating.	7.1. Students and staff are provided with information about healthy and sustainable meal options.	<ul style="list-style-type: none"> • Number of campaigns or signage about mindful eating. 	Food Service Advisory Group	<ul style="list-style-type: none"> • F2023
An annual evaluation process is key to monitoring the progress of this plan.	8. Conduct annual evaluation to ascertain progress and identify best practices.	8.1. Practices are evaluated and results are assessed in order to ensure continuous improvement.	8.1. An annual evaluation of climate action plan food strategies. 8.2. Data collection for carbon audit services (Ecometrica)	Food Service Advisory Group	<ul style="list-style-type: none"> • Annually

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