



ACCC Symposium Synthesis:  
Environmental Sustainability

**November 19 – 20, 2007**

**Ottawa, Ontario**

## INTRODUCTION

The ACCC symposium on 'Environmental Sustainability' was on November 19<sup>th</sup> and 20<sup>th</sup> in Ottawa, Ontario. The Symposium was co-chaired by Tony Tilly, President of Fleming College and Jon Ogryzlo, Dean, Environment, Horticulture and Agribusiness Division of Niagara College. More than 50 colleges and institutes from across Canada were represented at the conference. ACCC would like to extend its sincerest appreciation to speakers, panellists and participants as well as members of the working group comprised of the two co-chairs and Deanna Douglas, Bursar, Langara College who provided guidance to ACCC in developing program content for the symposium.

The symposium was organized in response to a priority identified by ACCC board members who recognized that raising awareness and leading by example are essential to a more sustainable future. Years of experience in public education and outreach activities as well as establishing and sharing exemplary practices have contributed to making colleges and institutes models to emulate in the areas of planning, operations, curriculum development, institutional leadership, student life, community development and innovative private and public sector partnerships.

The Symposium provided participants with an opportunity to share best practices on incorporating sustainability principles in vision statements, missions, core values, strategic plans, priorities, policies, operations, procurement strategies as well as to learn how staff and students have become eco-conscious citizens and agents for change in their communities. The Symposium highlighted how ACCC members have established partnerships with other institutions, businesses and communities to make them socially vibrant, economically secure and environmentally sustainable.

Program highlights included:

- Reflections on the Past
- International Trends (UNEP, US)
- Canadian Perspectives (NRTEE, CFIB)
- Networks' Perspectives (CCEN, ECO Canada, Electricity Sector Council)
- Colleges Perspectives (Institutional leadership, Innovative ideas and initiatives)
- Students engagement (Sierra Youth Coalition, Niagara Environmental Corps)
- Conclusion, synthesis

## SUMMARY

### REFLECTIONS FROM THE PAST

The Symposium started with *Reflections from the past* by **Gerry Brown** past President of John Abbott College and outgoing President of ACCC and **Brian Desbiens** Past President of Fleming College who had both co-chaired ACCC Task Force on the Environment in the early 90s. Pursuant to consultations with colleges, institutes, and stakeholders, the task force had established an Environmental Citizenship Program at ACCC and produced publications such as the *Green Guide*, (in partnership with the NRTEE and Nissan) which provided an overview of the steps involved to implement environmental stewardship and the *Greening Campuses* diskette (in partnership with IISD) which focussed on how to integrate sustainable development into curricula, how to green campuses through procurement, waste management, recycling, how to green communities.

Both G. Brown and B. Desbiens noted how the context had changed in the past 15 years and that there was now a sense of urgency to act 'to save the planet'. They also acknowledged that environmental issues now encompassed socio-economic and cultural dimensions and had linkages with sovereignty considerations. Looking at the future, both saw a window of opportunity and emphasized how colleges were in a unique position to be leaders for action in their communities.

### INTERNATIONAL TRENDS

#### UNITED NATIONS ENVIRONMENT PROGRAM'S GLOBAL ENVIRONMENTAL OUTLOOK (GEO)

**Jane Barr**, independent consultant to the United Nations Environment Program (UNEP) and research associate at the International Institute for Sustainable Development, made a presentation on the findings from *UNEP'S Fourth Global Environmental Outlook* ([www.unep.org/geo](http://www.unep.org/geo)) which was released at the end of October 2007. The flagship report published twenty years after the Bruntland Report (Our Common Future) assesses the current state of the global atmosphere, land, water and biodiversity and identifies priorities for action. The report provides an overview of the global and regional environmental, social and economic trends over the past twenty years. It highlights interlinkages, challenges and opportunities which the environment provides for development and human well-being. It maps out four scenarios to explore plausible futures to the year 2050. ([www.unep.org/geo/geo4/](http://www.unep.org/geo/geo4/))

## US PARTNERSHIP FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

**Debra Rowe**, Ph.D., President, U.S. Partnership for Education for Sustainable Development ([www.uspartnership.org](http://www.uspartnership.org)) ; Co-Chair, Higher Education Associations Sustainability Consortium, ([www.heasc.net](http://www.heasc.net)); Senior Advisor, Association for the Advancement of Sustainability in Higher Education, ([www.aashe.org](http://www.aashe.org)); Senior Fellow Association of University Leaders for a Sustainable Future ([www.ulsf.org](http://www.ulsf.org)) Professor Sustainable Energies and Behavioral Sciences, ([www.oaklandcc.edu/EST](http://www.oaklandcc.edu/EST)) made a presentation on ***Sustainability : The Triple Bottom Line.***

Dr Rowe referred to the UN Decade of Education on Sustainable Development (2005 -2014) and stated that time was up for critical thinkers and arm-chair pontificators and we should all be 'doers' by promoting the triple bottom line (healthy eco-systems, communities and economies) and engaging in solutions. She noted that we were now witnessing the perverse effects of negligence and ignorance: the disruption of the food chain, the manifestation of extreme weather events, the decrease of water supplies, the increase in diseases, the submersion of land masses all of which amounted to nothing less that the disruption of civilization.

Dr Rowe stressed that ***education to action*** was the key and that colleges had the credibility to be change agents in their communities. Having degrees in both business and psychology, she suggested that staff and students should not only be literate in their area of study but also be, as responsible citizens, literate in interpersonal and intrapersonal skills (including conflict resolution and EQ) in optimism skills, in systems thinking, futurist skills and change agent skills.

Dr Rowe spoke of sustainability being the guiding principle for education and should be incorporated into colleges' mission, vision, strategic planning, curricula, research agenda, purchasing, campus operations, student life, professional development, outreach strategies, alumni activities, ethical investments as well as advocacy in the community and with legislators. She referred to many web sites and tools and suggested that stories be collated and fed to the media, that pledges and declarations be encouraged, that awards and recognitions be established. She also suggested that colleges should get involved in the revision of all text books to ensure that sustainability principles be included. In other interventions, she suggested that sustainability needed support from the top... that each campus should have a sustainability coordinator (reporting to the President ), that sustainability should be a criteria for selection, part of each job description, that colleges should join organizations such as Association for the Advancement of Sustainability in Higher Education ( A.A.S.H.E.)

She ended her thought provoking presentation by saying now was the time for BIG steps...that action was needed now... that solutions should be implemented immediately. We know the whats...it's time for the hows and the whos.

## CANADIAN PERSPECTIVES

### NATIONAL ROUND TABLE ON THE ENVIRONMENT AND THE ECONOMY

**David Mc Laughlin**, President and CEO of the National Round Table on the Environment and the Economy ([www.nrtee-tree.ca](http://www.nrtee-tree.ca)) made a presentation on ***Sustainability in Climate Change Policy Development***. He started by providing an overview of the organization: NRTEE is an independent federal, policy advisory agency, established in 1988. He indicated that he was looking forward to their 20<sup>th</sup> anniversary in 2008. Its members come from across Canada and represent a wide range of sectors and disciplines – business executives, environmentalists, academics, political experts, labor leaders, and Aboriginal groups. He noted with pride the work of one of their board members, Sheila Watt-Cloutier who had been nominated for a Nobel Peace Prize.

He indicated that the NRTEE is at the nexus of environment/economy issues, is a neutral, safe harbor for integrated solutions, debate, and ideas and reports to the government and Parliament through the Minister of the Environment. He indicated that the NRTEE was asked by the federal government to provide advice on targets and scenarios for reducing emissions of GHGs and air pollutants in Canada.

He then presented the key findings of their Interim report released in June 2007 which included;

- The need for a clear, consistent, and long-term policy signal by the government is critical ( including a price on carbon)
- No single-best pricing signal.
- The importance of establishing and reaching 2020 targets if the long-term targets of -65% reductions by 2050 are to be achieved.
- Any delay in the implementation of a GHG price signal could put some long-term GHG targets beyond Canada's reach and would mean that future emission prices would need to rise significantly.

Other policy and research areas of the NRTEE include: insurance and alternative risk transfer mechanisms; codes and standards and disaster management. He indicated that effective carbon reduction policy should fit with other initiatives internationally; incorporate Canadian economic, social, geographic realities; include pricing carbon across the entire economy; combine pricing with regulation; result in the deployment of technology; receive early and sustained action on emission reductions; shift corporate and consumer behavior and be monitored, measured, and adapted to circumstances.

He ended his presentation by underlining the challenges to moving forward: the need for coordination across governments; the need for information and data on impacts; the need for public engagement / willingness to consider bigger trade-offs and the time for consumer behavior to change.

## CANADIAN FEDERATION OF INDEPENDENT BUSINESS

**Corrine Pohlmann**, Vice-President, Canadian Federation of Independent Business ([www.cfib.ca](http://www.cfib.ca)) made a presentation on their latest report ***Achieving Eco-Prosperity- SME's perspective on the Environment***. She indicated that her association had over 105,000 SMEs from all sectors of the economy. The organization was research based and made monthly surveys of their membership.

The report was based on responses from 11,000 firms which enable them to express with confidence the perspective of small and medium sized enterprises. She indicated that there is a strong belief among SMEs that it is possible to grow the economy and protect the environment at the same time. Major concerns were recycling materials, energy conservation and clean water/sewage. Almost half cited climate change, and one third mentioned dumps and landfills, management of toxic waste, air pollution and forest preservation. Overall SMEs are motivated by their own personal views and values, as well as potential for cost savings and not by current regulations. Barriers for more action included lack of information, lack of funds and complexity of regulations. For the average SME, it is impossible to learn about, and be compliant with countless regulatory requirements at all level of governments.

The report concluded that SMEs are supportive of measures to raise awareness, to increase research on alternative energy sources and increase energy efficiency. They are less supportive of increasing environmental regulations and introducing taxes or financial penalties.

CFIB recommendations to all levels of governments, utilities and stakeholders included

- Enhancing communications on environmental opportunities
- Creating a one stop web portal
- Simplifying regulations
- Refraining from new environmental taxes
- Reducing paper burden
- Supporting research on alternative energy
- Exploring the concept of 'green lease'
- Exploring how financial institutions can play a more significant role

## NETWORKS AND SECTOR COUNCIL'S PERSPECTIVES

### CANADIAN COLLEGE ENVIRONMENTAL NETWORK CCEN

**Jon Ogryzlo**, Dean, Environment, Horticulture and Agribusiness Division of Niagara College made a presentation the **Canadian College Environmental Network (CCEN)**. He presented a history of the network, how it was created as a sector council in Calgary in 2003 and mentioned their partners: ACCC, ECO Canada and the Canadian University Environmental Science Network. He spoke of CCEN core functions which include: professional development, transferability and collaboration in the development of accreditation, certification, national standards, policies, strategies. He suggested that perhaps linkages with affinity groups could be explored to incorporate sustainability principles in their work. He also invited participants to attend the network's next meeting in Halifax on June 5<sup>th</sup> and 6<sup>th</sup> 2008 where the theme will be a good follow-up to the Symposium: Environmental Sustainable Education. (([www.eco.ca/ccen](http://www.eco.ca/ccen)))

Kevin Henderson from NSCC (Waterfront Campus) who will be hosting the conference made a brief presentation on the proposed agenda and indicated that there would also be a trade show to showcase technologies that green campuses. This conference will explore three questions:

Why do we need sustainable education?

How do we create sustainable educational environments?

How do we integrate sustainable education into our learning?

### ECO CANADA

**Grant Trump**, President and CEO of ECO Canada, ( [www.eco.ca](http://www.eco.ca)) an environmental careers organization made a presentation on **Environmental Sustainability: A People Issue**. He spoke of the need to link the environment to people, health, safety issues and referred to ECO Canada mission: to ensure an adequate supply of people with demonstrated skills and knowledge required to meet the environmental human resource needs of the public and private sectors.

He highlighted the organization's objectives which were to:

- Promote life-long learning in the workplace
- Facilitate mobility and labor market transitions
- Assist workers to obtain the skills and knowledge needed to drive innovation
- Encourage the private sector to take ownership and invest in solutions that address the skills challenge

He also stated that National Occupational Standards (NOS) were the foundation of their projects and included individual certification as well as course/program accreditation (National Environmental Program Accreditation (NEPA) and the Canadian Environmental Certification Approvals Board (CECAB). He also referred to the establishment of the Canadian Centre for Environmental Education (CCEE) which is a joint venture of ECO Canada and Royal Roads University which involves a partnership with 33 universities and 26 colleges across Canada to produce a 100% on-line, e-learning project and offer professional development.

## ELECTRICITY SECTOR COUNCIL

**Catherine Cottingham**, Executive Director and CEO, Electricity Sector Council ([www.brightfutures.ca](http://www.brightfutures.ca)) made a presentation on **A Sustainable Energy Future**. She pointed out that Canada was one of world's leader in electricity production. She indicated that the Council is currently working with NRCAN to develop 5 national occupational standards to provide rigor to the curriculum development at the college level, and that there is consistency for industries:

- Project Manager (*with profiles for Planner, Construction Manager, and Wind Project Developer*)
- Operator (*with profiles for Power Systems Operator and Power Station Operator*)
- Electrical Technologists and Technicians
- Power Protection and Control Technicians and Technologists
- Wind Turbine Technician
- And that negotiations are on their way to add solar and geexchange standards.

She also indicated that NRCAN had funded the translation of the curriculum developed by Cégep de la Gaspésie for wind energy.

## COLLEGES' PERSPECTIVES

### INSTITUTIONAL LEADERSHIP

Exemplary practices of institutional leadership were presented by two college Presidents.

### NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY

**Sam Shaw**, Northern Alberta Institute of Technology (**NAIT**) [www.nait.ca](http://www.nait.ca) presented an overview of the college, highlighting that it was one of Alberta's top 35 employers. He described the process by which through consultations, sustainability was recognized as a priority and incorporated in a visioning exercise, subsequent key directions, guiding principles, business plan and operations. Other measures included: the creation of a sustainability officer position reporting to the Chief of Staff in the President's office; the establishment of ecoNAIT, [www.nait.ca/ecoNAIT](http://www.nait.ca/ecoNAIT) an environmental committee with representation from across the institute; Facebook, tip of the month. He gave examples of other measures that have been implemented such as recycling paper, choosing green cleaning products, utilizing mugs, biodegradable plates, lights out, new construction at least LEED silver certification, reutilizing pool water and that future initiatives would include composting, geothermal heating.

He concluded by sharing his recipe for success:

- Find a champion
- Encourage-nurture
- Promote-communicate
- Make sustainability a priority
- Establish benchmarks
- Use savings for other projects
- Celebrate wins!

## CÉGEP DE ROSEMONT

**Patricia Hanigan** from *Cégep de Rosemont* gave an overview of the cégep and explained how Rosemont had won the reputation of being the enviro-college. [www.crosemont.qc.ca](http://www.crosemont.qc.ca) She explained that they had launched ecodevelopment in 1975 incorporating environmental and economic concerns. Rosemont was the first institution to adopt in June 1996, an institutional policy to guide and support its action in environmental education.

Subsequently, the college developed an integrated waste management plan and participated in cultural and sports activities in Montréal such as the International Jazz Festival and Francolies. The college has also drawn up environmental management plans for the Botanical Garden, the Biodome and the Insectarium as well as the city of Montreal's casino, for the Parc and Lachine Canal contaminated sites, as well as an energy efficiency program for the Marie-Clara hospital complex.

Furthermore, the college's new library now has a green roof: 10,000 square feet of plantings on the roof reduce heat (by 40 percent), filter urban dust and hold rainwater.

The college has won many awards, including: the Prix Phénix environmental award in 1995 and 2001, the Alcan Sustainable Development Award of Excellence in 1998 and 2000, the EECOM Award of Excellence in 2002, the CIDA Award of Excellence for the 1997-2001 urban environmental management project in Laos, and the Energia Award in 2002. The college was also the first educational institution to obtain the 'Ici, on recycle' certificate in 2004 and the first college to earn Quebec's Green CÉGEP certification, Excellence Level, from the Environnement Jeunesse (ENJEU) organization in 2005.

## INNOVATIVE IDEAS, INITIATIVES

### SENECA COLLEGE

**Bill Humber**, Chair, School of Civil and Resources Technology, Seneca College [www.senecac.on.ca](http://www.senecac.on.ca) made a presentation on *Restorative Development*. He underlined how Seneca was recognized as experts in urban sustainability and had developed a sustainability partnership with business, government and environmental advocates to enhance the education and raise the profile of technologists, technicians and trades. He indicated that this tier of practitioners are the life cycle guarantors of urban sustainability as they support architects, engineers and urban planners in the design, building and maintenance of green solutions. He referred to concepts developed by *Storm Cunningham* in his book *The Idea of Restoration* and spoke of 're wealth' as opposed 'de wealth'. He also alluded to the 3C crisis: corrosion, constraint, contamination. He informed participants that Seneca College had been selected to host the *Secretariat of the Revitalization Institute*

## CAMBRIAN COLLEGE

**John Hood**, Project Manager and **Les Lisk**, Applied Research Coordinator spoke on ***Cambrian's Sustainable Energy Centre; A Living Building***

In their presentation, they noted that between 1990 and 2004 total energy use in Canada rose by 23% and it is expected to rise by another 20% by 2020. They indicated that energy efficiency can assist Canada to expand the economy while managing energy demands and that the energy efficiency industry employs thousands of Canadians who manufacture and sell efficient products, technologies and services. They quoted John Doer, a technology guru who stated that renewable sources of energy will offer the biggest economic opportunity of the century.

This new Center, the first 'living building' in North America, will be an innovative teaching and applied research facility that will provide entrepreneurs and businesses with the opportunity to prototype, test, and demonstrate sustainable energy systems and green building technologies.

[www.cambriancollege.ca](http://www.cambriancollege.ca)

## FLEMING COLLEGE

**Tony Tilly**, President of Fleming College ([www.flemingcollege.com](http://www.flemingcollege.com)) spoke on ***Environmental Technology: A Building Tool for Teaching and Learning***. He indicated that sustainability was integrated in their college's strategic objectives which included:

- Achieving excellence in student learning;
- Providing superior services and facilities
- **Leading in environmental programs and practices;**
- Growing with positive results;
- Building community success;
- Optimizing organizational culture and development

He gave examples of Fleming's environmental accomplishments: the new environmental technology wing, the geothermal wells, the wind turbine, the light and solar energy initiatives, the green roof, the living wall, the Centre for Alternative Wastewater treatment, (CAWT), the discovery trail, the biodiversity commons, the fish hatchery and restoration projects.

In January 2006 the college launched the Frost Sustainable Campus Initiative which adopted the Campus Sustainability Assessment Framework, (CSAF) sponsored by the Sierra Youth Coalition. This framework is used to assess institutional practices, in order to set ecological and socio-economic improvement targets.

The initiative at Frost Campus aims to reduce the environmental impact of human activities - resource consumption and waste production - through tangible goals of:

- improving recycling
- reducing paper consumption
- purchasing green products
- reducing waste through composting
- applying green alternatives to cafeteria practices
- and land use management

## RED RIVER COLLEGE

**Ted Maciurzynski**, Director, Design, Planning and Construction and **Robert Olsen**, Associate VP Facilities and Campus Services spoke on ***Red River's Heavy Equipment Training Center***. They referred to Leadership in Energy and Environmental Design (LEED) which is a system of points by which a project is evaluated to establish the level of sustainability. [www.rrc.mb.ca](http://www.rrc.mb.ca)

LEED addresses six categories, with various points for each:

- Sustainable sites – possible 14 points
- Water efficiencies - possible 5 points
- Energy and Atmosphere – possible 17 points
- Materials and Resources – possible 14 points
- Indoor Environmental Quality – possible 15 points
- Innovation and design process – possible 5 points

Potential of 70 points

Certification point levels:

- Platinum +52 points
- Gold - 39 to 51 points
- Silver - 33 to 38 points

As some governments are now requiring that publicly funded construction be LEED certified, (as for Manitoba) there was a discussion on the point system, and the challenges this entails. There was a recognition that more information and sharing of experiences were needed.

## STUDENTS' PERSPECTIVE

### SIERRA YOUTH COALITION

**Anjali Helherty**, National Coordinator, Sustainable Campuses, ***Sierra Youth Coalition*** ([national@syc-cjs.org](mailto:national@syc-cjs.org), ) spoke about her organization and how they are present on a network of 65 campuses. She spoke of their mission to engage (empower youth in Canada to become active members of their community) educate (create a widespread understanding of the interconnectedness of all things) and change (challenge unjust and unsustainable systems by finding solutions) with a view of 7 Generations (ensure that the voices of the future are clearly

heard). She mentioned some of their initiatives such as CSAF (Campus Sustainability Assessment Framework). She suggested measures that were taken in the US could be adopted in Canada such as a graduation pledge for students, the President's Climate Change Commitment and adopt a legislator.

She invited participants to their next national conference in 2008 which will be held in Quebec City

## **NIAGARA ENVIRONMENTAL CORPS**

**Martin Smith**, Coordinator, Environmental Technician Program, **Natalee Tokar**, Research Projects Manager, **Jennifer Kertai**, student and **Vince NG** student made a presentation on the **Niagara Environmental Corps (NEC)** which was established to increase environmental awareness, assist companies and non-profit community organizations in developing and testing environmental solutions to problems and create opportunities for students to gain experience in environmental-focused applied research. Examples of projects include habitat restoration and monitoring, ecosystem restoration, wetland development and conservation, waste end energy.

Niagara held its first Green Day September 12, 2007 to provide a forum for environmental issues. In partnership with private and public organizations, NEC is planning projects to support viable agriculture and viticulture, promote vibrant rural communities, protect, restore and enhance natural environment. NEC also plans to develop a Junior Corps involving secondary school student in environmental projects.

This presentation generated a lot of interest from participants who felt that it was a model for student engagement. It was suggested that with the proper support, a national initiative could be developed using NEC as a model. It was also suggested that students from other areas such as hospitality, tourism, political and social sciences also be invited to join the environmental corps and that consideration be given to allocate academic credits for its work

There was a discussion about creating an internship program within environmental studies to assist SMEs and other organizations (such as municipalities) to perform environmental audits, provide information and solutions.

## **CONCLUSIONS**

The symposium concluded with a group discussion on strategies for moving forward. It was recognized that sustainability was not limited to environmental issues but included socio-economic and cultural dimensions. To bring 'sustainability' in the mainstream and in the forefront, a paradigm shift was needed to create a 'culture of sustainability'. As demonstrated by the presenters, much had been done and was presently being done at the local level but given the sense of urgency, the call to action, 'big steps' needed to be taken.

The Symposium chair, Tony Tilly presented a framework for discussion outlining challenges and next steps. He suggested that five areas needed to be addressed:

- Graduate capacities (skills and programs)

- Vision and timeframe (adopt, adapt or develop a new framework)
- Best practices ( goals, institutional commitment and practices, curriculum, student initiatives)
- Advocacy ( particularly with legislators)
- The role for ACCC (priorities for action, means to pursue symposium conclusions)

The following is a summary of the discussions and provides some useful suggestions for colleges and the association to guide their work, and make their communities socially vibrant, economically secure and environmentally sustainable.

## **SUGGESTIONS FOR COLLEGES**

In order to create a culture of sustainability, college could consider the following actions at different the levels of intervention

### **Institutional leadership**

- incorporating sustainability principles in key documents and reports ( i.e. vision statement, mission, core values, strategic plans and priorities , annual reports);
- including sustainability issues in criteria for selection and in all job descriptions.

### **Campus operations**

- incorporating sustainability in policies and operations (i.e.: construction, energy, purchasing, procurement, facilities, recycling, landscaping, ethical investments);
- developing a college sustainability plan and creating an office of sustainability or a sustainability chair, or a sustainability coordinator, sustainability task force, sustainability assessments and reports.

### **Curriculum**

- integrating sustainability into curriculum, interdisciplinary initiatives, projects, workshops, meetings thereby ensuring that students develop the competencies (knowledge, understanding, motivation, skills) to become agents of change and contribute to a sustainable future;
- participating in sustainability networks and consortia, sharing best practices, research, models.

### **Student life**

- integrating sustainability principles in sports, recreational and other campus activities;
- creating an 'environmental corps';
- establishing partnerships with the Sierra Youth Coalition and local organizations.

### **Community approach and partnership**

- establishing partnerships with institutions, businesses and communities;
- establishing awards - recognition programs to celebrate successes.

## SUGGESTIONS FOR ACCC

- Engage board and member institutions on a renewed sustainability agenda.
- Establish a process to develop a vision and strategy for environmental sustainability
- Explore the possibility of initiatives such as President's Climate Change Commitment and student pledges
- Incorporate sustainability issues for professional development ( Presidents and VP academies, leadership institutes) and events (conferences)
- Capitalize on CCEN to promote sustainability principles and consideration with other affinity groups
- Reenergize partnerships and collaboration with national organizations and departments (NRTEE, CFIB, FCM, CAUBO, federal government departments : EC, HRSDC, NRCan, TC)
- Enhance partnerships and collaboration with international associations ( AACCC, AASHE)
- Build on early products such as the Green Guide to collate and disseminate colleges exemplary practices, programs, partnerships
- Provide information on green buildings, LEED certification and 'living buildings' models and lessons learned
- Explore the possibility of establishing a national student environmental corps
- Develop an outreach and advocacy strategy (specifically for legislators)
- Seek new resources to enhance the association's work in environmental sustainability.

### For future reference

- Human Development Report 2007/2008 Fighting Climate Change: Human solidarity in a divided world ( <http://hdr.undp.org>)
- [www.myfootprint.org](http://www.myfootprint.org)
- [www.playagreaterpart.org](http://www.playagreaterpart.org)
- [think@mtv.com](mailto:think@mtv.com)
- [www.earthprint.com](http://www.earthprint.com)