



# Commuting and Campuses

A Guide to Sustainable  
Transportation Solutions



COLLEGES &  
INSTITUTES  
CANADA | COLLÈGES &  
INSTITUTS  
CANADA



Funded by the  
Government  
of Canada

Canada 

**Prepared for**

Colleges and Institutes Canada  
701-1 rue Rideau Street  
Ottawa, ON | K1N 8S7

**Prepared by**

Urban Systems Ltd.  
300-123 Bannatyne Avenue  
Winnipeg, MB | R3B 0R3

.....

This report is prepared for the sole use of Colleges and Institutes Canada. No representations of any kind are made by Urban Systems Ltd. or its employees to any party with whom Urban Systems Ltd. does not have a contract.© 2024 URBANSYSTEMS®.

---

# Contents

---

## **Supporting Sustainable Transportation..... 1**

How to Use This Guide.....	2
Sustainability Tracking, Assessment and Rating System (STARS).....	3
Sustainable Development Goals .....	6

## **Sustainable Transportation Initiatives..... 9**

Commuter Survey.....	11
End-of-Trip Facilities and Protected Bicycle Parking.....	15
Bicycle Purchase Financing .....	18
Bike Share Programs .....	21
Investing Parking Revenue into Sustainable Transportation Incentives.....	24
Strategic Plans for Sustainable Transportation .....	27
Connecting to Sustainable and Active Transportation Infrastructure.....	31
Minimizing the Need for Motor Vehicle Trips .....	35
Government Relations.....	39
Celebration and Awareness Events.....	43

## **Additional Resources..... 47**

Funding Opportunities .....	47
Additional Reading and Training Opportunities .....	53

This page intentionally left blank.



# Supporting Sustainable Transportation

---

As many of us are well aware, there is an increasing need and global emphasis on reducing greenhouse gas (GHG) emissions, and correspondingly - an urgent need to reevaluate our current transportation habits and practices to make them more sustainable and less polluting.

Colleges and Institutes Canada (CICan) is working with member institutions to explore programs, policies, and infrastructure improvements that can help lower transportation-related GHG emissions, reduce congestion related to campus commuting, and improve the health, well-being, and safety of students and staff by increased rates of sustainable transportation modes, including active transportation such as walking and cycling, and public transit.

Many member colleges and institutes across the country are already taking actions to make sustainable transportation more convenient, accessible, and efficient for students, faculty, and staff. This guide provides detailed profiles on ten different proven effective initiatives that CICan members have used to reduce their transportation sector-related Scope 3 emissions. Scope 3 emissions encompass those that are not produced by the College or Institution itself and are not the result of activities from assets owned or controlled by them, but are instead emitted by those activities that the college or institute is indirectly responsible for - such as commuting to and from campus.

This guide is intended to share valuable lessons learned from other Canadian institutions across the country, provide resources for CICan members who are interested in taking action to encourage more sustainable transportation on campuses and reduce transportation sector related emissions, and inspire CICan members to try new initiatives on their campus that have a proven track record of success at other Canadian campuses.

# How to Use This Guide

This guide includes ten initiatives to help CIGan members reduce transportation sector related emissions. Each initiative includes the following elements:

## A high-level overview table highlighting:

- **Time commitment:** how long does it take to implement the initiative? Is it a regularly occurring activity, a special event, or an ongoing process?
- **Financial Commitment:** what financial resources are required to implement the initiative? Is it a one-time investment or ongoing cost?
- **Staff Commitment:** what staff resources are required to implement the initiative? Are additional staff resources required? Are staff hours required for only certain activities or are there on-going responsibilities?
- **Relevant STARS\* goals:** how can this initiative help you achieve certain STARS goals? *\*More information on the STARS program can be found in the following section.*

### 1

#### Commuter Survey

Time Commitment	Financial Commitment	Staffing Commitment
●●●●	●●●●	●●●
Medium	Medium	Low to Medium

**STARS Goals**

- Commuter survey data is directly related to OP-14: *Commute Modal Split*.
- Can contribute to PA-2.2: *Measurable Sustainability Objectives*. Regular surveys can be used to measure and show the impact of other sustainable transportation initiatives over time.

Commuter surveys are a method of gathering information about how students, faculty, and staff are travelling to and from campus, their reasons for choosing certain modes of transportation, typical travel times, and to gauge levels of interest in shifting to more sustainable modes of transportation.

To conduct a commuter survey at your college or institute, consider following these steps:

1. Define the "why" of your survey: Before creating the survey, it is important to know what information you need to collect as well as how it will be used. Defining what information you need at the beginning of your data collection process will help you design a more effective survey.
2. Design the survey: Survey questions should be clear, concise, easy for participants to complete. The questions should also provide your college or institute with the information you need to explore new sustainable transportation projects and initiatives. Consider limiting the number of open-ended questions as these require more effort from participants and more time to analyze and draw conclusions from. Instead, focus on multiple-choice questions as these are easier to analyze and develop recommendations from. To help reduce survey fatigue, you can also explore combining your commuter survey with other related surveys, such as a broader sustainability survey or campus satisfaction survey. You could also explore other feedback initiatives such as on-campus open houses or in-class surveys.

Sustainable Transportation Initiatives - Guide to Best Practices


A detailed description of the initiative, including resources needed to implement it.

### Q

#### Confederation College, Thunder Bay, Ontario

- **Bike share stations:** If your campus has a bike share program, locating a station near other end-of-trip facilities will help support and encourage usage.
- **Wayfinding and Information Boards:** It can be helpful to provide maps with local cycling routes and information about local bicycle shops, services, and events near other bicycle end-of-trip facilities. These resources can help people new to bicycling feel more confident riding on campus and will foster a sense of community.

Providing bicycle end-of-trip facilities, especially secured bicycle parking, makes bicycling more comfortable and convenient for cyclists of all skill levels.



In 2023 Confederation College turned an under-used alcove into safe, secure, and weather-protected bicycle parking. For years, faculty, staff, and students at the college had been requesting secure bike storage. With an increase in people storing their bicycles in buildings, creating potential safety hazards and cleanliness issues, the College re-allocated an alcove on campus that was not often used as a way to address the demand. As the area already had three walls, it was easy to convert the space into a room for bicycle storage. With minimal effort and resources, Confederation College was able to create a new enclosed space, known as The Bike Locker, that is monitored and key secured.

Colleges and Institutes Canada

A profile on a CIGan member that has experienced success in implementing the initiative.

# Sustainability Tracking, Assessment and Rating System (STARS)

As many CICan member colleges and institutes follow the Sustainability, Tracking, Assessment and Rating System (STARS) program, it was important that the featured initiatives would support members in achieving their STARS goals. Each initiative includes a section on the relevant and related STARS goals.

STARS is a self-reporting framework designed for higher education institutions<sup>1</sup> to measure, monitor, and compare their performance related to sustainability with other institutions worldwide. Higher education institutions are awarded credits for meeting criteria laid out through STARS and can attain one of five ratings ranging from Reporter to Platinum. The ratings are valid for three years and past and current participants' reports can be accessed online through STARS.<sup>2</sup>

As of the time of writing, the STARS framework is currently being updated. The new version, STARS 3.0, is anticipated to launch in the second quarter of 2024. The first version of STARS was released in 2010 by the Association for the Advancement of Sustainability in Higher Education (AASHE). In line with the United Nations Sustainable Goals (SDGs) and targets<sup>3</sup>, the indicators under the STARS framework are broad in scope and considers an institution's environmental, social, and economic performance. STARS indicators are grouped into four main categories:

1. Academics (AC): Curriculum, Research.
2. Engagement (EN): Campus Engagement, Public Engagement.
3. Operations (OP): Air & Climate, Buildings, Energy, Food & Dining, Grounds, Purchasing, Transportation, Waste, Water.
4. Planning & Administration (PA): Coordination & Planning, Diversity & Affordability, Investment & Finance, Wellbeing & Work.

Institutions can also be awarded up to four bonus credits through the optional Innovation and Leadership (IN) category.

---

1 Institutions are defined by AASHE as having a separate and distinct administration (e.g., president or chancellor). Institutions that are part of a larger system may participate independently if they have an administration that is separate and distinct from others in the system. While STARS is primarily utilized by universities and colleges, other secondary, post-secondary, and tertiary educational institutions (e.g., high schools, professional and technical schools, and adult education institutions) are welcome to participate.

2 <https://reports.aashe.org/institutions/participants-and-reports/>

3 <https://stars.aashe.org/resources-support/help-center/the-basics/what-is-sustainability/>

## Transportation-related Criteria

Based on the STARS 3.0 credit checklist<sup>4</sup>, ten points are allocated for transportation indicators under the Operations (OP) category. Transportation-related criteria are summarized in the table on the next page.

**Table 1 - STARS Transportation-Related Criteria**

Credit	Points available	Performance required to earn full points
OP 13: Campus fleet	2	100% of the cars, vans, trucks, and buses in the institution's fleet are electric vehicles (i.e., zero emission vehicles (ZEVs) and/or plug-in hybrid electric vehicles (PHEVs)).
OP 14: Commute modal split	6	100% of students and employees use more sustainable commuting options (i.e., alternatives to single-occupancy cars, vans, and trucks).
OP 15: Air travel	2	Institution meets at least two of the following criteria: <ol style="list-style-type: none"> <li>Institution provides incentives designed to encourage employees to reduce their air travel.</li> <li>Institution has adopted restrictive measures designed to reduce the greenhouse gas (GHG) emissions associated with its directly financed air travel.</li> <li>Institution has a program designed to mitigate the GHG emissions associated with its directly financed air travel.</li> </ol>
Innovation and Leadership (IN) Credit Catalog	4 <sup>5</sup>	STARS 2.2 had a credit, OP 17: <i>Support for Sustainable Transportation</i> , which has been dropped in STARS 3.0 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).

4 STARS 3.0 credit checklist can be accessed at <https://stars.aashe.org/resources-support/stars-3-0/>. Changes may be made to the content prior to the updated framework's official launch in Q2 2024.

5 As of the time of writing, the IN Credit Catalog is currently under development. STARS 2.2 had a maximum of 4 bonus points available across all IN credits. Each credit is worth a maximum of 0.5 bonus points. Relevant examples included Academy-Industry Connections, Bicycle Friendly University, and up to two bonus points for open-ended credits that are not covered elsewhere.



While the above criteria are the only ones that directly measure transportation, investing in sustainable transportation initiatives can have direct and indirect impacts on other indicators in the STARS 3.0 framework, such as an institution's:

- GHG emissions.
- Health, safety, and wellbeing.
- Sustainability commitments and planning.
- Curriculum.
- Research.
- Staff engagement and training.
- Community partnerships.
- Inter-campus collaboration.



## Thompson Rivers University, British Columbia

---

Thompson Rivers University was the first Canadian university to achieve a Platinum STARS rating, and is one of six in the world to reach double platinum. The University has been prioritizing sustainability as a core value since 2007 and strives to incorporate sustainable practices across their campuses. The University has developed a Transportation Demand Management Plan, a Campus Transportation Plan, and has a Campus Strategic Sustainability Plan, which was developed with the STARS framework in mind. As sustainability is a key focus for the University, it isn't surprising that they support a variety of initiatives, including electric bicycle financing options, bicycle parking and end-of-trip facilities, free public transit within Kamloops, carpooling and rideshare programs, and offer free charging and parking discounts for electric vehicles.

To learn more about Thompson Rivers University's sustainability programs, check out their website at <https://www.tru.ca/sustainability.html>.

# Sustainable Development Goals

CICan is dedicated to supporting and following the United Nations Sustainable Development Goals (SDGs). The SDGs provide a framework for collaboration, among our members and with partners, to ensure our actions contribute to positive change for people and planet. At least one of the 17 SDGs are embedded within all CICan programs and initiatives, including their 2019 strategic plan, “Strengthening the System”.

Colleges and institutes play a critical role in supporting the SDGs and helping to create a greener future. To support CICan members in making progress towards the SDGs, CICan developed the **SDG Toolkit** to highlight the important work already being undertaken at colleges and institutes and providing examples of projects and initiatives to inspire others.

While not all of the SDGs may be relevant to the sustainable transportation initiatives outlined in this document, investing in active and sustainable transportation improvements can directly and indirectly support various SDGs.

## Targets and Indicators Supported by Sustainable Transportation Improvements

Highlighted below are some of the SDG targets and indicators that may be supported by the sustainable transportation initiatives highlighted in this guide:

### ***Goal 3: Ensure healthy lives and promote well-being for all at all ages***

- **3.6:** By 2020, halve the number of global deaths and injuries from road traffic accidents.

### ***Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation***

- **9.1:** Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.
- **9.4:** By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.

***Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable***

- **11.2:** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.
- **11.3:** By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.
- **11.6:** By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management.
- **11.7:** By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.

***Goal 13: Take urgent action to combat climate change and its impacts***

- **13.2:** Integrate climate change measures into national policies, strategies, and planning.

***Goal 15: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat deforestation, and halt and reverse land degradation and halt biodiversity loss.***

- **15.9:** By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts.

This page intentionally left blank.



# Sustainable Transportation Initiatives

---

While there are already many colleges and institutes taking a variety of exciting steps toward improving sustainable transportation (walking, biking, and transit) at, to, and from their campuses, through a series of interviews with CICan members across the country, the message was loud and clear - colleges and institutes want to do more and are looking for inspiration and guidance on what other actions they can take to reduce transportation sector-related emissions.

In this guide we identify ten initiatives that have proven effective at increasing the rates of sustainable transportation at, to, and from Canadian college campuses. While the highlighted initiatives range in terms of the time, costs, and staff resources required to implement them, all have proven effective in a real-world setting in changing transportation patterns towards more sustainable modes. The hope is that no matter where your college or institute is on its sustainable transportation journey, you will be able to find an initiative (or at least inspiration!) in this guide that you can explore with your campus to support faculty, staff, and students in travelling in a more sustainable manner.

## The ten initiatives highlighted in this guide are:

1. Commuter Survey.
2. End-of-Trip Facilities and Protected Bicycle Parking.
3. Bicycle Purchase Financing.
4. Bike Share Programs.
5. Investing Parking Revenue into Sustainable Transportation Incentives.
6. Strategic Plans for Sustainable Transportation.
7. Connecting to Sustainable and Active Transportation Infrastructure.
8. Minimizing the Need for Motor Vehicle Trips.
9. Government Relations.
10. Celebration and Awareness Events.



### **Wait - where are transit passes?**

You might have noticed that student and staff transit passes and/or subsidized fares aren't included in our list of highlighted initiatives. While transit passes are not included as a featured intervention in this guide, this doesn't mean that they aren't an important initiative – they are actually critical for encouraging transit use amongst faculty, staff, and students. However, the reality is that almost all campuses are already doing this where possible, and this guide is designed to inspire and encourage C/Can members to try something new! As such, this guide focuses on initiatives that most colleges and institutes are not yet undertaking.

If your college or institute doesn't currently have a transit pass program and is interested in starting one, check out this guide from the Federation of Canadian Municipalities on how to use city-school partnerships to encourage students to choose public transit: [Engaging students to increase public transit ridership \(fcm.ca\)](#).

## Commuter Survey

### Time Commitment



Medium

### Financial Commitment



Medium

### Staffing Commitment



Low to Medium

### STARS Goals

- Commuter survey data is directly related to OP-14: *Commute Modal Split*.
- Can contribute to PA-2.2: *Measurable Sustainability Objectives*. Regular surveys can be used to measure and show the impact of other sustainable transportation initiatives over time.

Commuter surveys are a method of gathering information about how students, faculty, and staff are travelling to and from campus, their reasons for choosing certain modes of transportation, typical travel times, and to gauge levels of interest in shifting to more sustainable modes of transportation.

To conduct a commuter survey at your college or institute, consider following these steps:

1. **Define the “why” of your survey:** Before creating the survey, it is important to know what information you need to collect as well as *how* it will be used. Defining what information you need at the beginning of your data collection process will help you design a more effective survey.
2. **Design the survey:** Survey questions should be clear, concise, easy for participants to complete. The questions should also provide your college or institute with the information you need to explore new sustainable transportation projects and initiatives. Consider limiting the number of open-ended questions as these require more effort from participants and more time to analyze and draw conclusions from. Instead, focus on multiple-choice questions as these are easier to analyze and develop recommendations from. To help reduce survey fatigue, you can also explore combining your commuter survey with other related surveys, such as a broader sustainability survey or campus satisfaction survey. You could also explore other feedback initiatives such as on-campus open houses or in-class surveys.

3. **Distribute the survey:** Surveys can be distributed using school email lists, social media posts, campus newsletters, posted on school websites, and promoted using printed posters, among other methods. Utilizing several methods of distribution can help you to reach a broader audience. To help encourage participation, you can consider offering a prize or incentive for participants. This could include gift cards, a prize draw for an item, or an honorarium for participating. Also consider the methods you want to conduct your survey, including online, in -person, at an open house, at a “pop-up” event where students, faculty, and staff gather, or in class. The International Association for Public Participation (IAP2) has some excellent resources on the spectrum of engagement that may serve useful as you develop your engagement and survey strategy.
4. **Collect and analyze the data:** Once the survey has closed, you will need consolidate the data and analyze the results. Look for trends and patterns in the results that can help you understand your students, faculty and staff’s commuting habits.
5. **Share the results:** Present the results in a clear and understandable format. This could be as a written report, presentation, map, or infographic.
6. **Identify actions that would support and encourage more sustainable and active transportation on campus:** Using insights from the survey results, you can identify projects and/or actions that could be explored and implemented to improve sustainable transportation options and increase sustainable transportation mode share.
7. **Review and repeat:** Consider conducting the survey on a regular basis, such as annually or bi-annually. Before repeating the process, assess the effectiveness of the previous survey and any changes that could be made to improve the number of responses or quality of the data.

Depending on your college or institute’s available staff and financial resources, an outside consulting team could be hired to help with developing, conducting, distributing, analyzing the survey results, and making recommendations based upon these reports.

Conducting these surveys annually or bi-annually can help colleges and institutes track their progress toward increasing the number of students and staff who travel by sustainable modes, as well as identify existing challenges and barriers to choosing sustainable transportation modes.





## StudentMoveTO, Greater Toronto and Hamilton Area, Ontario

---

Students in the Greater Toronto and Hamilton area (GTHA) make up over 600,000 of the region's commuters, with many using transit to not only go to school but also to get to and from most of their daily activities. In recognition of this high transportation demand, as well as student needs not being reflected in existing transportation policies and



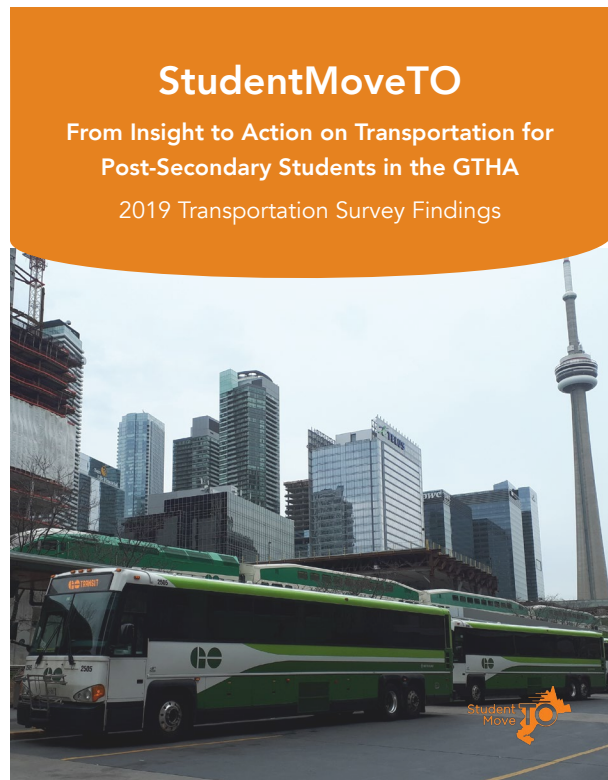
data, StudentMoveTO started as a collaborative partnership in 2015 between four universities— OCAD University, Toronto Metropolitan University (formerly Ryerson University), the University of Toronto, and York University. In 2019, this partnership expanded to include six additional institutions (Centennial College, Durham College, McMaster University, Mohawk College, Ontario Tech University, and Sheridan College) and four government and community organizations (The City of Toronto, Metrolinx, The Centre for Active Transportation (TCAT), and Maximum City).

The project was supported by a three-year grant from the Social Sciences and Humanities Research Council (SSHRC) and was intended to:

- Collect data about where students live and travel throughout the day to inform public policy.
- Foster partnerships between GTHA colleges and universities.
- Create publicly available resources.
- Serve as a model to pursue a province-wide or national collaboration in the future.

StudentMoveTO conducted one survey in 2015 with students from the four initial universities and expanded this survey in 2019 to include students from all ten institutions. The research team consisted of student collaborators, faculty, and staff from all the partner institutions and organizations. The surveys captured data related to students' experiences and preferences around transportation, including commuting modes, travel times and distances, trip purpose, monthly transportation costs, as well as impacts of commuting on campus participation and academic success. A total of 15,226 students participated in the first survey while over 18,500 responded to the second survey, making it the largest dataset of its kind to be compiled.

Datasets and summary findings for the 2015 and 2019 surveys are publicly available online at <https://www.studentmoveto.ca/>.



## Want to learn more?

Want to learn more about conducting a commuter survey at your college or institute? Check out the StudentMoveTO surveys, datasets, and summary findings online at <https://www.studentmoveto.ca/>

## End-of-Trip Facilities and Protected Bicycle Parking

### Time Commitment



*Implementing* - Medium



*Maintaining* - Low

### Financial Commitment



Low to Medium

### Staffing Commitment



*Implementing* - High



*Maintaining* - Low

### STARS Goals

- Can contribute to OP-14: *Commute Modal Split* by improving commuters' experiences with cycling.

Bicycle end-of-trip facilities are amenities provided at the destination point of a cycling trip. Their purpose is to make commuting by bicycle more attractive, convenient, and comfortable by addressing common challenges and concerns cyclists face. There are a variety of different facilities that may support these goals, including:

- **Bicycle Parking:** This can be in the form of bicycle racks, bicycle lockers, or bicycle parkades. Providing safe and secure bicycle parking on campus is a key step to encouraging students and staff to commute by bicycle. As the popularity of electric bicycles continues to rise, providing more secure bicycle parking options (such as individual bicycle lockers or limited access bike parkades) is becoming more important.
- **Washrooms, showers, and changing rooms:** These facilities are particularly useful for students, faculty, and staff commuting or exercising on their bicycles and wanting to shower, freshen up, or change clothes before starting their day.
- **Bicycle repair stations:** Providing a space with the basic tools for bicycle repair and maintenance can help increase cyclist comfort confidence as they will have access to common tools should they experience a mechanical issue.

- **Bike share stations:** If your campus has a bike share program, locating a station near other end-of-trip facilities will help support and encourage usage.
- **Wayfinding and Information Boards:** It can be helpful to provide maps with local cycling routes and information about local bicycle shops, services, and events near other bicycle end-of-trip facilities. These resources can help people new to bicycling feel more confident riding on campus and will foster a sense of community.

Providing bicycle end-of-trip facilities, especially secured bicycle parking, makes bicycling more comfortable and convenient for cyclists of all skill levels.

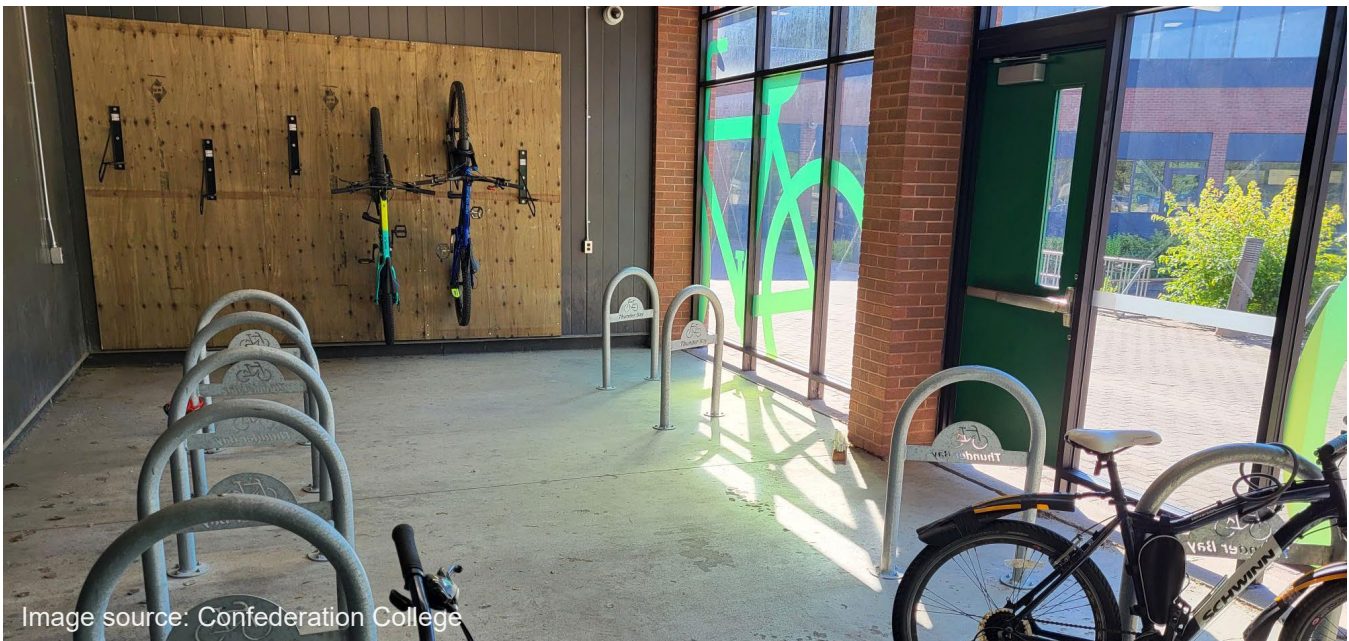


## Confederation College, Thunder Bay, Ontario

In 2023 Confederation College turned an under-used alcove into safe, secure, and weather-protected bicycle parking. For years, faculty, staff, and students at the college had been requesting secure bike storage. With an increase in people storing their bicycles in buildings, creating potential safety hazards and cleanliness issues, the College re-allocated an alcove on campus that was not often used as a way to address the demand. As the area already had three walls, it was easy to convert the space into a room for bicycle storage. With minimal effort and resources, Confederation College was able to create a new enclosed space, known as The Bike Locker, that is monitored and key secured.



Image source: Confederation College



The Bike Locker includes 27 spots for faculty, students, and staff on a first-come, first-served basis and only costs users \$15 for year-long access. Since opening in October 2023, more than half of the parking spots have been claimed and students, faculty, and staff are asking for similar spaces to be constructed in other buildings on campus. Due to the popularity of this amenity, Confederation College plans on incorporating similar bicycle storage spaces into future buildings.

This project has not required any additional staff hours to implement or manage. Staff from the Public Safety department have taken on the role of registering and assigning access fobs, and maintenance needs for this facility are minimal.

Robyn Gillespie, Manager of Applied Research and Sustainability at Confederation College says this is a project they would gladly repeat. If there is space available, this is something they would enthusiastically encourage implementing!



## Want to learn more?

Want to learn more about how to incorporate bicycle parking and other end-of-trip facilities on your campus? You can reach out to Robyn Gillespie ([robyn.gillespie@confederationcollege.ca](mailto:robyn.gillespie@confederationcollege.ca)) at Confederation College to learn more about how they set up The Bike Locker and tips and tricks for how to implement something similar at your college or institute.

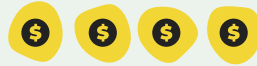
## Bicycle Purchase Financing

### Time Commitment



Medium

### Financial Commitment



Medium to High

### Staffing Commitment



Low to Medium

### STARS Goals

- Can contribute to OP-14: *Commute Modal Split* by increasing access to cycling.

One way that colleges and institutes can encourage modal shift on their campuses is to provide financial support for students and staff who would like to purchase a bicycle. This can be in the form of loans, grants, or subsidies for a fixed dollar amount/percentage of the purchase of a standard or electric bicycle. The goal of this initiative is to make accessing active transportation options more accessible and in turn support and promote healthier and more sustainable modes of transportation.

To implement a bicycle purchase financing program, consider the following steps:

1. **Create a plan:** Before implementing the program, you will need to know what you are able to offer. Decide on the type of financial assistance you can provide (i.e., whether it will be a loan, grant, or subsidy), the repayment terms (if applicable), available funding, how many prospective recipients that funding would be able to support, as well as the eligibility criteria for recipients.
2. **Secure Funding:** Colleges and institutes can explore securing funding from several sources, including their own funds, government grant programs, corporate sponsorships, and other partnerships. Consider how sustainable your funding sources are – is the funding being provided as a one-time contribution or can funds be renewed annually? While operational grants are rare, one-time grants may allow a program to get off the ground while other ongoing funding sources are explored.
3. **Explore partnerships with local retailers:** It can be helpful to collaborate with local bicycle retailers to provide bicycles, repair services, and cycling education. They may also be open to offering discounts for bike purchases or referrals.

4. **Develop an application process:** Set up a process for students and/or staff to apply for the program. This could include filling out an application detailing the eligibility for the program as well as their ability to repay the loan (if applicable).
5. **Promote the program:** Colleges and institutes can promote the program on their school websites, through staff and student newsletters, on campus posters, and social media.
6. **Review applications and distribute bicycles:** Identify staff members to review applications and select recipients based on the eligibility criteria. Once recipients have been approved, arrange a process for distributing the bicycles or funds. This could involve coordinating with local bicycle retailers to deliver or pick up the bicycles. You could also provide reimbursement to recipients who provide a receipt for their bicycle purchase.
7. **Manage repayments (if applicable):** If the program involves loans, you will need to set up a system for managing repayments. This could involve setting up automatic deductions from paychecks or bank accounts, or having recipients make manual payments.

The goal of the bicycle purchase financing program is not just to provide financial assistance, but also encourage a long-term shift towards more sustainable transportation modes. Providing support and education for safe cycling practices, maintenance, and the benefits of cycling will be valuable components of the program.



## Selkirk College, West Kootenay and Boundary region, British Columbia

---

Selkirk College has six campuses and two learning centres, which are spread across several rural communities in the West Kootenay and Boundary regions of British Columbia. The college's population of almost 3,000 students, instructors, and employees face many transportation-related challenges, particularly around commuting between communities, as well as within and to Castlegar where the main campus is located.

There is no reliable means of public transportation between campuses, especially during evenings and weekends. Buses come infrequently, do not service the entire region, and commuters are often left behind due to buses being overfilled during peak times of day. Many students need to travel early just to get to class on time and end up returning home later than necessary in the evening.

International students, who make up about one-third of the college's population, are disproportionately impacted as many do not have access to a personal vehicle.

Selkirk College has been undertaking several sustainable transportation initiatives, including bicycle purchase financing. As of July 2020, the college offers an active transportation loan program for its employees to purchase a bicycle, electric bicycle, or computer. The program is funded internally and operated by the college's Human Resources and Finance departments. The maximum loan amount is \$3,500. It is an interest-free loan and can be repaid over 30 months.

The loan program has been well received by employees, and the college is continuing to look for ways to encourage more sustainable transportation. Most recently, Selkirk College has formed an interdisciplinary and multi-departmental Transportation Idea Committee to further explore solutions to the challenges its population faces around transportation.



### Want to learn more?

---

Want to learn more about how to support instructors, employees, and students with purchasing their own bicycles? Kayla Tillapaugh ([ktillapaugh@selkirk.ca](mailto:ktillapaugh@selkirk.ca)) at Selkirk College is happy to talk with other CIG members about setting up a similar program for their campuses.



## Bike Share Programs

### Time Commitment



Low to Medium

### Financial Commitment



Medium to High

### Staffing Commitment



Low to Medium

### STARS Goals

- Can contribute to OP-14: *Commute Modal Split* by increasing access to cycling.
- *IN Credit Catalog* for shared transportation programs.

Bike share programs are a great way to make bicycles available for shared use to students, faculty, and staff on a short-term, as-needed basis. Making bicycles available to the campus community provides affordable and convenient access to sustainable transportation - especially for short trips - and can help reduce motor vehicle congestion around campuses.

If you're considering starting a bike share program on your campus, consider the following steps:

1. **Create a plan:** Take the time to assess the demand for bicycles on campus, determine who will manage the program (i.e., do you want to engage a third-party company to manage procurement and maintenance of the bicycles and stations), identify potential locations for pick-up and drop off, and required infrastructure improvements (i.e., if you want to use electric bicycles, you will need to incorporate charging stations on campus).
2. **Secure Funding:** Colleges and institutes can explore funding from several sources, including your own funds, government grant programs, corporate sponsorships, and other partnerships. The funding available may determine the user fees. You will need to account for the costs to start the program as well as the costs for maintaining and potentially growing the program. For example - how often will the bicycles need to be repaired or replaced? How many bicycles do you hope to add to your fleet each year?

3. **Procure bicycles and stations:** Bike share bicycles should be robust, easy to maintain, and stations should be easy to find - ideally located at popular destinations on campus.
4. **Invest in technology:** It will be important to have a website or mobile app for students and staff to see the availability of bicycles in real time, reserve bicycles, and process payment. Tracking and payment technology should also be installed on the bicycles or at bike stations.
5. **Maintenance and operations:** Regular examination, inspection, and maintenance of the bicycles and stations will be critical for ensuring the program is able to run efficiently. This can include repairing bicycles and stations, redistributing bicycles to different stations, and providing customer service support.
6. **Data Collection and Evaluation:** You can collect data on where bicycles are most often being picked-up and dropped off, how long the average trips are, and how frequently riders are using the bicycles.

Depending on your college or institute's available staff and financial resources, you could explore partnerships with a third-party to manage the program. There are several companies who run bike share programs and already have the technology and infrastructure in place and can help with providing bicycles and stations, completing maintenance and operations responsibilities, and collecting data on bicycle usage.



## Nova Scotia Community College, Nova Scotia

---

Sustainability is a core focus for Nova Scotia Community College (NSCC) — the college was one of the first Canadian signatories on the global Sustainable Development Goals (SDG) Accord and has been completing sustainability reports annually since 2008. Additionally, NSCC has received a Gold STARS rating consistently since 2013 and has earned the second highest overall score among all Associate Colleges reporting to STARS in 2022.

Many of NSCC's campuses across the province have limited or no access to public transportation, so providing alternative transportation solutions is a necessity. To increase student, faculty, and staff's options and access to sustainable modes of transportation, NSCC has invested in a bike share program for both conventional and electric bicycles.

At this time, about **half** of NSCC's campuses have been allocated between four to six conventional bikes as part of a bike share program, and helmets and bicycle locks are also available to rent. Campus security teams have been able to take on the daily on-site management of this program. The college keeps a log of every time a bicycle is rented and is able to report back to their sustainability committees on how frequently the bicycles are being used and how engaged the campus community is with the program.



### Want to learn more?

---

Want to learn more about how to implement a bike sharing program at your campus? You can reach out to Michael Chapman ([michael.chapman@nsc.ca](mailto:michael.chapman@nsc.ca)) or Anna Jessop ([anna.jessop@nsc.ca](mailto:anna.jessop@nsc.ca)) at Nova Scotia Community College to learn more about how they started their program and some of the lessons they've learned along the way.

## Investing Parking Revenue into Sustainable Transportation Incentives

### Time Commitment



Low

### Financial Commitment



Low

### Staffing Commitment



Low

### STARS Goals

- Can contribute to OP-14: *Commute Modal Split* by incentivizing sustainable transportation modes.
- May be eligible for an open-ended IN Credit.

As is the case with most colleges and institutions, financial resources are limited, and it is difficult (if not impossible) to fund every initiative. One way colleges and institutes can increase funding for sustainable transportation initiatives is to allocate revenue from other areas, such as parking fees. Investing parking revenue into sustainable transportation is a strategy that can both incentivize and increase the use of sustainable transportation, reduce the reliance on personal motor vehicles, and through these efforts reduce the amount of personal vehicles on campus – and the space required to store them. These funds can even be used to invest in some of the other Sustainable Transportation initiatives outlined in this guide, further reducing emissions through a variety of funded interventions.

If you want to explore investing parking revenue into sustainable transportation incentives, consider the following steps:

1. **Identify an initiative that needs funding:** What project would you like to implement that is currently outside your current capacity to fund? How much would it cost to implement the project? Are there ongoing costs such as maintenance and management that need to be considered?

2. **Connect with the relevant departments on your campus:** Inter-departmental collaboration could be an important step in this initiative, so consider connecting with Operations and Facilities, Sustainability, Campus Planning, and other relevant departments. Also be sure to reach out to the appropriate decision-makers within your campus context so that they are aware of potential policy changes, invite them to be an ally!
3. **Explore the longevity of the funding:** In your discussions with other departments, consider if this can be a reliable source of funding in future years, if there are any future plans for parking revenues and parking lots, and what can be done to ensure directing these funds into Sustainable Transportation initiatives continues.



## Collège Montmorency, Laval, QC

---

Collège Montmorency is a public college located in Laval, Quebec, a city located on an island north of Montréal. The college has around 8,500 students, 1,000 teachers, and 250 support staff spread across four campuses. The main campus and one other are located right across from Laval Metro station (connected to Montreal's metro system), Station Montmorency. A third satellite campus is 1 km away in a mall and the fourth campus is located 15 km away, in the agricultural section of the island.

Laval has a mix of rural fields interspersed between more urban areas. Combined with inexpensive parking fees and rising transit costs, the city's suburban location and character is one that promotes driving. To help manage transportation demand, Laval has several Park and Ride lots that are free of charge. Students and staff at Montmorency can drive part of the way and then finish their commute by using public transportation. According to a survey conducted in 2019, around 75% of students bus as there is a limited availability of parking on campus.

Montmorency has also been undertaking several initiatives to promote more sustainable modes of transportation. These include free secured bicycle parking on campus (33 spots), bike racks (100 total on campus), an awareness campaign for college employees to trial electrically assisted bicycles, and a Microsoft Teams chat (Collège Montmorency Cyclist Network) where cyclists can share information and other resources.



Image source: Collège Montmorency

In 2019, Montmorency’s Board of Directors signed onto the Pact for Transition<sup>6</sup>, a grassroots movement launched in Quebec to enable an energy transition away from fossil fuels. As part of this Pact, the Board approved an increase in parking costs on campus to further disincentivize driving. The College will use a portion of the parking revenues to finance incentives related to reducing the cost of bussing, free bicycle repairs, and increasing supports for carpooling. While several challenges such as the COVID-19 pandemic hampered progress on this initiative, the college has made it a priority again. The college is also in the process of developing a Climate Plan and a Travel Management Plan which will serve as guides for additional sustainable transportation initiatives Montmorency will undertake.



## Want to learn more?

Want to learn more about how your campus can redirect parking revenue to sustainable transportation initiatives? Myriam Broué (Myriam.Broue@cmontmorency.qc.ca) at Collège Montmorency is happy to connect with other CICan members interested in exploring this initiative.

<sup>6</sup> <https://www.lepacte.ca/en/>

## Strategic Plans for Sustainable Transportation

### Time Commitment



Medium to High

### Financial Commitment



High

### Staffing Commitment



Medium to High

### STARS Goals

- Relates to PA-2.2: *Measurable sustainability objectives* by including Key Performance Indicators related to sustainability.
- Contributes to OP-14: *Commute Modal Split*.

A sustainable transportation strategic plan is a comprehensive document that outlines your targets, objectives, and strategies for achieving your goals over a set period of time. These plans can include any of the following, among others:

- **Active Transportation Plan (ATP):** This is a strategic plan designed to promote walking, cycling, and other forms of human-powered transportation for everyday trips. ATPs aim to create safe, accessible, and convenient infrastructure, policies, and programs that help make active modes the more convenient and preferred way to travel.
- **Sustainable Transportation Plan (STP):** An STP provides a guide for promoting transportation networks and practices that work to minimize negative environmental, social, and economic impacts while supporting long-term mobility needs. These plans often have a focus on reducing greenhouse gas (GHG) emissions, improving air quality, enhancing public health, and promoting equitable access to transportation options.
- **Transportation Demand Management (TDM):** A TDM plan is a strategic plan for optimizing transportation systems by encouraging people to use more efficient modes of transportation. TDM plans can provide strategies for reducing the reliance on single-occupancy vehicles which helps to decrease traffic congestion, reduce GHG emissions, and improve overall transportation efficiency.

Strategic plans typically include the following components:

- **Policies and Objectives:** These outline the main goals and objectives of the plan, which could include increasing active modal share, improving access to sustainable transportation options, reducing traffic congestion, improving air quality, enhancing accessibility, and many more.
- **Targets and Initiatives:** These are the specific strategies used to achieve the objectives. They may include measures like improving public transit services, implementing a bike-share program, constructing active transportation infrastructure, promoting flexible work situations, encouragement campaigns, or implementing parking management strategies.
- **Implementation Strategy:** The implementation strategy details how initiatives will be implemented and how targets will be met. This includes identifying timelines, responsibilities, and the resources required.
- **Monitoring and Evaluation:** This section details how progress will be tracked to ensure the objectives and goals are being met. Key performance indicators may include the number of people walking, biking, or using transit, or reductions in traffic congestion or air pollution.
- **Communication and marketing:** Promoting the strategic plan and encouraging campus community members to change their travel behaviours is crucial to the success of any initiative. Communications and marketing tactics could include advertising campaigns, educational programs, incentives, or celebration events.

The key to any successful strategic plan is to understand your campus' transportation needs and preferences of the population it services, which can often be achieved through surveys and public engagement. It also requires ongoing monitoring and adjustment to ensure it continues to meet its goals.



## Algonquin College, Ottawa Ontario

---

In the fall of 2017, Algonquin College in Ottawa released the planning document *Transportation Strategy: Forging Pathways to Connect the College and its Communities*. This key Strategic Plan was aimed at providing long-term strategic guidance to support connecting students and employees to their learning environments across 3 campuses.



This strategy aligned with several of the College's core strategic documents, including:

- *The 50+5: Algonquin College Strategic Plan 2017-2022*; this document called for the College to “reduce its ecological footprint”.
- The *Integrated College Development Planning (ICDP) Framework*; this document called for making the College more “welcoming, navigable and familiar”, and to focus on “healthy living”.
- The *Sustainability Strategy Framework* called for “Clean, safe and accessible transportation choices”, reducing the ecological footprint of transportation, and providing economically viable transportation options.
- The *5-Year Woodroffe Campus Master Development Plan* called for the College to “Improve accessibility to, from and within the campus through a comprehensive transportation strategy that prioritizes sustainable modes of transportation such as transit, cycling, the future LRT, and addresses current and future parking needs”.
- Lastly, the *Algonquin College Water Strategy and Energy Strategy* considered the impacts of transportation infrastructure on managing and reducing the rate and volume of stormwater leaving the campus. It noted that “The mode of transportation chosen by students and employees, impacts the College's Scope 3 GHG emissions; a more pedestrian friendly campus, with strong cycling connections to the community, can reduce emissions.”

The document also highlighted key sustainable transportation achievements at the Ottawa campus, including:

- Construction of a pedestrian bridge to provide a safe crossing across Woodroffe Avenue, linking the Bus Rapid Transit (BRT) station and ACCE building to the east side of the campus.
- An extension of the Light Rail Transit system (LRT) to Baseline Station. The College participated in a cost sharing proposal to build a new above grade pedestrian bridge between the new station and ACCE building.
- In September 2015, a Universal transit pass (U-pass) was introduced for all Algonquin Ottawa campus students. The U-pass offered a 50-60% discount off the typical pass, and as of 2017, transit ridership had increased by 7.3% at the Ottawa Campus alone.
- An electric vehicle charging station was installed at the ACCE building to encourage the use of electric vehicles (with two more charging station planned as of 2017).
- Cycling infrastructure was expanded to include 700 bike racks and 3 bicycle repair stations.

The Transportation Strategy also identified Transportation Planning Visions and Principles (including improving active transportation and transit options), set Transportation Targets (including an 80% Sustainable Transportation mode share by 2032 – up from 50% in 2011), and listed recommended Priority Projects and Initiatives (including developing an Active Transportation Plan for the Ottawa campus, developing Parking Strategies for each campus, and completing a GHG inventory for Scope 3 emissions related to transportation).

Over the past 7 years, Algonquin College has used this Plan to help guide investments, advocacy, and built environment improvements that support students and staff to travel in a more sustainable manner and reduce transportation sector-related Scope 3 emissions. Algonquin College continues to be a leader in the realm of Sustainable Transportation for Canadian Colleges, and much of this success can be attributed to the development of a relevant and actionable Transportation Strategy to help guide these efforts.



### **Want to learn more?**

---

Want to learn more about how your campus can develop Strategic Plans to help guide future investment in Sustainable Transportation programs, policies, and built environment improvements? Check out Algonquin Colleges' Transportation Strategy here: <https://www.algonquincollege.com/facilities-management/files/2022/03/AC-Transportation-Strategy-Approval-Dates-2018.08.22.pdf> as well as their Sustainable Transportation home page here: <https://www.algonquincollege.com/parking/sustainable/>

## Connecting to Sustainable and Active Transportation Infrastructure

### Time Commitment



Medium to High

### Financial Commitment



Low to High depending  
on if on or off campus

### Staffing Commitment



Medium

### STARS Goals

- Contributes to OP-14: *Commute Modal Split* by improving access to active transportation.
- May contribute to EN-7.3: Support for public policies to advance sustainability.

Connecting or creating active transportation corridors that connect to college or institutional campuses can greatly increase the numbers of students and staff able to use active modes of transportation. Numerous transportation studies have shown that most Canadians are “interested but concerned” when it comes to walking and cycling. Constructing safe, separated facilities for students, faculty, and staff to walk or bicycle to and from campus can address the safety concerns of many in this group, resulting in many more people utilizing these healthy and safe modes of travel.

Designing and constructing on-campus facilities is often the responsibility of the college or institution, especially in situations where the campus is larger in size, thereby requiring the construction of on-campus transportation facilities. In these instances, it is important to initiate the planning process for these facilities early, including during the site selection process for the campus itself, to ensure that connections to the existing transit, cycling, and walking network will be possible. Once the site has been selected and the Campus Master Planning process has begun, steps should be taken to ensure adequate space exists on roadways and between buildings to facilitate the safe movement of people on foot or bicycle. On-campus vehicle speeds should be lowered when and where possible to help reduce possible injuries should a collision occur and increase the comfort of vulnerable road users when they are in the proximity of vehicle travel lanes and/or parking.

For off-campus walking and cycling facilities, colleges and institutions will need to work with local and/or provincial governments to advocate for and support the construction of active transportation and transit facilities. This can be achieved by conducting a Sustainable Transportation Planning process that determines the barriers to walking, cycling, and taking transit to and from campus, and developing an action plan of programs, policies, encouragement events, and infrastructure that needs to be created to support and increase Sustainable Transportation to campus. Once this action plan has been created and the college's on- and off-campus infrastructure needs identified, colleges should share this document with local government staff and decision-makers to request the construction of the identified off-campus infrastructure. This process can take time and often requires ongoing conversation and collaboration with multiple partners but can yield significant results if successful.

Current active transportation design standards are intended to create facilities that are suitable for use by people of all ages and abilities (AAA). This includes protected, separated facilities that prioritize the safety of vulnerable road users over the movement of motorized vehicles. Improving both on- and offcampus facilities to prioritize walking, cycling, and transit as the simplest, safest, and most convenient modes of travel, will:

- significantly decrease reliance on single occupancy vehicles.
- alleviate congestion on and off campus.
- enhance the mental and physical well-being of your staff and students.



## University of Victoria, British Columbia

---

In 2019 the University of Victoria hired Urban Systems to develop their *Campus Cycling Plan* to establish a framework to guide the development of future cycling infrastructure on campus. This plan identified 4 key strategies to increase cycle commuting to and from campus:

1. Transportation Planning Priorities (balancing cycling with other modes of travel on campus).
2. Shared Space and Safety (Education, Speed Management, Signage and Signals).
3. Cycling Network (identified 7 different corridors for Improvements).
4. Bicycle Parking, End-Of-Trip Facilities and Bicycle Sharing.

As part of the Campus Cycling Plan, 7 different *Cycling Network Improvement Areas* were identified as part of efforts to develop an All Ages and Abilities (AAA) Cycling Network on campus to improve safety, enhance cycling facilities, enhance route connections, and provide separated spaces for pedestrians, cyclists (as well as other human-powered modes such as skateboarding), and vehicles.

These 7 Network Improvement Areas included:

1. Ring Road.
2. University Drive.
3. McGill Road.
4. University Drive Connection Pathway.
5. Midgard Avenue Connection Pathway.
6. Gabriola Pathway and Closure.
7. Dawnview Crescent CARSA Pathway.

As of March 2024, numerous improvements had already been made, including:

1. The construction of separated pathways, intersection crossing improvements, bicycle and pedestrian pathway counters, and new lighting on University Drive in 2021.
2. New pedestrian and cyclist separated pathways, benches, lighting, wayfinding, and interpretive signage on the Midgard Ave connection pathway in 2022.
3. Partial completion of the Ring Road Network Improvement, with the remaining sections to be completed in 2025 as part of the Engineering and Computer Sciences Expansion project.

In addition to these already completed projects, the Dawnview Crescent-CARSA Pathway (separated pedestrian and cycling facilities, intersection improvements, greenery and landscaping), Gabriola Road Pathway (separated cycling and pedestrian pathways, intersection crossing improvements), and McGill Road Pathway Improvements (separated cycling and pedestrian pathways, intersection crossing improvements, upgraded lighting, bike racks and lockers, washrooms/changerooms, greenery and landscaping) were in progress with a planned completion date of either 2025 or 2026 for all 3 projects.

The Ring Road and University Drive Network Improvement projects are scheduled for construction in future years, and all the infrastructure projects identified in the Campus Cycling Plan have been posted online along with updates on the progress of these improvements, helping to ensure accountability and clear communication in how the Cycling Plan is being implemented.

## Other Examples of Connections to Sustainable and Active Transportation

- **Campus Public Realm Plan and Campus Master Plan**

*Toronto Metropolitan University, Toronto, ON*

<https://www.torontomu.ca/content/ryerson/facilities-management-development/campus-development/public-realm/>

- **University of Utah's Bicycle Master Plan**

*University of Utah, UT, USA*

**Plan:** <https://d2vxd53ymoe6ju.cloudfront.net/wp-content/uploads/sites/5/20171203054643/UniversityOfUtah-BicycleMasterPlan.pdf>

**Tracker:** <https://gis.utah.edu/portal/apps/MapSeries/index.html?appid=adb9583a30a24cbda3d6dbffd41070c9>



### Want to learn more?

More information about the University of Victoria's Campus Cycling Plan can be found here: <https://www.uvic.ca/campusplanning/current-projects/campus-cycling-plan-implementation/index.php>.

Information and regular updates on the Implementation of the University of Victoria's Campus Cycling Plan can be found here: <https://www.uvic.ca/campusplanning/current-projects/campus-cycling-plan-implementation/index.php>.

## Minimizing the Need for Motor Vehicle Trips

### Time Commitment



Low to High

### Financial Commitment



Low to High

### Staffing Commitment



Low to High

### STARS Goals

- Contributes to OP-14: *Commute Modal Split*.
- May contribute to EN-6: *Community Partnerships* (e.g., if housing has low-income units available for members of the public).
- May contribute to several Operations credits.

In order to reduce motor vehicle congestion on campuses, it is important to consider how we can reduce the number of motor vehicle trips needed. There are a variety of options you can explore to reduce car reliance, including:

1. **Providing services on campus or siting the campus in a central location:** Having services, such as restaurants, retail stores, banks, or medical services located on or near campus reduces the need for students and staff to travel by motor vehicle during their workday. When amenities and services are easily accessible by walking, bicycling, or transit, people are less likely to use their personal vehicles throughout the day.
2. **Providing student housing:** Providing student housing on or near campus can reduce the need for students to travel by motor vehicle to campus. For campuses that are not easily accessible by walking, cycling, or transit, student housing can create opportunities for potential students who otherwise wouldn't be able to travel to campus.
3. **Offering flexible work and study arrangements:** Throughout the pandemic, students and staff had to adjust to working and learning remotely. While working and learning permanently from home may not be a preferable situation, many people have enjoyed the flexibility of remote working and learning. Allowing students, faculty and staff the flexibility to work and learn from home can reduce the amount of people commuting each day, resulting in less motor vehicle congestion on campus.

These are just a few of the options you could consider, and each of them would require vastly different time, financial, and staffing resources. Explore the options available to you under this initiative based on the resources you have available and opportunities that may be planned for the future (i.e., if your college or institute is looking to expand or relocate, consider exploring locations near popular services and amenities to make walking, bicycling, and transit more convenient for students, faculty, and staff).



### **University of Winnipeg Community Renewal Corporation (UWCRC and UWCRC 2.0), Winnipeg, Manitoba**

---

The University of Winnipeg is located in the heart of the Winnipeg's downtown along one of the city's primary transportation corridors, Portage Avenue. While the University is now known as a vibrant and integral part of downtown, it was faced with many challenges over a decade ago, including an ongoing structural deficit, insufficient space for a rapidly increasing number of student enrollments, shifting student demographics (i.e., Indigenous peoples and newcomers) whose housing needs were unmet, and expensive leases due to the University's programs being scattered across the city.

To implement the University's ten-year redevelopment plan, the University of Winnipeg Community Renewal Corporation (UWCRC) was established in 2005 as a non-profit, charitable organization focused on development. The Corporation utilizes and leverages various public and private financing and funding sources.<sup>7</sup> Operating on a four-pillar model of sustainability (environmental, social, economic, and cultural), UWCRC's board is unique in that only half of its 16 members are drawn from the University. The board's remaining eight members are community representatives including neighbourhood development organizations, anti-poverty organizations, developers, and other development professionals.<sup>8</sup>

---

7 <https://uwcrc.ca/what-we-do>

8 <https://uwcrc.ca/about-us>



Over the last ten years, UWCRC spurred more than \$200 million dollars of development in Winnipeg’s downtown, creating a more centralized and walkable campus while also contributing to the area’s revitalization. These developments<sup>9</sup> included several University facilities (e.g., Axworthy Health and RecPlex, Richardson College for the Environment and Science Complex, etc.), apartment buildings (e.g., McFeetors Hall: Great-West Life Student Residence and Downtown Commons), and a daycare.

As an arms-length corporation of the University, UWCRC can develop housing that meets the specific needs of its students. Both apartment buildings offer housing options designed to accommodate a wide range of students and community members, including barrier-free units for older adults and people who use mobility aids, two- and three-bedroom units for mature students with families, and an affordable housing program. Being in close proximity to the campus, residents are able to commute to school through active modes of transportation while also having access to most of the City’s major bus routes.

Through UWCRC’s developments, the University was able to not only minimize the need for motor vehicle trips for its staff and students through concentrating most of its programs and services into one campus, but also contributed to the economic development of Winnipeg’s downtown overall.



## **Nova Scotia Community College, Nova Scotia**

NSCC has been intentional in siting its thirteen campuses to maximize the college’s accessibility to communities across the province. While some of its campuses are in more urban areas such as Dartmouth and Halifax, most of NSCC’s campuses are located in more rural communities where transportation options are limited. As such, over half of the college’s student population commute as a solo driver.<sup>10</sup> Recognizing that alternative forms of transportation are less likely to be feasible for students studying at more rural campuses, NSCC has focused on providing more on-campus housing.

---

9 A full list of UWCRC’s projects can be found on their website: <https://uwcrc.ca/projects>. The project pages provide a description of the developments, including features, development budget, and a breakdown of their financing structure.

10 About 57 percent according to NSCC’s 2022/23 Transportation Survey.

In 2024, the college will be opening two new student housing buildings, providing 150 new student rooms at two different campuses, and another student housing building is slated to open in 2025 providing 200 student rooms. These new student residences are a great way to reduce the need for students to commute by motor vehicle and encourage more students to travel by walking or bicycling.

- **Nova Scotia Community College Campus Housing**

<https://www.nsccl.ca/study-at-nsccl/housing/campus-housing/index.asp>



### Want to learn more?

---

Want to learn more about how providing student housing can support your school community and sustainable transportation goals? You can reach out to Michael Chapman ([michael.chapman@nsccl.ca](mailto:michael.chapman@nsccl.ca)) or Anna Jessop ([anna.jessop@nsccl.ca](mailto:anna.jessop@nsccl.ca)) at Nova Scotia Community College.

## Government Relations

### Time Commitment



High

### Financial Commitment



Medium

### Staffing Commitment



High

### STARS Goals

- Contributes to EN-7.3: *Support for public policies to advance sustainability.*

While most Canadian colleges and institutes are located near population centres with local governments, all are located within provinces and territories. Given that many of the initiatives listed in this guide require external funding, collaboration, or support, it is important to foster and maintain strong relationships with all levels of government. It is especially important to build relationships with local government as they are responsible for public transit and the design and construction of active transportation facilities. A common perception of Government Relations (GR) is that it is all about lobbying on a particular issue at a particular time. But while all lobbying is GR, not all GR is lobbying. Most important government relations work is focused on relationship-building, information-sharing, and positioning your organization to respond and take advantage of opportunities when they arise.

- **Administration:** While there are a number of different departments and administrators that college staff should consider fostering relationships with, key departments and people include those working in Transit, Public Works, Transportation, Sustainability, and Infrastructure. The department name and role will vary by the size of the local government and organizational structure, but reaching out to the related staff will eventually find you the best staff to connect with. Before your initial outreach to administration, meet with your internal team to identify your College's infrastructure and transit needs, and then identify which "asks" are the top priorities and which ones are longer term requests that may require more planning and capital. Be as clear and concise as possible while also providing supporting rationale and projected positive impacts for both the school and broader community.

- **Decision Makers:** Local councillors are the typical first point of contact for most Infrastructure and transit requests, but if the surrounding property around the campus is provincially or territorially owned, you may need to connect with these higher level decision makers as well. When connecting with decision-makers, it is important to be as clear and concise as possible. Decision-makers often have numerous requests cross their desk, and generally appreciate a request that is easy to understand in terms of what you are asking for and why. As with administration, be sure to prioritize your “asks” and approach with smaller, relationship-building requests to initiate development of a strong relationship.

Fostering and maintaining a strong working relationship with the staff and decision-makers in your local government can lead to a variety of benefits, including:

- knowing whom to call or email when a situation arises.
- having a government partner who understands and works with you to support your transportation needs and goals.
- helping you discover potential funding sources to support your initiatives.
- responding to your needs and helping your ideas become reality.

Taking the time to invest in developing strong relationships with government and decision-makers at all levels can have significant benefits, and at the very least will give you an avenue for communication and advocacy on many important realms for your college or institute.



### **Red River College Polytechnic, Winnipeg, Manitoba**

---

Red River College is Manitoba’s largest Institution of applied learning and research, with over 150 part-time degree, diploma, and certificate programs spread out on 8 campuses across Manitoba. They currently have a student population of 10,000 FTE students and over 1,600 FTE staff and manage over 160,000 square meters of owned space.

The College has two main campuses in Winnipeg. The Notre Dame Campus is adjacent to an industrial area and the Winnipeg airport that sees both high bus ridership and single-occupancy car use. The Exchange District Campus is located in downtown Winnipeg and has much lower numbers of faculty, staff, and students commuting by car, and a higher percentage of active transportation users.



Image source: Red River College

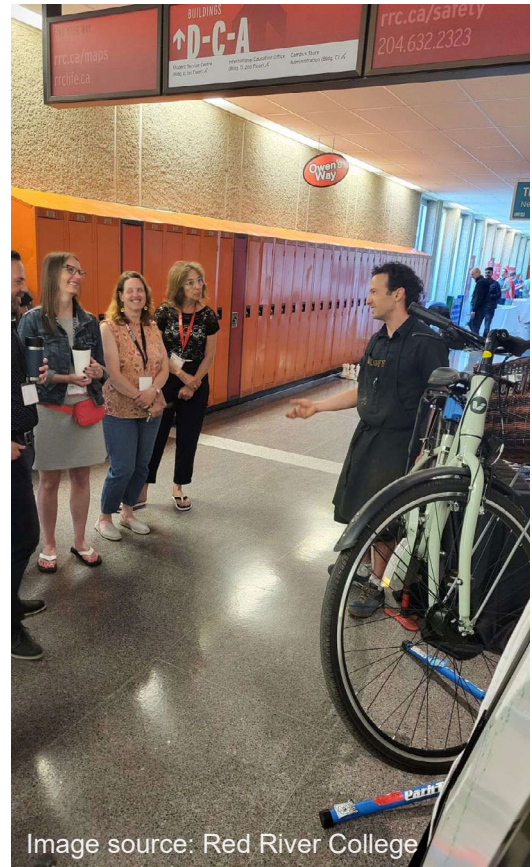


Image source: Red River College

One area of focus of their sustainable transportation efforts have been to reduce barriers to bussing through such initiatives as an employee-subsidized bus passes and ensuring that Winnipeg transit serves their campuses on a high frequency basis.

The other main area of focus has been on providing students and staff with the option to cycle to and from their campuses. This includes:

- installing bike lockers, showers and change rooms.
- providing five indoor bike repair stations.
- ensuring all outdoor bike parking is bolted to the ground securely and within sight lines of indoor activity.
- conducting workshops on repairs and winter cycling.
- developing a “bike buddy” system for commuters.
- encouraging all students, faculty, and staff to participate in bike events.
- providing bike route maps at security.
- having a fleet of bikes available for rent.
- maintaining their pathways through all 4 seasons to ensure winter cycling is possible.

Many of these initiatives have been supported through the development of strong working relationships with the Province of Manitoba and the City of Winnipeg. The Province has provided significant amounts of funding for both the construction of new buildings as well as program expansion, while the City of Winnipeg has endeavoured to provide reliable public and active transportation options. Since the adoption of the City's Pedestrian and Cycling Strategy in 2015, the City has also worked with the College to extend the cycling network towards their main campus on Notre Dame Avenue as well as connect their satellite campuses to the existing cycling network. This has resulted in dedicated cycling pathways being planned, designed, and built towards the College's main campus over the past 5 years. The last section of the pathways to the campus will enter into the planning process in spring 2024, with an expectation of construction to be completed in the coming years. The Department of Sustainability is on a "first-name basis" with staff from the City of Winnipeg's Public Works department, and these staff regularly visit the College's campuses to see firsthand what they can do to improve Sustainable Transportation options. This strong working relationship has helped accelerate the growth of the College and provided students and staff with viable options outside of driving solo to get to and from campus.



### Want to learn more?

---

If you're interested in learning more about how strong government relations can help you implement more sustainable transportation projects on your campus, you can reach out to Geoff Heath ([gheath@rrc.ca](mailto:gheath@rrc.ca)) at Red River College.

A Practical Guide to Developing a Public Affairs Strategy from University College Dublin can be found here: <https://www.ucd.ie/research/portal/t4media/A-Practical-Guide-to-Developing-a-Public-Affairs-Strategy.pdf>.

GovConnex in the UK also has a good page on a Roadmap for Government Relations Success that provides some good tips and tricks: <https://www.govconnex.com/resources/roadmap-for-government-relations-success>.

## Celebration and Awareness Events

### Time Commitment



Medium

### Financial Commitment



Low to Medium

### Staffing Commitment



Low to Medium

### STARS Goals

- Depending on how the event(s) is structured, it may contribute to several credits under Engagement, such as:
  - *EN-1: Outreach and Communications*
  - *EN-2: Co-Curricular Activities*
  - *EN-6: Community Partnerships*
  - *EN-9: Inter-Campus Collaboration*

Creating a fun and supportive culture around sustainable transportation can help encourage more students, faculty, and staff to get out their cars and try out other modes of transportation. Campuses can also raise awareness and promote sustainable transportation investments as a way to encourage walking, bicycling, and taking transit. Some of the ways colleges and institutes can encourage sustainable transportation is by:

- **Providing bicycle education and skills training:** Many adults may be interested in bicycling, but do not feel confident or comfortable to try bicycling on their own or making it part of their routine without support. Adult bicycle skills courses and basic maintenance workshops recognize that bicycle education is important at any age and can help new riders feel comfortable and build confidence using a bicycle as an everyday mode of transportation. Consider partnering with local bicycle retailers, repair shops, or bicycle advocacy groups to explore training opportunities in your area.
- **Celebrating and promoting projects that support sustainable transportation:** An important component of encouraging a culture of sustainable transportation is ensuring students and staff are aware of the options available and any new projects or infrastructure that will make walking, bicycling, or taking transit easier. Campuses can celebrate and support sustainable transportation through website updates, social media posts, short videos, friendly competitions, and celebration events.

- **Participating in sustainable transportation events:** Colleges and institutes can participate in various campaigns, such as Bike or Walk to Work Week, Bike to Shop Week, or Go by Bike Week. Some communities may also have locally-focused events and competitions to encourage more people to travel by walking, bicycling, or transit.

These are just a few ways that colleges and institutes can celebrate and raise awareness about sustainable transportation on their campuses. The key is encouraging students, faculty, and staff to consider using sustainable transportation in a way that is fun and accessible for everyone.



## Colleges and Institutes Canada

Colleges and institutes across Canada play a key role in creating a more sustainable world. One of CICan's top priorities is making progress towards the United Nations Sustainable Development Goals (SDGs), and in 2019 we launched the ImpACT initiative to harness the positive effects of collective action and help Canada deliver on its domestic and international commitments to the SDGs as they relate to post-secondary education. Throughout the year, CICan hosts and participates in a variety of events that are intended to encourage colleges and institutes to continue implementing sustainable practices and celebrate sustainability-focused projects. Some events you should be aware of are:

- **SDG Week:** SDG Week is a national event featuring workshops, panels, and other interactive programming to increase awareness of and engagement with the SDGs on campuses across the country.
- **ImpAct-Climate Challenge:** Twice a year for six weeks, CICan challenges our members' students, staff, and faculty to deepen their knowledge of greenhouse gases and take action against climate change – including one week that focuses exclusively on transportation. Challenge activities include weekly learnings, quizzes, and action challenges. Participants are eligible to win cash prizes and institutions with the highest levels of participation are awarded a scholarship for a student climate leader of their choice.



- **Earth Day:** Earth Day is an annual event in April to raise awareness for and support environmental protection. For Earth Day 2021, CIGan published a paper on sustainability highlighting the critical role of colleges and institutes in working towards net-zero emissions by 2050. In 2022, CIGan committed to recruiting 45 signatories to sign the SDG Accord in time for Earth Day.
- **Bike to Work Week:** Bike to Work Week is an event that celebrates cycling, encouraging people to try bicycling and motivating people who already bicycle to ride more. Celebrations happen all across Canada, generally in early June.

This page intentionally left blank.



# Additional Resources

---

## Funding Opportunities

The following is a list of potential national, provincial, and territorial funding opportunities. This section is not meant to be an exhaustive list and should be used as more of a starting point when looking for ways to finance sustainable transportation initiatives.

### National

- **Environment and Climate Change Canada funding programs**

Regularly updated with Grants and Contributions programs related to the natural environment and climate change more broadly.

<https://www.canada.ca/en/environment-climate-change/services/environmental-funding.html>

- **ECO Canada**

Offers funding through a number of employment programs that “that stimulate environmental career pathways, skill development, business growth, workforce support, and workforce advancement”.

<https://eco.ca/environmental-professionals/employment-funding-and-job-board/apply-for-job-funding/>

- **Clean Foundation**

Offers funding through three internship programs for youth (ages 15 to 30): Clean Leadership Summer Internship (Nova Scotia and Prince Edward Island's clean economy sector), Green Jobs Internship (Canada natural resources sector), and Science Horizons Internship (Canada environmental sector).

<https://cleanfoundation.ca/workforce-development/>

- **Interagency Research Funding**

The Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR) are potential funders for research driven projects.

<https://science.gc.ca/site/science/en/interagency-research-funding/co-operative-funding-programs>

- **Canada Mortgage and Housing Corporation (CMHC)**

CMHC has several funding programs related to affordable housing research and development. Proposals for many of their programs are prioritized if they meet a number of key elements including affordability, housing needs of priority populations, accessibility, and reduction of energy use and greenhouse gas emissions.

<https://www.cmhc-schl.gc.ca/professionals/project-funding-and-mortgage-financing/funding-programs>

- **CLIMAtlantic Funding Opportunities Database**

CLIMAtlantic maintains a database of climate adaptation funding opportunities. They have a focus on the Atlantic provinces, however federal and non-government sourced grants are also included.

<https://climatlantic.ca/tools/funding-opportunities/>

- **Green Municipal Fund**

Municipalities have access to funding opportunities distributed through the Green Municipal Fund by the Federation of Canadian Municipalities (FCM). Colleges and Institutes may partner with their respective municipality to access funding and collaborate on an initiative.

<https://greenmunicipalfund.ca/funding>

- **RBC Grants**  
<https://www.rbc.com/community-social-impact/apply-for-funding/funding-guidelines-eligibility.html>
- **Scotiabank – ScotiaRISE funding stream**  
<https://www.scotiabank.com/ca/en/about/responsibility-impact/scotiarise/funding-guidelines-application.html>
- **TD Friends of the Environment Foundation Grant**  
<https://www.td.com/ca/en/about-td/ready-commitment/funding/fef-grant>
- **Canada Post Foundation**  
<https://www.canadapost-postescanada.ca/cpc/en/our-company/giving-back-to-our-communities/canada-post-community-foundation.page>
- **Canadian Tire Jumpstart**  
<https://jumpstart.canadiantire.ca/pages/community-development-grants>
- **Zero Emission Transit Fund**  
<https://www.infrastructure.gc.ca/zero-emissions-trans-zero-emissions/>

## Provincial / Territorial

### *British Columbia*

- **BC Active Transportation Infrastructure Grants Program**  
<https://www2.gov.bc.ca/gov/content/transportation/funding-engagement-permits/funding-grants/active-transportation-infrastructure-grant>
- **BC Community Climate Funding**  
<https://communityclimatefunding.gov.bc.ca/>
- **Retooling for Climate Change: Funding and Opportunities database**  
<https://retooling.ca/tools-resources/Funding-Opportunities>

### *Alberta*

- **Alberta Ecotrust: Environmental Impact Grant**  
<https://albertaecotrust.com/grants/environmental-impact-grant>

- **Climate Innovation Grant (Calgary and Edmonton)**

<https://albertaecotrust.com/grants/climate-innovation-grant-program>

### **Saskatchewan**

- **Saskatchewan Parks and Recreation Association: Grants and Funding database**

<https://www.spra.sk.ca/funding/upcoming-grants-and-funding/>

### **Manitoba**

- **Winnipeg Foundation**

<https://www.wpgfdn.org/granting/>

- **Assiniboine Credit Union**

<https://www.acu.ca/en/about/our-community/community-grants-sponsorships-and-prize-donations>

- **Government funds under Education and Early Childhood Learning**

[https://www.gov.mb.ca/education/childcare/centres\\_homeproviders/providers\\_resources/grants.html](https://www.gov.mb.ca/education/childcare/centres_homeproviders/providers_resources/grants.html)

- **Jordan's Principle (to support First Nations children wherever they live including transportation to school)**

<https://www.sac-isc.gc.ca/eng/1568396296543/1582657596387>

- **Red River Co-op Community Relations Grant**

<https://www.redriverco-op.crs/sites/redriver/local/detail/community-relations>

- **The Richardson Foundation Grant**

<https://www.richardson.ca/supporting-our-communities/>

- **Red River Co-Op Community Spaces Fund**

<https://www.co-op.crs/articles/detail/community-spaces>

### **Ontario**

- **Ontario Trillium Foundation Capital Grants**

The OTF supports projects that create healthy and vibrant communities.

<https://www.otf.ca/our-grants/community-investments-grants/capital-grant>

## Quebec

- **Environmental Damages Fund - Quebec Active Transportation**

Proposals should reduce transportation-related air pollution in the province of Quebec by increasing the total amount, usage, and quality of active transportation projects, and enhancing urban mobility in the province.

<https://www.canada.ca/en/environment-climate-change/services/environmental-funding/programs/environmental-damages-fund/quebec-active-transport-applicant-guide.html>

## Newfoundland and Labrador

- **Newfoundland and Labrador Community Transportation Program**

This program supports the development and implementation of accessible and inclusive community transportation services that make it easier for citizens to move around their communities, including attending school and work.

<https://www.gov.nl.ca/cssd/grants/nl-transportation/>

- **Climate Change Challenge Fund**

The Climate Change Challenge Fund is a competitive, application-based grant program designed to support greenhouse gas reduction projects in Newfoundland and Labrador.

<https://www.gov.nl.ca/ecc/occ/low-carbon-economy-programs/climatechangechallenge/>

## New Brunswick

- **Active Communities Grant**

Provides support for initiatives that raise awareness of the importance and fun that can be had by being physically active. Initiatives should provide new or expand existing opportunities for New Brunswick residents to be active.

[https://www2.gnb.ca/content/gnb/en/departments/thc/services/services\\_renderer.201013.Physical\\_Activity\\_-\\_Active\\_Communities\\_Grant\\_.html](https://www2.gnb.ca/content/gnb/en/departments/thc/services/services_renderer.201013.Physical_Activity_-_Active_Communities_Grant_.html)

## ***Nova Scotia***

- **Atlantic Active Alliance: Funding database**

Lists possible funding projects for active transportation projects including funding streams that are country-wide and ones specific to Nova Scotia.

<https://www.activeatlantic.ca/resources/funding>

- **Sustainable Communities Challenge Fund**

<https://nschallengefund.ca/>

## ***Prince Edward Island***

- **Active Transportation Fund**

Part of PEI's Sustainable Transportation Action Plan, the ATFund is intended to help build new or connect existing walking and bike paths to improve and grow the larger active transportation network.

<https://www.princeedwardisland.ca/en/service/apply-to-the-active-transportation-fund>



## Additional Reading and Training Opportunities

### Cycling Equity Co-Learning and Action Toolkit

The *Cycling Equity Co-Learning and Action Toolkit* is an interactive resource developed by Jay Pitter and a collaborative process that engaged multiple organizations, including Placemaking for The Centre for Active Transportation (TCAT). The *Toolkit* aims to “address the pressing issue of mobility equity and environmental sustainability”. It can be used to ensure active transportation planning processes and initiatives are developed in a way that improves mobility and accessibility for all people, particularly those who face the most disadvantages in Canada.

Jay Pitter Placemaking collaborated with cycling organizations, equity experts, and advocates from across Canada to ensure the document could be used by a variety of groups — from individual advocates, cycling organization volunteers, policymakers and land-use professionals, to academics. The Toolkit consists of the following sections:

- **Principles, facts, and frameworks.** Key concepts, frameworks, and evidence-based information around cycling equity.
- **Organizational policy, roles, and precedents.** A guide to developing equitable cycling policies, programs, and organizations, including several examples.
- **Community engagement, communication, and advocacy.** A guide to developing equitable engagement and evaluation processes.

For more information and to access the tool kit, visit: <https://www.tcat.ca/resources/cycling-equity-co-learning-action-toolkit-2/>

### STARS Framework

STARS is a self-reporting framework designed for higher education institutions to measure, monitor, and compare their performance related to sustainability with other institutions worldwide.

Past and current participants' full reports can be accessed online through STARS. Over 600 institutions from across the globe have published at least one STARS report. Reports can be sorted according to their rating (i.e., Reporter to Platinum), alphabetically by institution, location, and date of validity.

Institutions can use these reports as a resource to generate ideas about programs related to sustainable transportation initiatives, as well as sustainability initiatives other institutions are pursuing more generally.

For a full list of STARS participants and reports, visit: <https://reports.aashe.org/institutions/participants-and-reports/>

## **Initiative for Bicycle and Pedestrian Innovation (IBPI): Education and Training**

Portland State University offers several workshops around sustainable and active transportation through their Transportation Research and Education Center (TREC). These multi-day workshops (two to three days) are typically held in-person during the summer in Portland, Oregon. Each workshop incorporates a combination of lectures, presentations, and field tours (cycling and walking).

Workshops are open to transportation professionals and advocates worldwide.

Topics include:

- Integrating Bicycle and Pedestrian Topics into University Transportation Courses (for Faculty).
- Comprehensive Bikeway Design.
- Creating Effective Active Transportation Programs.

For more information and to view a full list of training opportunities offered by IBPI, visit: <https://trec.pdx.edu/events/bikeped-education-and-training>

This page intentionally left blank.

# Commuting and Campuses

A Guide to Sustainable  
Transportation Solutions