

UBC's Climate Emergency Response

Monitoring, Evaluation and Learning (MEL) Framework



Executive Summary



In response to the Climate Emergency Declaration issued by the University of British Columbia (UBC) in 2019, the Climate Emergency Task Force (CETF) was established to address the urgent need for climate action within the university. The CETF Report, endorsed by UBC's Board of Governors and Senates in 2021, outlines nine strategic priority areas aimed at addressing the impact of climate change, shifting practices, and embedding a climate justice lens.

The Sustainability Hub, a unit within the Provost's portfolio, plays a central role in implementing the CETF report recommendations by convening and coordinating work across campus. (The Sustainability Hub is mandated to focus on the Vancouver campus-addressing climate emergency actions at UBC Okanagan remains a topic for senior leadership consideration). The former Sustainability and Climate Action Committee of UBC's Board of Governors highlighted the Sustainability Hub's role in convening and coordinating engagement, enabling champions, and tracking progress on climate emergency actions.

The CETF report's priorities are linked to UBC plans, including the Strategic Plan, Campus Vision 2050, Indigenous Strategic Plan, and Climate Action Plan 2030.

The Sustainability Hub developed this first version, v.1.0, of a Monitoring, Evaluation, and Learning (MEL) framework which aims to provide systematic reporting, evaluation, and learning to deepen UBC's climate emergency response. It encompasses quantitative and qualitative measures and recognizes the need for ongoing learning, reflection and adaptation.

Key audiences and stakeholders include UBC's internal community and external partners such as governments, businesses, and community organizations. The MEL framework aims to meet the diverse needs of these stakeholders by providing multiple access points to relevant information.

Overall, the MEL framework supports accountability, transparency, and informed decision-making in UBC's efforts to address the climate emergency and advance climate justice through its core functions of teaching and research, in addition to making progress on operational emissions reductions on campus. It aims to communicate progress, identify gaps, and guide future actions to achieve the strategic priorities outlined in the CETF Report.

Background

Prompted by student organizing, in 2019 UBC's President and Board of Governors issued a [Climate Emergency Declaration \(the Declaration\)](#) [↗](#). The Declaration recognizes, among other key points, that, "...addressing the climate crisis is critical to the University's key functions of research, learning and engagement as UBC strives to prepare students for their futures and conduct leading research on pressing societal issues."

Following the Declaration, UBC's President appointed a task force which did extensive community consultation and prepared a [Climate Emergency Task Force \(CETF\) Report](#) [↗](#). Unanimously endorsed in principle in 2021 by UBC's Board of Governors and Senates, the report outlines nine strategic priority areas (see Table 1) which seek to:

- Address the impact of climate change.
- Address past and ongoing contributions to climate change and shifting practices at UBC and beyond.
- Embed a climate justice lens – referring to the inequities associated with the causes, impacts, and solutions to climate change.

The Sustainability Hub and Reporting on the CETF Report with a MEL Framework

The Sustainability Hub is a staff unit in the Provost's portfolio. Its mission is, "Inspiring people to act on the planet's most urgent challenges through UBC's academic and operational sustainability leadership."

To realize this mission, the [Sustainability Hub](#) [↗](#) offers programs: student leadership and paid student internships; faculty interdisciplinary cohorts, grants and other support for enhanced sustainability education; and the Campus as a Living Lab (CLL) annual Fund Competition. It organizes the annual Climate Emergency Week, the "Climate Justice" educational series, delegations to the annual climate treaty meeting, sustainability activities at CIRS, and UBC Reads Sustainability. The unit also produces [UBC's Annual Sustainability Report](#) [↗](#) and manages three websites: [UBC Sustainability](#) [↗](#), [Campus as a Living Lab](#) [↗](#), and [UBC Climate Emergency](#) [↗](#).

The UBC Board of Governors' former Sustainability and Climate Action Committee described the Sustainability Hub's role in implementation of the CETF Report in February 2021:

"...convening and tracking implementation planning of the CETF strategic priorities and recommendations, including these activities, for which new resources will be required:

- Support discussions of portfolio and academic leaders on how to advance the CETF strategic directions and recommendations.
- Continue mapping the recommendations to existing and future structures.
- Coordinate student engagement in the emergency: working with student groups and student government representatives, gathering student input and consulting with student advisors, and ongoing community input, communication, and partnership activities with the student community.
- Enable champions to share models and approaches to action planning.
- Track progress and report on climate emergency actions."

Strategic connections between climate emergency and other UBC priorities

"The [CETF report] priorities should be integrated, where possible, with existing UBC Vancouver and UBC Okanagan plans and initiatives". (2021, CETF Report, p.5)

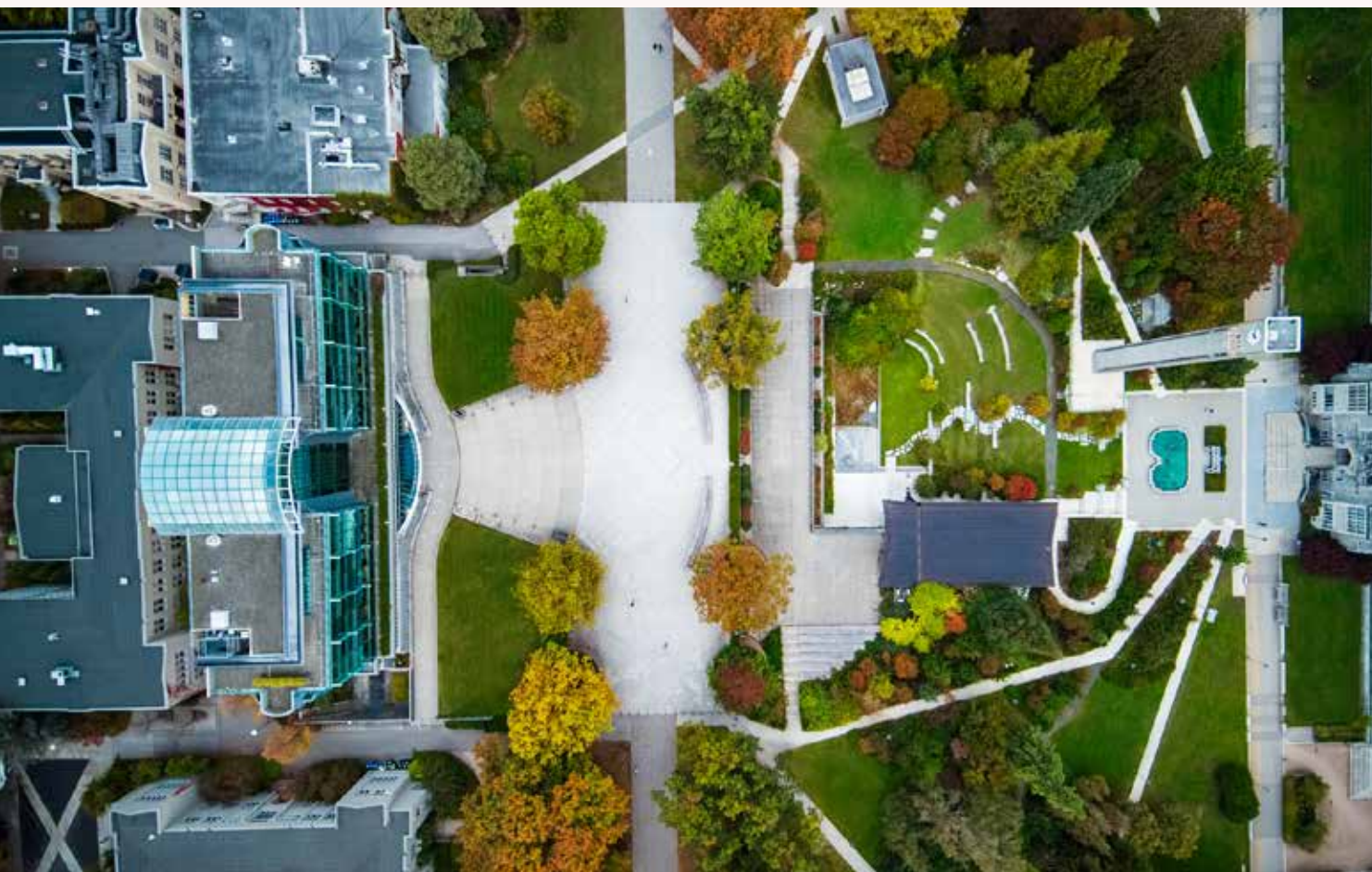
The nine strategic priority areas in the CETF Report were designed to align with existing UBC goals and strategies including the [UBC Strategic Plan](#) [↗](#); [UBC Campus Vision 2050](#) [↗](#); [UBC Strategic Equity and Anti-Racism Framework](#) [↗](#); [UBC Indigenous Strategic Plan](#) [↗](#); [UBC Wellbeing Strategic Framework](#) [↗](#); [20 Year Sustainability Strategy](#) [↗](#); and [UBC Climate Action Plan 2030](#) [↗](#).

Though the CETF Report applies to both campuses, the Sustainability Hub's work is funded by and primarily focuses on actions at UBC Vancouver. Addressing UBC's climate emergency response actions at UBC Okanagan is an issue for senior leadership to further address.

Reporting so far and the Evolution to a Monitoring, Evaluation and Learning (MEL) Framework

The CETF Report states that reporting to the public and governing bodies is essential. In response, the Sustainability Hub has produced two narrative-based progress reports; [2021-22](#) [↗](#) and [2022-23](#) [↗](#).

The next progress report – for 2023-24 – will use the new Monitoring, Evaluation and Learning (MEL) framework described in this document to achieve more systematic reporting.



This version – V.1.0 - of the MEL framework is a starting point. The monitoring indicators have been chosen after extensive consultation and will be revised in future versions.

In addition to monitoring indicators, the evaluation and learning phases of the MEL framework will examine the depth of change at UBC and explore opportunities to deepen and amplify climate emergency response work. These two phases will identify gaps in UBC’s climate emergency response and develop processes to bridge those gaps. The university can maintain the spirit of the original CETF Report and ‘push the edges’ through substantial change in its core functions of teaching, learning and research to match its significant progress on operational emission reductions. It also has the opportunity to create intersectional synergies by weaving the climate emergency MEL framework with other

strategic priorities on Indigenous rights, anti-racism and equity, wellbeing, and community engagement.

Key Audiences & Important Stakeholders

The CETF Report has broad interest to both key audiences at UBC and important stakeholders such as governments and community partners. To build a MEL framework that meets the needs of all these audiences is a tall task and a critical part of the work of developing the MEL framework was identifying the audiences and their needs. These are summarized in **Appendix A**.

An important concept embedded within the MEL framework is that not every piece of monitoring, evaluation and learning is useful for every audience or stakeholder and that all audiences and stakeholders are at a limit in their core work already so the MEL framework is constructed to provide multiple right-sized access points.

Impacts

Focused on Impacts & Building the Capacity to Achieve Change

All audiences and stakeholders agreed that implementing the CETF Report strategic priorities should be focused on creating impact. At a broad level, the desired impacts were defined as:

1. UBC maintains its position as a globally significant institution for research, teaching and learning about all aspects of sustainability, including climate
2. Climate justice is embedded in all climate-focused research, teaching and learning.

3. There are clear pathways for university-wide collaboration on research, teaching and learning responses to the climate emergency

4. UBC demonstrates leadership in emissions reductions and there is transparency and accountability for the impact of emissions related to both infrastructure and operations

The MEL framework projects immediate, medium- and long-term impacts in **Figure 1**.

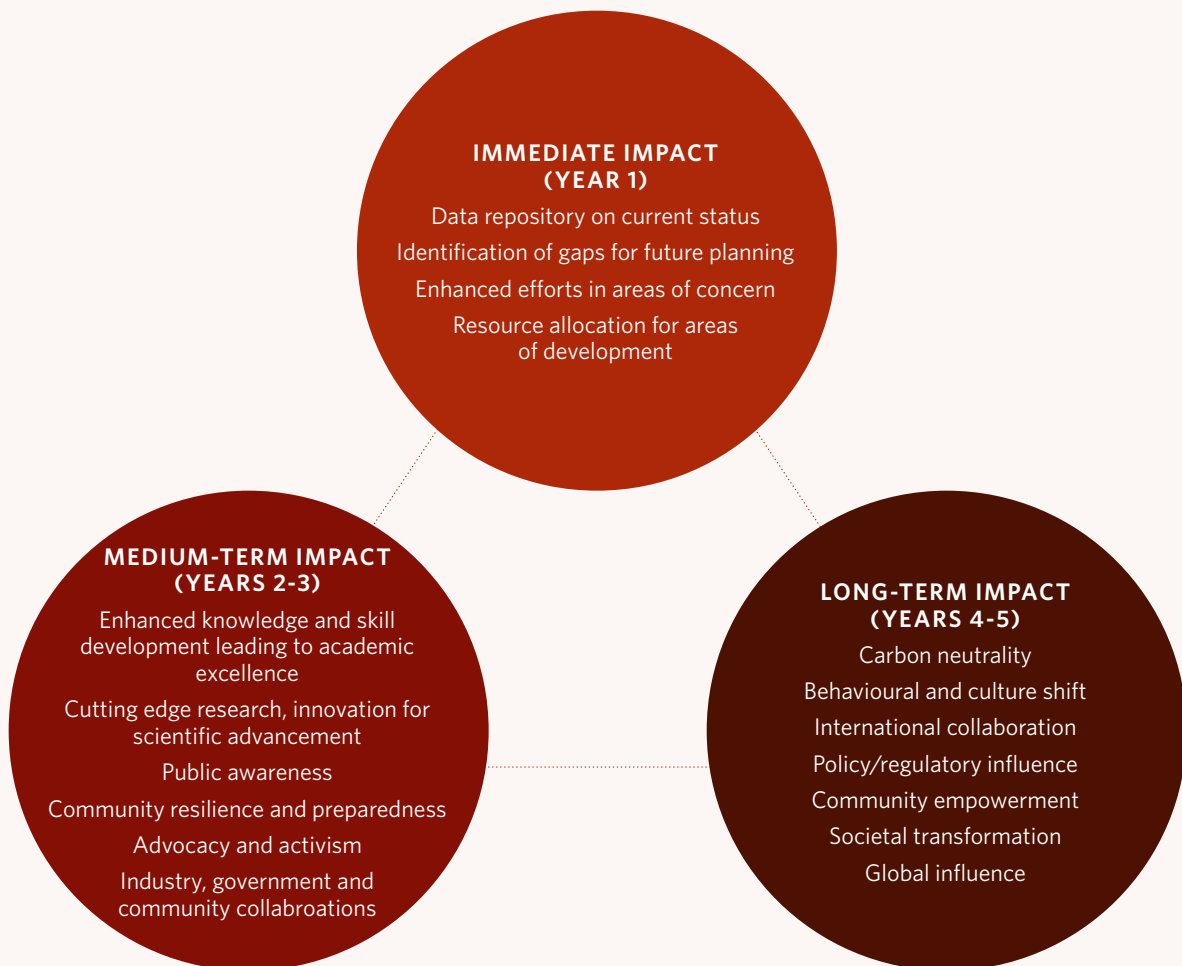


FIGURE 1: Projected Impacts of Climate Emergency Implementation

Introducing the MEL Framework

“The global agendas on development, climate change and disaster risk reduction accentuate the importance of monitoring, evaluation and learning (MEL) for climate resilience.” ¹

“At its core, MEL is about systematically observing and reflecting on our programs to make informed decisions about next steps towards our goals.” ²

1 OECD Noltze, M., et al. (2021), “Monitoring, evaluation and learning for climate risk management”, *OECD Development Co-operation Working Papers*, No. 92, OECD Publishing, Paris, at pg 10

2 Getting Started with Monitoring, Evaluation and Learning (MEL) A Toolkit for Program Teams of Inuit Tapiriit Kanatami and Regional Partners 2019

Introducing the MEL Framework

Rationale



Conventional evaluation approaches are well-suited in assessing progress where outcomes are i) clearly defined, ii) there are limited number of variables influencing these outcomes, and iii) where causal linkages between a project's interventions and the goals are well understood. However, when measuring progress on a complex concept such as climate justice, conventional measurement can fail to predict the complicated and critical pathways for transformation.

In addition, conventional methods can over-emphasize quantitative measurements as indicators of success (e.g. # of webinar registrants, # of courses available, # of publications), and de-emphasize qualitative measures (e.g. strength of a partnership, changes in understanding), even though these measures might advance climate justice more rapidly and allow for far greater learning about effective innovations and partnerships.

One way to benefit from the rigour and transparency of conventional evaluation, while addressing its limitations, is to pair monitoring and evaluation with intentional and ongoing learning. This is the foundation of the MEL framework.

Process

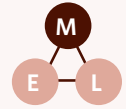
The MEL framework is based on an extensive literature review; survey of international best practices; analysis of university and local government frameworks on climate

action and climate justice; regulatory commitments; and UBC's strategic plans. It integrates student, staff and faculty viewpoints through advisory committee feedback, surveys, consultations, and key informant interviews conducted over the past three years. The MEL methodology is described at this [link](#) . A report on a faculty survey and student focus groups is posted at this [link](#) .

V.1.0 of the MEL framework is premised on continuous improvement and an adaptive approach to revision from the evaluation and learning phases. The process supports:

- **Accountability and transparency** by providing data, information and key learnings to internal and external audience on UBC's progress in relation to the CETF Report strategic priorities.
- **Communicating and celebrating progress** by demonstrating how the CETF Report recommendations are being implemented and achieving climate impact.
- **Generating the data and information** needed to continually inform UBC's ongoing planning, learning and delivery in order to achieve CETF Report goals.
- **Identifying emergent priorities** and addressing relevant information gaps that can better inform action on the CETF Report nine strategic priority areas.
- **Assessing the impact and effectiveness** of UBC's approach in furthering CETF Report recommendations and climate-related outcomes.

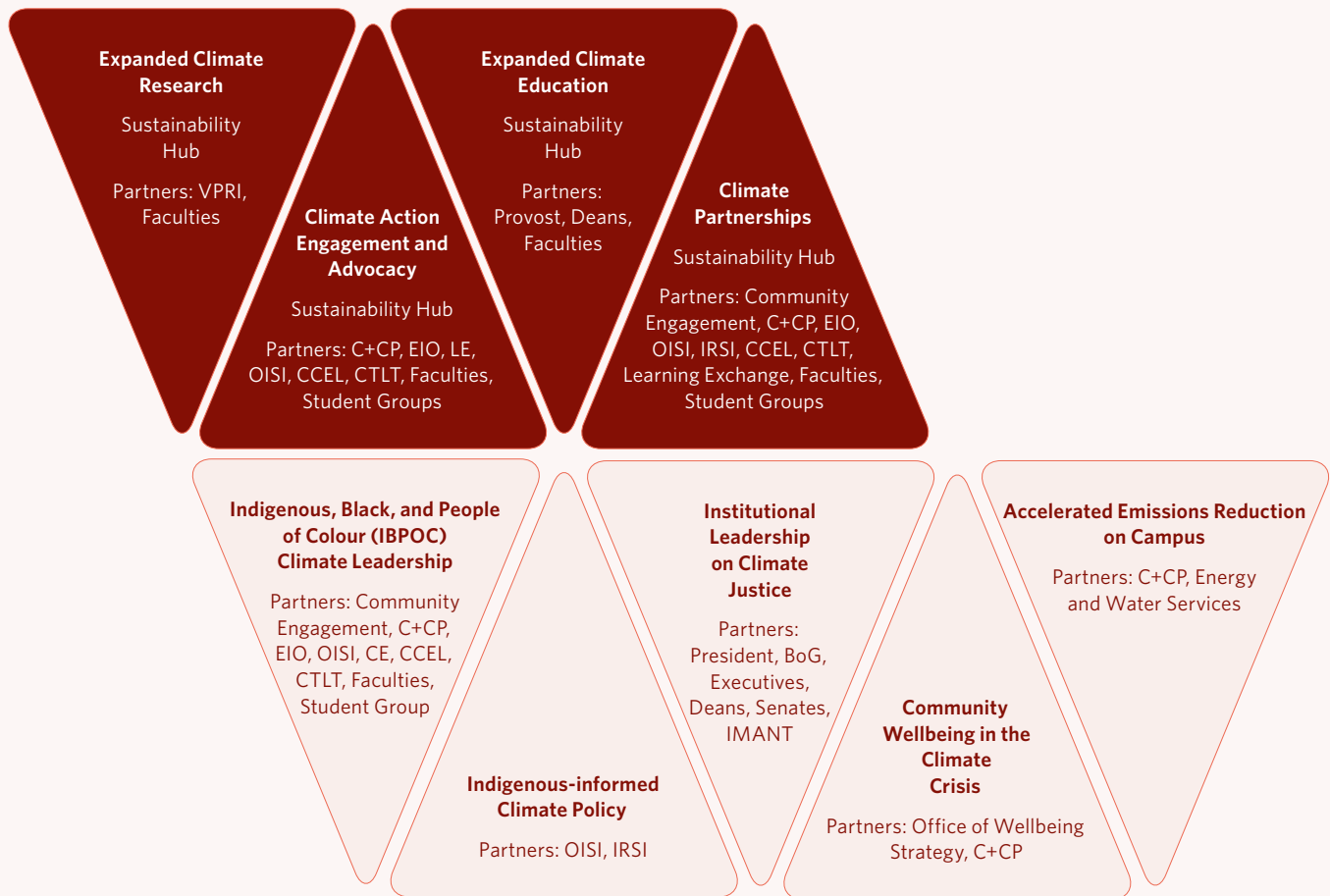
Monitoring



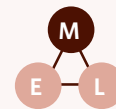
- Centralized monitoring
- Distributed monitoring

Monitoring refers to tracking progress by creating a baseline set of indicators, and then measuring change in comparison to the baseline. It provides an ongoing ability to optimize activities, helps communicate the direction of progress, and supports evaluation.

In this first iteration of the MEL framework, key indicators will be tracked for each of the nine priorities.



As noted earlier, a strength of the CETF Report and the nine strategic priority areas are its connections to so many other strategic priorities and plans at UBC. However, this creates challenges for monitoring. Due to the wide-ranging, distributed and ambitious nature of the CETF Report and limited staff resources, the Sustainability Hub will use several approaches to collect data and track indicators for the nine strategic priority areas.



Monitoring

A. CENTRALIZED MONITORING

The Sustainability Hub will conduct centralized monitoring for the four CETF Report strategic priority areas highlighted in dark red in the previous page:

- Expanded Climate Research
- Expanded Climate Education
- Climate Action Engagement and Advocacy
- Climate Partnerships

B. DISTRIBUTED MONITORING

Monitoring for the five CETF Report strategic priority areas highlighted in light red is distributed across UBC partner units, and will be coordinated by the Sustainability Hub.

B1. Collecting existing indicators

For the first three strategic priorities in this category, the Sustainability Hub will use data and monitoring indicators collected by other UBC units.

This includes:

- **Accelerated Emissions Reductions on Campus:** Campus + Community Planning tracks relevant indicators for this priority through the annual Climate Change Accountability Report (CCAR).
- **Community Wellbeing in the Face of the Climate Crisis:** The Office of Wellbeing Strategy tracks indicators related to this priority area via UBC's Wellbeing Strategic Framework.
- **Institutional Leadership on Climate Justice:** UBC Investment Management Trust (IMANT) tracks indicators related to divestment and sustainable investment. This is one measure of institutional leadership. Another is ethical research policies, including procedures related to funding by fossil fuel companies, a topic that requires more investigation and dialogue at UBC. Examples for such climate specific ethical funding policies can be found at [Princeton](#) and [Oxford](#). A more integrated

possible approach, to be explored in the next version of the MEL is to establish Climate Justice Standards for UBC, which could be similar to the questionnaire on climate, health and equity in Harvard's Sustainability Action Plan co-developed by Harvard's sustainability and equity offices.

[Harvard's Sustainability Action Plan](#)

B2. Collaborating to adapt existing indicators and define new indicators

For the second two strategic priorities in this area, the Sustainability Hub will adapt existing indicators for use in this v.1.0 of the MEL and collaborate with other UBC units that currently monitor progress in related areas, but do not yet include indicators specific to the CETF Report.

- **IBPOC Climate leadership:** The Equity and Inclusion Office monitors progress on the comprehensive StEAR framework for anti-racism and equity. Some indicators the EIO is currently tracking are useful for this MEL; others can be developed together. For example, the EIO offers the IBPOC Connections program. This group could be engaged to advise on IBPOC specific climate indicators.
- **Indigenous-Informed Climate Policy:** This aspect and strategic priority area of the CETF Report implementation requires additional consultation and thought. The Office of Indigenous Strategic Initiatives tracks the implementation of UBC's Indigenous Strategic Plan. There is a general principle that Indigenous-focused indicators should be developed by Indigenous people. The ethical obligations of working with Indigenous communities was highlighted at a two-day Dialogue at UBC in May 2023. For further discussion, follow these links to "Indigenous Engagement Working Group Themes, Recommendations" from the [2021 CETF](#) report, and the [Indigenous Research Toolkit](#) from the Indigenous Research Support Initiative.

Table 1 shows the monitoring indicators for the nine CETF Report strategic priority areas.

TABLE 1: UBC Climate Emergency Task Force Report Monitoring Indicators and Definitions

Climate Emergency Nine Strategic Priority Areas	Potential Partners	Reach and Impact Indicators	Metrics Measured Annually	Indicators Definition
01: Operationalize UBC's commitments to climate justice: Support climate leadership and initiatives led by Indigenous, Black, and People of Colour (IBPOC).	StEAR framework, UBC Equity and Inclusion Office, Indigenous Strategic Plan, Office of Indigenous Strategic Initiatives, Community Engagement	1. # of UBC internal grants for IBPOC climate projects	Number of grants issued to IBPOC individuals and group	IBPOC-led climate projects are those that align with CETF strategic priorities. These projects can be focused on, but not limited to, research, education, advocacy, or engagement.
02: Demonstrate Institutional Leadership on Climate Justice	UBC Investment Management, UBC Leadership UBC Board of Governors, Senate (Executives and Deans), Faculties	2. Progress on full divestment from fossil fuels	Percentage of UBC investment funds in the Main Endowment Pool divested from companies that extract or process fossil fuels	This indicator reports the reduction in the percentage of UBC's main endowment invested in companies extracting or processing fossil fuels.
		3. # of initiatives focused on climate justice	Total number of initiatives across campus	UBC's initiatives focused on climate justice that involve interdisciplinary research, education, and community engagement to address the disproportionate impacts of climate change and develop equitable solutions to mitigate and adapt to climate change.
03: Establish mechanisms and processes that ensure Indigenous perspectives, communities and worldviews shape the development and implementation of climate-related initiatives and policies	Office of Indigenous Strategic Initiatives, Indigenous Research Support Initiative	4. # of climate projects funded by Indigenous strategic fund	Number in comparison to total ISI projects	Climate projects are those that align with the CETF strategic priorities.
		5. \$ in contribution to research involving intersection of climate change and indigenous engagement	Monetary amount in CAD	The total \$ amount of grants, funding, stipends and resource allocation explicitly directed towards climate research which incorporates Indigenous perspectives.
04: Expand, Strengthen and Coordinate Climate Research	VPRI, Centre for Climate Justice, Climate Solutions Research Collective, Faculties	6. # of peer-reviewed publications produced by UBC authors with a primary focus on climate.	Number of peer-reviewed publications	Number of research papers and journals with UBC authors or co-authors with a primary focus on climate.
		7. UBC climate research field weighted citation impact (FWCI)	Ratio with a calculated number	FWCI is the ratio of the actual number of citations received by an output to date and the 'expected' number for an output with similar characteristics. 'Expected' refers to average citations over the previous three years for all Scopus outputs of the same age, document type and field.

TABLE 1: UBC Climate Emergency Task Force Report Monitoring Indicators and Definitions



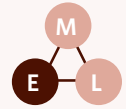
Climate Emergency Nine Strategic Priority Areas	Potential Partners	Reach and Impact Indicators	Metrics Measured Annually	Indicators Definition
05: Foster a Culture of Engagement & Advocacy on Climate Action	Campus + Community Planning, Office of Wellbeing, AMS, GSS, etc.	8. # of UBC climate engagements (events, workshops, webinars, clubs, associations, internships, projects and programs)	Total number of engagements	Climate engagement includes non-credit educational and learning activities, including applied research, skill and leadership development, mentorships, apprenticeships, internships, projects, volunteer work and other participatory opportunities, all with a focus on addressing climate change
		9. # of UBC faculty, staff, students and public participating in climate engagements	Total number of people/ individuals	People/individuals who participated in climate engagements described above.
06: Support Community Wellbeing in the Face of the Climate Crisis	Office of Wellbeing Strategy	10. % of UBC faculty, staff and students who believe that they can do something to help address the problem of climate change	Percentage of reported responses	Results from Canadian campus wellbeing survey  on eco-anxiety conducted biannually.
		11. Climate emergency response through UBC Emergency Response Plan (TBD)	Qualitative data and narrative stories	Highlights and stories about UBC's approach to handling climate change emergencies such as heat dome, wildfires, floods etc.
07: Expand Climate Education Opportunities and Resources for the UBC Community and Broader Public	UBC Planning and Institutional Research Office (PAIR)	12. # of climate courses offered by UBC for credit	Number of courses with climate focused or climate inclusive content	If a course title or course description primarily focuses on climate, or if the course has significant climate content, it is classified as a climate course.
		13. # of students, staff, faculty and members of the public enrolled in UBC climate courses	Total number of enrollments to climate courses	Number of UBC students registered in climate courses taken for credit.

TABLE 1: UBC Climate Emergency Task Force Report Monitoring Indicators and Definitions

Climate Emergency Nine Strategic Priority Areas	Potential Partners	Reach and Impact Indicators	Metrics Measured Annually	Indicators Definition
08: Develop New and Strengthen Existing Partnerships to tackle the Climate Emergency	Multiple offices	14. # of UBC climate focused partnerships	Number of academic, non-academic, government, private, nonprofit and civil society partnerships categorized geographically as local, national, regional and global.	Number of partnerships between UBC faculties, departments and institutions, and external agencies with a component of climate. For a partnership to be considered as a climate partnership, it must: <ul style="list-style-type: none"> • Have a clear focus on climate • Be current, with activities occurring in the reporting period • Be formal: An agreement is signed between the parties with a financial commitment from either or both parties to the agreement
		15. UBC partnerships impact through testimonials and stories	Qualitative data on key partnerships that demonstrated change	Testimonial and stories of top climate partnerships that demonstrated policy, practice and regulatory change.
		16. # of internal climate-action related grants delivered to community-university partnerships	Total number of grants	Climate action-related grants that support joint efforts between academic institutions and local communities to develop and implement innovative, equitable solutions such as community resilience, mitigation and adaptation to climate change.
09: Accelerate Emissions Reductions at UBCV and UBCO in response to the Climate Emergency	Campus +Community Planning	17. GHG (Scope 1, 2, 3) emission reductions³ 	Reduction in UBCV and UBCO campus Greenhouse gas emissions (carbon dioxide, methane, ozone, nitrous oxide, chlorofluorocarbons, and water vapor) in tons of carbon dioxide equivalent	Data from Campus + Community Planning

³ 'Scope 1' indicates direct greenhouse gas (GHG) emissions that are from sources owned or controlled by the reporting entity. 'Scope 2' indicates indirect GHG emissions associated with the production of electricity, heat, or steam purchased by the reporting entity. 'Scope 3' indicates all other indirect emissions, i.e., emissions associated with the extraction and production of purchased materials, fuels, and services, including transport in vehicles not owned or controlled by the reporting entity, outsourced activities, waste disposal, etc. (WBCSD and WRI, 2004).

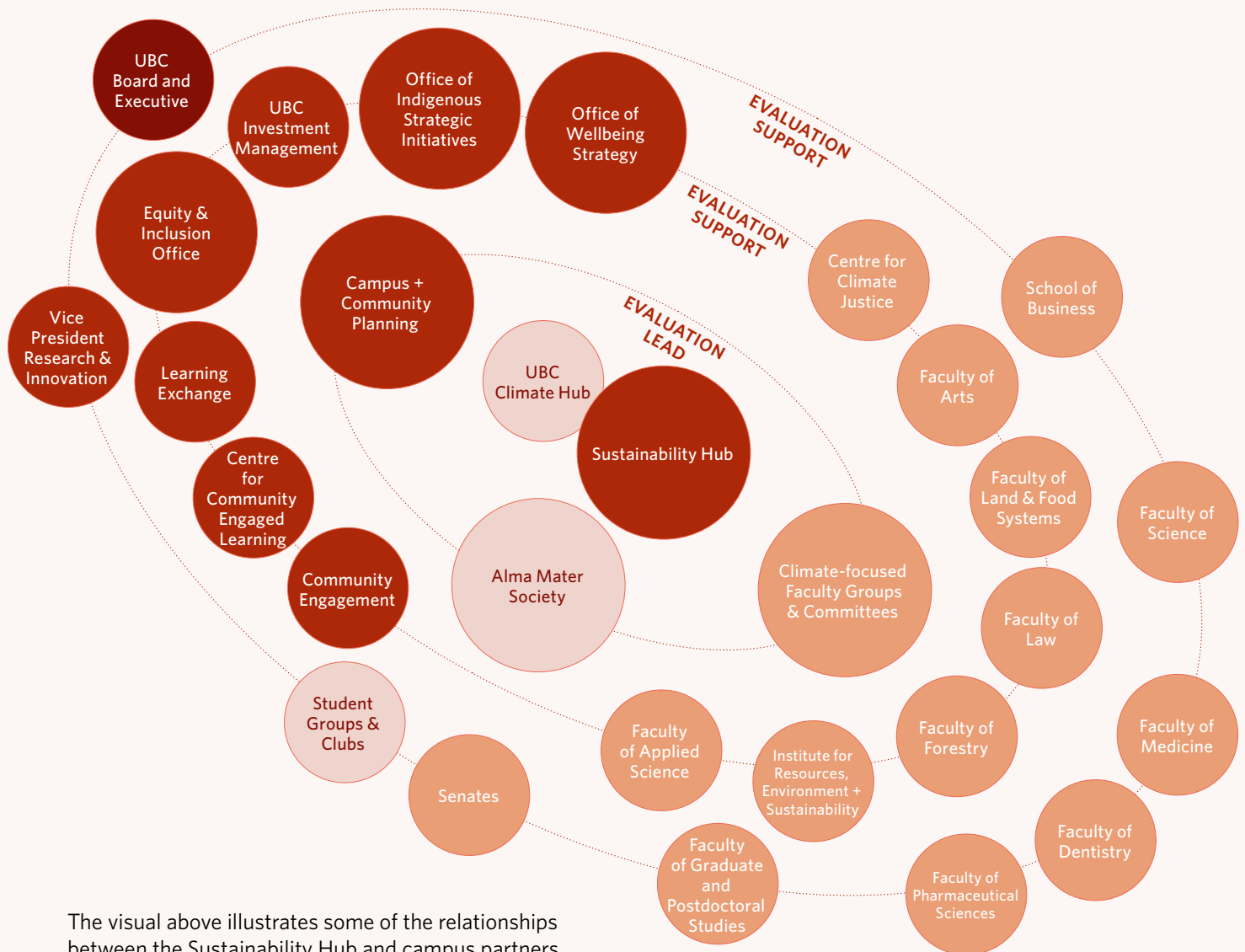
Evaluation



- Academic partners
- Student partners
- Staff partners

Evaluation refers to processes undertaken to assess the effectiveness of a project, program, or initiative. It provides space for critical thinking, supports decision making, and informs both monitoring and learning.

Evaluating the progress of CETF priorities depends on shared commitments and collaboration across campus involving students, faculty, staff, and leadership.

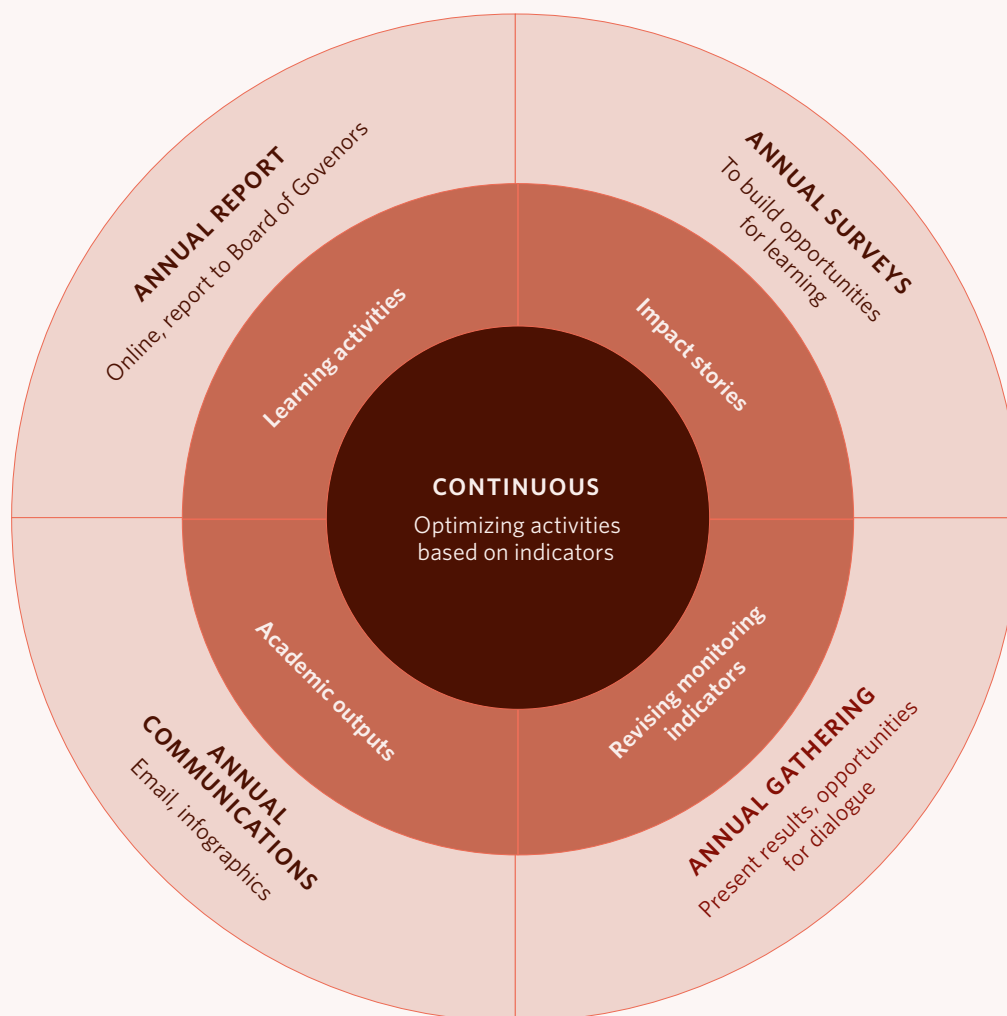


The visual above illustrates some of the relationships between the Sustainability Hub and campus partners that require a collaborative approach to monitoring and evaluation in order to successfully measure progress, evaluate impact, and learn from these experiences to ensure the CETF Report's nine strategic priority areas are being effectively mobilized across UBC.

Learning

Learning refers to generating insights from the experience and reflections of those most deeply connected to programs, projects, and initiatives. Learning occurs continuously, in parallel with each of the distinct steps involved in a MEL framework.

Effective learning also relies on communicating new knowledge in accessible ways, telling stories, and engaging audiences.



The visual above illustrates how the Sustainability Hub and campus partners will embrace a process of continuous learning to adapt the MEL framework based on insights from monitoring and evaluation. Further learning activities may involve an annual gathering to review progress and adjust processes, in addition to opportunities for dialogue and connecting across UBC and with external partners.

Effective learning also relies on a new knowledge in accessible ways, telling stories, and engaging audiences. The results of a survey of faculty and students include support for an annual report available online, visualized in an infographic, plus plain language summaries, highlighted to audiences through UBC broadcast email.

Conclusion



Creating a monitoring, evaluation and learning framework for UBC's climate emergency response is critical for a multitude of reasons. This version 1.0 is a starting point that can be improved in future years.

The MEL framework is a tool to track progress and increase accountability for the university's commitments. Clear indicators and metrics are the initial step to measure against a baseline and adjust as needed. By tracking metrics such as progress on divestment from fossil fuels or the number of climate-focused partnerships, UBC can hold itself accountable to its climate goals. This transparency is crucial not only for the university's internal stakeholders but also for external partners, including government entities and community members, who rely on UBC's leadership in climate action.

The evaluation phase uncovers areas where additional action is needed, and is the basis for learning from both successes and failures. In this phase, UBC can refine its strategies and allocate resources more effectively. For example, by monitoring the percentage of UBC faculty and student climate-focused publications or the integration of climate into the curriculum, the university can identify areas where additional support or emphasis is needed in the core functions of teaching and learning.

The MEL framework supports informed decision-making. With the information and learning derived from MEL, senior leadership and academic heads can allocate resources more efficiently, make choices that align with UBC's climate objectives, and prioritize actions that have the greatest impact.

Additionally, monitoring, evaluation and learning fosters transparency and trust. By openly sharing progress and challenges, UBC demonstrates its commitment to addressing the climate emergency. This transparency also encourages collaboration and engagement from stakeholders, including students, staff, and external partners.

A robust monitoring, evaluation and learning system is not just a tool for tracking numbers—it's a cornerstone of effective climate action. The MEL framework can be a launchpad for innovation. Yet, innovation needs more than just ideas—it requires resources and support of senior leadership. Without this commitment, UBC cannot truly tackle the climate crisis by deploying the university's most critical contributions: education of future leaders and citizens who have to adjust to a vastly changed world, and research to mitigate against harmful impacts from climate change, adapt to the new reality, and embed justice and equity at every step of the way.

Audiences & Needs	Access Points
<p>SENIOR LEADERSHIP - BOARD OF GOVERNORS AND EXECUTIVE</p> <p>The senior leadership needs easy to interpret information, concise but meaningful data, contextualized with other university-wide plans and stories about impacts and line of sight into how CETF produced them. Also important is evidence of Indigenous engagement and involvement in relevant work.</p> <p>Ultimately this group would like reporting on CETF Report implementation to provide a picture of UBC as a global leader in climate teaching, learning, and research and a case for greater investment in the work.</p>	<p>Monitoring: Annual report to Board</p> <p>Evaluation: Ensuing discussion at annual in-person report to Board; Participation in relevant evaluation activities</p> <p>Learning: Annual gathering; Impact stories; Other relevant activities</p>
<p>ACADEMIC LEADERSHIP - DEANS AND FACULTY</p> <p>The academic leadership also needs easy to interpret information, concise data and wants results with strong correlation / causation that can be conveyed into positive messaging / communication.</p> <p>However, this group needs more detailed information on results, especially for their unit or department, and information that that can help to inform direction of resources in their strategies and plans. They also need information that can be both implemented into their own work and related back to it (syllabus, course plan etc.) on progress, updates, and examples to share with students, field colleagues and research circles at UBC and beyond. It was more important to this group that the indicators were scientifically defensible with transparent methodology.</p> <p>Finally, this group would like deeper engagement with the evaluation of results and the ability to contribute to learning from that evaluation. The ultimate goal is an understanding of results at a more in-depth level while devoting less time to process itself.</p>	<p>Monitoring: Annual report; Faculty survey</p> <p>Evaluation: Participation in relevant evaluation activities, including at the faculty level</p> <p>Learning: Annual gathering; Impact stories; Other relevant activities including those organized at the faculty level</p>
<p>STUDENTS</p> <p>Students need readily available information that gives them a clear line of sight into the performance on stated goals, and the tools to hold university accountable. This group would like an invitation to the process, opportunities to participate and a chance to make a difference, without being overburdened.</p>	<p>Monitoring: Annual report available in a variety of formats such as infographics and short, shareable videos</p> <p>Evaluation: Participation in relevant evaluation activities especially through student clubs</p> <p>Learning: Annual gathering; Impact stories; Student group led activities</p>

Audiences & Needs	Access Points
<p>STAFF</p> <p>As key implementers of climate action, staff members require leadership support and guidance, capacity and resourcing to effectively integrate CETF priority areas into their portfolios and workplaces. Staff require comprehensive knowledge on climate response strategies and opportunities to collaborate with growing networks of colleagues and peers such as the Interdepartmental Climate Action Committee. Staff members also need clarity on where to direct their input to measure and instigate change within their respective units. Additionally, this group desires a university-wide response with specific examples demonstrating significant impact of climate emergency response, which can be replicated, adapted, and shared among networks.</p>	<p>Monitoring: Assist with monitoring and data collection for Annual Report</p> <p>Evaluation: Participation in collective evaluation activities through staff units across campus.</p> <p>Learning: Annual gathering (climate related depts and/or partners), knowledge translation and impact stories by staff</p>
<p>GOVERNMENT - LOCAL, PROVINCIAL AND FEDERAL</p> <p>As a primary funder, the provincial government needs evidence of successes (and honesty about failures) as well as lessons learned. As with other groups, they appreciate stories about impacts and line of sight into how action from the CETF Report produced them.</p> <p>All governments - and particularly the parts of government engaged in climate action - appreciate the opportunity to learn about priorities and direction, partner where appropriate and use the learnings from this information to advance enact own climate action policies/mandates. Finally, governments look to impact stories to understand relevant research and its relevance for public policy within their jurisdiction.</p>	<p>Monitoring: Annual report</p> <p>Evaluation: participation in relevant evaluation activities</p> <p>Learning: Annual gathering (climate related depts and/or partners); Impact stories</p>
<p>COMMUNITY - ALUMNI, UBC RESIDENTS, NGOS AND PARTNERS</p> <p>Alumni, NGOs and partners concerned with climate action want to understand what UBC has done in the climate emergency space and the impacts of that work. Residents want to know that they live in a good place that is acting. All of these groups are interested in building connections and opportunities to collaborate.</p> <p>For NGOs, a resource that can be reviewed and adapted for different organizational contexts is helpful, especially when it contains data and examples that are impactful, transparent and trustworthy. NGOs and partners need to be properly acknowledged for their role in access and impacts.</p> <p>Finally, funding partners and alumni donors need to be reassured those funding/resources are being used to achieve the greatest possible impacts.</p>	<p>Monitoring: Annual report available in a variety of formats such as infographics and short, shareable videos</p> <p>Evaluation: Participation in relevant evaluation activities (NGOs, partners)</p> <p>Learning: Annual gathering (partners, UNA); Impact stories</p>

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Acknowledgments

UBC Sustainability Hub is located on traditional, ancestral, unceded territory of the x^wməθk^wəy'əm (Musqueam). The larger UBC community is on the traditional, ancestral, unceded territory of the x^wməθk^wəy'əm (Musqueam), Sk̓w̓x̓w̓ú7mesh (Squamish), səlilwətał (Tsleil-Waututh), and Syilx (Okanagan) Nations.

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