

STUDENTS' COUNCIL LATE ADDITIONS

Tuesday June 14, 2011
Council Chambers 2-1 University Hall

LATE ADDITIONS (SC 2011-04)

2011-04/1 SPEAKER'S BUSINESS

2011-04/2 PRESENTATIONS

2011-04/2a The results of the Deliberation on Campus Sustainability- Presented by presentation by Logan McIntosh. Sponsored by Councillor Fehr.

Abstract

Sustainability has been identified as a defining issue of our generation, but where and how does the campus community want to see sustainability progress at the University of Alberta? This presentation will explain the unique engagement process used in *Deliberation on Campus Sustainability (DoCS)*, a project that actively involved campus in sustainability planning at the U of A. The final outcomes of this DoCS process are provided in the *Campus Voices Executive Summary*, and by reviewing the recommendations generated by a group of diverse and committed students, faculty and staff, Council will gain a better understanding of the issue areas that the campus community wants to see addressed by its leadership

2011-04/3 EXECUTIVE COMMITTEE REPORT

2011-04/3a As many of you have probably heard, the Dean of the Faculty of Medicine and Dentistry at the U of A has allegedly plagiarized a convocation speech. Over the last two days, I have been handling different media inquiries regarding the issue. The SU's message is as follows: it is important that all members of the university abide by the ethical standards set out by the university, which include academic honesty and integrity. The SU trusts that the university will handle the situation to the best of its ability. One point that the university must prioritize is the fact that this excellent graduating class has worked diligently over the last several years to convocate from the faculty. We must continue to celebrate their accomplishments, and the SU wishes them the very best in their future endeavors."

-Emerson

2011-04/4 BOARD AND COMMITTEE REPORTS

2011-04/5 QUESTION PERIOD

2011-04/6

BOARD AND COMMITTEE BUSINESS

2011-04/6a

LIANG/WOODS MOVE THAT upon the recommendation of the Policy Committee, Students' Council approve Bill 2, that Students' Council adopt the Political Policy, Mandatory Non-Instructional Fees, in first reading based on the following principles:

- 1) The Students' Union advocates that students maintain representation on any body directing the general affairs and mandate of a service, which is funded by a student fee.

- 2) The Students' Union advocates that any service funded by a fee exhibit full budgetary disclosure to undergraduate students;

- 3) The Students' Union shall lobby for a provincial regulation on mandatory non-instructional fees such that:
 - a. There are clear limits and policy concerning mandatory non-instructional fees within regulation;
 - b. To clarify that certain services, essential for fostering a learning environment, are not to be covered by mandatory non-instructional fees
 - c. New fees are required to explicitly articulate the reason for the fee, the duration of the fee, and the year-to-year price inflator (e.g. Consumer Price Index) or increase schedule; and
 - d. Proposed new fees and increases for existing fees beyond their established price inflator be approved by a referendum of the students to whom the proposed fee would apply.

BE IT RESOLVED THAT the Students' Union advocates that students maintain representation on any body directing the general affairs and mandate of a service, which is funded by a student fee;

BE IT RESOLVED THAT the Students' Union advocates that any service funded by a fee exhibit full budgetary disclosure to undergraduate students;

BE IT RESOLVED THAT the Students' Union shall lobby for a provincial regulation on mandatory non-instructional fees such that:

- a. There are clear limits and policy concerning mandatory non-instructional fees within regulation;
- b. To clarify that certain services, essential for fostering a learning environment, are not to be covered by mandatory non-instructional fees;
- c. New fees are required to explicitly articulate the reason for the fee, the duration of the fee, and the year-to-year price inflator (e.g. Consumer Price Index) or increase schedule; and
- d. Proposed new fees and increases for existing fees beyond their established price inflator be approved by a referendum of the students to whom the proposed fee would apply.

Please see document LA 11-04.01

2011-04/7a

YAMAGISHI/WOODS MOVE THAT upon the recommendation of the Policy Committee, Students' Council approve Bill 3, that Students' Council adopt the Political Policy, Student Engagement, in first reading based on the following principles:

1. That the Students' Union shall encourage the University to actively foster campus community and student involvement by investing in initiatives and opportunities that promote engagement; and

2. That the Students' Union advocates that the University identify and reward the contributions of students who actively strive to improve their campus and the greater community.

BE IT RESOLVED THAT the Students' Union shall encourage the University to actively foster campus community by investing in initiatives and opportunities that promote engagement; and

BE IT FURTHER RESOLVED THAT the Students' Union advocates that the University identify and reward the contributions of students who actively strive to improve their campus and the larger community.

Please see document LA 11-04.02

2011-04/7**GENERAL ORDERS****2011-04/7a**

THOMAS MOVED TO endorse the Edmonton CBCF's Pink Glove Dance youtube video with a segment featuring the name University of Alberta Students' Union.

2011-04/8**INFORMATION ITEMS****2011-04/8g**

Summer Committee meeting schedule

Please see document LA 11-04.03

2011-04/8h

Policy Committee summary report to Council

Please see document LA 11-04.04

2011-04/8i

Rory Tighe, President- Report

Please see document LA 11-04.05

2011-04/8j

CAC summary report to Council

Please see document LA 11-04.06

2011-04/8k

Executive summary of the Campus Voices Final Report

Please see document LA 11-04.07

IX. MANDATORY NON-INSTRUCTIONAL FEES

WHEREAS services for students are a major resource to create positive undergraduate experiences;

WHEREAS students bear a substantial portion of the costs of these services through mandatory non-instructional fees;

WHEREAS mandatory non-instructional fees present significant costs additional to the essential costs of education;

WHEREAS it is in the best interest of students to have ongoing input regarding services designed to benefit them;

WHEREAS a referendum of a body of students is the best method of determining the value to students of a non-instructional service and thus the only acceptable means of gaining consent for the levying of mandatory non-instructional fees;

WHEREAS mandatory non-instructional fee increases are not regulated by any provincial statutes;

WHEREAS the University is a public institution and is therefore committed to high standards of service, administrative effectiveness, and good governance in the responsible management of its financial resources;

WHEREAS a rise in fees in concert with the Consumer Price Index is necessary to sustain services on a year-to-year basis;

WHEREAS the continued affordability of public post-secondary education in Alberta is jeopardised by the exploitation of unregulated mandatory non-instructional fees.

BE IT RESOLVED THAT the Students' Union advocates that students maintain representation on any body directing the general affairs and mandate of a service which is funded by a student fee;

BE IT RESOLVED THAT the Students' Union advocates that any service funded by a fee exhibit full budgetary disclosure to undergraduate students;

BE IT RESOLVED THAT the Students' Union shall lobby for a provincial regulation on mandatory non-instructional fees such that:

- a. there is clear identification of which fees are non-instructional and thus

- outside the framework established in the Public Post-Secondary Institutions' Tuition Fees Regulation;
- b. new fees are required to explicitly articulate the reason for the fee, the duration of the fee, and the year-to-year price inflator (e.g. Consumer Price Index) or increase schedule; and
 - c. proposed new fees and increases for existing fees beyond their established price inflator be approved by a referendum of the students to whom the proposed fee would apply.

VI. ENGAGEMENT

WHEREAS the University has declared the importance of student involvement in building a great university;²

WHEREAS a comprehensive and holistic student experience is one that balances exceptional academic and extra-curricular opportunities and experience, both on campus and in the larger community;

WHEREAS involvement opportunities lead to improvements in the mental, physical and social health on campus and the larger community;

WHEREAS community and campus involvement actively develops the leadership qualities of individuals;

BE IT RESOLVED THAT the Students' Union shall encourage the University to actively foster campus community by investing in initiatives and opportunities that promote engagement; and

BE IT FURTHER RESOLVED THAT the Students' Union advocates that the University identify and reward the contributions of students who actively strive to improve their campus and the larger community.

² Office of the President, *Dare to Discover: A Vision for a Great University*, (University of Alberta, 2006), p. 2-3, Learning, Discovery and, Citizenship §1-3, 7.

University of Alberta Students' Union – Students' Council

→ Committee Schedule for the Summer Trimester (May to August, 2011)

Body	Dates	Time	Location	Chair
Audit Committee	June 21, July 19, August 23	6:00 pm	SUB 6-06	Councillor Nicol
Budget and Finance Committee	3 rd Wednesday of the month	6:00 pm	SUB 6-06	Vice-President Cheema
Bylaw Committee	On-Council Wednesdays	6:00 pm	SUB 6-06	Councillor Woods
Council Administration Committee	On-Council Tuesdays	5:00 pm	SUB 6-06	Councillor Ferguson
Elections Review Committee	Off-Council Wednesdays	5:00 pm	SUB 6-06	Vice-President Iskandar
Grant Allocation Committee	Off-Council Tuesdays	4:30 pm	SUB 6-06	Councillor Sumar
Policy Committee	Off-Council Mondays	6:00 pm	SUB 6-06	Interim Chair: Councillor Fehr (Chair: Councillor Kusmu)

Confirmation of meetings can be made by contacting the Chair or the Students' Union Administrative Offices in SUB 2-900



POLICY COMMITTEE SUMMARY REPORT TO COUNCIL

Date: June 6, 2011

Time: 6:07 PM

2011 – 2012 *MEETING #02*

Motions

1.	<i>FEHR/WOODS</i> moved to remove PAD from discussion items to announcements.	<i>CARRIED 8/0/0</i>
2.	<i>LIANG/KHINDA</i> moved that the <i>May 23, 2011</i> minutes be approved with no amendments.	<i>CARRIED 8/0/0</i>
3.	<i>LIANG/WOODS</i> move to bring the principles of the Mandatory Non-Instructional Fees Political Policy before council for the first reading.	<i>CARRIED 7/0/0</i>
4.	<i>YAMAGISHI/WOODS</i> move to bring the principles of the Engagement Political Policy before council the first reading.	<i>CARRIED 7/0/0</i>
5.	<i>WOODS/LIANG</i> move that the meeting be adjourned.	<i>CARRIED 7/0/0</i>

June 14, 2011

To: Students' Council

Re: Report to Students' Council

Hi Council,

This report is going to be a bit shorter than usual. The last two weeks have been largely filled with communication meetings with individuals internal and external to the organization.

COMMUNICATIONS MEETINGS

I am well into my meetings with councilors and if we haven't yet had a chance to sit down we will in the near future. I have been finding these meetings incredibly helpful and am looking forward to talking with the remainder of you soon. I have also had a chance to sit down with the Chief Returning Officer and talk with him about his plans for the year. Over the past month I have made an effort to have introductory meetings with the executive and members of University administration. I think this is a very important step in having an effective and productive year.

STUDENTS IN GOVERNANCE

I have sat down a couple of times with our Student Governance Advisor, Amanda Henry, to talk about the future of the governance department. We still have some kinks to work out but I think that there is a lot of potential for growth in the department and I very much look forward to seeing it progress over the year.

THE STRATEGIC PLAN

Myself, the General Manager, and the Vice President (Operations & Finance) have been having conversations on how best to tie the strategic plan into the executive and department goals. I think we are close to coming up with a system that will work for everybody and I am very excited to continue working on this over the next couple of weeks.

FALL READING WEEK

I have met with the Registrars Office a couple of times since the last Fall Reading Week Task Force Meeting. There will be another meeting of the task force at the end of June at which time we will discuss some options for the break that don't involve starting classes in August.

BOARD OF GOVERNORS

There is a board meeting on Friday, the last of the summer. There is also a Board of Governors dinner on Thursday night that I will be attending. I will report all the happenings to council at our next meeting.

VACATION

I will be away on vacation from June 24 until July 9. I have already made all the arrangements for any necessary meetings to be covered and would be happy to answer any questions or concerns that you have.

If you have any further questions, suggestions, or concerns, please do not hesitate to follow-up with me, either in person at SUB 2-900, by phone at 780-492-4236, or by email at president@su.ualberta.ca.

“Determine the thing that can and shall be done, and then we shall find the way.” – Abraham Lincoln



Council Administration Committee SUMMARY REPORT TO COUNCIL

Date: May 31st 2011

Time: 5:04pm

2011 – 2012 *MEETING #3*

Motions

1.	ZHAO/LIANG moved that May 31 st 's agenda be approved.	CARRIED 7/0/0
2.	ZHAO/LIANG moved that May 17 th 's minutes be approved.	CARRIED 7/0/0
3.	KUSMU/LIANG moved that the Council Administrative Committee Standing Orders Point 18 (Responsibilities of Members) have the excess spacing eliminated.	CARRIED 9/0/0
4.	FERGUSON/BELLINGER move that in the Council Administration Committee's Standing Orders Mandate, point f) be removed, and add point g) to e).	CARRIED 9/0/0
5.	FERGUSON/BELLINGER move to add "f) shall review recommendations of the Discipline, Interpretation, and Enforcement Board within two meetings of release of the ruling." to the Council Administration Committee's Standing Orders Mandate.	CARRIED 9/0/0
6.	KUSMU/THOMAS moved that the meeting be adjourned at 5:47 pm	CARRIED 9/0/0

Campus Voices: Deliberation on Campus Sustainability Executive Summary

“If we are serious about seeing our city and province become more environmentally sustainable, then we need to make our campus more sustainable. DoCS is an exciting and effective way to begin planning how to do this, because it represents an effort to develop campus policy collectively” - Ricardo Acuna, Executive Director, Parkland Institute¹

Deliberation on Campus Sustainability (DoCS) was a collaborative project that engaged students, staff and faculty on sustainability issues facing the University of Alberta. The ultimate goal of DoCS was to craft recommendations to influence sustainability prioritization and planning that represented the values and concerns of the campus community, while providing an avenue for everyone involved to work collaboratively on improving campus sustainability.

As a student-initiated venture housed by the Office of Sustainability, DoCS was directed by an Executive Committee which included staff from the University of Alberta’s Office of Sustainability, experts in the field of deliberation and public engagement, and the project’s student founders. The DoCS process, materials, and research methods were given direction and made accountable by an Advisory Committee comprised of an individually selected cross-section of the campus community. Extreme care was given when populating this committee to ensure that a breadth of opinions were invited to attend, a value which was present throughout all aspects of the overall project.

Based on the theory and practice of deliberative democracy², the DoCS process was designed with three dialogues or phases and a campus-wide survey. Phase 1 was launched in January 2011 with a survey measuring sustainability priorities, which was completed by 1,742 members of the campus community. The first dialogue, supported by 34 volunteers, saw 80 student, staff, and faculty survey participants combine the survey results with their perspectives to **identify six key issue areas** for campus sustainability. Phase 2 began with learning opportunities for the deliberators to gain a better understanding of the complexity of the six issue areas. At these March 2011 events, key knowledge-holders presented their perspective on sustainability and answered questions emerging from the Phase 1 deliberations. These learning events saw 59 participants in attendance and the results helped frame the second deliberation and ensured that participants made informed recommendations. In the Phase 2 deliberation 37 participants explored the six priority issue areas **in greater depth** and generated

¹ See Appendix A for a complete list of Testimonials of Support for the DoCS Process.

² Deliberative Democracy is a set of theories and practices that have proven to be an effective method for engaging diverse community members in ways that encourage collaboration and individual empowerment. It encourages informed discussion between participants on key issues facing their community, and empowers them to mutually reason and collectively create solutions. Furthermore, emphasis is placed on incorporating differing and often opposing perspectives, so as to create the most holistic understandings and solutions to problems at hand.

deliberation 37 participants explored the six priority issue areas **in greater depth** and generated recommendations collaboratively for how the university can progress towards a sustainable campus. The third and final phase began with a well-attended series of skill-building workshops hosted for DoCS participants and the greater campus community to grow their capacity in budget development, consensus building, grant writing, program planning and evaluation and community based social marketing. The Phase 3 dialogue in April 2011 leveraged the ideas and energy that emerged from the previous deliberations and contributed to the **realization of collaborative action** projects that address campus sustainability opportunities.

Recommendations

A diverse and committed group of students, staff and faculty worked collaboratively over five months to develop a set of **recommendations based on informed, fair, and democratic deliberations**.

The following recommendations were developed and prioritized by participants as the ideas (A) most likely to foster the deep change required for true campus sustainability and (B) that are low-resource quick wins. A comprehensive list of recommendations generated from the DoCS process can be found on Pages 11 to 18 of this document.

A. Opportunities for deep change

<u>Issue area</u>	<u>Sub theme</u>	<u>Recommendation</u>
Energy & Building Infrastructure	Renewable Energy	Increase on-campus energy production to reduce demand on fossil fuels (by using renewable sources) in 5 years.
	Building & Infrastructure	Create a policy for all new and existing buildings to reach Gold standard LEED certification.
Outreach & Engagement	Build Connections	Form a council of sustainability representatives from all decision-making and governance bodies (i.e. AASUA, SU, NASA, GSA, NAIT, TWWG) ³ on and off-campus that meets frequently to implement the campus sustainability plan with spending authority.
	Internal & External Collaboration	Create a sustainability Code of Conduct that sets protocol and policy for campus activities and provides planning tools for sustainable best practices.

³ Respectively, Association of Academic Staff University of Alberta, Student’s Union (Undergraduate), Non-Academic Staff Association, Graduate Student’s Association, Northern Alberta Institute of Technology, and The Way We Green.

Academics	Curriculum & Practice	Develop a university-wide strategy for encouraging faculty to include sustainability in their classes and to improve accountability of the sustainability operating practices to staff.
	Research	Support the campus community in identifying research that respond to needs of campus sustainability and develop a university directed mechanism for the dissemination of that research to the surrounding community.
Accountability & Transparency	Collaborative Governance	Implement policy that requires collaborative decision making when there are a certain number of stakeholders involved.
	Reporting & Evaluation	Create internal/external and bi-directional (top down and bottom up) evaluation mechanisms.
Food	Procurement	Partner with local food organizations and suppliers and make purchasing arrangements to drive demand for more local and sustainable products.
	Affordability	Implement a pilot-project to provide one healthy, well rounded, local, organic and sustainable meal available per day that is subsidised, making it comparatively affordable to other meals on campus.
Waste & Resource Efficiency	Waste as a Resource	Increase the use of recycled storm water and waste on campus.
	Green Procurement	Set up a multi-stakeholder council to develop a green procurement policy/plan and provide an ongoing consulting service to departments and units.

B. Opportunities for quick wins

<u>Issue area</u>	<u>Sub theme</u>	<u>Recommendation</u>
Energy & Building Infrastructure	Renewable Energy	Implement green power purchasing from green energy providers.
	Policy Transparency	Install visible metering systems at campus buildings to inform building users and publish carbon footprint information online (ex. Power source, GHG emissions, how it's generated, consumption trends).
Outreach & Engagement	Internal and External Collaboration	Access sustainability knowledge of internal and external groups to innovate and incorporate best practices (distilling best practices).
	Engage Stakeholders	Ensure that public outreach done by the university upper administration and President consistently includes specific mention of sustainability.

Academics	Curriculum	Include a unified and coherent definition of sustainability in the Academic Plan – not just a supplementary document.
	Practice	Increase awareness, support and accessibility for existing services, initiatives, and groups that allow students to put into practice their education in sustainability.
Accountability & Transparency	Reporting & Evaluation	Provide clear criteria and benchmarks about the university's performance related to sustainability that people can access easily.
	Monitoring Feedback &	Provide clear and varied ways for the campus community to access information (such as through presentations, online forums, etc.) while additionally providing easy ways to give meaningful and effective feedback.
Food	Procurement	Define 'local', 'organic', and 'sustainable' with regards to procurement and set short and long term goals for measurable improvement in these categories.
	Food Service Operations	Provide incentives for food vendors to increase sustainable operations and make it easier for the campus community to make sustainable choices.
Waste & Resource Efficiency	Awareness & Prevention	Implement a mandatory educational session on sustainable student lifestyles and a mandatory campus sustainability tour during new student orientation.
	Awareness & Behaviour	Ban disposable food packaging and bottled water while providing reusable alternatives and develop infrastructure to offset these changes (i.e. water fountains locations and water bottle refill stations).

Next Steps

The *Campus Voices: Deliberation on Campus Sustainability's Final Recommendations (Campus Voices)* document is one of the primary outputs of DoCS. Participants from across the campus community are eagerly anticipating next steps for the recommendations outlined in this document. *Campus Voices* is intended to provide a clear summation of the innovative democratic processes DoCS undertook, and to showcase the recommendations that the participants crafted. A commitment has been made to present this document to the U of A's Sustainability Advisory Committee, which will in turn use it to inform the creation of the Campus Sustainability Plan.⁴ Furthermore, *Campus Voices* will accompany the Campus Sustainability Plan as it travels through levels of university governance. Additionally, the Office of Sustainability has committed to clearly communicating how the DoCS recommendations

⁴ The Campus Sustainability Plan will be coordinated by the Office of Sustainability and will provide direction for the entire University of Alberta. The Plan's content will be informed by many people and processes, including DoCS.

were incorporated in the Campus Sustainability Plan. Finally, an additional commitment has been made by the Director of the Office of Sustainability to provide a response to DoCS participants; illuminating which aspects of the *Campus Voices* report were adopted into the Campus Sustainability Plan, which were not, and the reasoning behind these choices.

In addition to this final report, participants in the DoCS process also developed action project ideas that tackle specific issues raised in the deliberations. These new and enthusiastic action groups are supporting participants in the transition from deliberation to action, and as a way to empower individuals to work on the changes they wish to see on campus. The high level of commitment present in these action groups demonstrates that there is momentum towards sustainability improvement in the campus community, and that individuals are willing to work towards accomplishing meaningful change. We anticipate that these action groups will evolve and develop over the next few weeks and months, but a comprehensive list of the projects coming out of DoCS to date can be found in **Appendix H**.

Campus Voices: Deliberation on Campus Sustainability Final Report

Principal Authors: Jeff Savage and Logan McIntosh

Co-authored: David Kahane, Lisa Dockman, Lona Leiren, Susanna Haas-Lyons and Trina Innes⁵

“DoCS will influence campus sustainability because [as] the University itself is a member of a broader social community, involving community partners will encourage the institutionalization of sustainability principles and practices. We should be working towards a more sustainable campus because we are agents of social change. And, I’d like my grandson to graduate from a university that has been sustained.” - Katy Campbell, Dean, Faculty of Extension⁶

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⁵ Written with content derived from DoCS deliberators. Opportunities for feedback were given to the Advisory Committee, a representative from each of the issue areas, and the entire DoCS community of volunteers and participants.

⁶ See Appendix A for a complete list of Testimonials of Support for the DoCS Process.

Introduction

Over the past several years, the University of Alberta has been recognized as a sustainability leader in Canada by the Sustainable Endowments Institute's Campus Sustainability Report Card⁷. This is in large part due to the passion of campus community members, as well as an institutional commitment to create a more sustainable campus. It is within this context that the Deliberation on Campus Sustainability (DoCS) project convened a unique process to identify emerging opportunities and foster broad campus engagement. Culminating from a student desire to see a democratic process engage the campus community on sustainability issues, DoCS created a unique process that cultivated the recommendations in this report, *Campus Voices: Deliberation on Campus Sustainability's Final Recommendations (Campus Voices)*, and engaged members of the campus community willing to work on specific sustainability topics.

Participating in meaningful deliberation can have a transformative effect on an individual and a community. The DoCS executive committee used the theories of deliberative democracy to design and implement the processes outlined in this report. Put simply, deliberative democracy is a set of theories and practices that encourage informed discussion between participants on key issues facing their community, and empowers them to mutually reason and collectively create solutions. Emphasis is placed on incorporating differing and often opposing perspectives to create holistic understandings and solutions to problems. Deliberation offers the University of Alberta an effective process for building a communal understanding and action on sustainability.

After co-creating recommendations at the conclusion of Phase 2, DoCS participants were asked, *"What would you most want the readers of your recommendations to know?"* many deliberators mentioned specific issues highlighting the need to work towards building a sustainable campus through the avenues of 1) energy & building infrastructure, 2) outreach & engagement, 3) food, 4) academics, 5) resource efficiency & waste, and 6) accountability & transparency. The bulk of responses to this question are found in **Appendix G**, but two responses composed by deliberators were especially useful for framing this *Campus Voices* document:

"We [the campus community] care about sustainability issues. We would like you to care, listen, and show support in initiatives, policy, incentives and funding." - DoCS Participant

"Top-down decision making structures discourage involvement. There needs to be fluidity of knowledge, information, values, and interests among the campus community." - DoCS Participant

⁷ <http://www.greenreportcard.org/report-card-2011/awards/campus-sustainability-leaders>

DoCS History and Committee Descriptions

The Deliberation on Campus Sustainability project was a community engagement project delivered at the University of Alberta between December 2010 and April 2011. The overarching purpose of the DoCS project was to link campus community members to sustainability planning at the university in a unique and innovative process that drew on theories and practices of deliberative democracy. The DoCS project was **initiated by students** Jeff Savage and Logan McIntosh who, after taking a Political Science class with Dr. David Kahane, saw the potential for a deliberative project to help the university make progress on environmental responsibility and democratic involvement. These two students saw deliberation as a powerful method to cultivate an understanding of sustainability that is representative of the diverse ideas and value-sets that exist on campus, while additionally crafting behaviour change at an individual level.

Savage and McIntosh presented this idea to the Director of the Office of Sustainability, Trina Innes. Given that the DoCS project coincided with the need to identify priorities for the Campus Sustainability Plan, Innes offered the Office's collaborative support for implementation. Savage and McIntosh were subsequently hired as Student Interns at the Office to work on the project, and an Executive Committee was formed, consisting of Director Trina Innes and Program Lead (Outreach & Engagement) Lisa Dockman from the Office of Sustainability; Dr. David Kahane, Associate Professor and Vargo Distinguished Teaching Chair, Department of Political Science; Lona Leiren of Carr Leiren & Associates; Susanna Haas Lyons of AmericaSpeaks; and project co-founders Jeff Savage and Logan McIntosh. The Executive Committee was charged with implementing the DoCS project, while following the tenets of deliberation, consultation and bias-balanced reporting.⁸

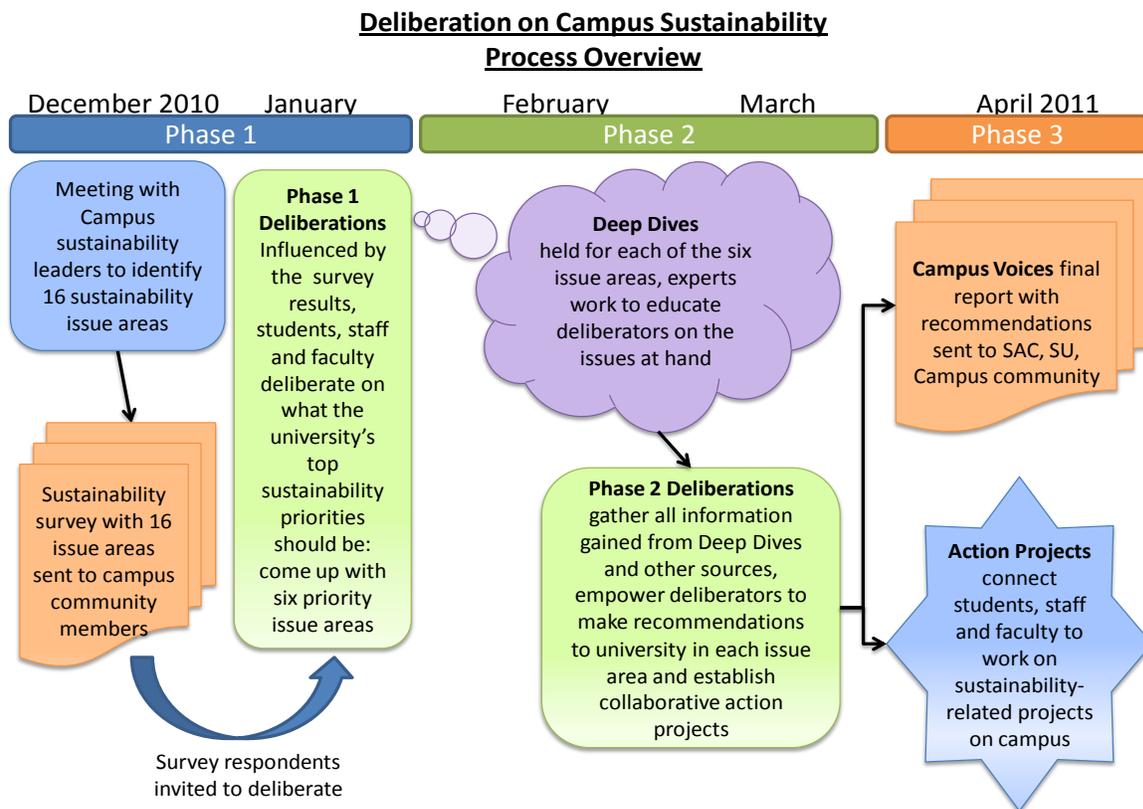
These objectives were achieved in part by creating and consulting with an Advisory Committee, a body that consisted of 34 campus community members from various offices and disciplines. In crafting the Advisory Committee, the Executive Committee took care to ensure that a breadth of perspectives and opinions were invited to contribute to the committee, so as to guarantee that the process and any briefing documents would be fair and representative of the diversity of opinion that exists on the campus. In doing so, DoCS was not only able to create an accountable vetting process, but through the Advisory Committee the project was also able to garner much-needed support and buy-in from influential actors in the campus community.

Engagement Process Summary

The purpose of DoCS was to link campus community members to sustainability planning in an innovative and unique way, while providing for participant-led action. DoCS consisted of a

⁸ Bias-balanced in this context refers to making a deliberate effort to include a wide diversity of perspectives.

three-phase process that began in December 2010, and ran until April 2011. The planning phase and Phases 1 through 3 are outlined here.



Phase 1: Campus Sustainability Leader Consultation, Sustainability Survey, and First Deliberation

The first action the DoCS executive committee undertook was to consult individuals on campus who are recognized as sustainability leaders. This was done in two ways: first, by hosting an in-person engagement with student sustainability leaders; and second, by seeking feedback on the results of this consultation from the Advisory Committee. Out of these engagements, sixteen sustainability issue areas were created (**See Appendix B**). Each of these were areas that sustainability leaders noted were important issues on campus, representing topics the university needs to address in order to become sustainable.

These sixteen issue areas were compiled to create the Sustainability survey, whose data collection means received approval from the U of A Research Ethics Board. The survey was distributed campus-wide in January 2011. The aims of the survey were twofold: first, it was a means to develop an understanding of what the campus community deemed the most important issue areas within sustainability. Survey respondents selected their top five of the

sixteen issue areas, which were later ranked in order of importance. This information was presented to participants in the Phase 1 deliberation, and was used to frame their conversations. The second aim of the survey was to identify a diverse group of community members to serve as deliberators in the DoCS process. More than 400 respondents to the survey indicated that they were interested in receiving a DoCS invitation, all of whom were invited to participate.

The survey was distributed to two sample populations. The first sample (random) consisted of 10% of students, staff and faculty from all U of A campuses, who received an email invitation to complete the survey. The second sample (self-selected) consisted of a range of participants who responded to a publically advertised survey. Both surveys collected data between January 7 and 17, 2011 and participation was incentivized through a draw for U of A Bookstore gift certificates. The full survey content can be seen in **Appendix B** and the results from both data pools can be seen in **Appendix C**.

The purpose of Phase 1 deliberation was to identify priority issue areas for campus sustainability. These deliberations were held on January 24, 25, and 26, 2011 in the Wild Rose Room in Lister Centre. All survey respondents who indicated an interest in participating in DoCS received an invitation to attend these sessions. Additionally, campus sustainability leaders and key decision makers were also invited to attend. The Phase 1 deliberation was repeated three times at three different times of the day to increase opportunities for a diverse sample of the campus community to participate. In total, 80 students, staff, and faculty participated in the deliberations; 34 trained volunteers supported the process as note-takers or lay facilitators. Discussion tables were created that brought together a mixture of student, staff, and faculty deliberators, allowing participants to engage with diverse perspectives. Between seven and nine topics were identified as priorities via participant voting at each session. The votes from deliberators in all three sessions were combined in a transparent and fair manner by the Executive Team, leading to the identification of the following six priority issue areas, presented in order of which received the most votes:

1. Energy & Building Infrastructure
2. Outreach & Engagement
3. Food
4. Academics
5. Resource Efficiency & Waste
6. Accountability & Transparency

Phase 1 results are presented in **Appendix D**. These six priority issue areas were the main output of Phase 1; they were used to construct the activities and deliberations that occurred in Phase 2.

Phase 2: Deep Dives, and Second Deliberation

The purpose of Phase 2 was to further develop the sustainability priority issues through informed exploration. Phase 2 began immediately after the Phase 1 deliberations ended, and consisted of two main parts. First, DoCS hosted “Deep Dive” learning events for the deliberators. During the Phase 1 deliberations, participants were asked what their “gaps of knowledge” were.⁹ They identified specific information they needed to know about each issue area that would advance the quality of Phase 2 deliberations and allow them to provide informed and relevant recommendations to the university. A number of questions were compiled, and the DoCS Executive Committee sought experts that could answer them. Each issue area had its own Deep Dive learning event, with a minimum of three experts answering the deliberator’s questions while also presenting on their vision for sustainability in that issue area. All deliberators were invited to attend the Deep Dives and 59 of them were able to witness these sessions and gather relevant knowledge to inform Phase 2. The information gathered from these events was compiled and disseminated to the deliberators to ensure that those who were unable to attend were still able to benefit from the information presented. A summary of results for each Deep Dive event is available in **Appendix E**.

Following the Deep Dives, a second deliberation took place, on March 8 and 9, 2011 in the Wild Rose Room of Lister Centre with 45 participants involved. This time the deliberators sat at tables according to the priority issue area they were interested in. Participants in the Phase 2 deliberation produced two main outputs: the first being the set of recommendations for the university administration profiled on pages 11 to 19 of this document and the second being a list of action project ideas which the deliberators felt the campus community could work on collaboratively. The recommendations were created based on sub-topics identified as important by deliberators under each theme area. Deliberators voted to determine which ideas were “quick wins” (those which could be implemented easily with a small amount of resources but would build momentum), and which were “deep change” (those requiring a longer time commitment and more resources but are important for a more substantial impact).

Phase 3: Capacity-Building Workshops, Action Teams and Campus Voices Document

Phase 3 focused on bringing to life the recommendations and action projects produced during DoCS. One of the main outputs from Phase 2 was a list of recommendations for how the university should progress towards sustainability in each of the six priority issue areas. A large part of Phase 3 consisted of compiling these recommendations and presenting them in this final report. Additionally, Phase 3 facilitated a move from deliberation to action. Phase 2 produced a

⁹ Deep Dives, a term from Otto Scharmer’s *Theory U*, refers to an educational session where participants deepen their understanding of the topic. The goal is to encourage informed decision making and recommendations.

list of action items that the deliberators suggested the campus community work on. In the deliberations, individuals were identified to act as core or supporting members of an action team that would work on these issues.

The first step in supporting the transition from conversations to action was to provide a series of skill building workshops that built leadership and capacity for success in those who attended. The following workshops, open to the entire campus community, saw 96 people attend:

- *Community Based Social Marketing Workshop* by Dr. Sameer Deshpande (University of Lethbridge Professor), Saturday March 19, 9am to 3pm, Education South 122.
- *Budgeting and Grant Writing Workshop* by Student Financial Aid Information Centre (SFAIC) with presentations from APIRG, Student Group Services and the Office of Sustainability, Thursday March 24, 5 to 7pm, CAB 265.
- *Team Building and Consensus Decision Making Workshop* by APIRG, Thursday March 31, 4 to 7:30pm, Telus Centre 236/238.
- *Program Planning and Evaluation Workshop* by Phillip Cox (Plan:Net Limited), Saturday April 2, 9am to 4pm, Telus Centre 236/238.

The DoCS project supported the growth of the action projects ideas from Phase 2 by hosting a final engagement event on April 4, 2011. At this meeting participants met with one another, recruited new interested members for their team, and advanced their action project ideas in a meaningful way. Those interested in working on specific action projects were provided space for planning of next steps and the Office of Sustainability outlined some of the supports that exist for campus initiatives. While Phase 3 signals the end of the formal DoCS project and the handing off of the deliberation results to the campus community, the Office of Sustainability is available to any groups requiring assistance in the form of peer review or for assistance building connections across campus. The Office of Sustainable continues to support all individuals and groups working towards improving campus sustainability, and will work with the action project leaders towards successful planning and implementation of these ideas. Participants and action project champions were made aware of campus resources available to them, and are encouraged to apply for the Green Grant and Sustainability Enhancement Fund programs for financial support.

Final Deliberator Recommendations

The recommendations generated from DoCS were based on informed, fair, and democratic deliberations that involved a diverse group of students, faculty, and staff from the campus community. During Phase 2 of the process, deliberators collectively identified recommendations to the university for each issue area and then voted on the recommendations most likely to require deep change when implemented and those considered

quick wins. This *Final Report* includes all of the recommendations generated out of Phase 2, categorized by the issue area and sub theme under which they were created. Each issue area is introduced by a brief description generated by the deliberators during Phase 1 that serves to provide the context in which the recommendations arose.

A. Energy & Building Infrastructure

Deliberators identified a potential for the U of A to improve economic sustainability by reducing costs through minimizing energy consumption. They suggested a need to educate the campus community about the consequences of unsustainable energy use and the benefits of reduced consumption and alternative energy sources. Deliberators felt the U of A should explore opportunities to diversify our energy sources, move towards carbon neutrality, and create partnerships with organizations and businesses involved with renewable energy. Participants identified a need for clear and accessible information on energy use, sources, and areas of waste /inefficiency at the U of A. Partnerships and investments between the university and large oil and gas companies were identified as potential areas of concern when it comes to pursuing alternative/renewable energy sources and innovation.

In order for buildings on campus to become models of sustainability, deliberators suggested consideration be given to structure upgrades, retrofitting for resource conservation, space for community gardens, native landscaping, and focusing on densification versus expansion. New development projects, such as the construction of South Campus, were identified as an opportunity for the U of A to model sustainable building and infrastructure.

Sub Theme	Energy & Building Infrastructure Recommendations	# of votes by deliberators	
		Deep Change	Quick Win
Energy Conservation	Develop an energy conservation marketing plan/campaign for staff, students, and faculty targeting recycling, hot water use, and electrical loads.	1	4
	Develop energy models and take exterior temperature measurements to identify priority buildings for infrastructure change and retrofitting.	2	4
Renewable Energy	Within 5 years increase on-campus energy production to reduce demand on fossil fuels by using renewable sources.	12	0
	Implement green power purchasing from green energy provider(s).	0	10

Building & Infrastructure	Reduce energy required during the summer for cooling through tactics like reducing the heat island effect through the use of shading. ¹⁰	5	0
	Create a policy for all new and existing buildings to reach Gold LEED® standard.	7	0
Policy Transparency	Perform life cycle analysis to inform purchasing decisions with products such as buildings, vehicle fleet, electronics, and heavy equipment and educate the public on these decisions.	1	3
	Install visible metering systems in campus buildings to inform building users and allow for publishing of carbon footprint information online (i.e. Power source, GHG emissions, how it's generated, consumption trends)	0	7

B. Outreach & Engagement

Deliberators indicated that moving towards a sustainable campus will require continued focus on engagement with the campus community and beyond. Collaboration and communication around sustainability-related issues is essential for success. Activities that engage and build connections between students, staff, and faculty members and collaboration amongst different members of the community who might not normally work together is also regarded as valuable. Targeting groups that are traditionally underrepresented will create opportunities to get more people involved in campus sustainability.

As sustainability is not an isolated issue, a meaningful cultural shift will require engaging and building relationships with members of the on and off campus communities. Open communication about existing initiatives and opportunities for personal involvement is important. By developing and promoting our strengths we have an opportunity to model sustainable behaviour/decisions and act as a leader within the greater community.

Sustainability should be accessible and approachable for all, meaning activities should focus on removing barriers to behaviour change across the broader campus community.

Sub Theme	Outreach & Engagement Recommendations	# of votes by deliberators	
		Deep Change	Quick Win
Building Connections	Form a budget allocating council, representative of decision-making and governance bodies (i.e. AASUA, SU, NASA, GSA, NAIT, TWWG) ¹¹	7	3

¹⁰ Heat island effect describes the phenomena when built up areas have an increased temperature in comparison to adjacent rural areas.

¹¹ Respectively, Association of Academic Staff University of Alberta, Student's Union (Undergraduate), Non-Academic Staff Association, Graduate Student's Association, Northern Alberta Institute of Technology, and The Way We Green.

	on and off campus, which meets frequently to support the implementation of the Campus Sustainability Plan.		
Engaging Stakeholders	Ensure that all public outreach done by the university's upper administration and President includes specific mention of sustainability.	1	3
	Designate sustainability outreach staff that are trained and dedicated to informing and engaging specific groups (student staff, and faculty).	2	3
Internal and External Collaboration	Increase access to sustainability knowledge of internal and external groups to innovate and incorporate best practices (distilling best practices).	1	7
	Create an illustrative example of best practices ('code of conduct') for all aspects of sustainability that informs future protocol and policy for campus activities and provides planning tools for sustainable best practices.	7	3
Communication	Create a comprehensive sustainability communication tool (i.e. events, resources, initiatives, etc.) that is freely and easily accessible to all community members.	0	4
	Create, fund, and implement a comprehensive internal and external communication strategy aimed at informing and engaging the campus community on sustainability	5	0

C. Food

Deliberators identified procurement as a key tool to create food sustainability; focusing on procurement efforts that minimize packaging and sourcing food that is local, organic, fair trade, and seasonally available. By considering local and sustainable food procurement, campus community members would have access to fresher food options and create benefits for local food producers. Deliberators had questions regarding the university's existing food service contracts and how these incorporate sustainable food strategy and procurement.

Deliberators suggested exploring the feasibility of cultivating produce on campus by expanding the use of green spaces, rooftop gardens and community garden plots throughout all campuses.

Weaknesses were identified in how food providers are addressing the diversity of dietary needs on campus. There may be opportunities to work with food providers to better support the breadth of dietary needs in our community, expanding access to ingredients lists and options for vegetarians, vegans, celiac, and individuals with allergies or culturally distinct diets.

Finally, deliberators identified a need for more education about food. Educating the community on where food comes from and providing an understanding of the environmental and social 'footprint' food incurs would be a useful step in reaching food sustainability. The university is in a great position

to educate about healthy eating habits, how to cultivate produce, and how to cook healthily and sustainably.

Sub Theme	Food Recommendations	# of votes by deliberators	
		Deep Change	Quick Win
Session A (March 8, 2011)			
Procurement	Implement targets across campus for sustainable food options.	6	2
	Partner with local food organizations and suppliers to drive demand for more local and sustainable products.	7	2
Food Service Operations	Provide incentives for food vendors to increase sustainable operations.	0	13
	Initiate an audit or reporting system for food vendors that is transparent.	4	2
Habit Change	Develop outreach programs with incentives for making sustainable choices.	7	2
	Develop theme based campaigns for promoting sustainable choices.	0	3
Session B (March 9, 2011)			
Procurement	Take inventory of procurement practices with regards to how much local (organic, healthy and sustainable) food is currently purchased.	2	2
	Define 'local,' 'organic,' and 'sustainable' with regards to procurement and set short and long term goals that are measurable.	1	6
Habit Change	Develop non-monetary incentives for food service providers who meet or exceed university targets and recognize Food Service Providers who develop new initiatives and/or demonstrate best practices.	8	0
	Provide infrastructure and support for personal food production, for example with community kitchens, community gardens, and community food storage.	2	3
Affordability	Implement a pilot project to provide one healthy, well rounded, local, organic and sustainable meal a day for 5 dollars.	5	2
	Implement a campus-wide bottled water ban and invest in infrastructure, such as water fountains, to offset this change.	1	3
Involvement & Engagement	Expand the Food Committee under the food ombudsman in Lister Hall to an ongoing campus-wide committee.	2	2

D. Academics

Deliberators determined that academic teaching and learning is needed to create a culture of sustainability on campus. Education programs can be used to meaningfully engage students and create social momentum and progress.

Deliberators identified that the incorporation of sustainability in the classroom and the laboratory as well as learning environments outside the classroom such as internships, practicums, and placements will help model sustainability and create social norms for students. The habits instilled at university will filter through to students' daily lives and result in graduates who value and live more sustainability. Sustainability is considered a desirable graduate attribute and is integrated in the U of A's Academic Plan in that context. Engraining sustainability practices in existing tools like class syllabi will allow sustainable measures to be apparent to every student.

Formal inclusion of sustainability content into the university's curriculum can work to create a breadth of understanding about sustainability issues across campus. Deliberators suggest that it is important for sustainability to find its way into the curriculum of each faculty. Integrating sustainability into existing curriculum and course work is important. Information should be presented using interdisciplinary approaches that provide students with scientific, economic and social perspectives in a systems context.

There is potential to create a sustainability certificate program that is available to all students, regardless of faculty. The promotion of research on sustainability will have the dual effect of enabling discovery of new, more efficient technologies and promoting the U of A as a leader in sustainability.

Sub Theme	Academics Recommendations	# of votes by deliberators	
		Deep Change	Quick Win
Curriculum	Include a unified and coherent definition of sustainability in the academic plan, not just a supplementary document.	4	6
	Develop a university-wide strategy for encouraging faculty to include sustainability in their classes.	5	2
Accountability	Incorporate "sustainability rights" into the upcoming student rights handbook by the Ombud Service.	1	3
	Develop a regular forum to encourage dialogue between the university administration, students, staff, and faculty regarding sustainability accountability for plans and initiatives on campus.	4	2
Research	Ensure that the campus community identifies research that responds to campus sustainability needs and supports these endeavours with	5	1

	incentives and funding.		
	Develop a university directed mechanism for the dissemination of sustainability research to the university and surrounding community.	5	2
Practice	Develop policies to guide teaching and operating practices in becoming more sustainable and include them in the academic calendar.	5	3
	Increase awareness, support and accessibility for existing services, initiatives and groups that allow students to put into practice their education in sustainability.	1	8

E. Resource Efficiency & Waste

The ecological footprint of the University is the sum of the sourcing and disposal impact of the natural resources used; in order to become a sustainable campus these resources must be used intelligently and efficiently. Deliberators see merit in making the amount of water and sources of energy consumed by the university more transparent, and the waste management values and resource cost of daily university practices made clear.

Water management and the environmental impact of wastewater needs to be monitored and messages of conservation communicated. Creating and communicating information about the type of waste generated on campus and related disposal and recycling practices is also important. A high level strategy for waste prevention, disposal and education would be beneficial. Waste disposal locations should be widely accessible including non-conventional materials such as composting and electronics.

The importance of a quality single stream recycling program is essential, however more programming and educational focus should be placed on reduction and reuse of materials. Education campaigns aimed at reducing resource consumption and waste disposal with an emphasis on removing barriers to behaviour change would be valuable. Procurement decisions should consider ways to reduce the impact of our products throughout their lifecycle including disposal.

Sub Theme	Waste & Resource Efficiency Recommendations	# of votes by deliberators	
		Deep Change	Quick Win
Session A (March 8, 2011)			
Waste	Create a comprehensive waste reduction and management strategy that encompasses all aspects of campus, with a strong emphasis on reduction.	2	2
	Implement a comprehensive pre-and post-consumer composting system on all parts of campus that captures all organic wastes, (for	1	3

	example: paper towels, food waste, grass clippings, etc.).		
Water	Implement and uphold an efficiency standard for water facilities and structures in all buildings, especially by retrofitting old fixtures.	4	1
	Eliminate use of potable water in landscape maintenance (irrigation).	1	4
Green Procurement	Create and implement policy which requires product purchases to include as little waste as possible (set a maximum waste level). For example, a paper cut program, required percentage of post-consumer recycled paper, Styrofoam ban, minimal packaging, etc.	2	
	Set up a multi-stakeholder council that develops a green procurement policy/plan for purchasers and gives feedback to purchasers (including departments and units) on improved sustainability practices.	7	1
Awareness & Behaviour	Implement a mandatory campus sustainability tour during orientation.	0	8
	Ban disposable food packaging and provide reusable alternatives.	4	5
Session B (March 9, 2011)			
Awareness & Prevention	Implement a mandatory educational session on making sustainable student lifestyle choices and a mandatory campus sustainability tour during student orientation.	3	9
	Facilitate dialogue between university and faculty to educate students in class about sustainability (waste awareness and prevention), integrating dialogue on waste reduction on a daily basis.	6	0
	Open dialogue between the university and vendors regarding a reduction of food packaging and the improvement of eco-discount policies.	11	2
Waste Reduction	Make water bottle refill stations permanently available on campus.	2	9
Waste as a Resource	Increase the use of recycled storm water and waste on campus.	6	3
	Increase accessibility to waste (recycle) stations and standardize the system on campus.	1	6

F. Accountability & Transparency

Deliberators indicated that accountability and transparency should run throughout an entire institution. It should include a systems perspective, clear communication, collective decision-making, and space for constructive criticism. The administration and governance system would benefit from increasing understanding of practices and decision-making processes, and creating space for the campus community to provide input. The U of A community would be in a better position to make progress on sustainability if they had a clear understanding of how the institution is performing and how they will frame, support, and implement a sustainability policy/plan.

Deliberators suggested that the university should reflect on the different methods for engaging the campus community in dialogue and decision-making and generating alternatives to top-down decision-making. Creating spaces for more authentic inclusion, involvement of marginalized communities, and expanded perspectives would help generate understanding and buy-in to decisions.

Deliberators see opportunities for the university to focus on improving efforts in our spending, investment and sponsorship policies. There may be opportunities to enhance sustainability through socially and environmentally responsible purchasing and investing, and developing sponsorship arrangements with external organizations that are positive role models for the community.

Sub Theme	Accountability & Transparency Recommendations	# of votes by deliberators	
		Deep Change	Quick Win
Investments & Sponsorship	Create a strategic investment strategy that addresses sustainability on all levels of the campus community.	3	1
	Use the strategic investment strategy to direct funds to sustainability research.	5	4
Feedback & Monitoring	Provide clear and varied ways for the campus community to access information about sustainability performance (via presentations, online forums, etc.), while additionally providing easy ways to give meaningful and effective feedback.	1	6
Collective Governance	Implement policy that requires collaboration in decision-making processes where a variety of stakeholders are involved.	7	1
	Identify and meaningfully include all the different groups that need to be involved in the decision making process (i.e. NASA and Aboriginal people).	2	2
Reporting & Evaluation	Create internal and external evaluation mechanisms to measure sustainability performance that are bi-directional (communicate top up and bottom down).	7	1
	Provide clear criteria and benchmarks about the university's performance related to sustainability that are easily accessible.	0	10

Next Steps

Campus Voices is one of the primary outputs of the DoCS project. Participants from across the campus community are eagerly anticipating next steps for these recommendations. The project is intended to provide a clear summation of the innovative democratic processes DoCS

undertook, and showcases the recommendations crafted by participants. A commitment has been made by the Office of Sustainability to share this document with their three advisory committees as part of the process of gathering feedback and advice on the campus sustainability plan.¹² Furthermore, *Campus Voices* will accompany the campus sustainability plan as it travels through levels of governance. The Office of Sustainability will generate a report addressing how the campus sustainability plan incorporated the recommendations in this document. DoCS participants will be given information highlighting the aspects of their deliberations that were integrated into the campus sustainability plan, which were not, and the reasoning behind these choices.

In addition to the *Campus Voices* report, participants in the DoCS process also created action groups to tackle specific issues raised in the deliberations. These groups are a way to take participants from deliberation to action; they empower participants to work on the changes they wish to see on campus. These groups illustrate that there is both social momentum behind sustainability in the campus community because individuals are willing to work towards real, substantial change.

It is assumed that these action groups will evolve and develop over the next few weeks and months, but a comprehensive list of the projects that have emerged from DoCS to date can be found in **Appendix H**.

¹² These three committees are: the Sustainability Advisory Committee (SAC), the Office of Sustainability Academic Advisory Committee (OSAAC), and the Sustainable Operations Advisory Committee (SOAC).

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Appendix A: Testimonials of Support

Christel Hyshka, Sustainability Coordinator, Energy Management & Sustainable Operations:

“I think the DoCS process is exciting because it provides an opportunity to learn about what our campus community values most when it comes to environmental, economic, and social sustainability. I think this will give those who practice sustainability on campus the ability to more confidently reflect the priorities of our staff, students, and faculty, when it comes to selecting priority areas and actions.”

Ian Moore, ECOS Director & Undergraduate Student:

“The deliberative process is inherently positive because of its ability to give everyone an equal playing field to air their differences, develop creative solutions, and find collaborate avenues to implement these solutions.”

Jeff Savage, Undergraduate Student, DoCS Co-Founder:

“I think DoCS has the potential to create a culture of sustainability that is representative of the diverse opinions of the campus. If we want to value ourselves as leaders in our community, the campus needs to provide a worthwhile example for others to follow.”

Jess Warren, Outreach Coordinator, APIRG:

“DoCS gives power back to the people, it recognizes that members of the public have the ability to think about and have valuable input into the most important issues of our time. It empowers!”

Logan McIntosh, Undergraduate Student & DoCS Co-Founder:

“DoCS is exciting because a representative mix of our university community ... have the opportunity to really voice their thoughts and ideas about the future of sustainability on campus and how we can be at the forefront of the global sustainability movement.”

Nick Dehod, President, Undergraduate Students’ Union:

“DoCS is exciting because it is creating space for deliberations on sustainability, which is one of the most critical exercises this campus can undertake right now... why wait?”

Ricardo Acuna, Executive Director, Parkland Institute

“If we are serious about seeing our city and province become more environmentally sustainable, then we need to make our campus more sustainable. DoCS is an exciting and effective way to begin planning how to do this, because it represents an effort to develop campus policy collectively instead of from the top down. This type of dialogue-based policy development ensures that whatever comes out the other end will already have full buy-in from a significant portion of all parts of our campus community.”

Appendix B: Campus Leaders Consultation Results

On November 9, 2010, the DoCS project convened its first engagement, a facilitated session with twenty-two self-identified student sustainability leaders. The goal of this session was to identify sustainability priorities on campus from their various perspectives. Through facilitated deliberations, these student sustainability leaders created a list of seventeen sustainability priorities, each with a brief definition of what these priorities mean. After this engagement, these priorities were brought to the DoCS Advisory Committee, who worked to add additional perspective to the seventeen priorities. These were the primary input for the Sustainability Survey and the DoCS executive committee worked to combine and compile similar language while respecting the diversity of these priorities, in order to focus them into the thirteen issue areas presented in the Survey. The results of the facilitated session with Student Sustainability leaders are as follows:

Student Sustainability Leaders Consultation Results

Identified Priority Issues & Themes

*Climate change was removed as a category because we believe that every category plays a role in mitigating the impacts of climate change.

**Bulleted points are meant to identify specific areas that informed the creation of the categories to help increase your understanding of the title category. These categories include

but are not limited to these ideas. During deliberations more specific priority issues will be identified by participants.

1. Accountability/Transparency
 - Creating measurable goals that are accessible and can be reported on
 - Transparency in university decision making on policies, investments, and strategic planning
 - Heightened role of SU in ensuring University accountable
2. Purchasing & Investments
 - Socially responsible purchasing of products and services (i.e. Fair Trade Certified)
 - Considering the impact of product lifecycle (production, transportation, sales, disposal)
 - Considering the ethics and sustainability of incoming funding and external investments
3. Waste Reduction
 - Decrease reliance on Styrofoam and reduce disposable packaging
 - Streamline waste disposal stations and provide clear & instructive signage
 - Divert more waste from entering landfills
4. Transportation
 - Discourage car usage by limiting parking availability on campus and increasing the cost
 - Develop and implement a bicycle transportation plan that increases access to bike lanes, bike security and accessible showers.
5. Education & Awareness
 - Communicate & celebrate current campus sustainability initiatives and successes broadly
 - Develop knowledge, skills and abilities in community members to support adopting behavioural change
 - Provide opportunities for meaningful involvement and transformative educational experiences
6. Food
 - Healthier and more diverse food options readily available across campus
 - Increased access to organic community gardens and farmers markets on campus
 - Campus dining services source more locally and organically grown foods
7. Water
 - Educate campus community on the impact of their drinking water choices
 - Clear instructions for reporting and immediate actions for fixing leaky taps, toilets etc.
 - Make water conservation a priority
8. Biodiversity
 - Increasing green spaces available on campus
 - Reducing reliance on synthetic pesticides, herbicides & fertilizers
 - Landscaping uses entirely native Albertan plant species
9. Sustainability Engagement

- Give incentives for adoption of sustainable acts
 - Providing accessible and meaningful venues for involvement of students/faculty and staff
 - Provide avenues for political engagement or mobilization of sustainability issues
10. Develop a Culture of sustainability
- Developing a shared, cross-disciplinary definition of sustainability that reflects diverse values on campus
 - Communicate holistic approach to sustainability that incorporates the social, environmental and economic pillars
11. Academics
- Incorporate campus sustainability projects into coursework, curricula and research
 - Make an interdisciplinary sustainability course available to all students
 - Offer academic programs that focus on training for job opportunities in a green economy (i.e. green jobs)
12. Collaboration
- Create a community of like-minded groups across campus and collaborate on goal setting, programming, etc.
 - Develop a shared database of sustainability efforts on campus that increases access to information and supports creating connections
 - Exchanging ideas and projects with the greater Edmonton community, receiving/giving support to off-campus initiatives
13. Buildings & Infrastructure
- Make existing building more resource-efficient by installing more efficient appliances and retrofitting
 - New buildings are models of sustainable construction and operational practices
 - Using innovative technologies cross-campus (i.e. green roofs)
14. Increased Scope & Responsibility of the OS
- Implement large scale initiatives whose focus is University-wide, increasing project reach and attention
 - Increase profile and visibility of the Office of Sustainability and its operations
 - Encourage greater influence and presence of the Office of Sustainability across the institution
15. Energy Management
- Develop a renewable energy strategy that will diversify our energy sources
 - Play a leadership role in energy research, innovation and campus best practices
 - Utilize GHG inventory to implement and measure progress towards reduction targets
16. Capacity Building
- Provide information and resources to interested community members to develop their skills and teach effective means for change
 - House support networks to find and develop campus sustainability leaders
17. Social Justice

- Learning opportunities for students, staff, and faculty to acknowledge and understand the barriers to social sustainability
- Courses that focus on communities facing social injustices are made more accessible and advertised broadly
- Grow a social justice and equity office on campus that works to support marginalized populations and address the power dynamics that exist

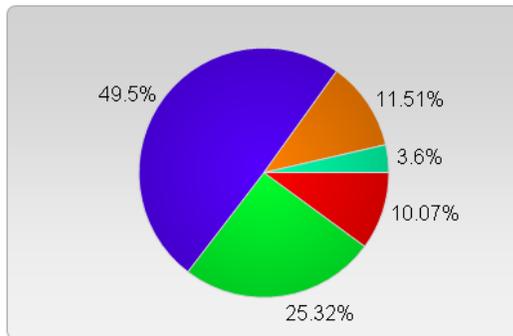
Appendix C: Sustainability Survey Results

Table 1: Number of survey respondents and their classifications per sample group

	Student	Staff	Faculty	Other	Total
Random	534	125	34	2	695
Self-Selected	842	124	70	5	1041
Survey totals	1376	249	104	7	1736

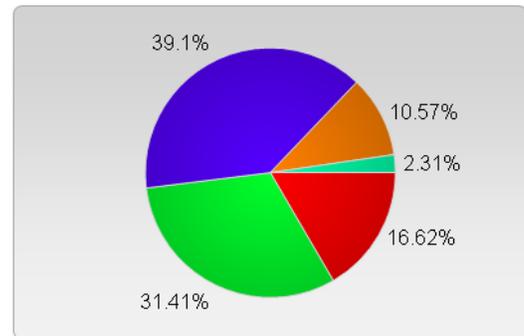
Table 2: Survey participants interest in campus sustainability (Random survey respondents to the left, self-selected to the right)

Q9. How would you rate your personal interest in campus sustainability initiatives?



many who had no personal interest in sustainability

Q9. How would you rate your personal interest in campus sustainability initiatives?



icipants

Table 3: Survey Results

695 people responded to the random survey that was sent out to 10% of the campus population and 1041 people responded to the public survey that was available to any interested students, faculty or staff.

Respondents were asked to identify their top five sustainability priorities from a list of pre-defined themes. Below are the results from the random and self-selected sample:

	Random Survey Count	Random Survey Response %	Public Survey Count	Public Survey Response %	Sustainability Priority Areas
1	485	13.96%	697	13.39 %	<u>Waste Reduction</u> : This priority explores opportunities to reduce consumption of natural resources such as paper, plastics and water, to reduce our waste production and ways to improve our diversion of waste from the landfill.
2	356	10.24%	598	11.49 %	<u>Food</u> : This priority explores sustainable food systems that address healthier, locally sourced and chemical free food options while minimizing food waste and disposable containers and packaging.
3	384	11.05%	572	10.99 %	<u>Energy Management</u> : This priority explores the methods in which energy is generated and used on campus. It may also examine renewable energy sources and the reduction of green house gas emissions.
4	315	9.06%	490	9.41%	<u>Water</u> : This priority explores water conservation through behaviour change campaigns and operational changes, such as the installation and maintenance of efficient appliances and fixtures.
5	313	9.01%	460	8.84%	<u>Transportation</u> : This priority explores sustainable transportation options including: incentives, education, and transportation choices that reduce personal environmental impacts.
6	284	8.17%	412	7.92%	<u>Education & Awareness</u> : This priority explores the extent to which programs and services are provided that develop knowledge, skills and abilities to live and work more sustainably across the campus and broader community.
7	287	8.26%	393	7.55%	<u>Buildings & Infrastructure</u> : This priority explores efforts to ensure campus buildings are models of sustainable construction and operational practices, invest in innovative technologies and support best practices in resource-efficiency.
8	233	6.71%	340	6.53%	<u>Academics</u> : This priority explores integrating sustainability into course work, programs and curriculum in an interdisciplinary manner. It may include sustainability-themed research and experiential learning opportunities.
9	191	5.50%	288	5.53%	<u>Purchasing & Investments</u> : This priority explores the environmental and social impacts of the products and services we purchase and our investment strategies. It may include things like sourcing, production, and distribution.
10	175	5.04%	275	5.28%	<u>Social Justice</u> : This priority explores the extent to which our campus creates opportunities to both learn about and apply practices that address social inequity.
11	204	5.87%	260	5.00%	<u>Accountability/Transparency</u> : This priority explores the University's commitment to sustainability - including how goals are established, measured and reported upon.
12	138	3.97%	231	4.44%	<u>Biodiversity</u> : This priority explores sustainable landscaping practices, building and grounds plant species and land use choices that respect and create natural ecosystems.

13	110	3.17%	189	3.63%	<u>Sustainability Engagement & Collaboration</u> : This priority explores providing accessible and meaningful venues for involvement and collaboration of students, faculty and staff in sustainability initiatives both on and off campus.
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Appendix D: Phase 1 Results & Evaluation Summary

Table 1: Number of participants and their classification for Phase 1

	Students	Staff	Faculty	Total
Session A	9	10	4	23
Session B	14	5	3	22
Session C	21	11	2	34
Phase 1 Total	44	26	9	79

Participants in each of the three sessions in Phase 1 worked with the results of the Sustainability survey to further develop and refine what they saw as the sustainability priorities for the university. Each table worked to come up with three-to-five issue areas that each person at the table felt were the most important. These were written on two different colours of cards (green indicating consensus at the table that this was a top priority, yellow identifying those issue areas where there was majority support). These cards were brought to the Phase 1 “theme team,” a group of DoCS executive Committee members who worked to combine cards that used the same language and targeted similar problems into larger priority issue areas. These issue areas and the combination of cards that the theme team worked on were then presented to the deliberators, who were asked to ensure that the issue area reflected the issues on the cards. Once these were solidified and affirmed by participants, they were then charged with voting on what they saw as the most important of the broader issue areas. This was done by giving each participant three stickers, and asking them to vote on the issue areas by physically placing a sticker on them (a process known as “Dotmocracy”). Deliberators were given the option to place one sticker on three issue areas, or three stickers on one if they felt it was the most important. Voting data is presented here in Table 2.

Table 2: Results from Phase 1

Session A	Votes	%
Accountability & Transparency	12	19.7
Engagement & Collaboration	11	18
Food	9	14.8
Biodiversity	7	11.5
Waste	7	11.5

Academics	6	9.8
Energy	5	8.2
Buildings	4	6.6
Total	61	
Session B		
Energy	25	29.8
Food	11	13.1
Social Justice	9	10.7
Academics & Research	11	13.1
Procurement	8	9.5
Outreach & Engagement	6	7.1
Accountability & Transparency	6	7.1
Water	4	4.8
Biodiversity	4	4.8
Total	84	
Session C		
Outreach and Engagement	16	18.4
Resource Efficiency & Waste	16	18.4
Energy & Building Infrastructure	14	16.4
Transportation	13	14.9
Academics	11	12.6
Purchasing	9	10.3
Food	7	8
Total	87	

After the Phase 1 deliberations, the Executive Committee compiled the votes deliberators cast for issue areas in each session and utilized the language created by the deliberators to create six priority issue areas. Combinations were made in places where the deliberators were making clear connections – as seen through facilitator notes and deliberation products. Presented here in bold, these six issue areas became the main output of Phase 1 and worked to frame the rest of the DoCS project. Additionally, a clear distinction can be seen between the deliberator’s interest in the top six issue areas, and the remaining three.

Table 3: Top Sustainability issue areas that emerged from Phase 1 (as collated by the Executive Committee)

	Priority Issue Areas	Number of Participant Votes
1	Energy & Building Infrastructure	67.3
2	Engagement & Collaboration	42.5
3	Food	35.9
4	Academics	35.5
5	Waste & Resource Management	34.7
6	Accountability & Transparency	26.8
7	Purchasing & Procurement	19.8
8	Transportation	14.9
9	Social Justice	10.7

Table 4: Phase 1 Evaluation Summary & Selection of Comments Provided

Evaluative Questions:	Average results: (Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1)
How would you rate your level of engagement in campus sustainability initiatives?	3.24
How would you rate your personal interest in campus sustainability?	3.7
The first DoCS session lived up to my expectations.	4.2
The lead moderator created a “fair” environment.	4.5
The process overview and explanation of the DoCS project was clear.	4.1
The explanation of the importance of my participation was clear.	4.1
The explanation of the purpose of this Phase 1 DoCS meeting was clear.	4.1
The overview of the U of A’s sustainability initiatives and performance provided a useful context for discussion.	3.9
The table facilitators created a “fair” environment.	4.6
The explanation of the table circle process was clear.	4.3
The table handouts were a useful resource for supporting our dialogue.	3.9

I was given sufficient opportunities to express and explain my perspectives.	4.5
I felt that my views were heard and respected by others.	4.7
The top 5 priorities identified at my table reflected the majority wishes of table participants.	4.4
The top 5 priorities identified at my table reflected the consensus of all table participants.	4.3
<p>What did you like most about DoCS-Phase 1?</p> <p>The chance to get to know different perspectives as well as contemplate other issues and the problems involved in finding solution. I feel (and I think others do too) feel empowered. An opportunity to discuss larger issues on campus-community engagement in decision making. I feel like my voice is being heard. I just love the process and how thorough and inclusive it is. Hearing opinions and perspectives from other people, especially staff and faculty. Talking about the issues with people and learning about initiatives on campus. Different perspectives with knowledge you would not normally be privy to. Open to everyone.</p>	
<p>What did you like least about DoCS-Phase 1?</p> <p>Too many choices! All so important! Overly narrow initial focus lack of big picture discussion. Not enough time, unfortunately not a "representative" group of deliberations in the end, feeling that marginalized voices are still un heard, unsure of the impact this process will have on decision making. One person at our table was a little single-minded and didn't break out of her perspective (but her contributions on her perspective were good). Seems like "preaching to the choir." Would be interesting to bring in some more people who are less engaged or less inclined to be involved. Would like to hear more about what we're doing right. Not a randomly chosen sample, so people are all pro-environment, facilities/moderators had a lot of input in how things were worded. Not a randomly chosen sample, so people are all pro-environment, facilities/moderators had a lot of input in how things were worded.</p>	

Appendix E: Deep Dives Summaries

Energy and Building Infrastructure

The Deep Dive resources that presented on this priority issue were: Len Sereda, Director of Energy Management and Sustainable Operations at the University of Alberta, Ryan Saunders, co-president of the University of Alberta Energy Club, and Stephani Carter, Principal Environmental Consultant from EcoAmmo and LEED® Accredited Professional. These presenters shared the following perspectives:

Energy Consumption: Despite a large increase in building construction over the past 35 years, the U of A has reduced its electrical, steam, and water consumption per square meter. Some of the ways the U of A has been able to this is by retrofitting existing buildings to make them more

efficient, ensuring that new buildings are LEED® certified, and implementing an Energy Management Program. Power demand is highest in the summer because of the cooling process required. Medical and research buildings are the highest energy consumers and also the most difficult to target for energy conservation as they are required to maintain conditions that meet regulations and codes. There is potential for the U of A to implement measures for research labs which could reduce the energy consumption in those areas.

Energy Source: The U of A's district energy system produces an average of 30% of its power needs through a peaking unit and a cogeneration unit. Natural gas is used to produce steam that is distributed through underground tunnels for heating. The remaining 70% of power is purchased from the grid, the majority of which comes from thermal coal plants. There is an economic opportunity for the U of A to capitalize on demand management by importing less power from the grid during peak times, the savings of which could support the implementation of renewable energy production.

Greenhouse Gas Emissions: Right now the U of A is completing a greenhouse gas inventory using the Clean Air, Cool Planet calculator tool, a process expected to be completed sometime this year. This inventory will include direct and indirect emissions across all 5 campuses and will help the university better locate priority projects for the reduction of energy-use and GHG emissions. Canada has committed to a 17% reduction from 2005 levels of greenhouse gas emissions by 2020, which demonstrates the strong need for the U of A to continue to reduce its emissions.

Renewable Energy Potential: The U of A North Campus has considered investing in renewable technology to meet its energy needs, however because the pay-back of renewable is not within 10-15 years it is not considered economically viable. If the pay-back timeframe was extended to 20-25 years some of those renewable energy sources would become more economically viable. There is limited potential for harvesting wind energy on campus; however there is considerable solar and some geothermal energy potential. A number of attempts have been made by staff at the U of A to apply to the government and other organizations for funding to help offset the high costs of solar energy infrastructure, however thus far these applications have been unsuccessful.

Green Buildings: Leadership in Energy and Environmental Design (LEED®) is a widely recognized green building rating system, which the university has used as a measuring tool for a number of its new buildings. As required by provincial grant funding, the U of A has committed that new major construction and renovation projects will be certified to a minimum LEED® Silver standard. There is potential to make existing buildings on campus more efficient through improving insulation, installing shading systems, and implementing metering and measurement systems.

Outreach and Engagement

The Deep Dive resources that presented on this priority issue were: Trina Innes, Director of the Office of Sustainability at the University of Alberta, Sameer Deshpande, Assistant Professor of Marketing and member of the Centre for Socially Responsible Marketing from the University of Lethbridge and Ian Moore, Director of the Environmental Coordination Office of Students (ECOS) at the University of Alberta. These presenters identified the following subthemes:

Behaviour and Social Change: Community Based Social Marketing (CBSM) was identified as one way to successfully encourage behaviour change. It goes beyond raising awareness, assesses benefits and barriers to a particular behaviour, and seeks to offer benefits and reduce the barriers associated with the desirable behaviour. Successful benefits should be personal and attractive, immediate, and tangible for the greatest success. The CBSM project being coordinated by the Office of Sustainability is a CBSM-based initiative that is seeking to inspire improved recycling and composting behaviours in East Campus Village residences.

Community Networking and Collaboration: Effective outreach and education programming should look for 'buy-in' from as many people as possible. Collaboration between groups and individuals on campus is an important way to increase the reach of an engagement activity. Connecting groups within the community increases networking opportunities and learning. Using social networking sites is an effective way to encourage desired behaviours within a community and enhance the reach of messaging. There is room for increased support and resources for existing groups as well as facilitating collaboration and connectivity among them. The creation of an umbrella group to enable this coordination and networking is an idea that has been worked on.

Engaging the Unengaged: There are a diversity of methods for reaching people who are not engaged in sustainability, including meeting people where they live, work, and play. One example of a program that is actively trying to engage the unengaged is the Office of Sustainability's ecoREP's project. This program invites sustainability leaders to be champions for their faculty or department and gives them the knowledge and skills to reach out to their peers and implement sustainability in a decentralized fashion.

Successful Engagement Projects: Both ECOS (the Environmental Coordination Office of Students') and the Office of Sustainability spoke about their experience creating successful engagement activities. ECOS's success can be attributed to their programs and services being easily accessible and free; they also do not actively advocate creating an approachable, politically neutral environment that attracts a variety of people. Projects also require an effective marketing campaign. Peer-to-peer methods of advertising that focus on existing collaborative relationships have proved effective and eco-friendly. One existing challenge is that

ECOS and the Students' Union do not have sufficient sustainability staffing resources and it was recommended that additional people be added with a specific focus on internal sustainability.

Food

The Deep Dive resources that presented on this priority issue were Doug Dawson, Executive Director of Ancillary Services at the University of Alberta, Janine de la Salle, Director of Food Systems Planning at HB Lanarc, Dr. Debra Davidson, Associate Professor of Rural Economy and Becky Lipton, Interim Executive Director of Organic Alberta. These presenters shared the following perspectives:

Local, Organic and Fair Trade Food: Our food production relies on an incredibly complex system which is very energy intensive (15.7% of the energy consumed in the United States goes directly to food production) and carries with it a large environmental toll (uses 38% of global land area, 87% of fresh water and relies on fertilizers based on hydrocarbons, which have deleterious impacts on natural ecosystems). Focusing on local food production provides an alternative, but it may not always be the solution. Although food produced locally provides a wealth of benefits to regional producers, sole dependence on this type of food is problematic because Alberta's cold climate and long winter seasons force farmers to grow many products in greenhouses, which require a large energy input. Furthermore, 80 to 90% of agriculture-related greenhouse gas production occurs at the sites of food production and processing so there is a larger potential for environmental footprint reduction if the focus is put on production rather than transportation. Production of organics does not require harsh chemicals, and can help sustain diverse ecosystems. On average, organic producers also use less energy and create less waste but their production costs are also higher: therefore the cost to the consumer is increased. Additionally, organic labelling says nothing about the social aspects of the production process, so it is also important to pursue Fair Trade certified products where available.

Procurement: The University has a chance to advocate for further organic production through its food procurement policies. The university does not purchase any food products itself, but rather relies on a system of over 65 vendor and distributor contracts to provide food services. While many local producers are interested in organic methods of produce and livestock production, it can be very cost-intensive and may reduce already thin profit margins. As a result, producers interested in pursuing this option require market security. If the university is able to agree to purchase organic foods from these producers, it has the ability to create a demand in the local market that can cause other producers to go organic.

Food Service Operation: There are currently 65 food service providers on campus that all operate under a contract or a lease. Contractual agreements and contract renewal allow the

university to negotiate terms and conditions they would like to see the providers implement. The University has benefited from these service providers (such as Aramark and others) who have invested millions of dollars into new buildings and food service infrastructure on campus. Within this structure, sustainability can be incorporated into food service provider contracts; however, the potential is more limited for independent vendors where it is often difficult to add contractual obligations or lease requirements other than paying rent. The University is unable to impose unreasonable expectations on food service providers because they are all entitled to an acceptable rate of return on their capital investments within the University. Additionally, if unreasonable pressure is put on lease holders, they may default on their lease. It was suggested that the most effective way to see change from food service providers is using purchasing power and having consumers make requests of the food service providers for sustainable alternatives.

Habit Change: Awareness needs to be raised about the amount of food the average individual consumes, the amounts and types of food they nutritionally require, and how much they are throwing away. Two of the biggest footprints belong to processed foods and meat. Animals are inefficient energy converters, and a large amount of the global grain supply goes to feeding livestock. It is problematic that on campus, both processed foods and meats can be obtained cheaper than healthy food alternatives. The incorporation of trips to the university farm and local farms can work to fill in the knowledge gap around food, while additionally creating opportunities for relationship building and extracurricular learning. Additionally, on average, North Americans throw away 40% of the food that is produced, and yet they still eat substantially more than is nutritionally required. Promotion of composting sites could help divert food waste from the landfill.

Academics

The Deep Dive resources that presented on this priority issue were: Dr. Marc Arnal, Dean of Campus Saint-Jean at the University of Alberta, Dr. Susan Barker, Professor and Chair of Secondary Education and Chair of the Sustainability Academic Advisory Committee at the University of Alberta and James Easton, Vice President of Academics for the University of Alberta Students' Union. The presenters shared the following perspectives:

Sustainability in the Classroom: The University of Alberta is seen as “on the cusp” of many things with regard to sustainability in academics. The document “Integrating Sustainability into the Academic Experience” was influential in shaping the Academic plan. This document incorporated diverse campus perspectives on sustainability and will remain a “living” or evolving document to continue to influence thinking.

The Academic Plan itself holds the potential for a more flexible interpretation of incorporating sustainability. In particular, the proposed shift to focus on competencies and attributes allows

more flexibility to create opportunities for students to acquire new knowledge. The related shift in emphasis from teaching to creating teaching opportunities could also enable such things as interdisciplinary efforts on sustainability.

The inherent challenge and opportunity in the new Academic Plan is demonstration of how to incorporate the “sustainability lens” through tangible examples or case studies.

A number of efforts are also beginning to influence instructor behaviour. During Sustainability Awareness week, “Spotlight on Sustainability” engaged 13 instructors in an initial project to pilot efforts here. Other professors indicated openness but “did not know how.” In response to this need, The Office of Sustainability is planning three new spring workshops together with the Centre for Teaching and Learning to engage faculty in pedagogies and teaching practices that are commensurate with sustainability. The workshops will focus on three different topics: “Big Picture” sustainability (i.e. sharing perspectives in an interdisciplinary manner), Curriculum and Planning (i.e. connecting the Academic Plan to everyday teaching and learning); Pedagogies and Teaching practices.

Sustainability in the Curriculum: Given the current fiscal client, the goal of developing a program focused on sustainability is currently a long range goal. However, an embedded certificate in sustainability is being developed at the undergraduate level. This is a 9 credit model (i.e. 3 courses) highlighting a sustainability focus within a program and would also involve community engagement, related projects, etc. Certificates are seen as a promising first step in breaking down the “walls” between faculties and campuses.

The move to utilize STARS report card on sustainability also requires the identification of sustainability focused and related courses on campus. This will increase the visibility, measurement, and reporting of curriculum related supports for sustainability.

A challenge in curriculum design can be accreditation requirements; some programs provide little flexibility for options (e.g. education, engineering, etc.). Addressing this would involve engaging professional associations.

Sustainability-Oriented Research: It was observed that there is a valuable opportunity to engage undergraduate research assistants in projects to help articulate how to embed sustainability in the classroom, teaching and research.

Resource Efficiency and Waste

The Deep Dive resources that presented on this priority issue were: Ray Dumouchel, Associate Director of Buildings and Grounds Services at the University of Alberta and Dr Daryl McCartney, Professor in Civil and Environmental Engineering at the University of Alberta. These presenters shared the following perspectives:

The University is recognized for its leadership in the area of waste reduction. In 2007 and 2010, it has been the recipient of the R's of Excellence Award from the Recycle Council of Alberta. It has a long track record in this area, as the University of Alberta has been devoting effort to improved sustainability through improved waste management practices for 30 years.

Waste Reduction: A 2005 waste management audit helped to identify key areas for attention (e.g. build a recycle transfer centre, reduce organic waste, and improve waste compacting). Programs were enhanced to remove a much broader range of items from the waste stream (e.g. recycling of construction materials and gravel, recycling laboratory materials such as glass pipettes, working with Aramark to eliminate “back of house” food waste going to the landfill, incorporating recycling centres in all new buildings etc.). As a result of these initiatives, the University will reduce 30% of waste going to landfills this year, and is on track to eliminate 40% in 2012.

There also are “invisible impacts” of waste management strategies. The waste removal contractor has become an active partner in the waste management strategy. Large in-ground waste depositories have been built that require pick-up only every 6 months vs. daily. Through planning / analysis with the contractor and waste reduction, the number of trips required by waste removal trucks to campus has been significantly reduced. A 5 ton hybrid truck was purchased to pick up recyclables on campus. “Big Belly” solar powered compacters that reduce energy demands in operation have also been purchased.

Another formal waste management audit is being undertaken in partnership with the Faculty of Engineering to assess improvements and identify additional priorities. However, other opportunities exist for further waste reduction. For example, a policy to eliminate the use of Styrofoam on campus would significantly reduce food-related waste; this could be implemented by making this a requirement when vendor contracts come up for renewal. Revising procurement policies to incorporate recycling considerations (e.g. lifecycle costing) could also make an important contribution by planning for recycling considerations from the start. A systemic analysis of waste as a material flow problem could identify additional waste reduction strategies.

The constraint of biohazard risks has limited broader recycling initiatives in campus labs.

Behaviour Change: Another area for significant waste reductions is in “front of house” food-related waste (e.g. separating containers, food waste etc.). There are cost-effective options to address this through waste management (e.g. creating multiple “sorting” centres). However, this does not educate campus members in sustainable behaviours. Many campus members may have little understanding of the importance of, or personal habits in, recycling / waste reduction. New strategies need to be piloted here that educate and incent behaviour change

(e.g. a machine is being borrowed that provides store coupons to individuals who recycle beverage containers).

It is interesting to note that in a survey conducted for the 2005 waste audit, 78% of students said that they would support a \$5 tuition increase in support of waste diversion.

Accountability and Transparency

The Deep Dive resources that presented on this priority issue were: Susanna Haas Lyons, a citizen engagement practitioner and communications strategist advising the Alberta Climate Dialogue project, Trina Innes, Director of the Office of Sustainability at the University of Alberta, and Dr Jeremy Richards, Professor in Earth and Atmospheric Science at University of Alberta and creator of the blog *Wither the U of A*. These presenters shared the following perspectives:

Feedback and Monitoring: In order to ensure accountability it must first be clear who is responsible and what formal and informal power structures exist within the decision making process. This clarity of roles ensures that there can be two-way feedback and open communication between campus community members and key decision makers. People should have an ongoing opportunity to access information so that we know why the University does things the way it does. This openness allows the campus community to be informed of sustainability on campus and be aware of progress. Means to providing feedback include committees, working groups, and participatory dialogues such as the DoCS process.

Institutional Commitment to Sustainability: Our resources explained a campus-wide Sustainability Initiative was developed in consultation with multiple stakeholders, leading to a sustainability commitment and guiding principles that were brought through multiple levels of governance including support from Board of Governors. This support enabled the university to assign core funding for the creation and ongoing support for the Office of Sustainability. Additionally, the Academic Plan for 2011 to 2015 has sustainability embedded in its' cornerstones, another indication of our institution's priorities.

University Governance Structures: The U of A is accountable to many audiences, from students, employees, communities, and government. There are formal governance bodies in place to manage accountability including: the Board of Governors (BOG) and the General Faculties Council (GFC). These bodies include representation from various groups within the campus community including students, staff, and faculty. These bodies provide spaces for people to get involved, present relevant information, and submit proposals enabling sustainability progress on campus. For example, the Campus Sustainability Plan, informed by the DoCS process, will travel through a variety of governance structures seeking feedback and support.

Transparent Reporting & Evaluation: Use of formal monitoring tools is important to inform people about the status of sustainability and the progress made on goals/targets set. External, third party evaluation systems are preferable as they not only provide higher accountability but also allow the comparison of performance with other institutions. The U of A has been ranked as a sustainability leader in the Sustainable Endowments Institute Campus Report Card, receiving high grades in areas such as student engagement and lowest grades on endowment transparency and shareholder engagement. We learned that the university already has plans under way to enhance our performance related to financial transparency. The U of A is also a charter member of a rigorous campus sustainability reporting tool called the Sustainability Tracking, Assessment, & Rating System (STARS). This is a transparent, self-reporting framework to gauge relative progress toward sustainability that was created by representatives of post-secondary institutions. All of the information supplied to STARS will be available online through their site (stars.aashe.org).

Problematizing Campus Sustainability: One resource raised concerns about the term “sustainability” and indicated it is often inaccurately used to represent practices that are more appropriately termed economizing or environmentally responsible. Questions were raised about whether a campus can be truly sustainable since, we do not produce resources, but consume them. There is value in what is produced on campus, developing intelligent young minds, and producing innovative research. This is a commendable contribution to society. One resource questioned whether the governance structures on campus would allow for meaningful change.

Appendix F: Phase 2 Results & Evaluation Summary

Table 1: Number of participants and their classification for Phase Two

	Students	Staff	Faculty	Total
Session A	7	7	2	16
Session B	14	7	0	21
Phase 2 totals:	21	14	2	37

For the results of the Phase 2 Deliberations see the section ‘Final Deliberator Recommendations on page 11-18 of this report.

Table 2: Summary of Phase 2 Evaluation Results & Selection of Comments Provided

(Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1)

Evaluation Questions:	Average Results:
How would you rate your current level of engagement in campus sustainability initiatives?	3.5
How would you rate your personal interest in campus sustainability?	3.8
The first DoCS session lived up to my expectations.	4.5
The lead moderator created a “fair” environment.	4.6
The process overview and explanation of the DoCS project was clear.	4.1
The explanation of the purpose of this DoCS Phase 2 session was clear.	4.3
The summary for the Deep Dives sessions provided a useful context for discussion.	3.7
The Sustainability Plan process was explained clearly and I understand how the products of our discussions will be used.	3.7
The volunteer facilitators created a “fair” environment.	4.6
I was given sufficient opportunities to express and explain my perspectives.	4.6
I felt that my views were heard and respected by others.	4.6
The top 3 to 4 sub themes identified in my group reflected the majority wishes of the participants.	4.6
The first flip chart circle fostered discussion that further defined the priority issue.	4.4
The Phase 2 Backgrounder document was useful for the discussion.	4.2
The 6 to 8 recommendations created at my table reflected the consensus of all table participants.	4.1
Brainstorming new and existing Action Projects was a productive use of my time.	4.1
I plan to be involved in one or more Action Projects that were identified in Phase 2.	4.1
<p>What did you like most about DoCS-Phase 2? How the process was structured step by step; leading to focused discussions. Interesting ideas of others - good, hopeful conversations, skilled facilitators, great food. The interaction with students!! Sharing ideas & information. Learning new information from other deliberators. Chance to come up with real recommendations. Participatory, engaging & collaborative. Great job on designing the process!!</p>	

Included action projects, more tangible goals.
Deliberative democracy in action!
"Deeper Discussion" & Action orientated goals.
Expressing views I feel could save money in the long run to help initiate action on topics I care about.
Getting to specific recommendations and action plans. Very well organized & great process. Can use these skills in our department.

What did you like least about DoCS-Phase 2?

It felt really rushed.
Not enough people showed up.
Hard to assess "deep" recommendations vs. "low hanging fruit" without more time to go into depth about what each one would require.
Difficult to come to concrete solution plans. But, obviously this was necessary.
Sometimes it's hard to express your views when there's very opinionated people in the group.

Appendix G: Responses to “What would you most want readers of your recommendations to know?”

After co-creating recommendations at the conclusion of Phase 2, DoCS participants were asked, “What would you most want the readers of your recommendations to know?” Some of these responses were used to frame the *Campus Voices* document (seen on page 6), while the rest of them are presented here.

The development of the Sustainability Support Network (OS, ECOS, SGS, APIRG, Info Link, and SUSJ) is crucial to streamlining the support students and student groups need to make the most out of their sustainability-related initiatives. It is not an overlap of the OS’ initiatives, but a recognition of the teamwork needed on such a complex campus.

We care about sustainability issues. We would like you to care, listen, show support in initiatives, policy incentives, and funding.

Expand the role of the (or a) university sustainability report card, along with issuing specific suggestions for improvement after each report card issued.

When curriculum is reviewed, sustainability needs to become an explicit goal to be considered.
There is a need to implement an evaluative mechanism on the success of the university on implementing sustainability goals.

Sustainability integration in curriculum suggests sustainability issues should be integrated into a majority of classes at the U of A including classes that don't typically have an "environmental" slant ex. "History of Soviet Russia".

Sustainability in the curriculum also touched on a greater integration of community-service learning in courses in all faculties – not just the arts.

Academics is about creating a culture of sustainability at the U of A so that sustainability principles are ingrained.

Food choice is an essential for change to more sustainable food systems. Encouraging change, either through supply side or demand side, is an easier first step. A motivating factor in this is the impact of our food system on the environment with the realization that some of our (eating) habits are not compatible with sustainable systems, thus for meaningful change to occur, we need to encourage consumer action. (Particular to the impact of meat consumption on greenhouse gas emissions).

That sustainability is complex and that food is such an important issue, and we have a close connection to it. It is personal so it is hard to narrow down but these recommendations are to try to achieve overall sustainability. Everyone has a relationship with food and making it the most sustainable will benefit all.

Investments and sponsorship legitimize and support the areas in which they are implemented. They need to be allocated with more than just profit in mind. This will allow the UofA to exert influence in many different ways outside campus. Sustainability has a broad definition, with many different interpretations. It is important to settle on one as a campus that speaks to the nature of what students' value. Top down government /decision making structures discourages involvement. There needs to be fluidity of knowledge, information, values, and interests among the campus community.

What would I like the reader to know about these recommendations?

I think there is a sense of top down decision making and many people feel that not everyone has a voice.

I think that providing clear, concise data is a way to improve trust that the institution is committed to sustainability.

My considerations when coming up with recommendations:

Finding a balance between financial reality & sustainability with social & environmental responsibility.

My motivations:

Idealism for the future; looking at where we truly want to be and not getting stuck on particulars – working backwards.

I hope that with more engagement with its community that the university will become a leader in sustainability in a meaningful way.

I desire to have my university make decisions that reflect

What I would like those who implement these recommendations to know about the recommendations:

They are idealistic and look at long-term change.

LEED® an engaged campus community which will come with empowerment.

Accountability and transparency is the basis of the change towards a more informed and open access respect to sustainability problem at campus. Having transparency and democracy will influence the changes that can come in the future. It is in the hands of the university to make sure how investments are used. Policy should be going for more transparency and be open to sustainability projects.

*My motivation – create actual change. Start from small changes that can have great connotation of the future of the campus.

Values I want the readers to know:

The human cost of everything.

Social aspect along with environmental impacts.

Desire for a better future.

A good deal of our discussion centered around the issues of waste reduction and waste awareness, so many of our recommendations are focused on these two subjects. These subjects were also linked in our discussions, especially in the efforts to notify students, staff, and food vendors of possibilities in waste reduction, and creating an air of sustainability on campus. We found that the disclosure of waste statistics, through such initiatives as the ECOS waste audit, was also an important feature and such initiatives should be expanded to include disclosure on use of campus storm water, etc.

It is important to get the message to students and UofA staff that we need to be aware of the waste that we create and we need to use fewer resources.

This document was generated in a very broad manner. It's excellent for thinking outside the box and bringing in a wide variety of perspectives and illustrating how complex the issue of sustainability is. However it is very difficult to go deep, since that usually requires expertise which few of the participants have.

Once this document has been produced, I hope it will be run by experts in fields relevant to the specific points included in the final document.

There are many sustainability fads that are widely held opinions (I hold some of them!) and so it is likely to be present in the information you have gathered, yet perhaps not ideal to sustainability goals.

Everybody should know that making sustainable lifestyle decisions does not have to be a big inconvenience – little everyday changes add up to make a big difference, so a combination of modest personal and systematic adjustments can have a huge positive impact. Similarly, small movements can gain tons of momentum to become influential.

I think that by implementing infrastructure on campus that supports sustainable behaviours and makes it easier for people to do things like compost, recycle, bring a reusable water bottle, etc., this is the university's best opportunity to see big change. It should not be an inconvenience to participate in those activities but in many cases it still is. A lot of other universities are ahead of us in these areas, despite the fact we claim to be a sustainability leader that supports students.

Appendix H: Phase 3 Results & Evaluation Summary

Table 1: Number of participants and their classification for Phase Three

	Students	Staff	Faculty	Total
Attendance	16	10	2	28

Table 2: Phase Three Results

Theme:	Project Title:	Description:
Energy & Building Infrastructure	Bio fuels for District Energy Research Project	Undertake a feasibility study to assess the possibility of integrating liquid bio fuels into the university's district energy system.
	Campus Carbon Footprint Website	Construct a webpage which displays real time carbon footprint and utility consumption for U of A, with the intention of having the information displayed in buildings.
	Energy Conservation Campaign	Develop a "lights off" campaign and "Energy 101" presentation/info session. These will help educate staff and students and faculty in energy use and ways they can conserve.
Outreach & Engagement	Sustainability Awards	To recognize and encourage impactful sustainability efforts on campus in order to increase awareness of existing efforts and encourage new initiatives.
	Sustainability Support Network	One place to go to access information about embedding sustainability into all activities. "One stop shop" for learning about existing sustainability programs/activities, streamlining support (funding, workshops, marketing) for sustainability activities, learning how to get involved, identify and communicate existing gaps in sustainability. Types of groups involved: Office of Sustainability, ECOS, Info Link, Student Group Services, SUSJ, APIRG, etc.
Academics	Foster class projects that respond to real sustainability challenges on campus	Bank of "challenges" from those who struggle with them (F & O, OS), perhaps indicating who could help reaching out, encourage interdisciplinarity. Supports to make this easy for professors: offer experts, offer to write up case studies, modest funding. Poster sessions & celebration of outcomes at the end.

	High profile panel on oil/tar sands research as “sustainability” research	None
	Academic Bill of Rights	Unless stated in the syllabus, e.g. this is how you can hand in complete assignments. For example, print double sided, e-submission. Make sustainable route default by right, Professors must explicitly indicate less sustainable alternatives on syllabus.
Resource Efficiency & Waste	Green Team aka Garbage Monitors	Have attendants (volunteers) who stand at various garbage and recycling bins and direct all who approach in how to dispose of their waste-like at the Folk Fest!
	Campus Freestore	“Freestores” or “unmalls” have a history of being successful and popular on campus. By setting up a permanent Freestore location(s), students, staff and faculty could benefit continually from the environmentally friendly and economically beautiful service!
	Beautiful Bins	Turn the recycle bins (or other utility services like water fountains) into creative or beautiful pieces so that people want to use them. (This practice already has examples of implementation throughout Europe).
Food	Campus-Run Sustainable Restaurant	Providing sustainable, nutritious, and inclusive food options for a fair and affordable price. Maybe volunteer or student run and could be similar to Café Alt at the U of O. This project would give students sustainable business management skills and enable interdisciplinary interaction between students.
	Campus Food Ombudsmen-Food Service Advisory Group (FSAG)	
	Consumer Awareness Program	Would include blog, database (sustainability information, nutritional) and educational marketing. It would be an orientation to introduce to students for wide student use.
Accountability and Transparency	Ethical Endowment Campaign	A grassroots group focused on developing and endorsing a policy for the University to follow to invest ethically. The group would be supported by the SU who will have adopted a Socially

		Responsible Investment Policy and will advocate for the University to adopt a similar policy.
	Deliberative Model Task Force	A task force made up of students and faculty at large focused on implementing the deliberative process in the Students' Union and different areas/units/departments of the University.
	Sustainability in Governance Review Taskforce	Third party committee composed of faculty and students at large that will focus on identifying where sustainability is currently reported and reviewed within University governance. The group would make recommendations on how to move forward.

Table 3: Phase 3 Evaluation Summary & Selection of Comments Provided

(Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1)

Evaluation Questions:	
How likely are you to participate in one or more of these action groups?	Average: 3.35
Do you feel more inclined to contribute to campus sustainability initiatives as a result of DoCS Phase 3?	Y: 90% N: 10%
Considering what occurred in DoCS Phase 3, what did you find most useful? Broad development of ideas, social pressure to spearhead/support initiatives. Opportunity to brainstorm a plan with other knowledgeable people. In depth discussions, looking at the financial aspect and looking at student groups that you could go to for advice, help & funding. A chance to evaluate and build on previous ideas from Phase 2. Seeing the vast array of project ideas being put forward and being able to make suggestions and commit to them.	
Considering what occurred in DoCS Phase 3, what did you find least useful? Time allocated I don't plan on being here so I don't feel as though I will follow through on the action points. Not having expertise in the room to make things happen quickly. Time pressure - impinges creativity Sign ups... Hard not to feel pressured to commit, but don't know if able to...	
Considering what occurred in DoCS Phase 3, what was missing? Higher ups - administrative attendance. More people, I felt like I was expected to take on a lot of projects, where was everyone else? More people! So many involved in earlier phases, and this is potentially the most important.	