
APPENDIX: ENGAGEMENT DETAILS

The sections below provide details on the content and methods used for the core engagement tools used throughout the fall of 2016. Further details have not been provided for the Speaking Tree as details provided in the body of the “What We Heard” document provide relevant information for this relatively simple tool.

1. Survey

Survey Objectives

1. Better understand student, faculty, and staff knowledge about the University’s sustainability efforts to date;
2. Better understand student, faculty and staff understanding of the scope of the notion of “sustainability”;
3. Better understand student, faculty and staff perspectives on what the University’s role should be in advancing sustainability;
4. Generate ideas for key issues, priorities, and opportunities from students, faculty and staff.

Survey Methods & Responses

The University created an online survey that was open to all students, faculty, and staff. The survey was advertised on the UWinnipeg Sustainability home page, in the faculty and staff bulletin, and via social media. Two emails were also sent to each UWinnipeg student and employee inviting them to fill out the survey. Respondents were invited to enter a draw to win one of two gift certificates from Diversity Foods.

UWinnipeg has a current student population of 10,000, an additional 2,000 are continuing education learners, 800 are faculty and staff. 2401 people filled out the survey. Of the respondents, 1943 were students, 195 were members of faculty, 170 were AESES employees, 11 were IUOE employees, and 78 were employees excluded from bargaining units. To help ensure confidence in the confidentiality of the survey, respondents were not asked demographic questions beyond which of the groups which named best represented their affiliation to the University.

Given the potential size of the population, the likelihood of self-selection in survey respondents, and the relatively limited demographic information available in the survey, responses cannot be assumed to be representative of the larger populations or sub-populations and caution must be exercised when interpreting the feedback received.

Survey Questions

Introduction

The University of Winnipeg is updating its institutional sustainability strategy and policies, and we want to hear from you. This survey is one of four ways that you can contribute to developing our vision for the next phase of our campus sustainability efforts.

At the June 27th Board meeting, a resolution was passed that committed the University to updating its sustainability strategy and its set of sustainability policies. UWinnipeg's current sustainability strategy was approved by the Board of Regents in 2012 and is set to expire at the end of 2016. It can be found [here](#). UWinnipeg's current set of sustainability policies were adopted in 2006. They can be found [here](#). The University's most recent annual sustainability performance report can be found here **[insert hyperlink: <http://uwinnipeg.ca/sustainability/docs/final-fy2015-performance-report.pdf>]**.

This strategy and policy review is being coordinated by the Campus Sustainability Office. More information on this process and how to participate in it can be found here **[insert hyperlink: <http://uwinnipeg.ca/sustainability/index.html>]** This survey has been designed to help UWinnipeg

- Better understand student, faculty, and staff knowledge about sustainability efforts to date;
- Better understand student, faculty and staff understanding of the scope and definitions of “sustainability”;
- Better understand student, faculty and staff perspectives on what the University's role should be in advancing sustainability;
- Generate ideas for key issues, priorities, and opportunities from students, faculty and staff.

Thank you for taking the time to contribute to this important process.

About “Sustainability”

One of the outcomes of this strategy and policy review will be a renewed institutional articulation of what we mean by “Sustainability”. This new articulation will be consistent with what already exists in our new Strategic Directions, while also clarifying what we mean when we talk about our institutional sustainability efforts. Our Strategic Directions document says:

Sustainability is a lens applied to all practices and processes to guide University activities (academic and operational) increasingly towards supporting the health, revitalization and resilience of ecosystems and communities. We have done a great deal to reduce our environmental impact, but more can be done to integrate the concept of sustainability into our institutional culture and our academic mission. We have played a leadership role in demonstrating that sustainability is not only possible, but a strategic advantage. We will continue reducing our impact and offer learning opportunities for our students as we ourselves are learning and leading within the broader community.

The Sustainability Policy currently under review defines sustainability as follows:

Sustainability means the capacity of a thing, action, activity or process to be maintained indefinitely and meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Other institutions articulate and define what they mean by “Sustainability” differently. For instance, the University of British Columbia’s most recent sustainability strategy frames “Sustainability” as follow:

Sustainability means simultaneous improvements in human and environmental wellbeing, not just reductions in damage or harm.¹

These different articulations of “Sustainability” may be helpful as you complete this survey.

Demographic Information

- 1) Please select the category that best describes you:
 - a. Student
 - b. UWFA
 - c. AESES
 - d. IUOE
 - e. CMP

[survey split into different questions for different groups after some common questions. CMP specific data will be used to inform any potential changes to the half-day session]

University’s Role, Scope and Definition

- 1) Please respond to this statement: The University has a responsibility to have a positive impact on ENVIRONMENTAL issues like waste, resource consumption, and water use. Rate on a scale of 1-5 where 1 is “Strongly Disagree” and 5 is “Strongly Agree”.
- 2) Please respond to this statement: The University has a responsibility to have a positive impact on SOCIAL and CULTURAL issues like language revitalization, Indigenous rights, human rights, diversity, and community empowerment. Rate on a scale of 1-5 where 1 is “Strongly Disagree” and 5 is “Strongly Agree.”
- 3) Please respond to this statement: The University has a responsibility to have a positive impact on ECONOMIC issues like fair trade, “no sweat”, impact investing, transition to a low-carbon economy, and community economic development. Rate on a scale of 1-5 where 1 is “Strongly Disagree” and 5 is “Strongly Agree.”
- 4) Please rate on a scale of 1-5 where 1 is “not at all” and 5 is “very much” how important each of the avenues for impact below are to ensuring that the University acts on its commitment to sustainability:
 - a. Preparing students to address sustainability issues when they graduate

¹ https://sustain.ubc.ca/sites/sustain.ubc.ca/files/uploads/CampusSustainability/CS_PDFs/PlansReports/Plans/20-Year-Sustainability-Strategy-UBC.pdf p.8

- b. Conducting research that addresses sustainability
- c. Communicating research results related to sustainability to policy makers
- d. Demonstrating sustainability through ongoing campus operations and development projects
- e. Supporting co-curricular activities for students
- f. Providing training to University employees related to Sustainability
- g. Integrating operational sustainability efforts into the educational and scholarly activities of the University
- h. Other/Comments

5) Please indicate how RELEVANT the initiatives below they are to UWinnipeg's sustainability efforts. Rate on a scale of 1-5 where 1 is "not at all relevant" and 5 is "very relevant."

- a. Greenhouse gas emission reductions
- b. Water conservation
- c. Energy use reductions
- d. Ensuring that the University does not purchase items made in factories with poor labour practices
- e. Indigenous Course Requirement
- f. Sexual misconduct protocol
- g. Respectful Learning and Working Environment Policy
- h. Community Learning
- i. Diversity Food Services
- j. Other/Comments
- k. Follow up (call it 5b): Do you have suggestions for practices or policies which do not currently exist, but that may contribute to our sustainability? [open ended]

Past & Future Impact

- 1) What do you see when you walk around campus that suggests that this is an institution committed to sustainability?
- 2) What would you like to see as you walk around campus to show the institution is committed to sustainability?
- 3) In what areas of sustainability would you say UWinnipeg is strongest?
 - a. Open Ended
- 4) In what areas of sustainability would you say UWinnipeg is weakest?
 - a. Open Ended
- 5) On what sustainability efforts would you like to see UWinnipeg focus over the next 5-10 years?
 - a. Open Ended

Questions for Students

- 1) How RELEVANT do you believe an understanding of sustainability will be in my life after graduation? Rate on a scale of 1-5 where 1 is “Not at all relevant” and 5 is “Very relevant”
- 2) Please indicate how much you agree with the following statement: “The University of Winnipeg is adequately preparing me for the sustainability challenges that I will encounter when I graduate.” Rate on a scale of 1-5 where 1 is “Strongly Disagree” and 5 is “Strongly Agree.”
- 3) Please indicate the extent to which you feel the following experiences are relevant to your learning about sustainability. Rate on a scale of 1-5 where 1 is “Not at all Relevant” and 5 is “Very Relevant.”
 - Courses
 - Student Groups
 - Research opportunities
 - On campus employment
 - Practicum placements
 - Coop Placements
 - University Operations
 - Facilities & Grounds
 - Campus-based advocacy/activism
 - Participating in university governance bodies (eg: Campus Sustainability Council, Board of Regents, Senate)
 - Other/Comments

Questions for CMP/IUOE/AESES

- 1) Please indicate how strongly you agree with this statement: “Sustainability is part of my job”. Rate on a scale of 1-5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree.”
- 2) For anyone with a value other than “1” follow up: in what ways is sustainability part of your job?
- 3) Please indicate how strongly you agree with this statement: “I am offered adequate training to support UWinnipeg’s sustainability efforts.” Rate on a scale of 1-5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree.”
- 4) Please indicate how strongly you agree with this statement: “My unit leader encourages me to consider sustainability as part of my job.” Rate on a scale of 1-5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree.”

Questions for UWFA employees [is the IARP public yet? If yes, these questions can all be changed to refer specifically to the sections of the IARP that speak to sustainability]

- 1) The Integrated Academic and Research Plan (IARP) approved at Senate last June committed UWinnipeg to further support those departments interested in developing courses and curricula that address sustainability in order to ensure that our students have increased access to diverse courses that address definitions and principles of sustainability and sustainable development. How useful would the following supports be in achieving this goal?
 - a. Course releases for faculty developing new sustainability courses or integrating new sustainability content into existing courses

- b. Workshops on themes such as “Integrating Sustainability Across the Curriculum”
 - c. An “internal experts list” that can be invited into classes to provide guest lectures on different sustainability-related themes
 - d. Regular semi-structured meetings for faculty interested in sustainability in the curriculum to support ideas exchange and ideas for teaching practice
 - e. Comments/Other (up to 4)
- 2) The Integrated Academic and Research Plan (IARP) recognizes that some of our students want to graduate as effective change agents and that we can play an important role in helping them to develop the skills to accomplish this goal by actively pursuing and supporting teaching and research that use the University campus as a site for project-based learning. How interested are you in accessing supports to offer these types of learning experiences to students? Please rate on a scale of from 1-5, where 1 is not at all interested and 5 is very interested. [ADD a comments box at the end of this question]
- 3) The Integrated Academic and Research Plan (IARP) commits the University to supporting unique research opportunities that highlight our impact in emerging sectors such as the area of sustainability. What types of support would be most useful to you:
- a. Assistance writing grant proposals
 - b. Assistance developing research partnerships with external partners
 - c. Support communicating research findings to policy makers and other stakeholders
 - d. Comments/Other

2. Decision Dilemmas

Session Objectives & Instructions

By the end of the session, we will

1. Explore values held by our community that can inform our sustainability priorities;
2. Try to generate new ideas about ways to deal with dilemmas;
3. Create a space for our community to discuss tough choices that are encountered regularly at the University related to our sustainability impact

Each group will identify which question it is addressing, and determine a decision or plan based on the question. In recording notes and reporting back, participants are asked to include their rationale for their decision/plan, comment on the values that are informing the decision/plan, and comment on other decision-making criteria at play in their discussion group.

Decision Dilemma Questions

Question 1

Diversity Food Services prioritizes serving food that has been sourced in a socially responsible manner which includes reducing transportation impacts, supporting fair-trade practices, and decreasing dependency on food grown with herbicides. They emphasize creating a caring work environment that offers meaningful employment to all employees as well as benefits and fair wages.

Some members of the campus community are concerned that food costs at Diversity are too high, making cafeteria food inaccessible to students.

What would be the most productive way to address this concern?

Question 2

While 84% of UWinnipeg students who responded to the recent Sustainability survey believe that a good understanding of sustainability will be relevant to them when they graduate, only 54% feel that The University of Winnipeg is adequately preparing them for the sustainability challenges that they will encounter when they graduate.

The University has committed to identifying ways of supporting those departments and faculty members who want to strengthen the sustainability curriculum in their departments.

Some argue that this commitment is not enough because it will be inadequate in ensuring sustainability curriculum makes it into departments without sustainability champions. Others argue that this commitment represents overreach on the part of the University's administration into affairs that should be governed by individual departments.

What is an appropriate approach to ensuring the University plays a suitable role in preparing students for the sustainability challenges they will encounter when they graduate?

Question 3

Hypothetical scenario: A donor has come forward offering the University \$30M to build a small new laboratory facility.

The funds available will be enough to build a “conventional” facility that will make it impossible for the University to meet its greenhouse gas emission reduction targets, but substantially increase its research capacity in areas that promise to contribute to cleaning up Lake Winnipeg.

An additional \$4.5M would enable this project to be the first net zero laboratory facility in North America.

The University of Winnipeg Foundation undertakes fundraising efforts to align with University-identified priorities. Current fundraising priorities are (1) fundraising to secure enough capital to create an endowment fund to support Community Learning Programs in perpetuity without drawing on any operating funds (target: \$2M) (2) fundraising to grow the endowment for internal research awards (target: \$2.5M) (3) fundraising to restore and retrofit Centennial Hall, including improving building envelope and upgrading energy systems to renewable systems (target: \$10M).

Does this new project warrant a re-evaluation of fundraising priorities? If so, how should the priorities be changed? Either way, should the project proceed?

3. Half Day Session with Leaders

Session Objectives

By the end of the session, we will

1. Relate personal experiences and successes in our current roles to the University of Winnipeg's sustainability vision;
2. Develop a critical understanding of the University of Winnipeg's sustainability vision;
3. Explore the "sustainability donut" as a model for understanding institutional sustainability impacts;
4. Identify concrete actions, and degrees of engagement/ambition that different units can lead and/or support in advancing the University's sustainability vision;
5. Identify existing and/or anticipated tensions and decision dilemmas the University faces in advancing its sustainability vision.

Materials & Set-Up

We will set up in a room large enough to fit 5-7 round tables comfortably with A/V equipment and good space on the wall for flip chart paper and for the large "sustainability donut" that we will populate together. Materials will include:

- Post-it notes (red, green, purple, yellow ideally)
- Large "sustainability donut" poster for the schematic, printed in colour or drawn and coloured by hand. Large enough to easily accommodate all the post-it notes that will be created.
- Computer/Power point to display phrases/statements identified below
- Black markers
- Colour markers
- Name cards for break out groups

Session Plan

Assume the session will run from 8:30 am to 12:30 pm (4 hours) with a half hour break to allow people to catch up on emails etc... mid-way through the morning. This leaves 4 hours of actual programming.

1: Opening/Climate Setting (8:30-9:00)

- Facilitator introduction
- Explain background: why are we here today? How does this session fit into the sustainability planning process? If time permit

- State objectives of the session.
- Ask folks to put their cell phones away and on silent.
- Ask everyone to share their:
 - Name
 - Department
 - If we start on time: 1 question they have about campus sustainability efforts so far

2: Stories (9:00-9:45)

Preamble: Let's start by talking about what we find exciting and energizing about what we do.

Get everyone to break into groups of 3.

Ask them to spend a few minutes taking turns telling each other about a moment/time where they felt like they got to make a meaningful contribution to the community (defined however broadly they want to define it) through their work at the University. What happened? What about the moment sticks with you? What felt meaningful about it?

Come back to plenary. Invite people to share reflections on what felt meaningful about the story they shared. Write key words on a flip chart for all to see.

Project the following sentence:

“Supporting the health, revitalization and resilience of the environment and of people.”

Ask:

Do you feel that the stories you shared connect to this statement? How? If not, what statement would better represent your story?

Active listen: acknowledge the “yes” and the “no” and be sure to keep the “no” answers in mind as we move on. Record alternative statements on a flip chart.

3: The Sustainability Donut (9:45-10:00)

Explain: One way that this idea of supporting the health, revitalization and resilience of the environment is represented visually is with the “sustainability donut”.

Make sure to also comment on how some of the other proposed statements from above might relate to the donut.

Present and explain the donut (below). There will be a large donut on the wall for people to work with and refer to. The basic idea is that there are certain foundational social needs that have to be met for people to be healthy and resilient. At the same time, there are specific environmental thresholds that cannot be crossed if the planet is going to support healthy and resilient communities, because ecosystems will stop being able to support communities.

Spend enough time explaining the concept for people to understand the general idea – don't rush this part.

Still thinking about the story they shared, ask people to think about the positive impacts that were made by the story they shared, and to write each impact on a green post-it note. Once done, ask them to place their post-its into the donut in the appropriate section and to move on into the coffee break. Tell people that if none of the donut sections seem appropriate, they can also add a new section on the side of the donut and place their post-its there.

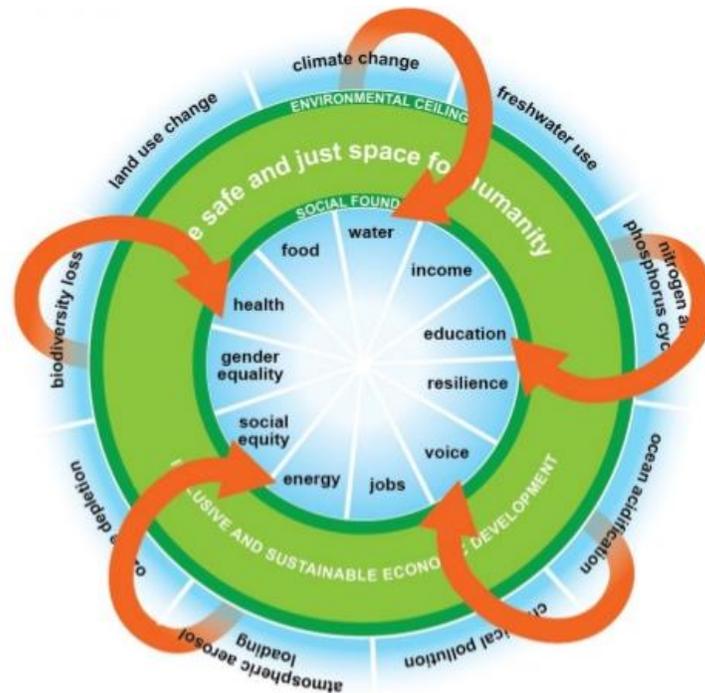


FIGURE 1: FROM KATE RAWORTH, OXFAM, [HTTP://WWW.SLIDESHARE.NET/STEPSCENTRE/KATE-RAWORTH-CAN-WE-CREATE-A-SAFE-AND-JUST-SPACE-FOR-HUMANITY](http://www.slideshare.net/stepscentre/kate-raworth-can-we-create-a-safe-and-just-space-for-humanity)

5: Coffee Break (10:00-10:15)

Ask people to take time during the break to review what others have placed in the donut. Are there any common themes? How are the positive impacts distributed among the different aspects?

*** During coffee break, set up name cards for break-out groups***

4: Impacts & Action Planning (10:15-12:15)

In calling people back to the session, have name cards set up at tables to get people set up at their break-out groups. Remind people to put their phones away.

(5 minutes) Explain that the donut and the idea of supporting the health, revitalization and resilience of the environment and (or) people are the core elements of the University's sustainability work. Present the wording found in the *Strategic Directions* document (the donut image is still up on the wall for all to see).

Sustainability is a lens applied to all practices and processes to guide University activities (academic and operational) increasingly towards supporting the health, revitalization and resilience of ecosystems and communities.

Together in groups at your tables, work through a series of questions. Facilitator provides each question in sequence.

1. **(10 minutes)** Identify up to 3 main ways you and your team spend your time. Write them on the template provided. How does this overlap or interact with how the other people at your table spend their time?
2. **(10 minutes)** Referring back to the donut, identify the key positive and negative impacts or results that arise from these activities. Try to consider each aspect of the social foundation and of the environmental ceiling in identifying impacts. Write them on the template provided. Discuss: which impacts are shared across your units? Write shared positive impacts on green post-it notes and write shared negative impacts on red post-it notes (one impact per post-it).
3. **(10 minutes)** Identify the physical resources you and your team use as you go about doing the main things you do (i.e. the things identified in #1). Write them out on the template provided. Discuss: which physical resources are shared across your units? Which are unique to your units?
4. **(10 minutes)** Identify the key positive and negative impacts that arise from using these physical resources. Write them on the template provided. Discuss: which impacts are shared across units? Write shared positive impacts on green post-it notes and write shared negative impacts on red post-it notes (one impact per post-it).
5. **(7 minutes)** Once prepared, as a team, place your post-its in the sections of the sustainability donut that you all agree seem most appropriate.
6. **(7 minutes)** Each group chooses a different person to report back on ONE of the items that they have placed in the donut. Make sure what you report back is different from what previous groups reported.

(10 minutes) Plenary: Any reactions to what has been placed in the donut? Did other groups talk about impacts that also apply to your area? Is there anything missing? What can we notice about how the impacts are distributed among the different areas of the donut?

(10 minutes) Present donut-overshoot images. Talk about the research project that produced them in lead up to Rio+20. Highlight some key sections where environmental ceilings have been critically surpassed or where there are substantial gaps in social foundation.

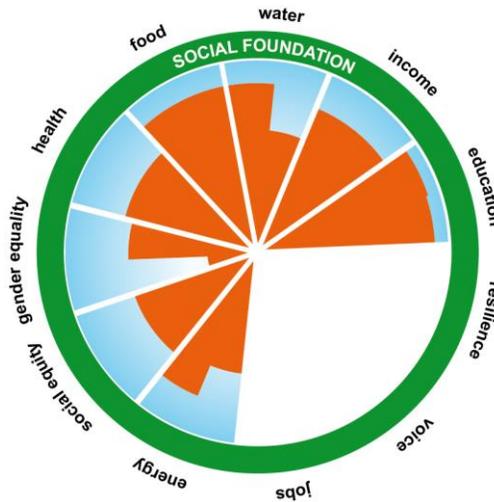


FIGURE 2: FROM KATE RAWORTH, OXFAM, [HTTP://WWW.SLIDESHARE.NET/STEPSCENTRE/KATE-RAWORTH-CAN-WE-CREATE-A-SAFE-AND-JUST-SPACE-FOR-HUMANITY](http://www.slideshare.net/stepscentre/kate-raworth-can-we-create-a-safe-and-just-space-for-humanity)

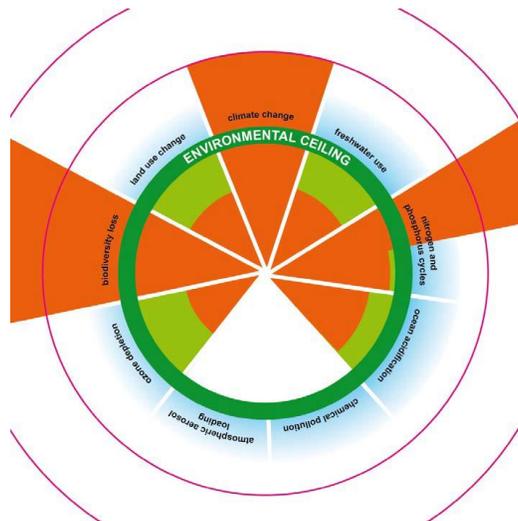


FIGURE 3: FROM KATE RAWORTH, OXFAM, [HTTP://WWW.SLIDESHARE.NET/STEPSCENTRE/KATE-RAWORTH-CAN-WE-CREATE-A-SAFE-AND-JUST-SPACE-FOR-HUMANITY](http://www.slideshare.net/stepscentre/kate-raworth-can-we-create-a-safe-and-just-space-for-humanity)

Return to breakout discussion.

- (15 minutes)** Identify up to 3 **meaningful** actions that you and your team can realistically undertake over the next 5 years to amplify the positive impacts you identified or to mitigate the negative impacts you identified. Try to come up with at least 1 action for “amplification” and 1 action for “mitigation”. Try to come up with actions that are ambitious while also being realistic. Write down ideas you brainstorm on the template provided. Then discuss as a group. Are there

any actions that everyone can agree on and can work together on? Write each of these on purple post-it.

8. **(10 minutes)** Identify any key challenges or barriers you can anticipate in implementing these actions. Brainstorm ideas on your own on the template provided. Then discuss as a group. Write up to 3 key shared challenged on yellow post-its (one challenge per post-it).
9. **(5 minutes)** Once prepared, as a team, place each action and challenge next to the impact identified.
10. **(7 minutes)** Each group chooses a different person to report back on what they have now placed in the donut. Report on the ONE action that feels the most meaningful/significant (if time permits, report back on all 3).

(10 – 20 minutes) Plenary (address questions as time permits/conversation flow calls for): Any reactions to what has been placed in the donut? Did other groups identify actions that might also be appropriate for your area? Did any of the ideas presented give you new ideas to bring forward? Present “tensions-based” approach to decision making (image below) and ask people to say more about the challenges and tensions that they identified. In plenary, ask people to expand on or name other known tensions or challenges. How applicable is this approach to UWinnipeg? Are there ways it could be modified to make it more applicable?



6: Closing (12:15-12:30)

Revisit the questions posed during introductions (if they got asked). Have they been answered? If not, address them quickly or identify a plan for how to address them.

Invite each person to write down one key question or concern (new or remaining) and one new thought or insight they have had on a post it and to leave it on a designated place on the wall on their way out.

Explain that an online evaluation will be circulated for them to fill out. Thank everyone for their participation and talk about next steps (if they have been made clear already).