Deliberation on Campus Sustainability (DoCS)

Our campus. Our future.

June 2011
Students’ Council Presentation

- Introduction
- Background on Deliberative Democracy
- The DoCS Process
  - Phase 1, 2 and 3
- The DoCS Results
- Next Steps
Introduction

• The DoCS Executive Committee and Advisory Committee
• A project initiated by students and sponsored by the Office of Sustainability
Context for DoCS

• History: A student driven project
• A multi-phased project: ran from January to April 2011
• A multi-faceted project
  • A prototype
• Why DoCS?
“Creating space for discussions on sustainability is one of the most critical exercises this campus can undertake right now.

Why wait?”

Nick Dehod  
Undergraduate Student  
Students’ Union President
“The University of Alberta is an agent of social change. I hope we will continue to identify ways to take meaningful action.

I’d like my grandson to graduate from a university with a sustainable academic and social community.”

Katy Campbell
Dean, Faculty of Extension
“The university should be a community leader when it comes to turning ideology into reality.

Why wait? DELIBERATE!”

Rory Tighe
Vice President (Student Life)
Undergraduate Students’ Union
The Roots of the DoCS process: Deliberative Democracy

Alternative decision-making structure

Multitude of practices designed to facilitate five main objectives:

- Reflection
- Sharing
- Listening
- Mutual Reasoning
- Co-creation
Deliberative Dialogue

Iris Young says...

“In deliberation, parties to conflict, disagreement, and decision making propose solutions to their collective problems and offer reasons for them; they criticize one another’s proposals and reasons and are open to being criticized by others.

Deliberative democracy differs from some other attitudes and practices in democratic politics in that it exhorts participants to be concerned not only with their own interests but to listen and take account of the interests of others insofar as these are compatible with justice.”
Why the process is important?

Potential to shift people’s predetermined preferences

Can “help alter their relationship to community, and develop some notions of the common good”

“Report to the Deliberative Democracy Consortium: Building a Deliberation Measurement Toolbox” Peter Muhlberger
Deliberation on Campus Sustainability

Primary objectives:

• Recommendations from students, faculty and staff
• Activate action
• The process
• A prototype
The DoCs Process

Sustainability Survey

Phase 1: 6 Issue Areas

Phase 2: Recommendations

Phase 3: Action Groups
Sustainability Survey

Total number of survey participants:

1,742 respondents

- 1,376 students
- 249 staff
- 104 faculty
Survey Results:

Who Responded

Random:

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

Self Selected:

Q9. How would you rate your personal interest in campus sustainability initiatives?
## Survey Results:

### Priority Issues

<table>
<thead>
<tr>
<th>Random Group</th>
<th></th>
<th>Self selected Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 14% Waste Reduction</td>
<td>1 13% Waste Reduction</td>
<td></td>
</tr>
<tr>
<td>2 11% Energy Management</td>
<td>2 12% Food</td>
<td></td>
</tr>
<tr>
<td>3 10% Food</td>
<td>3 11% Energy Management</td>
<td></td>
</tr>
<tr>
<td>4 9% Water</td>
<td>4 9% Water</td>
<td></td>
</tr>
<tr>
<td>5 9% Transportation</td>
<td>5 9% Transportation</td>
<td></td>
</tr>
<tr>
<td>6 8% Buildings &amp; Infrastructure</td>
<td>6 8% Education &amp; Awareness</td>
<td></td>
</tr>
</tbody>
</table>
Phase 1:

Results

Total numbers:

- 80 Deliberators
- 34 Volunteers

Goal:

- Identify priority issue areas for campus sustainability

Students, staff and faculty convene in Phase 1
# Phase One:

## Final Results

<table>
<thead>
<tr>
<th>Session A, Session B and Session C</th>
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<tbody>
<tr>
<td><strong>1</strong></td>
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<td><strong>2</strong></td>
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<td><strong>3</strong></td>
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<td><strong>5</strong></td>
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<td><strong>6</strong></td>
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Phase Two:

Info Sessions

• Each session involved three presenters with diverse experiences and opinions

• Answered the questions that arose from the Phase 1 deliberations
Phase 2: Results

Total number:
• 45 Deliberators

Goals:
• Identify recommendations for each issue area
• Develop a list of action projects

Students, staff and faculty convene in Phase 2
Phase 2 Recommendations:

• 6-8 recommendations for each issue area

• Each recommendation voted as a quick win or deep change
Phase 3 Results

Phase 1 → Phase 2 → Phase 3

- Campus Voices Final Report
- Action Projects
- Deliberative Toolkit
Campus Sustainability Plan
Spring 2012

- STARS and SEI Report Card – Gap Analysis
  Summer 2011
- Advisory Committees
  Fall 2011
- F&O Unit Plans
  Sept. 2011
- DoCS Campus Voice
  April 2011
- Governance Review
  Winter 2011
Recommendations: Energy
Recommendations: Outreach & Engagement
Recommendations: Academics
Recommendations: Accountability & Transparency
Recommendations: Food

- Food production & sourcing
- procurement, transport
- includes food packaging
- education

- ethical/ local sourcing
- healthy options
- packaging & waste
- vegetarian options
Recommendations: Waste & Resource Efficiency
Thank You!

For more information about DoCS: sustainability.ualberta.ca/docs

Questions:
Logan McIntosh: logan.mcintosh@ualberta.ca
Lisa Dockman Program Lead, Outreach and Engagement at the Office of Sustainability: lisa.dockman@ualberta.ca
# Recommendations: Energy

## Deep Change:

<table>
<thead>
<tr>
<th>Issue area</th>
<th>Sub theme</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy &amp; Building Infrastructure</td>
<td>Renewable Energy</td>
<td>Increase on-campus energy production to reduce demand on fossil fuels (by using renewable sources) in 5 years.</td>
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<tr>
<td></td>
<td>Building &amp; Infrastructure</td>
<td>Create a policy for all new and existing buildings to reach Gold standard LEED certification.</td>
</tr>
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</table>

## Quick Win:

<table>
<thead>
<tr>
<th>Issue area</th>
<th>Sub theme</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>Energy &amp; Building Infrastructure</td>
<td>Renewable Energy</td>
<td>Implement green power purchasing from green energy providers.</td>
</tr>
<tr>
<td></td>
<td>Policy Transparency</td>
<td>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).</td>
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</tbody>
</table>
# Recommendations: Outreach & Engagement

## Deep Change:

<table>
<thead>
<tr>
<th>Outreach &amp; Engagement</th>
<th>Build Connections</th>
<th>Form a council of sustainability representatives from all decision-making and governance bodies (i.e. AASUA, SU, NASA, GSA, NAIT, TWWG) on and off-campus that meets frequently to implement the campus sustainability plan with spending authority.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Internal &amp; External Collaboration</td>
<td>Create a sustainability Code of Conduct that sets protocol and policy for campus activities and provides planning tools for sustainable best practices.</td>
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</table>

## Quick Win:

<table>
<thead>
<tr>
<th>Outreach &amp; Engagement</th>
<th>Internal and External Collaboration</th>
<th>Access sustainability knowledge of internal and external groups to innovate and incorporate best practices (distilling best practices).</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Engage Stakeholders</td>
<td>Ensure that public outreach done by the university upper administration and President consistently includes specific mention of sustainability.</td>
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</table>
Recommendations: Academics

**Deep Change:**

<table>
<thead>
<tr>
<th>Academics</th>
<th>Curriculum &amp; Practice</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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. 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.</td>
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</tbody>
</table>

**Quick Win:**

<table>
<thead>
<tr>
<th>Academics</th>
<th>Curriculum</th>
<th>Practice</th>
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<tr>
<td></td>
<td>Include a unified and coherent definition of sustainability in the Academic Plan – not just a supplementary document.</td>
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<tr>
<td></td>
<td>Increase awareness, support and accessibility for existing services, initiatives, and groups that allow students to put into practice their education in sustainability.</td>
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</table>
## Recommendations: Accountability & Transparency

### Deep Change:

<table>
<thead>
<tr>
<th>Accountability &amp; Transparency</th>
<th>Collaborative Governance</th>
<th>Implement policy that requires collaborative decision making when there are a certain number of stakeholders involved.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reporting &amp; Evaluation</td>
<td>Create internal/external and bi-directional (top down and bottom up) evaluation mechanisms.</td>
</tr>
</tbody>
</table>

### Quick Win:

<table>
<thead>
<tr>
<th>Accountability &amp; Transparency</th>
<th>Reporting &amp; Evaluation</th>
<th>Provide clear criteria and benchmarks about the university's performance related to sustainability that people can access easily.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monitoring Feedback &amp;</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Recommendations: Food

### Deep Change:

<table>
<thead>
<tr>
<th>Food</th>
<th>Procurement</th>
<th>Partner with local food organizations and suppliers and make purchasing arrangements to drive demand for more local and sustainable products.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

### Quick Win:

<table>
<thead>
<tr>
<th>Food</th>
<th>Procurement</th>
<th>Define ‘local’, ‘organic’, and ‘sustainable’ with regards to procurement and set short and long term goals for measurable improvement in these categories.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Operations</td>
<td></td>
<td>Provide incentives for food vendors to increase sustainable operations and make it easier for the campus community to make sustainable choices.</td>
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</tbody>
</table>
# Recommendations: Waste & Resource Efficiency

## Deep Change:

<table>
<thead>
<tr>
<th>Waste &amp; Resource Efficiency</th>
<th>Waste as a Resource</th>
<th>Increase the use of recycled storm water and waste on campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Procurement</td>
<td>Set up a multi-stakeholder council to develop a green procurement policy/plan and provide an ongoing consulting service to departments and units.</td>
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</tbody>
</table>

## Quick Win:

<table>
<thead>
<tr>
<th>Waste &amp; Resource Efficiency</th>
<th>Awareness &amp; Prevention</th>
<th>Implement a mandatory educational session on sustainable student lifestyles and a mandatory campus sustainability tour during new student orientation.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Awareness &amp; Behaviour</td>
<td>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).</td>
</tr>
</tbody>
</table>
Phase 3:

Results

Campus Voices:
• Executive Summary and Final Report

Activating Action:
• Skill building workshops
• Final engagement

Students, staff and faculty convene in Phase 3
Phase 3 Action Projects

- Campus-Run Sustainable Restaurant
- Ethical Endowment Campaign
- Campus Carbon Footprint Website
- Sustainability Support Network
- High profile panel on oil sands research
- Beautiful Bins