

Report on Green Day Feedback

Feedback Generated on January 21st, 2009

Prepared for the UNBC Green University Committee
Prepared by Jamie Biggar, February, 2009

Summary of Process and Key Findings

Process - On Green Day participants gave feedback in four ways. First, a group dedicated the most time to the process at the Green Day workshop where they were invited to give feedback to presenters from the Green Committee. Second, an event at the Winter Garden featured a dotmocracy in which participants were given five votes (the “dots”) to distribute to the planning areas that were of highest priority to them. Over 500 people cast 2,600 votes. Third, the dotmocracy was complimented with information about what UNBC has been doing in each of the planning areas and an invitation for participants to add their ideas for “what needs to happen” next in those areas. 334 ideas were recorded. Fourth, participants were offered a feedback sheet with eight questions designed primarily to learn more about their priorities and secondarily to generate more ideas and develop a better understanding of the participants understanding of sustainability issues on campus. 40 participants filled out feedback sheets.

Key Findings – The following are the seven key findings from the process:

1. UNBC’s people are primed for action. Compared to similar experiences at other events on other campuses the participation rate was very high. The participants also showed a high level of understanding of sustainability issues with almost no “wrong” answers and many good ideas.
2. Participants value high visibility issues that directly touch their daily practices the most. Transportation and waste reduction are by far the largest priorities for the participants. Transportation was strongly linked to fossil fuel reduction, while waste reduction was linked to raising awareness and is actually composed of particular strategies from waste reduction, food, recycling, composting, and water management.
3. How a participant engaged changed their expressed priorities. The mediums of participation required more and more time from the dotmocracy to the ideas for next steps to the feedback sheets to the workshop. The dotmocracy and ideas for next steps overwhelmingly emphasized transportation and waste reduction. The feedback sheets continued this pattern and emphasized communication and engagement. Finally, while the forum also emphasized waste reduction, communication and engagement, much of the discussion focused on procurement issues and education.
4. Communication and engagement were identified for their importance for overall success. The reasons for their importance ranged from fears that concerns would not be addressed, to hope that others would become more aware, to cynicism about the commitment of the institution in the face of some high visibility wasteful practices (Tim Horton’s cups, frequent

flushing toilets, and disposable plates and cutlery were identified frequently). The Green Day itself was credited as being an excellent initiative to promote communication and engagement.

5. Key measurable indicators of success identified by participants include GHG emissions, reduction of waste flows to the landfill, the amount of recycling and composting, the emptiness of the parking lots, and the fullness of buses and the frequency of their service. The measurable indicators will have the biggest impact on awareness and behaviour if they are communicated in highly tangible and visual ways.
6. Finally, participants emphasized the importance of supporting the green strategy with a sustainability coordinator, departmental teams, and partnerships with groups on campus and in the community.

Comment - Strategic linkages between areas will improve overall success. Carbon neutrality is a mandated goal, procurement has more of an impact on the ecological footprint of the campus than waste reduction, and education and research are the core business of the institution. However, these planning areas were not prioritized as highly as others that are more highly visible or are seen to have more of a direct impact on the participants. Procurement can be linked to waste reduction, carbon neutrality can be linked to transportation, and education and research initiatives can be linked to action on transportation and waste. The fact that procurement and education were identified as major priorities during the workshop suggests that support for action in these planning areas will build quickly as people are engaged to think about the big-picture of campus sustainability.

Contents

1. Green University Forum - 5

- 1.a) Process – 5
- 1.b) Comments on Feedback - 5
- 1.c) Record of Feedback – 5

2. Dotmocracy - 7

- 2.a) Process – 7
- 2.b) Comments on Feedback – 7
- 2.c) Record of Feedback – 7

3. “What Needs to Be Done?”

- 3.a) Process – 8
- 3.b) Comments on Feedback – 8
- 3.c) Record of Feedback – 8

4. Feedback Sheets – 17

- 4.a) Process – 17
- 4.b) Comments on Feedback – 17
- 4.c) Record of Feedback – 19

1. Green University Forum

1.a) Process - The Green University Forum started the day with presentations from Provost Mark Dale, Director Rob Van Adrichem, and Professors Ken Wilkening and Arthur Freeden to bring the participants up to speed on the actions to date and future plans of the Green Committee. The presentations were followed by a discussion period with the participants.

1.b) Comments on Feedback – The discussion focused more on procurement and education than any of the other feedback mediums used on Green Day. In fact, the discussion progressed from the immediately tangible to the more behind-the-scenes aspects of university operations and finally to the core business of the institution. This suggests that the priorities expressed in the other areas may represent initial thoughts more than deeply held beliefs.

People found it difficult to discuss their visions. When it was brought up they moved into talking about recycling, another time they quickly moved from a question about vision to talking about staff inclusion, and in the end they moved from a brief discussion of vision to a discussion about education.

There was a broad agreement that many good things were already happening at UNBC and that there is a need for a sustainability coordinator and other support structures, such as departmental teams and policy, to build on success and implement a comprehensive strategy.

1.c) Record of Feedback - The discussion started with waste reduction. One idea was that the university could put a tax on paper cups. Stainless steel mugs could be distributed and the Student Union could provide a place for people to store and wash mugs and cups.

While the reusable mugs make a difference what about university policy? A participant told a story about the Green First policy in their previous institution. The policy made a big difference by requiring staff to look at greener options first and if they could not select them record why there were not able to make the greener choice. This policy had a large impact at the institution. There was an overall committee that determined what the criteria for “green” were and there were committees in each department that led the process. The biggest take-away lesson was making sure that sustainability was at the core of the institution instead of being a separate initiative.

Another participant responded by describing that UNBC was already practicing “green first” even if it was not an explicit policy commitment. For an example the participant cited their purchase of recycled tables. This participant observed that the many people with high levels of responsibility on the Green Committee suggests the high level of commitment and that the major challenge is communicating the good work that is already ongoing.

The discussion turned to the challenges and opportunities for communicating about UNBC's green practices and strategy for the future. One idea was to post a report to the website and link it to the green tips. The participants learned of the plan to build a green hub of offices in the highly visible area across from the Tim Horton's and the efforts to make those offices a communication hub with video screens and poster boards. Eco-taxes were put forward as an effective strategy for communicating about the cost of environmentally destructive behaviour to the campus and classroom speaking was offered as an effective way to recruit students to join an effort. Finally, the idea of hiring a sustainability coordinator to undertake these efforts was mentioned and there was broad agreement that this would be necessary.

The discussion on communication shifted to talking about classes. One idea was to create a mandatory sustainable living course. Another participant observed that there is a huge disconnect between the departments working on these issues and those that are not. Given the need to build life-long concern and learning about sustainability the course would be an important step for all students.

A discussion of UNBC's vision for sustainability shifted into a discussion about inclusion. A participant raised the importance of educating staff and including staff in decisions about sustainability. The participant reported that staff who work here for a long time become set in their ways. And, that the real or perceived time cost of sustainability was a major barrier for staff. There was a suggestion to include sustainability training in staff orientation. This portion of the discussion ended with broad agreement that sustainability provides an opportunity to build a more inclusive community across the campus.

Discussion about vision for the university transitioned again into a discussion about the actions that people can take in their homes and from their to recycling in Prince George. The heroic endeavours of the London Drugs employees who fill up trucks with recycled plastic was praised. A participant took the discussion back to UNBC by observing that it is much more important to effect consumption decisions than waste management decisions. Given the importance of consumption it will be necessary to rethink purchasing and see if decisions to consume can be avoided in the first place.

The discussion then turned back to education. A participant noted that the university used to have core courses that would have made it easy to spread environmental education. However, with the quadrant system this has become more challenging. There was a great deal of interest in the idea of infusing environmental education throughout many kinds of courses without making them specifically about the environment. Finally, a participant observed that for this to be successful there would need to be a regular process for training faculty to teach about these issues.

2. Dotmocracy

2.a) Process - Over 500 students, staff, and faculty cast 2,600 votes for their priorities for UNBC's Green Strategy. The votes were divided into the nine planning areas with participants able to place as many of their five votes on any one priority as they wished.

2.b) Comment on Feedback – Areas that are highly visible to participants and/or directly impact them dominated the others. The only major difference between undergraduates, graduates, staff, and faculty was their rate of participation. Staff focused a bit more on recycling, graduates and faculty focused a bit more on transportation, while undergraduates focused on food more than the others.

2.c) Record of Feedback - The results are listed according to a descending order of votes received:

- a) On Campus Recycling and Composting - 456 votes
- b) More Sustainable Transportation - 413 votes
- c) Waste Reduction - 389 votes
- d) Sustainable Food Services - 329 votes
- e) Reducing Fossil Fuel and Electricity Use on Campus - 307 votes
- f) Achieving Carbon Neutrality - 248 votes
- g) Environmental Education and Research - 195 votes
- h) Water and Campus Grounds - 176 votes
- i) Responsible Procurement - 94 votes

The following table shows how the votes were distributed across the undergraduate students, graduate students, staff, and faculty that participated.

Planning Area	Undergraduate	Graduate	Staff	Faculty	Total Votes:
1. Procurement	59	15	11	9	94
2. Waste Reduction	284	37	42	26	389
3. Recycling	331	45	59	21	456
4. Energy	226	22	35	24	307
5. Transportation	296	48	37	32	413
6. Food	258	28	27	16	329
7. Carbon Neutrality	187	23	22	16	248
8. Education and Research	149	14	18	14	195
9. Water and Grounds	138	12	18	8	176
Total Votes:	1928	244	269	166	2607

3. What needs to be done?

3.a) Process – The dotmocracy sheets were complimented by information sheets that showed what UNBC was doing in the areas and sheets inviting participants to contribute their ideas about “what needs to be done?” Participants wrote out their ideas on the large sheets and others could then see their ideas and would sometimes respond to them.

3.b) Comment on Feedback – The 334 ideas show that the pattern that emerged from the dotmocracy is actually stronger than it appears. The ideas showed that participants did not make neat distinctions between the areas. The responses suggest two major clusters: a broad Waste Reduction and a Carbon Neutrality, Fossil Fuels, and Transportation cluster that is dominated by Transportation.

Waste Reduction, On Campus Recycling and Composting, the part of Food that referred to food, cutlery, and container waste, and the part of Water and Campus Grounds that referred to wasting water are all linked together for the participants as a category that was most often referred to as “waste reduction” in the feedback sheets. The parts of Food and Water and Campus Grounds that refer to wasting resources received far more ideas than anything else in those areas.

The “What Needs to Be Done” process generated the most concerns from participants about the negative impacts of sustainability initiatives. The most repeated concern, by far, was from people that did not have bus access or who had very poor access. They were concerned that they would be charged more for parking without having an option to avoid parking. Secondary concerns were expressed by people who did not have access to the Internet and worried about the impact of a transition to paper-less classes would have on them and by people that are worried about the rising cost of food. In both cases the concerns were frequently framed in terms of exclusion and social justice.

3.c) Record of Feedback – The 334 ideas are distributed across the 9 areas as follows:

- a) Transportation – 60
- b) Recycling and Composting – 50
- c) Food – 49
- d) Waste – 45
- e) Water and Gardens – 38
- f) Carbon Neutrality – 30
- g) Fossil Fuels – 32
- h) Education and Research – 22
- i) Procurement – 8

To root the presentation of this information in the Committee’s ongoing process I have mapped the responses onto the “Green Strategy Discussion Paper.” My

intention is to make it easier to see where the participants have emphasized existing ideas and what new ideas they have contributed.

UNBC'S GREEN OBJECTIVES / STRATEGIES

Notes:

Number = objective (to achieve the vision)

Letter = *strategy, target, timetable, or procedure to achieve the objectives*

[Brackets] = a new idea raised by the "What needs to be done" process

X = indicates the number of times the idea was repeated

The specific ideas about "what needs to happen" that are not contained in the objectives or strategies are written into brackets, which signify a new idea, after the X's, that indicate the number of mentions that this idea received.

Whole Campus - Teaching

1. To facilitate, encourage, and coordinate environmental/ecological/sustainability instruction and learning opportunities at UNBC

1.a) Senate should document environment and sustainability-related courses and academic programs and identify gaps/opportunities [XXXX – look to integrate sustainability outside of NRES]

1.b) Course assignments that tackle 'green university' issues should be compiled as resource guides, e.g. to guide UNBC policy changes or innovations. [X]

[1.c) Develop a required environmental/ecological/sustainability 101 course that is required for every degree. Alternatively, create an ethics course with a sustainability component that is required for all XXXXXX particularly focus on business students learning about sustainability, and students learning about sustainability should learn about business and economics.]

[1.d) Give course credit for student green projects X]

Whole Campus - Research

1. To become a world leader (alternative wording: Mecca) for graduate students, postdocs, and visiting scholars in the environmental / ecological / sustainability fields

1.a) Office of the Vice-President Research documents current environmental / ecological research and identify gaps / opportunities

1.b) Increase number of scholarships and fellowships for graduate and undergraduate students in the environment / ecological / sustainability fields

1.c) Offer grants for innovative student-led research initiatives, both applied and theoretical

- 1.d) *Increase funding for student "green projects"*
- 1.e) *Sponsor appropriate speaker series and other events.*
- 2. To conduct research relevant to Northern BC
 - 2.a) *Engage with regional communities and research funders to identify and address gaps in knowledge and determine research needs aimed at environmental/ecological, economic, social, and cultural sustainability [X, create more research partnerships with businesses]*
- 3. To construct a new building dedicated to environmental/ecological/ sustainability research.
- 4. To become a "climate change in the North" center of excellence.

Whole Campus - Administration and Finance

- 1. To incorporate sustainability principles in all university operations (specifically, campus planning, procurement, investments, decision-making, assessment, and reporting)
 - [1.a) Develop an ethical purchasing policy XXX, focus on recycled content and local sourcing]*
- 2. To utilize green accounting (e.g. natural capital, carbon offsets)
- 3. To develop a revolving green fund. [X]

Whole Campus - Facilities

- 1. To ensure all future UNBC building meets and exceeds the LEED Gold standard. [X, reduce use of construction in building]
- 2. To maximize and conserve native landscaping on campus grounds. [XXXX]
- 3. To compile, acknowledge, and support current initiatives undertaken by various administrative units and offer support for future initiatives.

Whole Campus - Communication

- 1. To achieve high level of environmental/ecological / sustainability awareness and networking throughout the UNBC community
 - 1.a) *Incorporate sustainability education into student/employee orientation programs and student residence programming [XX, link environmental issues together – such as biodiversity loss and global warming]*
 - 1.b) *Increase dissemination of information on what university has and has not done*
 - 1.c) *Increase profile of Green University Committee*

1.d) Create a "green space" on campus serves as hub of environmental / ecological / sustainability information

1.e) Put a "green monitor" (or display of some sort) at Student Union entrance where everyone wants for the bus that gives green information, announces green events, etc.

[1.f) Promote green/sustainability related courses that are identified by the Senate review in the Education section X]

CAMPUS SECTORS

Campus Sectors – Energy

1. To maximize energy efficiencies of present UNBC energy systems

1.a) Conduct an energy audit, and identify areas of energy savings [XXXX, particularly the insulation of doors, replacing inefficient window frames]

1.b) Increase efficiency of electricity use (i.e. campus lighting, heating/cooling residence, hot water, and mechanical/pumps) [XXXXXXXXXX, look into fluorescent lighting for residences, reduce use of air conditioning in labs, consider using LEDs for outdoor lighting but keeping tradition lighting indoors for the heat, turn off more lights at night]

1.c) Institute green education/awareness programs for occupants of residence halls and for the UNBC community in general (eg, shutting off lights). [XX]

1.d) Institute a system of penalties, where feasible, for energy waste

1.e) Student training on green practices as part of the 'rules of residence.'

[1.f) Turn off computers instead of just logging off the user and turn them off at night XXX]

[1.g) Improve the heating distribution within the buildings XX]

2. To replace fossil fuel sources with renewable energy sources (solar, wind, biomass)

2.a) Explore the potential for solar energy on roof of residence halls, wind power on Cranbrook Hill, geothermal energy for building climate control, solar hot water on campus, etc. [XXXXXXXXXXXX, repeated concern about sustainability of burning wood for energy, look into an anaerobic digester that would turn waste into heat for the campus]

3. To develop a northern sustainable energy demonstration and research facility.

[3.a) Create a natural light conservatory within this facility that stays warm and bright without the use of lighting or heating machinery X]

[3.b) Work with community to turn wastes into energy X]

Campus Sectors - Food

1. To maximize local and organic food on campus. [XXXXXXXX, ban GM foods]

*[1.a) Reduce the consumption of coffee on campus and source it ethically
XXX]*

*[1.b) Increase food production in campus gardens. XX, consider bringing
in chickens to eat organic waste and provide eggs]*

2. To improve vegetarian and vegan options at the cafeteria. [XXXX]

3. To minimize food waste and throw-away service items

3.a) Use creamers and milk jugs instead of individual plastic containers [X]

*3.b) Minimize food packaging [XXXXXXXXXXXXXXXXXX, the salad bar can
be improved considerably, plastic packaging is particularly bad, have a
drop location for dishes from any food outlet]*

*[3.c) Use either compostable or durable dishes and cutlery and a deposit
system if necessary XXXXXXXXXXXX]*

[3.d) Offer bulk goods in Cornerstone X]

[3.e) Biodegradable containers for to-go items X]

4. To construct an on-campus greenhouse, expand on the composting and the outdoor student garden, consider development of a non-student community garden.

5. To institute a green tax on bottled water

6. To add drinking fountains to buildings

[7. Develop an ethical purchasing policy for food XXXXX, emphasize fair trade, and substitute for local producers]

[8. Reduce the consumption of meat on campus. X]

[8.a) Have meat free meals. X]

[8.b) Provide education on the hidden costs of meat production. X]

Campus Sectors – Greenspace and Ecosystems

1. To connect green space and sustainability planning for ecosystems on UNBC endowment lands, research forests, and reserve lands

*[1.a) Protect green spaces on campus XX, particularly the forest on the hill
and greenway]*

2. To value local ecosystem services and promoting natural areas in decision-making processes

*2.a) Promote awareness of and teaching about the health, water and air
purification, non-timber organic resource, timber resource, and nutrient
cycling benefits of local ecosystems [XX]*

*2.b) Promote local educational and scientific research in adjacent forests
[X]*

- 2.c) *Seek new potential for outdoor recreation, eco-tourism, and other promotional activities highlighting the natural beauty of UNBC and adjacent lands*
- 2.d) *Encourage community, education, and research based eco-literacy programs through Forests For the World and adjacent lands.*

3. To implement measures to reduce unaccounted waste in parking lots, including cigarette butts and litter left after major events. [XX, *move refuse containers from throughout the parking lot to around the ticket dispenser*]

[4. To steward water]

- [4.a) *Perform a water efficiency audit of the campus to find opportunities to increase efficiency and increase maintenance to fix leaks sooner XXX, low-flow shower heads for residence, make sure to water at night*]
- [4.b) *Reduce water usage of the auto-flushing toilets and install low-flush toilets everywhere XXXXXXXXXXXXX*]
- [4.c) *Build water fountains and ban bottled water XX*]
- [4.d) *Have water facts and tips information available in bathrooms X*]
- [4.e) *Look into the possibility of rainwater recycling X, making sure not to damage amphibians*]

[5. To increase the integration of plants and ecosystems in buildings XX]

- [5.a) *Build green roofs X*]
- [5.b) *Added potted plants XX*]

Campus Sectors - Transportation

1. To achieve carbon neutrality for non-public transportation to and from UNBC as a workplace

- 1.a) *Conduct a comprehensive transportation survey*
- 1.b) *Institute higher parking fees [XXXXXX, use funds for eco-projects, provide different parking rates depending on the number of occupants]*
- 1.c) *Extend U-Pass to all UNBC students, staff, faculty [XXXX]*
- 1.d) *Create and promote better and more accessible Ride Share program, for holidays as well as carpooling networks for everyday activities [XXXXXX]*
- 1.e) *Work with the relevant authorities to improve public transit service XXXXXXXXXXXXXXXXXXXXXXXXXXXX, expand routes and get service every 15 minutes during peak hours through College Heights, start transit earlier, more routes along 1 and 5, more busses past 9:30 on school nights, have busses arrive earlier before the half and full hour, make schedules consistent 7 days a week, increase late night service on 88, 89, 1, 11, 5, 55, 91, busses connecting the 15/16 (e.g. 5, 55, 12, 88) should be run so that riders can arrive by 8AM, focus on improving bus access for all the community instead of taking access from others, more bus*

connections after 7, more important to arrive on the half/full hour than leave on the half-full hour, later busses on Sunday, add an extra bike rack to the busses, provide access to park and ride space, more bus rides to College Heights and Blackburn, cover and wind protect the bus shelters, more busses for evening classes, more busses during summer hours]

[1.f) Improve bike and walking access XXXXXX, lights and paths along Tyner Boulevard, more sidewalks, plow the bike and walking lanes to campus,]

[1.g) Increase the number of bike racks on campus with more covered and indoor bike parking XXX, provide gear lockers near the racks]

[1.h) Construct parking lots at the top and bottom of the hill and build a high-speed funicular. X]

[1.i) Provide bike rentals on campus X]

2. To achieve carbon neutrality for work-related travel by UNBC staff and faculty
 - 2.a) *Conduct a survey of work-related travel and the cost of buying carbon offsets UNBC should generate its own carbon offset projects where possible [XX]*

[2.b) Promote and facilitate e-travel to meetings X]

- [3. To reduce the demand for transportation from UNBC. X]

[3.a) Develop more “village” services on campus to improve the community and give people reasons to stay on campus longer and make fewer trips X]

[3.b) Expand the downtown campus XX]

- [4. To help students, staff, and faculty take low-carbon travel options during vacations and at the beginning and end of semester. X]

[5.a) Facilitate carpooling using an online system and promote alternatives to flying XX]

Campus Sectors – Waste Management (Reduce, Re-use, Recycle)

1. To reduce consumption (The biggest gains in improving sustainability are linked to reducing consumption of new goods and services. Our first priority should be to consider all mechanisms to reduce consumption.)

[1.a) Move forms online XXXX]

[1.b) Maintain a strong visual indicator of waste that is adjusted as the campus reduces its waste XX, coffee cups provide a good indicator]

[1.c) Print less newspapers X]

2. To reuse materials to the maximum degree feasible

2.a) Document current reuse and consider extending to other areas.

[2.b) Reuse textbooks X]

[2.c) Expand the reciprocity shelf and increase the visibility of 2nd hand textbooks board XX]

3. To recycle to the maximum degree feasible

3.a) *Improve current recycling efforts [XXX, soft-plastic recycling in campus]*

3.b) *The UNBC waste audit results provide a great launching point for improving recycling, as well as for informing the other 2 'R's.'*

4. To increase efficiency in reducing, reusing, and recycling materials with the goal of achieving a zero waste circular system modeled after nature

4.a) *Develop waste management and recycling policies which include expectations of waste management and janitorial staff, laboratories, and food services contractors [XXXXXXXX, particular emphasis on Tim Horton's, labs, and paper in washrooms, empty recycle bins more often]*

4.b) *Institutionalize current compost program and divert compostable organics from the campus waste stream (-26%) [XXXXXXXXXXXXXXXXXXXX, focus on developing more clean and bear-proof bins, spread bins throughout campus, spread composting into department offices, sell worm bins for students in apartments off-campus, fund the PIRG compost coordinator, have a compost bucket exchange program, increase accessibility of composting for residences, compost paper towels]*

4.c) *Increase opportunities for reducing, recycling, and reusing materials [XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX, more paper recycling boxes in the hallways, more recycling in residence, improve signage, provide a map to recycling locations, more paper recycling, reduce plastic bottle purchasing because they are hard to recycle, work with the municipality and local businesses to improve recycling facilities, stop picking up garbage from offices – only from larger office recycling stations, better labeling on bins, remind people of what they can and cannot recycle, recycle plastic pipettes, recycle old batteries, recycle e-waste, recycle milk cartons, provide a plastic recycling depot]*

4.e) *Eliminate plastic bags and reduce other packaging [XXXX, provide option for paper bags all over campus, ask if customers really need a bag, buy tougher bags from recycled paper, if plastic bags are needed use bio-degradable plastic]*

4.f) *Ban the sale of disposable beverage cups or implement a meaningful financial penalty for their use [XXXXXXXXXXXXXXXX, improving Tim Horton's practices is particularly important, increasing the size and availability of lockers would help to hold containers, provide incentives for mugs, at the very least provide more paper recycling near places where people can buy cups]*

4.g) *Emphasize maintenance and longevity increasing the lifespan and utility of infrastructure to reduce the flow of materials into landfill (e.g. e-waste)*

4.h) Institute education/awareness programs to promote the 3 R's (reduction, reuse, recycling) in residence halls and in the university in general [X, host inter-department challenges]

4.i) Institute a system of penalties, where feasible, for energy waste. [X, reduce voltage of all computers on campus slightly]

5. To reduce paper waste in copying

5.a) Make double-sided printing default for all copy machines and computer printing [XXX, have a box for one-sided prints near the machines that can be re-used, make sure that instructions are clear]

5.b) Make double-sided option cheaper for students - currently it costs for 2 pages to print 1 page [XXX]

5.c) Use 100% post-consumer paper [XXX, particularly for reading packages]

5.d) Explore increased use of electronic submission and grading of papers. [XXXXX – make blackboard use mandatory, challenge professors to go paperless, provide reading packages and textbooks on discs]

[5.ed) Activate scanning capabilities on printers and provide simple instructions that explain environmental benefits. X]

4. Feedback Sheet

4.a) Process – Feedback sheets were offered to participants during the forum and during the dotmocracy. The questions were designed primarily to get more information about people's priorities and secondarily to learn more about their understanding of sustainability at UNBC and generate more ideas from the participants. We received 40 completed feedback sheets with a time to completion ranging from about five to fifteen minutes. The questions on the feedback sheet were as follows:

1. What of UNBC's current green priorities do you support the most?
2. Imagine what UNBC will be like after five years of successfully implementing the green plan. What will be changed by this success?
3. Are there any strategies and objectives that are currently not being considered that should be?
4. What are three to five measurable indicators of UNBC's success at implementing the green plan that are important to you?
5. Can you tell us about why you prioritized the objectives and strategies that you chose?
6. Do you have any ideas about how UNBC can achieve success in any of the areas of the green plan?
7. What do you think are some of the challenges and opportunities for improving environmental awareness and networking on campus?

8. What's on your mind that doesn't fall into answers for any of these questions?

4.b) Comment on Feedback – The responses to the Feedback Sheet confirm the prioritization of waste reduction and transportation while emphasizing the importance of communication and ongoing engagement to the success of the Green Strategy. The Feedback Sheet builds on our understanding of the participant's priorities by showing that people link transportation to reducing fossil fuel use and waste reduction to raising awareness. Furthermore, these priorities are often shared as many participants responded that both transportation and waste reduction are important.

1. What of UNBC's current green priorities do you support the most?

The pattern of clustered responses around transportation and waste reduction continues in the responses to the feedback sheets. However, from this process we learn that where fossil fuels are mentioned it is almost always in relation to transportation. Where waste is mentioned it is often linked to the importance of awareness. Furthermore, the people that prioritize waste reduction and transportation do not fall into two separate camps. Instead, they are often both cited by participants as being of great importance to them, albeit for different reasons.

2. Imagine what UNBC will be like after five years of successfully implementing the green plan. What will be changed by this success?

The feedback to this question is notable because it is so varied. Many people have different visions for UNBC. With that said, there are certain patterns. Changes in the awareness of people at UNBC, the reputation of UNBC to the outside world, and the physical impact of the campus are all repeated frequently. Furthermore, the benefits are generally expressed through positive language and rarely framed in terms of sacrifice.

3. Are there any strategies and objectives that are currently not being considered that should be?

Beyond the good ideas in this section we see further confirmation of the relative importance of transportation and waste reduction to the participants. However, relative to other questions we see a wider range of areas of interest that may reflect participants thinking of secondary priorities for themselves that they think the institution might miss.

4. What are three to five measurable indicators of UNBC's success at implementing the green plan that are important to you?

While we do see the familiar pattern of prioritizing transportation and waste reduction we also see an increased interest in electricity and energy usage. The language the participants use is also interesting. The desired measurements were often highly visual or tangible. For example, the emptiness of the parking lot, the weight of waste going to the landfill, and how full the bus is. Furthermore, we see a strong interest in measuring student initiatives and awareness.

5. Can you tell us about why you prioritized the objectives and strategies that you chose?

When asked why the participants prioritized the areas they did the most common response was that the area is either relatively important for the environment or relatively easy to act on, or both. The importance of an issue was generally judged by its importance to the environment and not by its direct or immediate benefits to people. However, when interpreting that result it is worth remembering that the people who filled out these feedback sheets are probably amongst the most engaged on these issues since they chose to spend more time participating in the process. Finally, we see the emerging trend in the responses to the feedback sheets about the importance of ongoing inclusion and engagement to the success of the green strategy.

6. Do you have any ideas about how UNBC can achieve success in any of the areas of the green plan?

We see a particular diversity in the responses to this question. In particular, we see the importance of both “bottom-up” and “top-down” action emphasized with a continued emphasis on the importance of communication. We also see the importance of dealing with high-visibility waste and the link between high-visibility waste and the desire to live up to UNBC’s new brand identity. Finally, we see contradictory advice whether or not fees and pricing should be used to change behaviour with more respondents calling for some form of pricing and direct fundraising.

7. What do you think are some of the challenges and opportunities for improving environmental awareness and networking on campus?

The feedback for this question contained praise for Green Day and encouragement to continue organizing events that would promote dialogue. Participants identified time, money, and stress as barriers to change while emphasizing signage, tabling, discussion circles and fun events as opportunities for connecting with people on campus. Finally, there was a small trend of encouraging frank acknowledgement of the challenges of increasing sustainability on campus.

8. What’s on your mind that doesn’t fall into answers for any of these questions?

Beyond the regular diversity of ideas the biggest trend in this section was a focus on the importance of communicating and raising awareness amongst the campus population.

4.c) Record of Feedback – The feedback is reported as a list of responses to each question. Repeated responses are marked with an “X” to shorten the lists. However, most of the original diversity of language in the responses is left in to reflect the diverse perspectives of the participants.

1. What of UNBC’s current green priorities do you support the most?

- Transit and carpooling XXXXXXXXXXXX (often phrased as “improved bus service” or specifically referencing the U-Pass)
- Waste reduction XXXXXXXX
- Reduced fossil fuel usage XXXXXXXX
- Recycling XXXX
- Water XX
- Research and education XX
- Composting X
- Sustainable food X
- Reuse of building materials X
- Food X
- Responsible procurement X
- Reduced automobile use and increased use of video capacity for meetings
- I don’t know
- Anything visible
- Reduce ecological footprint

2. Imagine what UNBC will be like after five years of successfully implementing the green plan. What will be changed by this success?

- We will have better connections between busses so there is never a thirty minute wait
- The carbon footprint of the campus and cost of operation will both be lower
- We will have an ecological understanding of our campus
- We will be recognized as being Canada’s Green University
- We will be closer to achieving carbon neutrality, we will have better waste management, we will have geothermal heating and cooling
- We will be leaders in sustainability and carbon neutrality and our campus will have a lot of greenery and natural beauty
- We will have prevented erosion and made progress on a host of water related issues

- We will have more access to community gardens, reduced waste, and more expensive parking
- Less waste!
- Garbage cans will only be emptied once per week, many students will be on campus for multiple healthy meals per day, and a geothermal system will allow the generators to only run periodically.
- Far less garbage will go to landfills
- Parking lots will be covered with covered biking and facilities for showering and changing.
- Less waste, energy saved, money saved, more educated students, and saved money
- Our image of our campus and consciousness of students will change
- We will use less waste, compost on a larger scale, and we won't use air conditioning because it is such a waste
- Increased level of sustainability
- Less waste and GHG emissions with more people taking action at home
- Student consciousness will change
- We can honestly say we are green
- Zero cars driving to campus and everyone is on the bus
- Better environment with support of local business people and a vibrant and interesting atmosphere
- More empty parking lots
- There will be more awareness
- Less energy consumption and a small carbon footprint
- Greater awareness to educate their family and friends
- With international attention students will want to attend and more funding dollars will come in. Alumni will feel proud and anyone that comes into contact with UNBC will have great awareness.
- Not much different. UNBC is doing a good job already.
- Individuals will be aware of and accountable for their actions
- More positive image, cutting edge research, positive atmosphere
- It's going to take a lot longer than 5 years
- Cleaner campus, cleaner atmosphere
- I will be very proud to say that I graduate from UNBC
- Role model for reducing impact and environmental education
- We will have improved food services and we will be working with the community to improve local food services. We will also have better rounded education in all programs.
- Not a significant change, but more recycling, carpooling, less waste, less energy will be needed.

3. Are there any strategies and objectives that are currently not being considered that should be?

- Larger lockers for students in more places
- Cost of parking connected to number of people in the car

- More, and highly visible, paper recycling for students
- Removing deeply unsustainable companies from our campus
- Geothermal heating/cooling
- Hybrid and electric vehicles on campus
- Reaching out to the rest of PG to show mutual leadership
- More cooperation with the region to increase public transit and provide U-Pass for staff and faculty X
- Using alternatives to salt to melt ice
- Need to get rid of all of the Styrofoam and replace with biodegradable things
- Reusable containers for Tim Horton's, more paper recycling, and less packaging
- Park and ride for areas outside of PG
- Offer incentives for participation and work with the city
- Stop using air conditioning where possible
- We could produce food on campus
- More composting bins around the school
- Incentives for staff and faculty to use transit
- Printing paper should be 100% post-consumer waste, students should submit papers double sided and parking fees should be doubled
- Charge students a green fee
- Need to limit waste with better recycling
- Treeplanting
- Anaerobic digester for waste
- Looking at the cost/benefit of solar panels
- Tim Horton's/disposable coffee mug recycling

4. What are three to five measurable indicators of UNBC's success at implementing the green plan that are important to you?

a) General

- Number of student initiatives XXXX
- Ecological footprint
- Human well being
- Greenhouse gas emissions XXXXXXXX (per credit hour)
- LEED certification of buildings
- Awareness XXXX (of programs, and general awareness of environmental issues)
- Awards won

b) Education

- Number of classes with sustainability content
- Number of students taking classes with sustainability content

c) Energy

- Electricity usage XXXX
- Energy usage XXXXXXXXX (per credit hour)
- Air quality X
- Number of hours and days lights are on in the buildings
- Amount of air conditioning (degree-hours)

d) Food

- Percentage of local food in the cafeteria

e) Greenspace and Ecosystems

- Green space X
- Interconnections between green spaces
- Restoration of natural ecosystems
- Herbicide use
- Water used on landscaping

f) Transportation

- Number of people using the bus XXXXX
- Usage of the parking lots XXX
- Amount of fossil fuel used by campus vehicle
- Frequency of public transit trips to campus XX
- Number of people driving to campus XXX
- Increased biking and walking
- Ratio of people using single occupancy vehicles to people using alternative transportation

g) Waste Reduction

- Percentage contamination of composting bins
- Percentage contamination of recycling bins X
- Amount of material going to landfills XXXXXXXXX
- Number of people using mugs
- Percentage of "waste" recycled XXXX (amount of paper recycled)
- Percentage of "waste" composted X X
- Use of paper in classrooms X
- Percentage of people aware of the amount of materials that could be composted that are ending up in the trash
- Ratio of durable to disposable cutlery and plates XX
- Number of bins

5. Can you tell us about why you prioritized the objectives and strategies that you chose?

- More busses will bring more students to campus
- Decent lockers will improve student quality of life
- Because climate change is the greatest threat we face
- Because I could participate in them and/or they directly effect me
- Because I read scientific reports that tell me about the ecological crisis that we are facing
- Food has a very good cost/benefit ratio
- Public transit is about convenience
- They will give students opportunities to lead
- Fish habitat needs to be protected
- Climate change is the scariest thing
- Universities encourage the rapid use and disposal of goods by a transient population
- Greenhouse gasses, waste, and building materials persist for very long times periods
- Recycling is easy if the facilities are available and it does not cost much
- Because transit and waste management give the biggest bang for the fastest buck
- Waste reduction is well understood and in high demand
- Most potential to change and highest impact if changed
- Transportation is less of a priority because someone decided to put us on a hill
- Improved bus service is key to creating a greener campus
- Recycling is the easiest way to limit your impact
- Carpooling or taking the bus has a big impact
- Water is life and plastic is clogging the arteries of our planet
- Because the damage we are doing to our farmland is permanent
- Research gets all ideas started, water usage can be reduced easily, more people should use public transportation
- Energy and transportation have huge impacts
- Did not prioritize just one because many are linked together and there is a need for environmental education to take action on any of them
- Because we need to balance priorities and include community involvement
- Waste reduction and recycling could happen fast and have a big impact
- Reducing waste is one of the easiest changes that we can make

6. Do you have any ideas about how UNBC can achieve success in any of the areas of the green plan?

- Make sure we don't increase student fees
- Make sure that we are connected to the green movement

- By replacing companies that are not going to improve their practices significantly
- Need more recycling points around the school
- Need to really stress the urgency of action to students
- The implementation of formal policies with enforcement
- Less big-ticket and big-name initiatives and more small-scale, sustainable, and practical solutions
- The plan should be long term and integrated with major ongoing university decision making processes
- The new garbage/recycling containers are a good start, there need to be more of them, with better labels, and more recycling options
- Do an operational audit in accordance with the Green Building Council
- Double parking fees and put the money towards a green fund
- Get all programs involved, have competitions, and use pricing
- Tell the city to improve bus service
- Quickly put simple and cost-effective measures into action
- Advertise the green strategy more, and in particular change practices that are seen to be bad
- Need to strive to live up to our own name!
- Everything on the green boards looks good
- Have juice/pop/water machines that people can use to fill re-usable mugs
- Don't be afraid to invest on the front-end for success on the back-end
- Charge a small tuition fee
- Create guidelines and regulations
- All students should take an introductory environment, business, and political science course
- Sustainable modes of transport – work with city for better bus service and make Tyner a better route for cyclists
- Tim Horton's recycling bins
- Charge students more for paper cups and plastic bags to have a campus wide impact
- Provide incentives for individuals and groups that are seen acting green

7. What do you think are some of the challenges and opportunities for improving environmental awareness and networking on campus?

- Make it cool. Host a bar night.
- Distinguish between environmental and ecological awareness. We need more ecological awareness.
- Put up banners all over the school
- Do more tabling and participate at events where others are tabling
- Use challenges to keep environmental issues on the forefront of awareness
- A challenge is getting through to white collar people and an opportunity is getting the TVs back and running
- A challenge is getting people to practice what they preach

- The composting program has been great this year. More accessible tabling and interaction about how people can get involved instead of just what they should do.
- Interpretive signage for both positive green features and things that could be improved in the future
- Some people just don't care
- Stop greenwashing cost-cutting measures. This is damaging the brand.
- A challenge is the lack of student engagement with campus issues
- We are open to change that is expressed as opportunity but not to change that sounds like sacrifice
- Getting businesses and community groups involved
- People need to be able to seek out information and give input. This event is great.
- Organize discussion circles and an action committee for the plan
- Location is a big deal. Being away from the city center makes it hard.
- Green Day was awesome
- More signage
- Getting people to accept that one person can make a difference
- Everything costs money
- The stress of student life
- Getting everyone onboard
- Improve interactions between disciplines on campus
- Overcoming student attitudes and lack of caring
- Time is a really big barrier

8. What's on your mind that doesn't fall into answers for any of these questions?

- More opportunities for students to get involved. I don't hear a lot about UNBC green initiatives.
- We need to link the ecological crisis to human well-being.
- Stop putting salt on sidewalk road and ice because it wrecks aquatic habitat and attracts moose
- There are some basic issues – like building a university with so much glass in PG – that just seem very hard to resolve.
- Call it Strategic Sustainability Plan – not “green.” “Green” is being coopted.
- Bring the big city waste/recycling bins up into residences
- More composting!
- Really like the strategy for reducing water use on campus grounds – would like to see more of that sort of thing around
- The event gave me hope
- There are lots of great ideas here and I hope that there is strong support for them
- Communicate more about what is being done and have a central location for information

- Use posters, radios, and newspapers to keep students aware of what's going on