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## 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. 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.

At the June 27<sup>th</sup> 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;





### 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

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.

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.

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?

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?





State objectives of the session.

Ask folks to put their cell phones away and on silent.

Ask everyone to share their:

Name

Department

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)

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\*\*\*

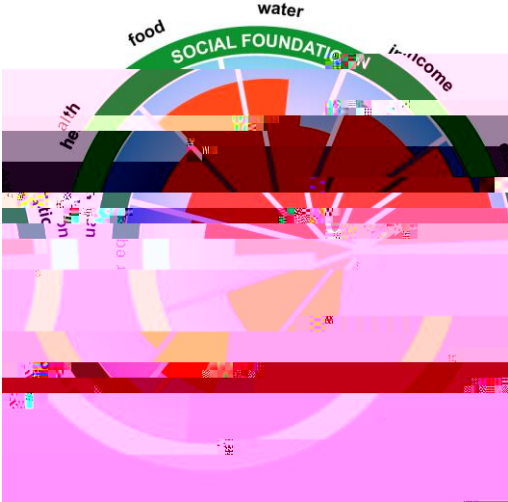
In calling people back to the session, have name cards set up at tables to get people set up at their break-out groups. Remind people to put their phones away.

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 \_\_\_\_\_ document (the donut image is still up on the wall for all to see).

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

1. \_\_\_\_\_ 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.

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.



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

8. Identify any key challenges or barriers you can anticipate in implementing these

