Multi-stakeholder Guide

How to effectively engage diverse stakeholders on campus in your Sustainability

Table of Contents

0. Introduction……..……1

1. Getting Started and Reaching Out
   1.1 Why is the Multi-stakeholder Approach Important? 2

2. Differences in Campus Stakeholder Groups
   2.1 How are the Different Stakeholder Groups Unique? 4
   2.2 Change Starts from Within! ……..…… 6
   2.3 Communicating with Different Stakeholder Groups – How to Get your Message Heard! ……..... 6
   2.3a Students …… 6
   2.3b Faculty……..…… 7
   2.3c Administration …….... 7

3. Who should be Involved – Where to Look and How to get Started ……..……..... 7

4. Planning your Multi-Stakeholder Strategy ……..…….... 9
   4.1 Before your Begin …….…… 9
   4.2 Setting Goals …….... 10
   4.3 What to Expect …….... 11
   4.4 The First Multi-stakeholder Meeting……..12

5. Case Study: Sustainable Concordia Project (Concordia University) ……. 15

6. References ……..…….... 18

0. Introduction

Welcome to the Sierra Youth Coalition's Multi-Stakeholder Guide. This guide is intended to support and direct students who are working to institutionalize sustainability: make it part of how the university operates. This guide will walk you through the theory and practice you need to establish a collaborative process for a sustainability initiative on your campus.

Since 1998 the Sierra Youth Coalition has been networking, supporting and training students who want to make their universities more sustainable. Through our experience with creating more sustainable campuses, we have found that one of the most important, and often overlooked, pieces of the process is relationship-building with diverse campus stakeholder. We have come to call this collaborative process the *Multi-Stakeholder Approach* to institutionalizing campus sustainability. We hope that this guide will help you to initiate this process on your own campus and build stronger, long-lasting relationships with campus decision-makers and campus community members.

Please don't hesitate to contact us for further information, to offer feedback on this resource or to report your successes:

Email: national@syc-cjs.org,
Phone: 613.241.1615
Mail: #406 – 1 Nicholas St. Ottawa, ON K1N 7B7

Stakeholder Success Story:
Over the 2006/07 school term, the University of Calgary completely restructured their approach to campus sustainability with one of the most innovative multi-stakeholder structures in Canada. The main development was a campus-wide Sustainability and Stewardship Working Group with the following Action Groups: Community Planning and Capital Projects; Water Management; Energy Management; Transportation Management; Waste Management; Curriculum and Research; Ethics and Social Responsibility; Health and Wellness; Procurement Policy Action; and Operations and Maintenance Policy. Each Action Group is headed by a Chair that reports back to the Sustainability and Stewardship Working Group. In addition, each Action Group is comprised of staff, faculty, and students. Students were brought into discussions around student representation on the Action Groups early on in their development.

1. Getting Started and Reaching Out

1.1 Why is the Multi-stakeholder Approach Important?

Often we begin pursuing campus sustainability goals at our universities because we want to address an environmental or social issue on campus. It could be that you want your campus to address sweatshops through its purchasing policies or that you want to see more energy efficient buildings to reduce greenhouse gas emissions. Acknowledging the specific environmental and social sustainability issues that exist on campuses is an essential first step; however, before problems can be solved, the necessary structures to create and support sustainable solutions must be developed. If new solutions are to be accepted and integrated into the university's policy, academic, and operational structure, these structures *must* involve the key campus stakeholders: students, faculty, staff, administrators and community members.

Typically, campus sustainability has been addressed on a project-by-project basis. Energy retrofits, transportation demand management or composting/recycling systems, and ethical purchasing policies are some examples of initiatives underway on campuses across the world which are addressing environmental and social issues. Unfortunately, there are very few examples of universities that have actually institutionalized a systemic commitment to environmentally and socially sustainable campus operations and decision-making (Sharp 2002). In order to understand the difference between the success on an individual project or campaign versus an institutional transformation, we need to understand the ways that the university structure and stakeholders influence campus operations, governance and development.

Universities are complex and multi-structured organizations with a mandate to act as institutions of research, knowledge exchange, learning, teaching and innovation. The ways that universities are structured allocates different elements of this mandate to faculty and academic departments. For Example, the day-to-day responsibilities of maintaining the campus and planning for development are designated to operational and administrative departments, leaving the core academic mandate to students, researchers and faculty to pursue. This often results in polarized campus departments where academic and operational departments rarely communicate.

Figure 1. Typical University Practices (adapted from Cortese, 2003)

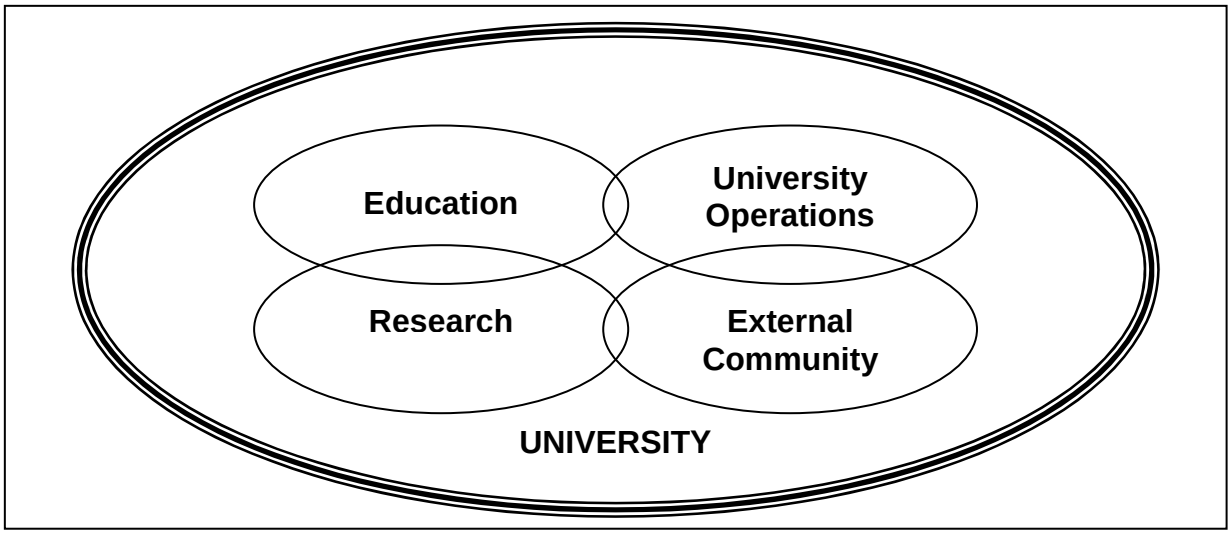


Figure 1 demonstrates how a typical campus community is structured—there is a lack of unity between campus learning, research and operations. Thus, many students experience the irony of being taught about environmental, social, and political sustainability in class, while the campus itself does not "practice what it teaches".

Figure 2. Universities model Sustainability as Fully Integrated System
(Adapted from Cortese, 2003)

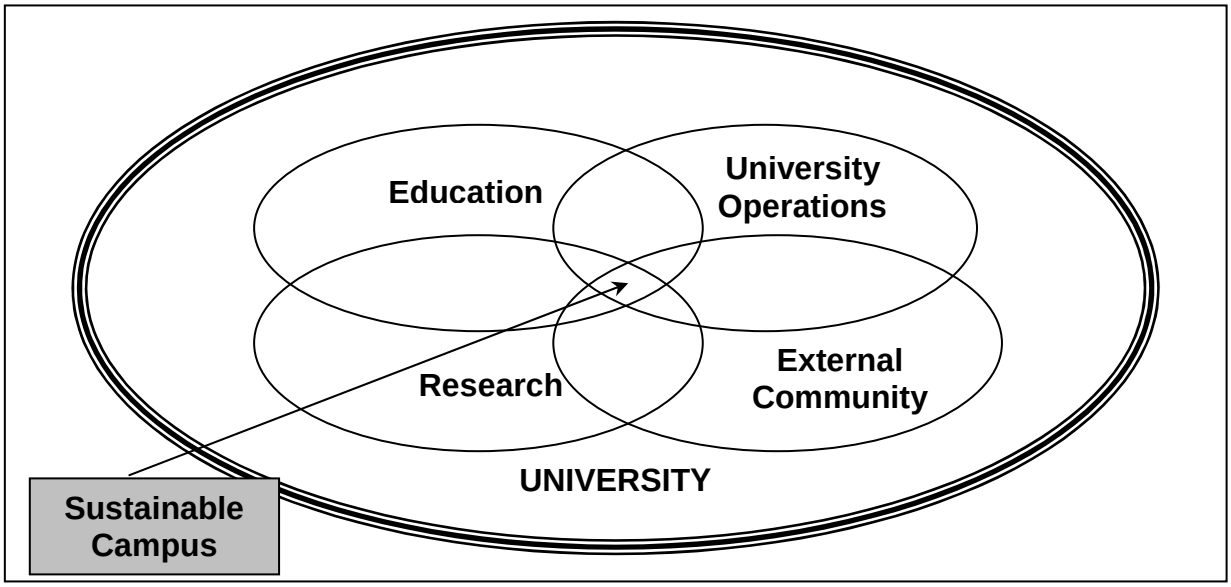


Figure 2 represents a university structure that that supports sustainability solutions and that integrates the mandates of all campus stakeholders to work together. Evidence has shown that the greatest successes in achieving institutional change (for sustainability or otherwise) exist when all the sub-cultures of the campus community (students, faculty, staff and administration) come together to form a shared vision and organizational alignment in their respective departments (Sharp 2002).

It becomes extremely difficult to translate such initiatives into an overall sustainability management system because individual departments in the university (e.g. custodial services, grounds management, campus purchasing, etc.) are mandated to develop and implement aspects of policy initiatives or guidelines on their own. It follows that inconsistencies in overall vision result from this kind of structure (Thompson and Bakel 1995). Progress towards campus sustainability requires that we see the university as a system where solutions reach across boundaries. Working with

Snap Shot of Why Multi-Stakeholder Process Works:

- Students will graduate! Your efforts will only endure after you leave if they are supported institutionally.
- Multi-stakeholder process builds bridges to overcome polarization of departments.
- Information, resources, priorities and perspectives of different stakeholders can be shared.
- The power of the multi-stakeholder group can leverage action from within the university.
- Official recognition by many stakeholders can give campus sustainability a higher profile.

multiple stakeholders will ultimately allow campuses to achieve a higher level of social and environmental performance because their community has learned how to communicate and work together for more viable, flexible and long -term strategies.

2. Differences in Campus Stakeholder Groups

One of the reasons different campus stakeholder groups have not typically collaborated in the past is that inherent differences exist in the realities of students, faculty, staff and administrators. Each of these groups has unique decision-making practices, short and long term time constraints, priorities, opportunities, threats, and experiences. By exploring the realities of each stakeholder group, we can design a process that acknowledges the differences while increasing understanding and building foundations for collaborations.

2.1 How are the Different Stakeholder Groups Unique?

STUDENTS		
Common Experiences	**Assets**	**Obstacles**
▪ Sense that older generations and powerful institutions are failing to take action on social and environmental sustainability ▪ Largest stakeholder of the campus number-wise ▪ Depend on the enthusiasm, passion and commitment of volunteers ▪ Have a relatively short time to make change ▪ Can act directly without going through a complex approval process for their actions	▪ Almost every campus has active student groups ▪ Have a large capacity to organize ▪ Have the potential to drive organizational transformation ▪ Fresh perspectives on old problems ▪ Willing to learn and participate in new opportunities ▪ Have more autonomy in the university organizational structure ▪ Creative thinkers	▪ No immediate access to decision-making processes ▪ Have limited resources ▪ Lack of access to timely information about the campus ▪ Lack of continuum of organizational learning between generations of students ▪ Sometimes seen as threatening, transient and radical by decision-makers ▪ Lack of skill set in communications, planning and evaluation

FACULTY		
Common Experiences	**Assets**	**Obstacles**
▪ Can offer students credit for campus-focused research ▪ Rigorous and long term requirements to secure tenure. ▪ Concerned with the success of students and quality of their research ▪ Relatively few faculty get involved in campus sustainability concerns ▪ Those that are involved more than likely do so as voluntary participation (not part of their teaching)	▪ Have professional and mentoring skills they can offer ▪ Are part of a larger association nationally and globally of academic researchers and peers ▪ Often understand sustainability at a conceptual and applied level ▪ More and more are incorporating sustainability into curriculum ▪ Have ability to assist in accessing funds for graduate students	▪ Intense and ongoing pressures to compete for research funding, space and recognition ▪ Extremely busy ▪ Structure of the university has imbedded the assumption that focusing on campus issues is a distraction from the core mission of teaching and research ▪ There is no current mission alignment between research, teaching and campus operations

		▪ The collective learning process underway at universities is not benefiting its own systems and this is not a generally recognized priority

ADMINISTRATION		
Common Experiences	**Assets**	**Obstacles**
▪ Wary of the power of students and faculty to embarrass and isolate administration ▪ Their relationship to the campus is employer-employee rather than teacher-researcher-learner ▪ Their role involves financial accountability and internal management and external image ▪ They are under increasing pressure to raise more funds for the campus and cut costs ▪ Lengthy bureaucratic processes can be involved in decision-making	▪ Access to organizational information; ▪ Long term consistency in staff; ▪ Can easily build relationships with decision-makers (often they *are* decision makers) ▪ Able to significantly influence decisions ▪ Are a part of formal and informal channels of influence	▪ Financial bottom line still dominates their accountability in decision-making ▪ Their budgets often do not allow for long term pay back periods ▪ Campus Sustainability may be a new and poorly understood concept ▪ Extremely busy and sometimes inaccessible ▪ Due to major growth of campuses in Canada, administrators have increased workloads which inhibit their capacity to address problems – this has particularly diverted their attention from preventative action ▪ Students and faculty are often suspicious of administrator's motives for actions

STAFF		
Common Experiences	**Assets**	**Obstacles**
▪ Considered to have no direct role in the core academic mission of the institution ▪ Often not consulted about broad operational or planning decisions ▪ Many are in direct contact with students, faculty and administrators	▪ Have direct experience with the day-to-day implementation of policies and procedures of the campus ▪ Have a wealth of experiential knowledge derived from their responsibilities ▪ Many have been with the campus for decades and have valuable institutional memory	▪ Sometimes feel disconnected from and irrelevant to the academic mission of the campus ▪ Often equate higher workload associated with new sustainability initiatives ▪ May see sustainability a assessments as a judgement on their performance ▪ "If it's not broke, don't fix it" mentality

		▪ Not used to seeing their role as integrated with research, teaching and learning

2.2 Change Starts from Within!

One of the biggest steps in working with multiple stakeholders is increasing our understanding of each other's experiences, challenges and expectations. While we are all part of a campus stakeholder group, to be effective in multi-stakeholder committees much of the preparation groundwork must be done one-on-one. There are a number of things you can personally do to prepare yourself for working in multi-stakeholder relationships:

- Seek a deeper understanding of each stakeholder group's role in making systemic change;
- Be prepared to be honest with yourself about your own experiences and how these have informed your perspectives and biases. (It is easier for others to understand your vision of campus sustainability if you know how you arrived at it yourself);
- Practice your personal skills in active listening and reflection;
- Practice framing your positions and perspectives using positive and welcoming language (i.e. "there is an innovative opportunity for University X to become a regional leader in energy efficiency..." rather than "…it's about time we start reducing our energy consumption!";
- Focus on building relationships as well as building structures for change.

2.3 Communicating with different stakeholder groups — how to get your message heard!

When you are seeking buy-in and support from faculty, staff and administrators, the way you frame campus sustainability can make all the difference. In fact, the term "sustainability' itself can be met with preconceived notions of ambiguity, "enviro-garb" or idealism. Use language carefully as you craft a message specifically aimed at certain stakeholders. Below are some examples of different ways you can speak to stakeholder groups about campus sustainability:

2.3a Students

Why are they interested in getting involved with campus sustainability?

- They are deeply concerned about environmental and social justice issues;
- They want their voice to be heard in campus decision-making;
- They want to see their campus acting on solutions while they are a student;
- They want to learn the practical skills needed to implement sustainability practices.

Speaking their language

- Multi-stakeholder process is a way to have an equal voice at the table;
- Change will continue after they graduate!
- Effective way to see concrete ACTION on environmental and social problems.
- Possibility of getting course credit for working on campus sustainability (see guide for faculty);
- Gain practical skills and experience to put on a resume;
- Build relationships and processes for communication that can be passed on to the next generation of students;
- It will be fun and rewarding!

2.3b Faculty

Why are they interested in getting involved with campus sustainability?

- They are teaching concepts of sustainability in classroom;
- Have analyzed causes of and solutions to environmental and social justice problems;
- They may have been student activists themselves;
- Want to see theory put into practice.

Speaking their language

- Opportunity to develop a vision of campus sustainability;
- Systematic process to institutionalize environmental and social well-being;
- Create synergies and build cohesion between campus stakeholder groups;
- Create opportunity for students to extend learning outside of the classroom;
- Create opportunities for students to use the campus as a living lab;
- Implement best practices in for sustainability;
- "Practice what we teach!"

2.3c Administration

Why are they interested in getting involved with campus sustainability?

- Potential cost savings;
- Public recognition and media attention;
- Increases the health and well-being of the campus as a place to live, work and learn;
- Increase the university's appeal to students nationally.

Speaking their language.

- As institutions of higher learning, innovation and research universities should not only be studying the environmental and social problems external to the campus community, but be demonstrating solutions within the campus itself;
- Small investment now for large cost savings in the future;
- Become a regional or national leader in campus sustainability practices;
- We are already undertaking many environmental and social sustainability initiatives. We need to promote and celebrate our successes!
- Increasing environmental and social well-being will create a more vibrant and cohesive campus community that will be attractive to prospective students;
- Other universities have taken the lead on implementing environmental social programs that have demonstrated the results – you will need to do research to find examples that are relevant to your campus context;
- Government agencies (national, provincial, municipal) and private sector companies are already taking systematic steps to make their policies and practices more sustainable;
- As non-renewable resources become more and more scarce and expensive, the campus will need to be thinking of alternative ways to meet their needs. Now is the time to begin planning for the future!

3. Who should be Involved – Where to Look and How to get Started

Now that you've identified what stakeholder groups you want to have at the table and started learning how to speak to the priorities and interests, it's time to start recognizing the diversity within each stakeholder group. Finding the people from different stakeholder groups who are interested in your project

SECTORS TO INVOLVE	✓	WHERE TO FIND THEM
University Operations	✓	
Engage people who work in the following areas: ▪ Building construction ▪ Building maintenance and cleaning ▪ Energy consumption (gas, oil, hydro, etc.) ▪ Water (consumption and waste water) ▪ Air quality ▪ Waste disposal ▪ Grounds maintenance ▪ Food services ▪ Human resources ▪ Purchasing ▪ Heating		Your best bet is to find someone in the administration that has been around for a while and knows the university well. Once you find this person, sit down with him/her to discuss who you should speak to regarding other aspects of university operations. Your contact will need to be someone who is an ally and relatively supportive of your work. Good places to start looking if you don't already have a key contact in university operations include: ▪ Health and Safety (or equivalent) ▪ Facilities Management (or equivalent) ▪ Human Resources Department (or equivalent) ▪ Purchasing Department (or equivalent) ▪ Health Services Department
University Academics	✓	
▪ Engage professors from each faculty or department. If your institution includes one or two large faculties try to engage academics from both of those faculties or departments. ▪ Engage representatives from both the fulltime and part-time faculty unions (if there are no unions, be sure to engage both fulltime and part time faculty). ▪ Engage a member of the Senate, or highest academic decision-making body.		Start with the professors you know (i.e. your teachers) instead of contacting professors at random. As with university operations, if you can find a professor who has been around for a while, this person will likely be able to suggest other faculty who may be interested in participating. If this does not work, try reviewing the course calendar to find courses with sustainability content, and then contact the relevant professors. If all else fails, contact the following offices: ▪ Faculty and department chairs (or secretaries – they can usually lead you to the right person) ▪ Fulltime and part-time faculty unions (if they exist) ▪ Principal of Academics/Research/Provost (or equivalent), to contact academic Senate members
University Users	✓	
▪ Student representatives from each faculty or department. If your institution includes one or two large faculties, try to engage students from both of those key faculties or departments. ▪ Engage both undergraduate and graduate (Masters and PhD) students. ▪ Engage student representatives from unions or faculty associations at both undergraduate and graduate levels.		Engaging students can be a tough job. Try holding a well-publicised open meeting. If you are missing students from particular faculties, try asking the faculty student associations or clubs for suggestions. Above all, chat it up with your peers to get the word out! Also check these offices (both graduate and undergraduate!): ▪ student unions or governments ▪ student faculty/ departmental associations ▪ student clubs/groups
Others	✓	
▪ Include other student groups (e.g. social justice groups, environmental clubs, etc.) ▪ Consider engaging local community (from the city or town where your university is located) ▪ Alumni representatives if they show an interest at being involved.		Engage people who really want to be involved. Their enthusiasm and energy will be well appreciated! It is worth making an effort to explore the following contacts: ▪ Alumni Office ▪ Prominent student groups (ask the Student Union/Association for a contact list of student groups) ▪ Surrounding local businesses

This checklist represents the ideal for broad-based engagement of diverse stakeholders. These sectors correspond to research areas in the Campus Sustainability Assessment Framework (CSAF). Try to engage participants in *at least half* of the areas mentioned in this checklist.

4. Planning your Multi-Stakeholder Strategy

Students are typically not encouraged to communicate or to build the skills required to engage the concerns of multiple-stakeholders during their time on campus. Many students are intimidated by the prospect of approaching campus administrators to solicit their support and struggle with a strategy to effectively build multi-stakeholder committees. Before you begin approaching campus stakeholders, take the time to outline your goals and what steps you will take to meet these goals. This plan help you to effectively use your time and resources and demonstrates strong commitment and organization to other stakeholders you are trying to engage.

4.1 Before your Begin

- *Develop and understand the hierarchy of the campus governance and organizational structure.*
  Your campus should have this available through the office of the president or on their website. How are decisions made? Who makes them? What committees exist? Who do they report to?

- *Research what sustainability initiatives and programs are already underway.*
  Try to think beyond environmental projects and programs. What sort of social issues are being addressed? What about student services? Campus development plans? Make a list of these initiatives and who is responsible for them.

- *Find your existing allies in campus sustainability.*
  The goal in finding common ground is to build inter-stakeholder relationships. Chances are, you will have more allies on your campus than you think.

- *Tap into faculty, administrators and staff you already know.*
  You want to engage these people and get them excited first! Approach professors, residence directors, athletic coaches, the head of your faculty, etc. Ask them if they know anyone on campus would be interested in campus sustainability initiatives. Ask them to tell you who the "change agents" are on campus.

- *Use the university system to your advantage.*
  Work within the established institutional procedures and processes of your campus (e.g. submitting agenda items for Board of Governors, submitting feedback on campus decisions, etc.) Administrators will appreciate this and will be able to support your efforts more easily.

- *Read up on campus models similar to your own that demonstrate processes for multi-stakeholder engagement for sustainability.*
  The Sierra Youth Coalition has number of resources about this on their websites and in this package.

- *Use people's time wisely.*
  Students, faculty and administrators are strapped for time. If it's a volunteer, make their experience meaningful. If you have a meeting with a faculty member or administrator, be concise and articulate when communicating your message.

- *Improve your presentation skills.*
  Everyone gets nervous before an important presentation or meeting. Use tools that will help to communicate your message (power points, diagrams or overheads).

Practice what you want to say with your student group. Perform role plays of the meeting—putting yourself in their shoes is a great way to understand how to frame your messaging.

- *Identify skilled people within your group.*
  Chances are, some people will be keen on taking a more public role with the project (making presentations and facilitating meetings, etc.) while others will want to work behind the scenes (doing research, developing materials, etc.). Which people in your group have experience and feel comfortable with facilitation? Public speaking? Developing materials? Are there skills that some volunteers would like to develop?

4.2 Setting Goals for a Multi-stakeholder Process on Your Campus

While each campus's multi-stakeholder process will be unique, there are several common goals that can help you achieve successful outcomes.

Goals for a Successful Multi-stakeholder Process (Adapted from Innes and Booher, 1999)

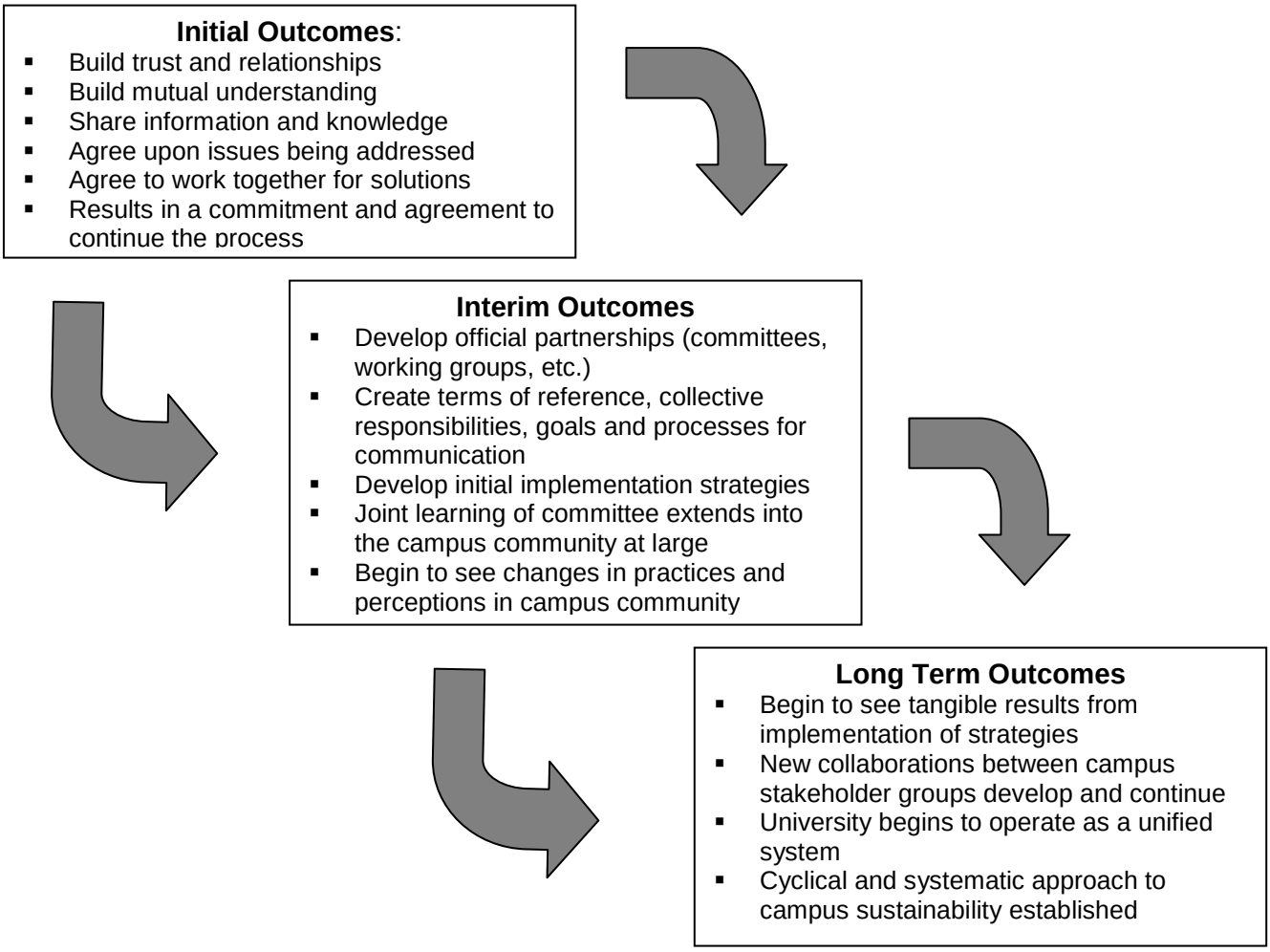
- Include representatives from all relevant campus stakeholder groups.
- Everyone involved is aware of the purpose and task of the group.
- The multi-stakeholder group is self-organizing, allowing participants to decide by consensus on ground rules, objectives, and tasks.
- The process is engaging for participants and incorporates informal interaction (community building).
- The process fosters creative and "out-of-the-box" thinking.
- Seeks consensus only after the issues have been fully explored and a significant effort has been made to address and respond to differences amongst the group.

How do you know if your process is effective in achieving your goals? Here are some examples of outcome criteria that can indicate a successful multi-stakeholder process:

- Increases the sense of community, trust and unity of the group or committee
- Have support of management (even in principle) that can be substantiated with action
- Face-to-Face communication is well coordinated, facilitated and maximized
- Produces information and decisions that all the committee stakeholders understand and accept
- Produces agreements that recommend actions
- The learning and change are shared beyond the individuals in the committee or group
- Sets in motion a cascade of changes in attitudes, behaviours and actions, spin-off partnerships and new practices
- Improves the ability of the entire campus community to be more effectively responsive to change and conflict

4.3 What You Can Expect from the Multi-Stakeholder Process?

Before you develop a strategy to engage stakeholders, it helps to have a vision of where the strategy can lead you. Envisioning the outcomes you want to achieve can act as a guide to direct your steps and clarify desired results. Below are some potential outcomes of a multi-stakeholder process. The timelines will vary between the initial, interim and long-term outcomes depending on your campus. Often attaining the first set out outcomes will take the most legwork, but have the most influence on the success of the subsequent outcomes.



4.4 The First Multi-Stakeholder Meeting

4.4a Models of Multi-stakeholder Meetings

You've done some research and you have a list of people who you want to invite to be a part of the multi-stakeholder process. The first step is to bring everyone together! There are several models you could use for your first meeting, depending on what your goals are:

- *Introductory Meeting.*
  This consists of inviting a small to medium sized group to come together to meet each other, learn more about the project or proposal, give feedback and gauge interest for continuing to participate. The meeting should be facilitated and offer a chance for participants to share thoughts and ideas. This environment provides an opportunity for a focused agenda and allows participation from many of the invitees.

- *Roundtable Discussion*.
  This type of approach has the opportunity to involve a larger group than a meeting. While there specific individuals are still invited to attend, there may be several people invited to present information and ideas followed by an open discussion. The roundtable format is a good general introduction and may be followed up by a smaller meeting with a more focused agenda of those interested in continuing their involvement.

- *Public Information Session.*
  This approach would be open to the entire campus community to attend, however specific individuals would still be invited. The goal of the session would be to provide a general background and introduction of the sustainability project or proposal and garner support from students, faculty, staff and students attending. This type of meeting may be more strategic after a more personable multi-stakeholder meeting has occurred and administrators won't be caught off-guard by proposals being presented.

4.4b Before the Meeting

- *Develop the agenda of the meeting.*
  You want to appeal to the group at both the pragmatic and emotional level. Why should they care about campus sustainability? What is their personal role as a member of the campus community in making this happen? You also want to leave them with a feeling of opportunity and excitement. How can they play a part in making this change happen?

- *Send out invitation letters to the individuals you want to invite to an initial multi-stakeholder meeting around campus sustainability.*
  Send these out letters well in advance. Make sure you clearly state the intention of the meeting, why you have invited them (personalize this), the agenda and how much time it will take. Confirm their attendance with a phone call or email. Remember, know your audience. Make sure the message of your invitation can appeal to each stakeholder group.

- *Develop a presentation that will guide the agenda of the meeting.*

Visuals are a great way to discuss a complex concept like sustainability. Use tangible case studies, facts, and figures to communicate your point. Avoid confusing language. Keep it straight forward and easy to follow for the entire group.

- *Develop Materials to Distribute at the Meeting.*
  Make sure these convey your key message so that people will be reminded of the central themes after the meeting (e.g. definitions, timelines, proposed goals & outcomes, etc.).

- *Logistical Considerations.*
  Meeting space, appearance, what sort of environment do you want to create?

4.4c Sample of Multi-Stakeholder Meeting Agenda

It is very important that you come into this meeting prepared and that you stick to the meeting length you suggested (e.g. if you said it would be a 1 hour meeting *do not* go longer than 1 hour). It's a good idea to practice the portions of the presentation where you will be talking in advance to make sure that your presentation is clear and that the length is right. You may want to work with friends and/or other members of your group to practice fielding questions and explaining the issues.

You will want this meeting to build goodwill, increase communication and strengthen collaboration. It is important to keep this in mind as you set the tone for your meeting. Those invited to the meeting should leave with a greater understanding of the issues and how things will move forward, but ideally also with a sense of personal commitment and belief in the project.

Multi-stakeholder Meeting for Campus Sustainability

1 – 1 ½ hours

NOTE: the times and goals are meant to act as a guide for you as the facilitator of the meeting. It may be a good idea to only distribute the agenda items to those attending the meeting, since you may need to shuffle your timelines in response to what comes up during the meeting.

Agenda Item	Time	Goal
1. Introductions	10 min	▪ Make sure that all people around the table know each others' names and what stakeholder group they are representing. ▪ You'll also want to present the agenda, what you hope to accomplish today and thank everyone for coming.
2. What is sustainability?	5-10 min	▪ A brief introduction to the concept and/or history of sustainability and sustainable development. ▪ This is a good opportunity to speak to the global context and why a move towards sustainability is important ▪ Make sure to highlight social aspects of sustainability, as well as ecological
3. What is campus sustainability?	5 minutes	▪ Bring sustainability to the campus level. How the concept applies, why it's relevant to the university context.

4. What is already happening at our school?	5 minutes	▪ Celebrate and profile current initiatives!! ▪ Show goodwill and the desire to expand current successes (not slam the university for what it's *not* doing)
5. Why does our university need to become more sustainable?	0-5 minutes	▪ Speak specifically to the goals, priorities, policies of your university ▪ Talk about the local, academic and social imperatives to be more sustainable
6. Other campuses	0-5 minutes	▪ Demonstrate how other campuses have brought together elements of your proposal at their university/college and what the results/successes have been (use tangible examples)
7. Our sustainability project and project goals	10 minutes	▪ Building on the ideas and information presented in the previous items, present how your project (sustainability audit, sustainability office, sustainability policy, etc.) will take your campus to the next level in terms of sustainability
8. Discussion: questions or comments	15-25 minutes	▪ Engage stakeholders in sharing their ideas and priorities around sustainability (it may be a good idea to go around so that everyone has a chance to speak and be heard) ▪ Build a sense of understanding and work towards a common vision of your sustainable campus
9. Ideas for moving forward	5 min	▪ Identify what needs to be done to move forward from this meeting ▪ Frame this in terms of steps and commitments ▪ NOTE: it may be best to have the key action steps be pursued by the students who instigated the process and have the stakeholders' commitment be to support the project (e.g. facilitate accessing funding or decision-makers, putting their names on a letter of support, etc.) or continue discussions
10. Commitment to meet again	5 min	▪ Set a meeting time and place to report back on steps identified in agenda item 9.

5. Case Study: Sustainable Concordia Project (Concordia University) – Setting Up a Multi-Stakeholder Committee

The Sustainable Concordia Project was initiated in June 2002 and is currently one of the most successful campus sustainability initiatives in Canada. A key element to this success has been the broad and active engagement of multiple campus stakeholders (diverse administrators, staff, teachers and students), from around campus. Since the outset, the Multi-Stakeholder Advisory Committee has maintained a very important role at every step of the project's evolution.

The Legitimacy Factor

The Sustainable Concordia Project began as part of the Concordia Student Union and therefore enjoyed an important sense of legitimacy from the start. Institutional support via the student union facilitated access to and support from high-level administrators in terms of garnering buy-in from various areas of the university.

Background

In May 2002, an undergraduate student union slate was elected with a promise to launch a sustainable campuses initiative. This meant two very important things:
1) Before work on the project even began, financial support was available, and
2) The initiative enjoyed a sense of legitimacy via the student union, which proved to be important in engaging other sectors of the university.
One of the newly elected student union executives was empowered with resources (both human and financial) and a mandate to work on the project. Two staff members were immediately hired in June 2002 to work fulltime on the project.

Important Note: *The project was pulled - funding and all- from the student union after only two months, in August 2002. At this point it became independent of both the student government and university administration. This move was made because of hostile relations between the student government and the university administration.*

Forming the Multi-Stakeholder Committee

The first step taken in beginning the Sustainable Concordia Project was to assemble a multi-stakeholder committee. At the time, details of what the project would look like were still evolving and somewhat unclear. The group knew that the main component of the first year's work would be to conduct a sustainability assessment, but at the time the Campus Sustainability Assessment Framework (CSAF) had not yet been released. That said, the group had a general idea of what sectors of the university to engage, and developed a list of departments (both academic and operations) and various groups/associations which they wanted to engage in the multi-stakeholder committee.

The following table outlines steps taken to form the Sustainable Concordia Project's multi-stakeholder committee, as well as details on the work involved for each step, and the timeline during which each step was accomplished.

STEPS *chronological order*	**DETAILS**	**TIMELINE**
1. Finding a champion	Before the broad search for diverse campus community members could begin, it was imperative to find high-level buy-in from one administrator. This person could in turn act as a champion within the administration and lend increased legitimacy to the initiative. At Concordia, a champion was found in Susan Magor, Director of the Office of Health and Safety for the university. Having been working at the university for over 20 years, Sue was able to suggest other administrators and faculty who would be sympathetic and inspired to participate in the initiative.	First week of June 2002
2. Preparing a list of people to contact	A list was put together of university administrative bodies, academic faculties/departments, student groups, and other relevant stakeholders to the process. The various administrative, staff, academic and student groups can be found on the 'Multi-stakeholder Advisory Committee checklist' (section 3 of this guide).	Second week of June 2002
3. Outreach to engage diverse stakeholders on campus	Outreach began with phone calls to each of the departments/individuals. The project was introduced in simple terms (i.e. We want to make the campus more sustainable. To do this we hope to conduct an assessment and move forward from there. In order for this to be done effectively, broad and meaningful multiple campus stakeholder involvement is essential. Etc.). An invitation was extended to participate in the first meeting of a *potential* advisory committee to the project. As this was taking place during the summer, when most university employees are a little less busy, convincing participants to come to *one* meeting was successful. It was explained that after the introductory meeting, if the participant thought the project was interesting, they were invited to become a member of the advisory committee over the next year.	Last two weeks of June 2002
4. Scheduling the first meeting	Once a good percentage of the stakeholder groups (about 15 participants) agreed to attend an initial meeting, a date and time were set – taking into account various schedules.	First week of July 2002
5. Planning the first meeting	The student union executive and two sustainable campuses employees developed a solid presentation for the first meeting. Attention was paid to ▪ establishing the global context vis-à-vis sustainability, including an explanation of the many faces the term has, ▪ introducing the idea of campus sustainability and the role of institutions of higher education in the sustainability movement, ▪ highlighting examples of work done by other campuses in the area, and ▪ a pitch for the campus sustainability assessment project, including long term visioning for how to turn the research into action. Materials were produced for distribution at the meeting. Time was built into the agenda for a go around and a discussion on why such varied areas of the campus had been brought together, and sufficient time was allotted for a questions period. The meeting room and required equipment (power point) was booked by the administrative champion.	First two weeks of July 2002

6. Conducting the first meeting	The meeting was facilitated by the student group. All materials were printed on 100% post consumer materials. Fair trade coffee/tea and organic snacks were provided, served in/on reusable dishes. The presentation and discussion were successful and all participants felt inspired and excited to become part of the process. A next meeting was established.	Mid- July 2002
7. Follow up	A listserv was set up with all advisory committee member contacts. The list was used to determine agenda items and send reminders for subsequent meetings. Thank you emails were sent to each participant.	Last two weeks of July 2002

Important Note: *some of the committee members were not very active in attending meetings, but agreed to have their names on the advisory committee list and lent support in other capacities.*

Stakeholder Success Story:

This guide last updated by Maggie Baynham, July 2007

References Cited

Cortese, Anthony. (2003). The Critical Role of Higher Education in Creating a Sustainable Future. In: The Journal of the Society for College and University Planning, Vol. 31, Number 3. Michigan, CL. Pg. 17.

Innes, Judith and David Booher. (1999). Consensus Building and Complex Adaptive Systems, A framework for Evaluating Collaborative Planning. In: APA Journal, Vol. 65, No.4. Pg. 412 – 423.

Sharp, Leith. (2002). Green Campuses: The Road from Little Victories to Systemic Transformation. In: International Journal of Sustainability in Higher Education. Vol. 3, No. 2. Cambridge, MA: Harvard University. Pg. 128-145.

Thompson, Dixon and Serena van Bakel. (1995). National Round Table on the Environment and the Economy. A Practical Introduction to Environmental Management on Canadian Campuses: http://www.ucalgary.ca/UofC/departments/UMEC/

Other References

Clarke, Thomas and Stewart Clegg. (1998). *Changing Paradigms: The Transformation of Management Knowledge for the 21st Century*. HarperCollins Business, Pg. I-ii and 295-368.

Freeman, R. Edward and John McVea. (2001). A Stakeholder Approach to Strategic Management. In: Michael A. Hitt, et al., eds. *The Blackwell Handbook of Strategic Management*. Blackwell. Pg. ii-vii and 189-207.

Freire, Paulo. (1972) Pedagogy of the Oppressed. New York, NY: Seabury Press. Pg. 27-56.

Kaner, Sam et al. Facilitators Guiide to Participatory Decision-Making. Gabriola Island, BC: New Society Publishers, 2000.

Second Nature (2003). Students Guide to Collaboration on Campus. Boston, MA. http://www.secondnature.org

Wheeler, David and Maria Sillanpaa. (1998). Including the Stakeholders: The Business Case Long Range Planning, Vol. 31, No. 2. Pg. 201-210.