



EAB

# Sustainability Action Plans

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Developing and Implementing Strategic Plans for  
Campus Sustainability

Facilities Forum

# Facilities Forum

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# 1) Executive Overview

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## Key Observations

**Source input from a diverse array of stakeholders to craft impactful sustainability action plans.** The complexity of action plan initiatives requires the input and expertise of the broad population of stakeholders who ultimately need to implement various facets of the action plan. To structure the involvement of diverse stakeholders, administrators at profiled institutions often use formal committees composed of faculty members, staff members, administrators, and students. To further engage faculty members throughout the development process, administrators at **Institution A** created an online folder where faculty members could submit ideas for campus sustainability efforts.

**Create a sustainability policy to guide all sustainability-related efforts.** Publishing a sustainability policy before beginning any other sustainability-related efforts establishes sustainability as an institutional priority. Policies at **Institution A**, **Institution B** and **Institution D** provide a common and consistent framework for sustainability-related efforts. These policies also define the responsibilities of various stakeholders in these efforts, as well as the various ways that sustainable practices should be embedded into daily practices. The sustainability policy for the **Institution B** includes language on leadership in sustainable operations, leadership in teaching and research, and methods to evaluate the plan's success. It additionally provides direction for action plan renewal.

**Delegate oversight over sustainability action plan development and implementation to the institution's sustainability office.** Within the sustainability office, a sustainability manager uses sustainability-related expertise to provide leadership to the campus community, act as an organizational strategist, and liaise across departments to implement sustainable practices across the campus community. Some profiled institutions, such as **Institution A**, rely on the Manager of Campus Sustainability to participate in the action plan's creation as a member of the planning committee and to assume responsibility for the plan's progression. Other profiled institutions, including **Institution E**, operate under a more diffuse model where responsibility for plan creation and program implementation is shared across many members of the sustainability office.

**Use external evaluation systems to measure progress toward sustainability-related goals.** It is a challenge to all profiled universities to develop institution-specific assessment methods due to the limited capacity of sustainability offices and the complexity of sustainability efforts. Instead, administrators at all profiled institutions rely, to various extents, on third-party assessment structures to alleviate the burden on sustainability offices and leverage proven assessment methods. Using a third party, such as the Sustainability Tracking, Assessment & Rating System (STARS) benchmarking metrics from the Association for the Advancement of Sustainability in Higher Education (AASHE) helps to define sustainability-related goals, benchmark progress against peers, and track progress via concrete KPIs. Since **Institution C** has an especially small sustainability office, administrators rely heavily on the external resources provided by STARS. The STARS gap analyses identify areas of improvement, and progression toward major goals.

## 2) Action Plan Development

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### Beginning Action Plan Development

#### Use Clear, Structured Processes to Develop Impactful Sustainability Action Plans

Sustainability as an institutional priority has become increasingly important for hundreds of universities around the world, especially since the creation and signing of the Talloires Declaration in 1990.<sup>1</sup> With the global ratification of the Paris Agreement in 2016<sup>2</sup> and annual climate marches across the world, the sustainability landscape in higher education has taken on renewed focus and urgency.

Due to recent pressures from faculty members, staff, students, donors, and the government, higher education administrators have placed a growing emphasis on campus sustainability efforts. Indeed, sustainability office leaders at **Institution B** attribute much of the school's sustainability urgency to student-led grassroots movements within the institution and throughout the country more broadly. This work to increase environmental sustainability can become especially complex, as it requires the investment and engagement of all institutional stakeholders.

To provide order to institution-wide sustainability efforts, some administrators have advocated for their institutions to adopt holistic sustainability action plans. These plans organize work throughout the institution within the parameters of clearly defined sustainability-related goals. With these action plans in place, stakeholders can better understand their unique roles in sustainability efforts, allowing the entire institution to work toward key goals more efficiently and effectively.

However, creating and implementing sustainability action plans can present challenges as well. Since action planning requires broad stakeholder engagement, a process to balance competing sustainability-related priorities, and achievable goals, administrators at profiled institutions have responded by creating clear, structured processes to guide sustainability action planning.

Specifically, administrators at profiled institutions emphasize the value of including a diverse array of stakeholders in the planning process, weighing visibility against impact when evaluating sustainability-related projects, and developing short-term goals that encourage progress toward key long-term goals.

#### Develop Overarching Sustainability Policies to Provide a Framework for Action Plan Creation

Due to the complexity of sustainability action plans, administrators at **Institution B** and **Institution D** emphasize the value of first developing a guiding framework to inform sustainability planning efforts. Administrators at these institutions leveraged broader sustainability policies to provide valuable structure to the sustainability action plan development process.

Specifically, these policies highlight sustainability as an institutional priority more broadly and define sustainability-related roles of various institutional stakeholders, such as administrators, faculty members, staff, and students. Administrators then use these broader policies to drive the creation of their institutions' sustainability action plans.

1) Talloires Declaration, 1990. <http://ulsf.org/talloires-declaration/>

2) The Paris Agreement, 2016. <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

## Excerpt from *Institution B's Sustainability Policy*

State the purpose of the policy to clarify intention and provide direction.

Create definitions of key terms for consistency across campus.

***Institution B***  
***Policies and Procedures***

**1.0 Purpose**  
In adopting this policy, **Institution B** renews its commitment as a signatory (1991) to the principles espoused in the Talloires Declaration. The purpose of this policy is to highlight sustainability as an institutional priority for all University activities, providing a foundation on which **Institution B** may establish itself as a leading institution in the transition to a sustainable society.

This policy provides a framework within which other policies and procedures may be developed that demonstrate responsibility and due diligence on the part of the University and that educate and assist members of the University community to understand and fulfill their responsibilities to practice sustainability.

**2.0 Definitions**  
*Sustainability* is most commonly defined as "improving the quality of human life while living within the carrying capacity of supporting ecosystems" (Brundtland Report, 1987). Since the concept of sustainability applies to long-term objectives achieved by short- and medium-term actions, the term has application within virtually all spheres of activity.

**3.0 Policy**

3.0.1 **Institution B** will bring vision, intellect, and high ethical standards to achieving and maintaining institutional leadership in sustainable operations, research, teaching, performance evaluation, and community outreach.

3.1 Leadership in Sustainable Operations  
3.2 Leadership in Teaching and Research Sustainability  
3.3 Leadership in Evaluating Success  
3.4 Leadership in Community Sustainability  
3.5 Renewal

## Development Process

### Engage a Wide Array of Stakeholders in Action Plan Development to Maximize Perspectives Incorporated

Sustainability issues impact all stakeholders at an institution—including all students, faculty members, and staff. Thus, to address these issues effectively through a sustainability action plan, administrators at **Institution A**, **Institution B**, **Institution D**, **Institution E**, and **Institution F** engage a broad and diverse array of stakeholders in action plan development.

The engagement of a broad cross-section of campus stakeholders ensures the development of an achievable action plan that reflect the needs and priorities of the stakeholders ultimately responsible for its implementation. These broad-based conversations take the form of workshops, as in the case of **Institution A**, or presentations to key groups and the creation of formal committees, as is the case at **Institution D**. These settings provide opportunities for members of the sustainability

office to solicit feedback and for members of the community to provide input on the sustainability action plan.

Leaders in the Sustainability Office at **Institution A** coordinated a series of facilitated conversations and themed workshops to inform the development of their action plan. Facilitators organized this series of guided conversations around the needs of a specific stakeholder group, meaning that they sought participation from a specific segment of the institutional community for each session (e.g., faculty, students). This segmentation helped facilitators focus on the unique priorities of each group in turn. The information gathered from these conversations influenced the policies and initiatives outlined in the Sustainability Strategic Plan and served to engage and educate stakeholders on broader sustainability initiatives.

Instead of relatively informal conversations, several profiled institutions, such as **Institution D**, **Institution E**, and **Institution F** use formal committees to facilitate diverse stakeholder involvement in the action plan development process. These committees include a combination of staff members, faculty members, and students.

### Sustainability-Related Committees at Select Profiled Institutions



The President's Committee on Environmental Sustainability at **Institution F** includes students, faculty members, staff members, and administrators who provide advice to the institution's president on campus sustainability efforts. This committee also houses the Climate and Energy Working Group, which leads creation of the institution's climate action plan. Administrators at **Institution F** report that separating groups responsible for advice and those responsible for action planning ensures a clear understanding of duties among different groups involved in broader sustainability-related efforts.



**Institution E** used a combination of committees and subcommittees to create their sustainability action plan. The Environmental Sustainability Advisory Committee, which oversees the Sustainability Action Plan, includes seven subcommittees, with each focused on a specific subtopic (e.g., academics, utilities and operations, waste and recycling). An expert faculty member and staff member chair each subcommittee.



**Institution D's** Campus Sustainability Committee created the institution-wide sustainability plan. The committee included staff members, faculty members, administrators, and students. Executive-level institutional administrators appointed committee participants based upon expressed interest or demonstrated expertise.

Faculty members may also have an academic or research background in sustainability-related topics, making them especially valuable to consult in the sustainability action plan development process. To engage faculty in the development of their institution's sustainability action plan, administrators at **Institution A** created an online folder where faculty members could submit ideas for campus sustainability efforts. Building a clear avenue for faculty input creates a sense of trust among faculty members that administrators value their input, helping to generate faculty member support for subsequent implementation efforts.

In addition, students often provide the most pressure upon institutional leaders to strengthen the institution's commitment to sustainability-related efforts.<sup>3</sup> Recognizing the positive impact students on sustainability initiatives, administrators at

3) King, Laura. (2016).

**Institution A** and **Institution D** made a concerted effort to provide dedicated avenues for inclusion of student voices in the development of sustainability action plans. For example, administrators at **Institution A** created a learning lab dedicated to sustainability-related research. In this lab, students can pursue research projects that directly benefit the institution’s sustainability-related efforts.

## Leverage Sustainability Office Expertise to Guide Action Plan Development

Due to the complexity and scale of sustainability action plans, administrators at all profiled institutions leverage sustainability office staff to manage action plan development. Sustainability office staff members’ deep expertise in sustainability-related issues makes them especially well-equipped to manage these efforts. In addition, delegating authority to this office ensures a clear point of accountability for the development of sustainability action plans.

While sustainability office staffing structures differ across profiled institutions, offices tend to have staff members dedicated to different aspects of sustainability initiative implementation, such as energy management, communications, and university research.

### Selection of Sustainability Office Staff Members at *Institution B*

 <p><b>Director</b></p>	<p>The Director of the Sustainability Office leads sustainability-related efforts throughout the institution, with an emphasis on embedding sustainability-related goals into broader institutional practices and initiatives.</p>
 <p><b>Manager, Student Learning and Leadership</b></p>	<p>The Manager of Student Learning and Leadership leads efforts to involve students in institutional sustainability-related initiatives. This role focuses on encouraging student engagement both in the classroom and through extracurricular opportunities.</p>
 <p><b>Manager, Communications and Engagement</b></p>	<p>The Manager of Communications and Engagement coordinates messaging and public relations around sustainability-related efforts. This role works to communicate key messages to both internal and external stakeholders.</p>

Sustainability offices at five of the six profiled institutions report into the broader institutional facilities department (with the Sustainability Office at **Institution F** reporting to a Dean of Environment instead). Sustainability-related issues (e.g., building design, recycling) often relate closely to the facilities department’s existing work. Thus, connecting sustainability and facilities staff members organizationally helps ensure valuable collaboration between these two closely related groups.



## Balance Accountability and Engagement Using a Level of Centralization that Aligns with Institutional Needs

While broad-based input and centralized accountability are both valuable facets of the development of sustainability action plans, it can be especially challenging to balance these two sometimes-competing priorities. For instance, a decentralized action plan development process involves a diverse array of stakeholders in the planning process and encourages individual departments to set their own unique goals, but spreading responsibility across teams can weaken accountability measures. Striking a balance that reflects the right level of centralization for an institution's unique cultural needs can ease the development of an impactful action plan.

Administrators at **Institution D** and **Institution E** both used a somewhat decentralized planning process, with the goal of increasing broad-based stakeholder involvement. Administrators at **Institution D** asked operating units to create and execute on their own sustainability plans, with the requirement that these unit-level plans align with the university-wide sustainability plan. Administrators' goal with this structure was to increase unit-level investment in the sustainability planning process by having individual units take more ownership over their own contributions to larger-scale goals. In a slightly less formal example of a decentralized planning process, administrators at **Institution E** solicited general feedback from stakeholders across campus at several points throughout the development of the institution's latest sustainability action plan.

In comparison, a highly centralized development process for sustainability action plans can boost consistency across initiatives and units and give more control to the stakeholders in the sustainability office ultimately responsible for action plan implementation. To provide more centralized guidance, the Sustainability Office at **Institution C** directed campus sustainability action planning efforts to align with existing Sustainability Tracking, Assessment & Rating System (STARS) evaluation categories (i.e., academics, operations, campus engagement, planning and administration, innovation, leadership). Given the breadth of the STARS categories, the scope of work is not sacrificed by aligning priorities to the rating system. Indeed, this system required leadership from one point-person in the sustainability office, which in turn streamlines accountability of progress towards these metrics.

### 3) Action Plan Implementation

#### Project Management




#### Delegate Oversight of Action Plan Implementation to Sustainability Office Staff

Administrators at all profiled institutions delegate responsibility for sustainability action plan implementation to staff members in the sustainability office. Common implementation tasks include evaluating proposals for smaller-scale projects associated with the action plan, managing these projects, and tracking progress toward key goals associated with the action plan.

Delegating implementation tasks to the sustainability office ensures continuity between the development and implementation of the action plan, as sustainability office staff members at all profiled institutions lead the development process as well.

While administrators at all profiled institutions direct sustainability office staff to oversee action plan implementation, administrators at profiled institutions differ in the level of centralization of management used within sustainability offices. For example, the respective Sustainability Managers at **Institution A** and **Institution C** singularly hold authority over action plan implementation. However, at **Institution E**, the sustainability office as a whole bears responsibility for action plan implementation and sustainability-related initiative oversight.

#### Program Oversight at *Institution E*

 <b>Sustainability Director</b>	 <b>Sustainability Analyst</b>	 <b>Sustainability Coordinator</b>
<ul style="list-style-type: none"> <li>• Advises sustainability-related governance groups across the institution, including both student-focused and administrator-focused groups.</li> <li>• Manages and reviews applications for funding for sustainability-related initiatives across the institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the analysis and reporting processes for campus-wide sustainability metrics, including energy use, carbon emissions, and waste management.</li> <li>• Manages programs related to metric tracking across campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates engagement programs and outreach initiatives for students, faculty members, and staff in support of the sustainability action plan.</li> <li>• Manages the Sustainability Office's annual institution-wide outreach campaign.</li> </ul>

#### Centralize Action Plan Project Funding to Ensure Reliable Access to Resources

Most profiled institutions, including **Institution B**, **Institution C** and **Institution D**, receive annual funding for sustainability action plan initiatives through the institution's central budget. This funding structure ensures that stakeholders can rely on necessary funding that may not otherwise always be available through less formal structures (i.e., grant funding).

For example, at **Institution D**, central budgetary administrators determine the amount from the university budget to allocate to individual projects associated with

sustainability action plan implementation. Due to **Institution D**'s decentralized sustainability plan, individual departments are responsible for creating and presenting an annual budget request to the central university administration to secure funding for their respective sustainability initiatives. Requiring executive approval for funding encourages engagement from leaders at the highest level of administration and increases their awareness of the various sustainability initiatives around campus.

Sustainability action plan implementation leaders at **Institution B** also receive funding from the institution's central operating budget. However, contacts at **Institution B** report that this funding often does not cover all costs associated with action plan implementation. Thus, sustainability office staff members at **Institution B** frequently collaborate with other institutional units on project implementation to increase access to inter-unit funding options. To this end, contacts at **Institution B** note that funding opportunities increase when sustainability-focused leaders can connect sustainability-related projects to broader institutional goals.

### **Sustainability Action Fund Supports Smaller-Scale Projects at *Institution F***

Administrators at **Institution F** maintain an annual \$100,000 (CAD) Sustainability Action Fund, which provides grant funding to support smaller-scale sustainability-related projects. Any student, staff member, or faculty member can apply for a \$2,000 (CAD) to \$10,000 (CAD) grant. Projects are selected by the President's Advisory Committee on Environmental Sustainability. Administrators at **Institution F** report that this structure provides a funding source for additional sustainability-related projects and encourages broad-based engagement in sustainability action plan implementation efforts.

## **Evaluate Sustainability-Related Projects by Balancing Visibility and Impact**

To evaluate project submissions that fall within the purview of a larger sustainability action plan, implementation leaders need to develop a clear assessment framework. A standardized framework will help these leaders evaluate projects consistently and with key action plan goals in mind. Sustainability office leaders at **Institution A** and **Institution D** often evaluate projects by balancing visibility against impact.

Administrators at **Institution D** explain that highly visible projects may not actually contribute the most to action plan goals, but the most impactful projects may not be visible enough to garner the widespread support needed to proceed. Thus, project proposal evaluators should strike the right balance between visibility and impact to select projects that have the best chance of success.

For example, facilities leaders at **Institution A**, in partnership with sustainability office staff members, found that projects related to insulation and lighting have a significant impact on reducing the institution's carbon consumption. However, this work is not very visible to the institutional community, potentially making it difficult for leaders to convince key stakeholders of the value of this type of project. To overcome the potential for low engagement with less visible projects, leaders at **Institution A** stress the importance of proactively communicating the impact of

these types of projects to those involved in the sustainability plan implementation process.

**Institution E's** experience with demand for campus solar panels offers an example of how to effectively communicate the low impact of highly visible projects. Although students expressed high demand for campus solar panels, sustainability office staff members explained that the campus lacked the necessary space to justify this investment. Importantly, campus sustainability leaders clearly communicated their complete rationale behind not proceeding with this proposed project, even though it possessed high popularity among students. By explaining the reasoning behind their decision-making, administrators can redirect attention toward potentially less visible, but more impactful, projects.

## Sustainability-Related Initiatives at *Institution E*



### Minimize Waste

Guided by the Solid Waste Management Plan, the institution collects and recycles over 10 types of specialty waste, with many locations across campus offering opportunities to recycle items such as e-waste, batteries, and shredded paper. Student centers and many restaurants on campus also participate in composting.



### Green Power

In 2013, administrators signed a five-year contract to purchase over 200 million kWh of wind Renewable Energy Certificates (RECs) annually. According to the Environmental Protection Agency's accounting of voluntary REC purchases, over 50 percent of **Institution E's** total electrical consumption was carbon-free from 2013 to 2018.



### Wellness

To strive for environmental wellness, administrators created the 30x30 Challenge, which encourages institutional community members to get outside, learn about local ecology, and appreciate the beauty of nature. Participants challenge themselves to spend at least 30 minutes outdoors in nature each day for all 30 days of April.

## Communicate Frequently with Stakeholders to Maintain Engagement Throughout Action Plan Implementation

Implementation processes for successful sustainability action plans may last many years. Thus, it is imperative to maintain stakeholder engagement and investment throughout this prolonged process. To maintain engagement, administrators at all profiled institutions emphasize the value of regular communication with campus stakeholders. Sustainability leaders at **Institution A** believe that communication can encourage progress toward short-term goals and embed sustainable practices in daily activities.



At **Institution B** and **Institution E**, dedicated sustainability office staff members manage communications efforts with key internal and external stakeholders. At **Institution E**, the Sustainability Coordinator organizes engagement opportunities and outreach initiatives directed at students, staff members, and faculty members—all designed to increase support for sustainability action plan implementation.

Similarly, the sustainability office at **Institution B** employs a Manager of Communications and Engagement to oversee communications-focused efforts.

Alternatively, the Manager of Sustainability at **Institution A** coordinates communications efforts, among other leadership responsibilities. Employing communications-specific staff members can help staff members develop specialized expertise but using more generalist roles can decrease staffing costs associated with sustainability action plan implementation.

To spread awareness about sustainability-related efforts, the Office of Sustainability at **Institution C** uses a robust communication strategy that spans multiple channels. The Office of Sustainability staff members use the office’s own website, social media presence, and a monthly email newsletter to communicate important information to stakeholders.

### **Adapted Excerpt from the Sustainability Office’s Monthly Newsletter at *Institution C***

<b>Green Academics</b>	
	
<b>Sustainability in the Curriculum</b> On Thursday, February 13 from 12:30-2:30 p.m., faculty members from all schools and disciplines are invited to share and explore new ways to integrate sustainable development goals into their existing courses. <a href="#"><b>RSVP now.</b></a>	<b>MS in Climate and Health</b> The School of Medicine and the School of Marine and Atmospheric Sciences offer a new MS in Climate and Health. The program trains future generations of professionals, research analysts, planners, decision-makers, and leaders to address the intricate relationship between human health and climate change. <a href="#"><b>Learn more.</b></a>

To expand the impact of sustainability-related messaging, the Office of Sustainability at **Institution C** coordinates with the broader institutional communications department as well. For example, the monthly institutional newsletter includes a video update on institutional sustainability efforts. Contacts at **Institution C** believe that maximizing the audience for sustainability-related messages is critically important to raising awareness and involvement in sustainability-related initiatives.

In addition to regular communications efforts, annual progress reports offer a way to communicate critical updates to stakeholders over a longer period of time. These reports provide long-term structure to communications associated with the action plan implementation process.

Annual report communications convey information institution-wide or for a designated audience. Administrators at **Institution F** release an annual report to the provincial government on carbon emissions, a report on sustainability initiatives and progress to the university’s executive administrators, and a more informal update on the Sustainability website for members of the larger institutional community. By differentiating the reports, sustainability leaders can better target messaging to specific audiences. Sustainability leaders at **Institution A** also agreed that targeted messaging helps to build engagement among those specific groups of stakeholders.

## Leverage External Systems to Guide Sustainability Action Plan Assessment

Administrators at all profiled institutions report challenges in assessing the effectiveness of sustainability action plans. Specifically, the complexity of the work required to achieve success in sustainability-related areas makes it difficult to develop a comprehensive, reliable, institution-specific assessment system.

In response to these challenges in building internal evaluation systems, administrators at all profiled institutions use externally vetted evaluation systems to assess their progress toward sustainability goals. These external systems provide sustainability leaders with proven assessment methods and an opportunity to benchmark progress against peers.

To varying extents, all profiled institutions rely on the external Sustainability Tracking, Assessment & Rating System (STARS) benchmarking metrics from the Association for the Advancement of Sustainability in Higher Education (AASHE). This system provides schools with sustainability-related goals as well as a tiered grading system. Administrators at **Institution C** especially appreciated the availability of the STARS framework, as the institution’s relatively small sustainability office did not have the capacity to develop its own internal assessment process.

### STARS Categories for Self-Reporting and Evaluation



**Academics:** Curriculum, Research



**Operations:** Air and Climate, Buildings, Energy, Goods and Dining, Grounds, Purchasing, Transportation, Waste, Water



**Engagement:** Campus Engagement, Public Engagement



**Planning and Administration:** Coordination and Planning, Diversity and Affordability, Investment and Finance, Wellbeing and Work



**Innovation and Leadership:** Exemplary Practice, Innovation

Using the STARS framework provides sustainability leaders with a trusted process to guide evaluation of the institution's action plan and sustainability initiatives more generally. In addition, using a system so common throughout higher education enables administrators to benchmark their progress and success against that of their peers.

### **Dedicated Sustainability Office Staff at *Institution E* Manage Action Plan Assessment**

While administrators may leverage third-party assessment processes to evaluate the success of sustainability action plans, sustainability offices still benefit from dedicating internal staff resources to progress monitoring.

For example, the Sustainability Office at **Institution E** employs an analyst who tracks and reports on key sustainability metrics, such as energy use, waste management, and carbon emissions. By dedicating specific staff members to these evaluation efforts, administrators can ensure frequent and reliable assessment.

## 4) Research Methodology

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### Project Challenge

Leadership at the partner institution approached the Forum with the following questions:

- At contact institutions, which staff members coordinate the implementation of the sustainability plan?
- What are the responsibilities of each stakeholder involved in sustainability plan implementation at contact institutions?
- Which stakeholders are accountable for progress made on the sustainability plan at contact institutions?
- What is the organizational structure for staff coordinating sustainability plan implementation at contact institutions?
- At contact institutions, what process do stakeholders use to review proposals for new projects that fall within the purview of the sustainability plan?
- At contact institutions, how can other institutional stakeholders submit ideas related to sustainability initiatives?
- At contact intuitions, who reviews these proposals?
- How do contact institutions evaluate the feasibility of sustainability-related project proposals?
- How do stakeholders at contact institutions ultimately select which sustainability-related projects to pursue?
- Who oversees smaller-scale sustainability-related projects at contact institutions?
- How do stakeholders at contact institutions fund these smaller-scale sustainability projects?
- How do stakeholders at contact institutions allocate available funding across the sustainability plan's various initiatives?
- How do administrators at contact institutions communicate updates and progress reports related to the sustainability plan to other institutional stakeholders?
- How do stakeholders at contact institutions measure overall progress on their sustainability plan?
- How do stakeholders at contact institutions measure progress on individual projects within the purview of the broader sustainability plan?
- What KPIs do stakeholders at contact institutions use to measure the success of the sustainability plan initiatives?



## Project Sources

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## Research Parameters

The Forum interviewed administrators involved in sustainability action plan development or implementation at large universities in both Canada and the United States.

### A Guide to Institutions Profiled in this Brief

Institution	Location	Total Enrollment Range
Institution A	Ontario	25,000-50,000
Institution B	British Columbia	25,000-50,000
Institution C	South	<25,000
Institution D	Ontario	<25,000
Institution E	Mid Atlantic	25,000-50,000
Institution F	Ontario	25,000-50,000