Exploring the Culture of Sustainability

At the College of the Rockies

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Abstract

In this article, the author investigates the benefits of having an integrated culture of sustainability within an educational institution. The author has conducted an on-line survey open to the stakeholders at the College of the Rockies (COTR) to determine how the various stakeholder groups viewed the culture of sustainability on campus and what may be done to improve that perception. Stakeholders were broken down into the following groups: students, staff, faculty, and management. This thesis explores stakeholder attitudes towards sustainability and the importance they place on it.

The on-line survey examined stakeholders recycling habits, both on and off campus, their methods of transportation, what they perceived the college is doing in regards to sustainability, and what they felt the college could be doing to be more sustainable. The survey also asked what importance stakeholders placed on the commitment to sustainability, both in the work place and in their educational institution.

Overall, stakeholder groups appeared to have similar thoughts on sustainability, with many responses indicating more recycling methods needed to be undertaken, more education on the topic needed to be provided, as well as a central location for finding information on sustainability pertaining to COTR. Current practices may be fine-tuned to make them more viable, and additional practices should be explored. With COTR having many short-term students, the driving factor for the successful integration of sustainability may need to come from the top down.
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### I. Printing
Research Topic and Project Description

The importance of having a sustainable culture within an educational organization was chosen as the basis of this paper, targeting the College of the Rockies as the organization that the researcher wished to work with. As the College offers a degree with the key component being sustainability, it seemed only logical that the benefits of having an integrated culture of sustainably supported by management, instructors and staff should be explored.

While an organization (or committee within an organization) may set sustainable goals, unless there is a structured effort that has the support of management and staff, the organization will miss out on opportunities to improve itself economically, socially and environmentally. If stakeholders are not willing to volunteer time for a sustainability committee, or the proposed actions have an initial cost outlay, finding funding may become a concern keeping the organization from achieving its sustainability goals.

In order to explore the benefits of a sustainable culture at the College of the Rockies, the depths of what has already been implemented needed to be explored. Using the method of appreciative inquiry the various stakeholders from within the organization were surveyed to determine what the College was already doing well, and what shape the stakeholders wanted to see sustainability take in their organization.

The outcome of the research shows what steps the college has already undertaken in becoming sustainable, and what further actions could be taken. It was anticipated that the results would show the need for the development of a sustainability committee or office, and that in order for the organization to flourish; sustainable practices needed to be ingrained in the culture and fully supported by stakeholders at all levels within the organization.
In a world that is becoming increasingly aware of the need for sustainability, a well-defined and supported culture of sustainability can boost morale, increase productivity and help to retain existing instructors and employees. A serious commitment to sustainability can work to recruit quality instructors and employees, while boosting the College of the Rockies reputation as a progressive, eco-sensitive educational institution. That reputation will in turn attract new students who are eager to attend an institution with values similar to their own. A sustainable culture also ties into Bachelor of Business Administration degree program and could benefit the college further while giving 4th-year BBA students an opportunity to explore their capstone projects.

**Literary review**

The purpose of this literary review is to determine what information exists in regards to the culture of sustainability within organizations and to determine how sustainability reporting has evolved since its inception. Sustainability may refer to economic, social or ecological activities aimed at preserving the ongoing operations of the organization while either refraining from or minimizing any negative impact on the environment and stakeholders. The purpose of a sustainability report is to “measure, disclose, and be accountable to internal and external stakeholders for organizational performance towards the goal of sustainable development” (Global Reporting Initiatives, 2000-2006). Sustainability reports provide organizations with the ability to measure their sustainability performance against industry standards, laws and self-set goals and should also address how the organization has responded to the “reasonable expectations and interests” of its stakeholders (Global Reporting Initiatives, 2000-2006).

Global Reporting Initiatives further discusses documenting the process of stakeholder engagement, from when engagement took place, to how it took place, to who was engaged and
how that influenced the organization’s sustainability actions and method of reporting. If stakeholders are not correctly identified and their concerns taken into consideration, then the report is not meaningful to all stakeholders and credibility of the report is affected.

“Accountability strengthens trust between the reporting organization and its stakeholders. Trust, in turn, fortifies report credibility” (Global Reporting Initiatives, 2000-2006). Stakeholder engagement, accountability and trust are key components in developing a strong culture of sustainability.

A sustainable culture is one in which “members hold shared assumptions and beliefs about the importance of balancing economic efficiency, social equity and environmental accountability” (Bertels, 2010). In order for sustainability to work within an organization, it must be fully integrated in the organizational culture, embraced and practiced by all stakeholders, with obtainable, measurable goals and progress monitoring. A successful cultural change depends on the abilities of the organizational leaders who must shape and initiate the change. “The success of a sustainability strategy depends on being able to integrate these issues into the company’s culture and the way a business operates on a day to day basis” (Weybrecht, 2010).

“Ultimately, the pursuit of sustainability is a local undertaking not only because each community is ecologically and culturally unique but also because its citizens have specific place-based needs and requirements” (Rhoades, 2006). Every community or organization has a very distinct culture. The integration of sustainability must take that into account and engage the various stakeholders throughout the planning and implementing stages while acknowledging potential limitations and barriers. Subcultures may also exist within an organization; these also have their own unique needs and barriers.
Strong organizational cultures are associated with excellence. “In a strong corporate culture, almost all managers share a set of relatively consistent values and methods of doing business. New employees adopt these values very quickly” (Heskett, 1992). Organizations with strong cultures have a particular way of conducting business and encourage management to closely follow their values and mission statement. If an organization’s values and mission statement are steeped in sustainability and management practices it, it makes it easier for new and existing employees to embrace sustainability as part of the organizational structure.

Organizations with a well-structured sustainability plan and a strong dedication to achieving those goals attract like-minded, quality employees. “Graduates and employees at all levels are increasingly asking to work for companies with serious commitments to environmental, social and ethical responsibility and know how to identify ‘greenwashing’ rhetoric” (Weybrecht, 2010). A healthy culture of sustainability can help to retain employees, saving the company money in recruiting and training costs, as “replacing an employee often costs two to three times his or her salary. Keeping employees happy and motivated reduces recruiting and attrition costs and reduces absenteeism” (Weybrecht, 2010). Employees that perceive their company to be proactively sustainable are more satisfied and committed to their place of employment. “Employees with high levels of commitment perform 20% better than their peers” (Weybrecht, 2010), which serves to enhance profit margins for the business through increased productivity.

Potential value from sustainability initiatives can be lost by companies that do not have a fully integrated and functional culture of sustainability. According to the McKinsey Quarterly 2011 survey results (The business of sustainability: McKinsey Global Survey results, 2011), barriers can include:
“Sustainability isn’t integrated into the existing management system”

“Sustainability department is disconnected from the rest of the organization, or is too low to be influential”

“Current organizational structure doesn’t support accountability for sustainability activities”

“Company leadership sets sustainability as too low a priority”

These barriers can stand in the way of financial savings and increased revenues through greening initiatives such as saving energy and water, development of green products for market, retention and higher performance levels of employees.

Organizations that have failed to integrate sustainability into their culture and use it correctly in their day to day operations may find themselves in a position like that of the Coca Cola company’s operations in India. Accusations are that Coca Cola has used inappropriate amounts of water, dumped untreated waste water into surrounding rivers and fields, sold solid waste tainted with cadmium and lead as fertilizer to farmers, and sold products tainted with pesticides. Coca Cola’s response has been a public relations campaign to convince Indians that water shortages and pollution have nothing to do with their operation, and to increase their marketing budget. Activists in India are calling for the plants to be shut down and for Coca Cola to clean up the contaminated areas, recharge the depleted water sources, compensate and take responsibility for the long term effects of exposure to toxic waste and pesticide contaminated soft drinks in India (Campaigns to Hold Coca Cola Accountable). The actions of Coca Cola may not only cost them money in lost revenues and compensation paid out in India, but also effects their reputation and sales in other countries. Coca Cola products made in India and shipped to the United States have been refused on the grounds that, according to the US Food and Drug
Administration, they did not conform to US standards and were unsafe for consumption. The Dispute Review Board at the University of Michigan put Coca Cola on probation as it determined that the company breached the University’s Vendor Code of Conduct through its activities in India. If the company did not agree to an independent audit into the pesticide issues in India and put in place an action plan to correct the issues, the University would cease to offer all Coca Cola products on its property including, but not limited to, athletic events and University catered events. This follows New Jersey’s Rutgers University decision not to renew their exclusive contract with Coca Cola. At least 30 campuses have student led campaigns to ban Coca Cola from their colleges and universities. (Coca-Cola Placed on Probation By University of Michigan, 2005)

In 2011, Coca Cola lost its place on the Dow Jones Sustainability Index, while its competitor, PepsiCo was named as leader of the food and beverage segment. PepsiCo strives for positive water balance, partnered with NGOs like Water.org and the Earth Institute and have set goals to provide safe water to 3 million people in developing countries by 2015. They have sourced alternative materials for packaging and have worked on designing light weight containers, including one made out of 100% recycled Polyethylene terephthalate (PET). They are working on the release of a plant based bottle. “Packaging is significant not only for the sustainability benefits and long-term cost savings it can bring. It is also a very tangible aspect of the sustainability drive with consumers” (Cooper, 2011).

The Dow Jones Sustainability Index (DJSI) is a global index that rates companies not just on financial sustainability, but looks at their environmental and social aspects, including “Human Capital Performance Indicators”, “Talent Attraction and Retention”, “Corporate Citizenship and Philanthropy” and Social Reporting” (Dow Jones Sustainability World Indexes Guide Book,
The DJSI provides benchmarks for companies to aspire to, and gives investors access to “sustainability leaders in each sector around the world” (ClickGreen staff, 2011). According to Michael A. Petronella, Dow Jones Indexes: “The DJSI have become the gold standard in recognizing the world's corporate sustainability leaders. These indexes have become an invaluable market tool for those seeking to support companies that are committed to creating and adopting sustainable business practices” (ClickGreen staff, 2011).

In 2010, while PepsiCo ranked 5th on the DJSI, the Campbell Soup Company ranked 16th. Campbell’s has made Corporate Social Responsibility (CSR) and sustainability an integral part of their organization and includes “Nourishing Our Employees” as one of their four key pillars. Employee engagement is, in part, measured through a brief 12 question survey designed to gage employee engagement in areas related to “sales growth, customer loyalty and employee productivity”. Campbell has received awards for its employee engagement, including the Great Workplace Award in 2010 from the Gallup Organization for Fiscal Year. “The high level of employee engagement substantiated the results of the Gallup Survey that worker engagement was directly related to sales growth, customer loyalty, and employee productivity.” For employees there are wellness programs, financial security options, and development and training programs. “Campbell also provides a learning culture to maximize employee potential and contributions to the company”. Employees are also given a chance every quarter to hear from the CEO and other leaders about Campbell’s performance. In the marketplace, Campbell has been successful in meeting consumer needs, measuring that success by comparing its total shareowner returns (TSR) against the average of its peers in the Standards & Poor Packaged Foods Index. Six years into its ten year goal, Campbell’s cumulative TSR was 64%, much higher than that of its peer group which sat at a return of 38%. (Palladini, Winter2011/2012) While Campbell can
measure success in meeting consumer’s goals through TSR, internally the success of integrating a culture of sustainability can be measured in employee retention, satisfaction and participation in programs and safety. In their 2010 fiscal year Campbell’s global turnover decreased to 8.9%, down 2.7% from 2009’s turnover rate of 11.6%. Over the past three fiscal years, Campbell’s has enjoyed a 59% reduction in lost work days due to injury, exceeding industry benchmarks. In 2009, 48% of eligible employees received a flu shot, 1,932 employees completed an on-line health assessment survey and 1,255 took part in Campbell’s Health Station Tour. (Campbell Soup Company, 2011)

While business organizations and corporations are generally interested in increasing productivity and profits, educational institutions focus on providing quality instruction to students. Both however, have the common goal of keeping their doors open for business and for both entities, this can be achieved by cultivating a culture of sustainability throughout their respective organizations.

“Exploring sustainability within the higher education arena is important, given the impact colleges and universities make on the economy, environment, and community” (Creating a Culture of Sustainability, 2005). Colleges and Universities need to follow what they teach and integrate sustainability into the day to day operations, into their purchasing practices and investments. These activities could be tied in through the curriculum, and supported with either an office of sustainability or department of sustainability that actively engages students and facility alike. “Imagine if the universities were modeling sustainability by purchasing environmentally friendly products. And imagine the leverage if universities were utilizing the faculty and students to conduct the research to help them make those decisions. Graduating
students would have the knowledge and values to demand environmentally-friendly products and services and know how to help business create them” (Anthony D. Cortese).

“Environmental stewardship can be a visible symbol of the values and cultures of a college” (Creating a Culture of Sustainability, 2005). More students are looking towards careers that center around sustainability, and more faculty wish to work in a sustainable environment. “A culture of sustainability and environmental sensitivity can attract students, faculty, and donors and enhance a school’s reputation” (Creating a Culture of Sustainability, 2005).

Many Universities and Colleges are incorporating sustainability into their culture. Recently in British Columbia, Simon Frasier University was designated as a fair trade campus by Fairtrade Canada for their commitment to bringing in fair trade products which required them to change their purchasing policies and vendors are now required to supply the university with fair trade products. “Being designated as a fair trade campus is important for SFU. We are committed to the principles of human rights and have embraced sustainable development,” says Mark McLaughlin, executive director of SFU’s ancillary services. “By supporting fair trade producers for coffee, tea, and chocolate, we are not only playing a leadership role locally and engaging our students in this mission, but SFU is making an impact in far-away communities.” (Tam, 2012)

If the DJSI is the gold standard for recognizing the world's corporate sustainability leaders, then the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) may be the gold standard for educational institutions. “STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance” (stars a program of aashe). STARS is comprised of three categories:
A Culture of Sustainability

1. Education and Research, which includes credit titles such as “Student Sustainability Educators Program”, “Sustainability in New Student Orientation”, “Sustainability-Focused Courses”, and “Faculty Engaged in Sustainability Research”

2. Operations, including such credit titles as “Indoor Air Quality”, “Food Purchasing”, “Building Energy Consumption”, “Vendor Code of Conduct” and “Waste Reduction”

3. Planning, Administration and Engagement, including credit titles such as “Sustainability Plan”, “Measuring Campus Diversity Culture”, “Employee Satisfaction Evaluation”, and “Community Service Participation”. (STARS a program of AASHE, 2012)

A good example of a college using STARS to monitor its progress is Dawson College in Quebec. “Dawson College has again complied with the Association for the Advancement of Sustainability in Higher Education (AASHE) research guidelines demonstrating the need for a full time position for every 5000 students enrolled in an educational institution to ensure an effective sustainability program.” (Adam, 2011) They have conducted research on composting and implemented several pilot projects, organized sustainable activities, integrated sustainability into course content (including biodiversity fieldtrips for various departments) and instated awareness campaigns such as “lights out” and recycling.

“Faculty and staff members’ daily decisions impact an institution’s sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus” (STARS Sustainability Tracking Assessment & Rating System, 2012). If a culture of sustainability is not fostered by all of the stakeholders within the organization, sustainability projects and campaigns may falter and ultimately fail due to lack of incentive and motivation for stakeholders to modify their behaviour.
While it is crucial to have faculty and staff immersed in sustainability, the importance of having support from the university/college president cannot be overlooked. Unfortunately, many presidents are very busy and sustainability may not be high on the list of priorities. Another possible reason for non-involvement is that creating a sustainable campus may take longer than a presidential tenure, so goals that are more immediately achieved may take precedence over the longer-term sustainable campus goal. Greater levels of success in sustainability initiatives are found at educational institutions where the president and top administrators have bought into and promote sustainability on their campuses. Presidents must either become very involved in driving sustainability, or the change must come from the bottom up. (Scheck, 2007)

In August 2004, the University of Prince Edward Island (UPEI) conducted an informal campus survey that showed no evidence of alternate transportation initiatives (main entrances lacked bike racks, there was no carpool database), no sustainable use of paper (paper products did not contain recycled content and copiers/printer produced single sided copies) and there was no sign of student environmental activism which is a standard practice on most university campuses. Since then, UPEI, motivated by increased costs, formed a multi-stakeholder Energy Awareness Program Committee to improve energy awareness and efficiency via the President’s office. In October 2004, a Director of Environmental Studies and Sustainability was appointed and “Sustainable UPEI”, a formalized campus sustainability program, was created. Initiatives to date include:

- Student bicycle bursary program
- Negotiating a student U-Pass with the municipal transit service
- Calculating the campus’s Green House gas emissions
- Students in the Environmental Studies course conduct an in-depth campus audit using the Campus Sustainability Assessment Framework (CSAF)
- Publishing a sustainability audit
- Energy Awareness Program Committee formed by campus administration
- Retrofitting lighting, ventilating and mechanical controls—resulting in an estimated reduction of 2,071 tonnes of Greenhouse Gases

UPEI is an example of sustainable initiatives being driven from the top down, with sustainability being integrated into the culture through hands on teaching and learning processes. (Beringer, 2006)

Campus sustainability programs are often initiated from the bottom up, in other words, student driven. Concordia University’s Sustainable Concordia Project (SCP) is a prime example of what students can do to encourage a culture of sustainability within their institution. In July of 2002, two Concordia students, “Geneva Guerin and Melissa Garcia Lamarca, set out to conduct a campus sustainability assessment which would paint a picture of where Concordia was in relation to sustainability, and where the institution could be. They gathered together key stakeholders in Concordia’s staff, faculty and administration, fundraised $25,000 and created the Sustainable Concordia Project” (A Brief History of Sustainable Concordia). They recognized that in order for widespread change to occur, campus stakeholders needed to be brought together to develop the vision and tout it in their departments. They also saw sustainable development as being more than just ecological, they saw it encompassing social, economic and environmental goals. Arrangements were made with professors so students could gain credits for research conducted on the assessment and over 100 students submitted work from across the departments, giving insight into the ways that smarter transportation habits could be encouraged, water could
be conserved and the ecological footprint reduced, to name a few. SCP had amazing success in engaging campus stakeholders, and the Concordia Assessment was ranked #2 out of 1400 assessments reviewed by a researcher from the Campus Sustainability Assessment Project in 2004.

The Sustainable Concordia Project morphed into Sustainable Concordia, an organization focused on creating a culture of sustainability at Concordia. Its objectives include “uniting campus community members to engage in sustainable initiatives, and empowering them with the knowledge and skills to make sustainable decisions in their lives”, “acting as an educational and consultative resource for the community” and “facilitating and encouraging non-hierarchical respectful communication between campus community members” (Mission). Sustainable Concordia has moved from a student driven group to a multi-stakeholder partnership, “based on the understanding that problem solving is most fruitful and effective when students, staff and faculty work together” (About Us). Students, staff, faculty and administrators come together to communicate on and generate viable solutions for sustainable development issues on campus. Through this partnership Concordia has implemented many sustainable ideas, including a waste audit which lead to almost 9 tonnes of materials being diverted from the garbage stream into the recycle stream.

Research to determine how stakeholders feel in regards to the level of sustainability in an organizations culture can provide a starting point for some organizations and benchmarks for others. The STARS program gives educational institutions the framework for integrating sustainability into their culture and the ability to measure themselves against their peers. In addition to STARS, there are numerous tools available to educational institutions for measuring the sustainability of their institution. One worth mentioning is the Campus Sustainability
Assessment Framework (CSAF), created by Lindsay Cole as a Master’s Thesis at Royal Roads University with the diversity of sustainability issues faced by Canadian campuses in mind. CSAF is used by over 70 Canadian Campuses through Sustainable Campuses. “Sustainable Campuses is a national initiative that inspires, informs, trains, and supports Canadian students working toward social equity, ecological integrity and economic prosperity on their campuses” (Sustainable Campuses).

Campuses that have used CSAF to assess and monitor their progress include Simon Fraser University, the University of Waterloo, McGill, Concordia and Royal Roads. The CSAF is available through the Sierra Youth Coalition along with a toolkit providing strategies and tips on how to effectively use the CSAF, and indicator tracking sheet, a review of alternate assessment methods and more. The CSAF itself is comprised of 170 indicators divided into the ten key issues that have been identified regarding sustainability. (SYC Resource Guide)

Institutions like UPEI have used CSAF as part of their curriculum, giving student’s first-hand experience as they conduct the sustainability audit as part of their course requirements. This integration into the classroom can lead to a stronger culture of sustainability as students become fully engaged in the process.

Through this literary review it has been shown that a culture of sustainability is needed in order for an organization to achieve its sustainability goals. Without that cohesiveness, the sustainability movement falters and benchmarks are not achieved. Organizations need to be able to determine if a culture of sustainability exists within, either through benchmarking against industry standards or, in the case of educational institutions, using a system such as the STARS program or the CSAF to assess the level of commitment and track the progress made in obtaining sustainability goals. It would be beneficial to determine how the stakeholders at the College of
the Rockies rate the level of sustainability in their organization, and what they feel can be done to enhance the culture of sustainability within that organization.

**Research Methods**

Having chosen the survey approach, the researcher administered an online structured survey for management, faculty, staff and students using appreciative inquiry. For the online survey a random sample method was used, with an anticipated sample size of no less than 50 respondents. Survey results were anonymous as neither names nor email addresses were collected or tracked by the survey. The research department was approached to see if it was feasible to have them send out a mass email to all COTR students, faculty and staff requesting their participating in the survey. If the Research Department had been unable to distribute the survey link, the second option was to place the survey link on the College Portal and have instructors communicate its existence to students in class. In addition to having the survey emailed out, posters were put up on several college bulletin boards, and the link was also placed on the College Portal. All stakeholders had an equal opportunity to participate in the online survey. Online Survey questions can be found in Appendix One.

Data collection took place online using a survey prepared on www.surveymonkey.com. SurveyMonkey allowed participants to respond anonymously, and allowed the researcher to view the responses in a variety of ways, including individual results as well as group results. The survey site allowed for cross tabulation, allowing for answers to broken down by stakeholder role, gender and age, allowing the researcher to explore how different segments of the sample perceived the level of sustainability at COTR and how the category they fell into affected their personal sustainability habits. Respondents were given the opportunity to expand on their
answers and express their opinions of what they felt was working and how they perceived that the level of sustainability at the College could be improved on, if at all.

**Anticipated Results**

The researcher anticipated that the survey would show at least 40% of stakeholders were actively interested in sustainability, would find it socially desirable, and would have integrated sustainable actions into their personal lives. It was expected that a greater need for more information and initiatives from the college would be disclosed, and that COTR’s culture of sustainability might be enhanced through more in-depth engagement of stakeholders at all levels.

The researcher anticipated that stakeholders would see management’s commitment to sustainability as very important to the successful integration of sustainability into the organizations culture, and that a student’s commitment to sustainability would garner the same level of importance based on students in other institutions having embraced sustainability and initiated student driven programs.

The researcher expected that beyond faculty, staff and management, there may be very little knowledge amongst stakeholders as to what COTR has implemented in terms of sustainable practices, and the majority of respondents may feel that COTR needs to do more to promote a culture of sustainability within its campus. It was estimated that the majority of participants would feel that COTR should be a leader in the community, setting an example and inspiring others in the community to embrace sustainable solutions.

The researcher expected that completion of this project would show that the College of the Rockies culture of sustainability has room for development. It was thought that participating in the project might cause participants to think about what further sustainability issues they could provide solutions for, perhaps leading to the development of a student led Sustainability Office
to develop solutions and monitor the College’s progress in sustainability issues, an on-line Sustainability newsletter to share progress and sustainability tips with the community, the adoption of a formal process of benchmarking (such as STARS or CSAF), an anti-idling/alternate transportation campaign at the College or even a community composting project. Further enhancement of the College’s culture of sustainability will have a beneficial social and environmental impact on the campus community and the larger community in which it resides.

**Project Timeline**

The research took place from September 27, 2012 to October 19, 2012 for a total of 23 days. The time frame was shorter than originally planned, with the survey starting a week later than anticipated due to administrative requirements and adjusting of the survey format. To allow for adequate time to review the data, the survey could not be extended. It was found that over 50% of the responses were received within the first 3 days of the survey launch, and 80% had been received within the first week. Keeping the survey open for an additional week would not have had a significant impact on the results.

**Project Budget**

The estimated cost of this project was $194.88. The actual cost associated with the research was $75.00. The costs associated with this research were the sole responsibility of the researcher.

**Findings**

On September 27th 2012, the link to the survey titled “Culture of Sustainability at the College of the Rockies” was sent to 361 employees and 3,137 student college email addresses by John McDonough of the Institutional Research Department at COTR. The survey link was sent
to students on all of the College of the Rockies campuses, and only to Cranbrook campus employees. Out of this sample there were 94 respondents, comprised of 39 students, all from the Cranbrook campus, and 55 employees. The population size was 3,498, with a random sample size of 94. The response rate was 2.69%.

1. Please indicate the extent to which the College of the Rockies (COTR) offers courses with topics related to sustainability.

38.7% of participants said COTR either offered a great deal (10 or more) or a lot (4-9) of courses related to sustainability. 24.8% said either a little (1-3) or not all (no courses offered). 36.6% indicated they did not know. 38.9% of participating employees fell into the “did not know” category. The number of staff, faculty & management answering this question as “don’t know” may not be because they aren’t aware of what the college offers for courses relating to sustainability but because they didn’t want to give an incorrect estimate. 33.3% of
students responded that they did not know how many courses were offered. COTR could increase the level of awareness through more promotion of courses with sustainable content.

2. Most Campuses have sustainability programs and campaigns in place (i.e. anti-idling, turn out the lights, recycling, using renewable power sources, composting and making Fair Trade or sustainable purchases) Please list the practices that you are aware of.

Out of 94 participants, 83 answered this question. Of those 83, 5 stated that they were unaware of any programs at COTR. All 5 were either 1st or 2nd year students. Many participants were able to mention more than one program/campaign. There were 74 comments mentioning recycling at COTR, 30 comments of either “lights out” and/or the use of natural light at COTR, while there were 8 remarks regarding water conservation, low flush toilets and/or motion sensor taps. There were 4 remarks about either the LEED building design or being an energy efficient building. Other items mentioned were the BBA in sustainable business practices, fair trade, the Environmental committee, the use of Moodle, Go Africa, Wellness Committee, the student union food bank, anti-idling, give-away day, the provision of bike racks, promoting public transportation and the availability of U-passes.

The 11 participants that did not answer this question may have skipped it because they either were unaware of any current program or could not think of any at the time of the survey. Between the 11 that skipped the question and the 5 that stated they were unaware of any programs, there are a possible 15% of participants who are currently unaware of any sustainability programs and/or campaigns in place at COTR. In order to increase awareness, COTR could increase the visibility of the current campaigns and actively promote the environmental committee.
3. What additional sustainable practices would you like to see COTR implement?

When asked what additional sustainable practices they would like to see COTR implement, only 69% of participants answered. 43% were students, 26% staff, 23% faculty and 8% management.

60% of participants mentioned recycling and/or composting as something they would like to see implemented at COTR. While COTR does provide recycling bins in the building, there are not enough bins, the options are limited for what can be recycled and some stakeholders felt there needed to be more information on what is recyclable. While on campus, the researcher observed COTR stakeholders looking for recycle bins for beverage containers and expressing their frustration in being unable to readily find one.

Recycling/composting remarks include:

- “Publicity regarding empty bottle collection. Who gets that money? Why?”
- “Better recycling options in the cafeteria, it’s pretty limited and ineffective”
- “a better recycle program-blue boxes in each room-central garbage can should have containers for major recycling such as cans, bottles, paper and general waste”
- “growing own produce and herbs for culinary programs”
- “I would like also like to see a composting bin not only for the students in the cooking department to use but for students who eat lunch to compost their apple cores and orange peels”
- “creating its own garden in one of the yards and having a farmer's market at the school with local produce”

12.3% of participants thought that carpooling/ridesharing should be implemented, particularly in regards to the Kimberley/Cranbrook commute. Participants suggested there be a
“carpooling board on (the) portal” or a “carpool network for local and outlying Kootenay regions”.

6% of participants mentioned the need for Fair Trade products, either in the cafeteria and/or in the bookstore. “The bookstore should make the effort to provide the school with fair trade and recycled products.”

Additional comments:

- “Compost, recycling education to let people know what can and can’t be recycled and a lights out policy (See Okanagan Colleges STARS report for more info on a good example of how this can be done internally)”
- “no paper coffee cups or plastic water bottle purchase in cafeteria – composting”
- “living greenhouse in South entrance, gray water for irrigation, passive solar light and heat design in new structures and in any renovations”
- “Maybe an Eco Day something that can showcase to the students how COTR is sustainable, as well as involve them in the college. Get fresh ideas from the people who actually use the college.”
- “Students who choose to drive must pay a semesterised fee and show a corresponding ticket on their car to park in the parking lot.”
- “encourage e-books”
- “more e-meetings than travel”
- “solar panels”
- “green cleaners, soaps, etc. instead of chemicals”
- “Sustainability is not just about environmentally friendly practices (recycling, etc.); it is also about being financially and socially responsible. It would be nice to see COTR
implement sustainable practices that answer to the economical and social legs of sustainability.”

- “Ban on bottled water, anti-idling, composting of food waste, further paper recycling”
- “recycling everything including wood products, composting, sustainable buying practices (buy locally)”
- “retrofitted solar energy capacity, classroom lights with timers or motion sensors, if you see a classroom empty - turn out the lights”
- “plastics recycling option. more alive plants in college hallways. Institutional energy production sources (i.e. solar panels on roof, small wind generators, fruit/veggie garden for more natural food options in summer and fall, less paper use with remaining faculty.”

This question had 18 less respondents than question #2 which asked participants to list the practices that they were aware of at COTR. The drop in participants from question #2 to question #3 was dispersed amongst stakeholders in such a way that the percentage of each group responding to the two questions remained almost the same. Overall, 31% of survey participants did not answer this question. It is possible that the participants skipping this question were unable to formulate a reasonable practice that they would like to see put into place, or that they felt COTR was already participating in enough sustainable practices.

The overall tone of respondents was that, while there are practices in place, there is room for improvement, primarily where waste products are concerned.

4. How often do you use the appropriate recycle bins when you are on campus?

Out of 93 responses, 39 were students, 26 were staff, 22 were faculty and 6 were management.

73.1% of participants use the recycle bins all of the time, 17.2% use the recycle bins most
of the time, 1.1% use the recycle bins about half the time, 5.4% use the recycle bins once in a while and 3.2% never use the recycle bins.

88.6% of participants who recycle all the time at home either recycle all of the time on campus or most of the time on campus. 11.3% of participants who recycle all the time at home either recycle once in a while or never while on campus. The participants who recycle all the time at home but not while on campus may be using reusable containers, taking their recycle home with them or are unable to locate appropriate recycle containers on campus.

Of the participants who recycle once in a while at home, 100% use the appropriate recycle bins while on campus. This may be because it is easier to find recycle bins on campus than it is to transport recycle from the home to a yellow recycle bin, or peer pressure may play a role in recycling on campus.

- “There aren't very many recycling bins in summit hall. I don't think there's any upstairs”
• “if there (sic) were readily available I would use 100%”
• “more bins are needed for items other than paper”
• “Sometimes difficult to find”
• “I don't often purchase products whose containers require recycling while I am on campus.”
• “I always use reusable items and bring my compost home”

5. How often do you recycle at home?

When asked about their recycling habits at home, 86.5% of participants either recycled all or most of the time, while 9% recycled half the time and only 4.5% recycled once in a while. The majority of participants recycling once in a while at home were students. The lack of curbside recycling in the area and/or personal transportation may be a factor in students being unable to dispose of their recyclable materials properly. Participants living in apartment complexes may also be unable to compost appropriate food waste. Gender did not play a role in recycling, with men as apt to recycle as women. Ages had a slight impact on who recycles more, with participants 35 years or older recycling at least half the time or better, while some participants 34 years and under recycled only once in a while. Transportation and/or accommodations may also play a role in the recycling habits of the 35 and under participants.
• “Cranbrook needs to put a recycling program in place”
• “We have a recycling bin in our pod”
• “As a household we recycle more than we throw out”
• “Our communities need curbside recycling. Towns as small as Grand Forks are doing it. There is no reason Cranbrook/Kimberley can't be.”
• “recycle bottles, but not cardboard, no yellow recycling nearby and I don't have a car to continuously drive it to”
• “Some things are recyclable but the general recycling doesn't accept it.”

6. Do you bring your own mug when buying coffee/tea from the cafeteria?

There were 89 responses: 37 students, 26 staff, 21 faculty, and 5 management.
66.3% of participants either brought their own mug all of the time or most of the time, while 3.4% brought it half the time and 30.3% either brought it once in a while or never. Faculty were more apt to bring their own mug either all the time or most of the time, with 84.6% of faculty surveyed indicating this was what they preferred to do. Faculty was closely followed by 84.6% of staff who brought their own mug either all of the time or most of the time. 60% of management fell into that category, while only 43.2% of students did. 40.5% of students never brought their own mug, compared with only 11.5% of staff and 4.8% of faculty.

Gender did not play a role, with 40.9% of men and 41.7% of women indicating they bring their own mug all the time. Age played a small role, with the percentage of users bringing their own mugs increasing with age groups. This could be due to the roles those stakeholders in the older age brackets hold within the college. Faculty, staff & management may be more apt to bring their own mug than a student would be, as the former stakeholders may have offices and/or
work areas to store a mug in, as opposed to the latter who may or may not have a locker to keep their mugs in between uses.

“Buying coffee is usually a spontaneous decision.” This may be another factor for those participants not bringing their own mug. If the purchase is not thought of before they leave their place of residence for the campus, a mug may not be brought.

“Coffee should be at a discounted price for those who bring their own coffee.” Without the added incentive of savings, stakeholders may not be motivated enough to remember their own mug. “The cafeteria staff does not always charge me the discount price for bringing my own cup and I really do like being rewarded for my effort to reduce.”

“I do not really buy anything from the cafeteria; it's out of my price range.” This may be another factor in the higher percentage of students not bringing their own mug; they simply do not make cafeteria purchases because of the cost.

An additional factor for those not using a reusable mug is that they don’t drink coffee or tea.

7. Do you bring a reusable water container to campus?

92 responses: 39 students, 25 staff, 22 faculty, 6 management

When asked if they brought a reusable water container to campus, 76.1% of participants indicated that they either brought one all of the time, or most of the time. 4.3% said they brought one about half the time, while 19.6 either brought one once in a while or never. Those most likely not to bring a water container to school were students, with 33.3% of students surveyed indicating that they either never brought one, or brought one once in a while.
Gender did not play a significant role in who brought a reusable container though there were a slightly higher percentage of male participants over females who did not bring their own water container. This may be attributed to personal beverage choices (i.e. coffee vs. water). Participants not bringing a reusable water container may also be making use of the campus water fountains. Participants may not feel they are at the campus long enough to require a beverage. Participants were not given the option of explaining why they did or did not use a reusable water container.

8. How often do you purchase bottled water on campus?

86 participants answered this question. 72% never purchase bottle water on campus, 25.8% once in a while, and 2.2% purchase it about half the time. 83.3% of the men surveyed never buy bottled water while on campus, compared with only 69.4% of the women surveyed.

- “Only if I forget my water bottle and I am at school all day”
• “I think considering the impact of bottled (sic) water we should ban it as a truly unsustainable commodity”
• “If I haven't brought my own water in a reusable container I use the water fountains”
• “Too expensive, I'd rather buy juice”
• “usually it is a juice if I need a boost in energy, not water”

The percentage of men who never purchase bottled water on campus is slightly higher than the percentage of females who do not purchase bottled water on campus. This information, when combined with the findings in question 7 showing that less men brought reusable water containers to campus than women, may indicate that males either prefer other beverages over water or make more use of the water fountains. It is also possible that participants responding to this question may not be on campus long enough to require a beverage.
9. **Do you use an alternate form of transportation to get to and from COTR? Please check all that apply**

84 participants responded to this question.

69.7% of men surveyed use an alternate form of transportation compared to 57.5% of women. This could in part be due to more women holding primary caregiver roles outside of their campus activities than men, and as such being required to drop off/pick up family members as well as run errands on their way to and from campus.

61.5% of students, 55% of faculty, 50% of management and only 38.5% of staff who answered this question use an alternative form of transportation to get to and from campus.

- “from Kimberley to Cranbrook, due to scheduling of classes and poor transit, I have just for the first time in my life got a car, the collage life has made me much more unsustainable not less”
- “sometimes carpool from Kimberley (25% of the time), but need a better plan”
• “UPass an excellent idea, encourages less use of cars”
• “Live out of town”
• “Car, I am a single mother that needs to transport my son to and from school as well. otherwise we walk everywhere”
• “I walk when the weather is good; and sometimes bus in the winter.”
• “I drive a fuel efficient (46-50 mpg) car from my home to college, as commuting is more economical for me than staying in town”

Students make more use of alternative transportation than other stakeholder groups. Contributing factors to this may be the cost of personal transportation vs. public transit, students living in on-campus residences, and those students from other countries who do not have an international driver’s license, do not wish to obtain a BC license and/or do not wish to incur the costs associated with buying/leasing/maintaining a vehicle. International students may be accustomed to relying on public transportation in their home countries.

Factors for other stakeholders not making use of alternative transportation may be the caregiver role, working longer hours than what the public transportation runs and/or location of residence. Weather also plays a pivotal role in stakeholder’s ability to bicycle and/or walk to campus with approximately 5 months out the 8 month time span for fall and winter courses subjected to inclement weather.

10. Ride matching allows you to share the responsibilities and expenses associated with travelling to and from work/school with other people in your community. If the College offered a ride matching program, would you participate?

91 participants answered this question. 38 were students, 26 staff, 22 faculty and 5 management. 2 skipped this question.
Out of those who answered, 40.7% said they would not participate if a ride matching program was offered, while 37.4% indicated that they might participate. 69.3% of staff indicated that they either might participate, or would participate if a program was offered. Students were also interested in this option, with 63.1% either indicating yes or maybe. Only 45% of faculty and 40% of management surveyed indicated they might or would participate in a ride sharing program.

Males were slightly more apt to participate in a ride matching program than females were, with 62.5% of men saying either yes or maybe, compared to only 53.4% of women responding yes or maybe. Men may be more comfortable accepting riding with strangers than women, while women may have more errands to run. Without further investigation the reason for this anomaly cannot be determined.

Concerns from stakeholders about such a program include:
• “there are all different times of the day classes, I wouldn’t want to be stuck at the college all day because I had no vehicle. Cranbrook shuts down at 5 pm, so to be able to get anything done i.e. banking you need to be down town. Or possibly you only have one class that day. Why get stuck at the college all day, plus living out of town”
• “if I could find someone responsible who matches my schedule completely I would”
• “I do not live here and travel in from out of town for work daily. My schedule would not allow ridesharing - otherwise I would”
• “Makes it complicated when you have child care pick up and drop off and need to run errands on your lunch break”
• “my schedule and kid-drop-off responsibilities make ride matching difficult”
• “Work very long irregular hours”
• “Would have to be carefully matched with other participant(s) to answer Yes”
• “Makes it complicated when you have child care pick up and drop off and need to run errands on your lunch break”

While many stakeholders are interested in participating in ridesharing, it is not feasible for all stakeholders to consider the program due to hours of work and caregiver responsibilities. An option to explore would be encouraging stakeholders to participate at least part-time in a program, recognizing that even ride sharing one or two days out of the week is beneficial. Preferred parking spots could be designated and permits issued for those participating in a ride-matching/carpool program.

11. Would you be interested in learning more about sustainability programs at the College?

When asked if they would be interested in learning more about sustainability at the
College, 61.3% of those surveyed responded yes, 26.9% responded maybe, and 11.8% said no.

Students were the least likely to want to learn more about sustainability at the college, with 20.5% of students surveyed saying no and 30.7% saying maybe. Students are at the college for a short time, as opposed to a stakeholder that may be employed long-term on campus and would be more affected by sustainability issues, and may not feel that campus sustainability affects them or their future interests.

Age showed a definite gap between participants in the 18-24 year age bracket and the other age brackets when it came to being interested in learning more about sustainability. Only 43.5% of those 18-24 responded yes, compared to 78.6% of 25-34 year olds, 68.4% of 35-44 year olds, 63.2% of 45-54 year olds and 68.8% of those 55-64. One factor contributing to this gap may be a lack of knowledge as to what sustainability entails, either from lack of previous education regarding sustainability and/or lack of life experience compared to the other age
brackets. Youth also may not clearly realize that sustainability issues shape the world around them and may impact their future.

Gender was not a factor in who would be interested in learning more about sustainability at the College. The percentage of males vs. females was similar in each response category.

12. If you wanted to find more information on Sustainability at COTR, where would you look for more information? Please rank in order of preference, with 1 being the first place and 6 being the last place you would look
(1) COTR Portal: 1.86 - Staff and faculty ranked this as the #1 place they would look for information, students & management ranked this second

(2) General information bulletin board: 2.61 - Students ranked this as the #1 place they would look, staff & faculty ranked this second and management ranked it as third

(3) COTR Environmental Committee: 3.56-Ranked third amongst staff and faculty, fourth amongst students and management

(4) Other: 4.02- ranked 2nd amongst management, 4th with faculty and staff, 6th with students

(5) Library: 4.20- ranked third with students, 5th amongst staff, faculty and management

(6) Student Office: 4.70- 5th amongst students, 6th amongst staff, faculty, management
The “Other” category included places such as: email, staff room, PD days, bathroom stall signs, department meetings, lecture series, word of mouth, from teachers, website, facebook, Twitter and display tables.

Suggestions:

- “Why not push the COTR FaceBook(sic) page, because students are actively on that everyday”
- “COTR should develop a sustainability website linked to the home page that outlines our sustainable activities throughout the school”

Incomplete responses to this question may have skewed results as not all participants ranked six choices.

13. When you receive information via email, do you automatically print it out or do you review the information and then either save it as a document or print off only what you need?
Out of 90 responses, 89 participants reviewed the information first before either saving it or printing off what was needed. The 1 participant who indicated printing information before reviewing it was a student.

- “Are people really doing the first option? I find it hard to believe”
- “Electronic filing is the way to go. Way too many people in this organization still paper file to a greater extent than what is needed”.
- “I have made the commitment this year to read my course readings only on my laptop. this is a big step for me”
- “I try not to print, but it helps if we have adequate space on hard drives to store info - and some sort of system for finding things later”
- “never print out, save the email for future reference if needed”

Stakeholders are more aware of the need to review before printing and make use of electronic storage instead of making hardcopies.

14. When printing information, how often do you print double sided?

When asked how often they printed double sided, 28.3% responded all the time, 35.9% most of the time, 10.9% about half the time, 18.5% some of the time and 6.5% never.

47.6% of faculty print double sided all of the time, compared to only 17.9% of students who print all of the time. 35.3% of staff print double sided all the time, though 52.9% indicated they print double sided only some of the time. 50% of management print all of the time, with the other half printing most of the time. 12.8% of students indicated they never print double sided while only 4.8% of faculty never print double sided.
• “Always at school. Never at home”
• “unless it's an essay”
• “Depends on its purpose, not double sided if it's for editing”
• “We used to get charged for both sides last semester, when they started charging for only one side, I decided to go green.”
• “Pretty much every assignment has to be handed in on single page, every other type I double-side”
• “The printer I have access to does not do double sided printing”

15. How important is it to have a commitment to sustainability from the following stakeholders at COTR?

Out of 91 respondents, only 1 indicated that it was unimportant for all stakeholder groups to have a commitment to sustainability. There was an insignificant difference in the way males
and females responded to this question.

Over 75% of those surveyed indicated that it was very important that management have a commitment to sustainability. 63.7% indicated that it was very important that faculty have a commitment to sustainability. 62.6% indicated that it was very important that staff have a commitment to sustainability. 52.7% indicated that it was very important that students have a commitment to sustainability. 51.1% indicated that it was very important that suppliers have a commitment to sustainability. When it came to stakeholders commitment being “very important”, there was a significant decrease down the line from management to suppliers, with 7.7% of participants indicating they thought the suppliers commitment to sustainability was either unimportant or very unimportant. Stakeholders may be unaware of the environmental and/or social aspects that may be attached to products.
16. How important is it to you that your educational institution has a strong commitment to sustainability?

90.3% of stakeholders, when asked how important is it that their educational institution have a strong commitment to sustainability, said it was either important or very important.

7% were neutral and 2.2% indicated it was either unimportant, or very unimportant. Of the 9.2% aforementioned, all were students.

17. How important is it to you that your place of work has a strong commitment to sustainability?

93.6% of women surveyed said it was either important, or very important that their place of work have a strong commitment to sustainability, compared with 83.4% of men. 16.7% of men were neutral on this topic, compared to only 1.6% of women.
The majority of respondents indicated that it is important that their place of work has a strong commitment to sustainability. An organization that commits and follows through with sustainable initiatives is more likely to attract and retain like-minded employees.

18. Does the level of commitment to sustainability factor into your decision to attend an educational institution?

Out of 93 responses, 46 indicated no, 30 said it was not applicable, 9 were not sure and 8 said yes. Of the 46 that said it was not a factor, 28 were students. When it came to choosing an educational institution, students were more apt to look at other factors such as cost rather than sustainability, or were willing to compromise their values in order to achieve their goals.
• “I would choose an institution based on program”

• “Don't know how I could determine it in advance”

• “I chose this school because my mom is here to help with my son. otherwise this would not be the school I would attend” (sic)

• “Becoming a nurse is worth compromising some of my opinions for”

• “I'm far more concerned with affordability”

• “I chose the cheapest school, I was glad it had sustainability built into it, even the toilets flush 'green'.”

• “Quality of education, price, etc., are the main factors”

19. Does the level of commitment to sustainability factor into your decision as to where you work? (Either now or in the future)

48.4% of those surveyed said the level of commitment to sustainability does not factor
into their decision as to where they work, either now or in the future. 31.2% indicated it is a factor, while 20.4% were unsure.

- “It is important but if it is important enough for me, I would initiate the program”
- “This would really depend on the opportunities; however there are some ethical values that would prevent me from working in some companies, e.g... Oil sands”
- “the paycheck is more important to me”
- “work is work, no matter where I am I can make sure that what I am doing is encourage sustainability”
- “if I had multiple choices or offers, this would be a factor in making my decision”
- “Not many places to work in this area so can't be picky”
- “Possibly, though given the job market right now, the level of commitment would be low on the priority list of taking the job.”
For most, money appears to be the deciding factor in choosing employment, despite the strong positive response to Question 17 regarding how important it is that your place of work has a strong commitment to sustainability. Others “have yet to search for long term full time employment” and are “not really sure what (my) priorities would be in such a situation”.

**20. Please rate your own level of interest about sustainability at the College with 1 being the lowest and 5 being the highest**

On a scale of 1 to 5, with 5 being the highest level of interest, 16% of participants rated their interest level at 5, 46.8% at 4, and 24.5% ranked it as 3. 5.3% ranked it as 2 and 7.4% it as 1, the absolute lowest interest in campus sustainability.

Over half of participants in all stakeholder categories ranked their interest in sustainability at the College as a 4 or higher.
21. Can you give an example of something COTR does to engage the community in sustainability practices? (Example: public presentations, Earth day campaigns). 53 responses

41.5% of respondents stated they were either unaware/unsure or did not see the College engaging the community. 59.1% of these were students, 22.7% staff, 13.6% faculty and 4.6% management

- “Invites public to the campus to hear presentations or attend conferences”
- “I can't think of anything specific”
- “COTR international interns volunteer in their host countries in sustainable community development projects.”
- “Give away days, book rebuy, basic reusing, I think there has been a couple talks but I don't really go, learned enough from classes”
- “To my knowledge the College doesn't do a lot and as being a major stakeholder in the community the College should be leading the way.”
- “Have recycling container boxes at the top parking lot.”
- “Sustainable eco-tourism project 2005”
- “Jane Goodall presentation, Sustainable building conference, offers BBA degree”
- “I'm afraid I don't see the College engaging the community at all”
- “Sustainable courses”
- “economic - how COTR is an economic generator for the community social - offer free facilities to NFP environmental - not so obvious cultural - lots of international and aboriginal students and activities”
• “We used to have a computer recycling program. I'm not sure if that is still an active initiative”

22. Overall, how well does the College of the Rockies promote a culture of sustainability?

Participants felt that “more promotion of all the good things the college is doing, more active participation in committees dealing with sustainability issues” was needed and that there needed to be “more promotion by management and the environment committee”.

Other suggestions included; “more incentives such as more recycling options in college, lower prices for coffee if you use your own mug, more special events like a Walk/Bike to work or school for a whole week campaign, organize commuters to carpool, or a small bus van that comes to the Cranbrook campus. Mail goes to each campus every day, have a Van come from each center to campus, and return each day. This Van can pick up supplies, mail and transport
people” (sic), an “awareness campaign which follows Kotters 8 step model for change” and “more promotion, get the students involved no matter what course they are taking”.

Some participants felt that education and simplicity were key issues, “Educate staff (and students) on how to reduce; and what can be recycled and how”, “make it easy! show us easy ways to incorporate or adopt sustainable practices”, while some felt that change needed to come from above, "start at the top with mind-set. Actively promote some high profile initiatives. Recognize leaders. Encourage small individual steps - list many and distribute." (sic)

An important factor to consider is how to reach people. As once participant suggested, “it needs a web presence and a coordinated place where people can see things happening.”

23. Please indicate which age group you are in

![Age Group Distribution Chart]

92 participants responded and 1 skipped. The higher number of participants aged 18-24 may stem from the higher number of students participating in the survey. Staff may also fall in to
this age bracket, while faculty and management tend to fall into the older age brackets due to the level of education and experience needed for those positions.

24. Are you....

More women than men responded to the survey. Without further research, it cannot be determined if this is because there are more females on campus, or because females are more apt to respond to requests for information than their male counterparts. Both men and women responded to the majority of the survey questions in a similar fashion.
25. Which best describes your role at COTR?

Out of a population size of 3498, there was a response rate of 2.69%. Out of a possible 3137 students, 1.24% responded to the survey, while out of 361 employees (staff, faculty and management), 14.96% of responded. The low response rate may have some bearing on the surveys accuracy.

26. If you are a student, please indicate which program you are in. If you are faculty, please skip to question 29

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>BScN</td>
<td>9</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>1</td>
</tr>
</tbody>
</table>
There were no students from the trades programs. The larger amount of participants from the BUAD program may be in part due to instructors mentioning the survey to their classes, or that some students are taking the BBA in Sustainable Business Practices program and therefore have an interest in the subject of sustainability. Four students indicated that they were in the BBA program.

27. What year of the program are you in? (First year, second year…..)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of participants</th>
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<tr>
<td>First Year</td>
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</tr>
<tr>
<td>Second</td>
<td>12</td>
</tr>
<tr>
<td>Third</td>
<td>7</td>
</tr>
</tbody>
</table>
First and second year students make up the bulk of participants. This could be due to many of the programs offering either a one year certificate or a two year diploma, at which point many students move on to either work or a different institution to complete their education, meaning the campus population is comprised mainly of those students. First year students may also be more apt to check their COTR email and respond to information requests sent from COTR.

28. Where do the majority of your classes take place?

85% (34) on Cranbrook campus, 2.5 (1) online, 12.5% (5) blended
No students from other campuses participated. The lack of participation from online students may be attributed to students not checking their COTR email accounts, or feeling that they lack the knowledge to answer questions that pertain to the physical campus.

29. If you are faculty, which program do you primarily instruct in?

<table>
<thead>
<tr>
<th>Primary Program of Instruction</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT</td>
<td>2</td>
</tr>
<tr>
<td>ABE</td>
<td>1</td>
</tr>
<tr>
<td>Non-Instructional</td>
<td>5</td>
</tr>
<tr>
<td>BUAD</td>
<td>4</td>
</tr>
<tr>
<td>Admin Studies</td>
<td>1</td>
</tr>
<tr>
<td>TRMP</td>
<td>1</td>
</tr>
<tr>
<td>Child, Youth &amp; Family</td>
<td>2</td>
</tr>
<tr>
<td>Automotive/Trade</td>
<td>1</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
</tr>
</tbody>
</table>
With a small sample from the various departments, it is difficult to determine if the views reflected in this survey accurately portray the views of all faculty campus wide, and/or the views of the various subcultures that exist within the campus.

**Public Information**

Research of published information on the College revealed information on the Environmental Committee and the College’s 2009/10-2014/15 Strategic Plan:

The College of the Rockies Environmental Committee projects currently published on the COTR website are the Light Out campaign (encouraging lights to be turned out when the room is not in use, shutting down computers when not in use) and recycling (blue bins situated around campus and a full recycle center on the top campus parking lot and e-waste recycling). The committee is comprised of college staff and students and “meets regularly to develop and implement environmental initiatives” (College of the Rockies Environmental Committee, nd). The information on the Environmental Committee’s Project page is outdated, with item #2, Recycling, listing the Wal-Mart parking lot as an area that has a complete recycling centre. Item #3, Information Technology Wastes, mentions that the e-waste collection is anticipated to be picked up in 2007 (COTR Environmental Committee- Projects, nd). The researcher also noted that due to conflicting schedules, it was difficult for the Environmental Committee to meet as frequently as indicated.

The College of the Rockies itself “values financial, social and environmental sustainability” (Words to Inspire and Guide Us). In the 2009/10-2014/15 Strategic Plan, sustainability was listed as a ‘Key Issue’ with goals stated as “acting in a conscientious environmental manner, we will strengthen the sustainability of the college through improved productivity, cost effectiveness and revenue generation”, and strategies include:
• Develop partnerships to promote community sustainability.
• Develop and implement an energy management plan to reduce our carbon footprint.
• Advocate with government and other funding sources to receive adequate operational funding.
• Diversify and grow alternate revenue sources.

(Institutional Accountability Plan and Report, 2011)

Discussion and Recommendations

Sustainable Course Content

With 36.6% of participants indicating that they did not know how many courses the College offered with topics relating to sustainability, and the additional 24.8% that indicated they thought COTR offered either little or none at all, COTR would do well to increase the level of awareness through more visible promoting of courses with sustainable content. A section on the portal focused on sustainability could mention the available courses, while a search of “sustainability” on the main College website should bring up a list of all sustainability oriented classes offered.

Increasing Awareness on Campus

78.7% of participants mention recycling, and many were able to mention more than one thing that COTR currently does but it is apparent that many stakeholders are not fully aware of what COTR does in regards to sustainability. Out of the 3-P’s (planet, people, profit), the majority of participants were able to recognize sustainable campaigns pertaining to the planet (recycle/energy conservation), while very few mentioned social or cultural sustainability
campaigns (food bank/Go Africa/Wellness) and none mentioned what COTR does to be economically sustainability.

There are small things that COTR could do to increase awareness about sustainability initiatives. These include:

- Better signage in the bathrooms regarding the water saving features on the toilet, as the current signage is easily overlooked.
- Put signage holders in bathrooms for sustainability initiatives and events, either on the back of the stall doors, or between the mirrors.
- A section on prominent bulletin boards dedicated to sustainability on the campus
- A section on the portal and/or main website for sustainability

To give stakeholders a complete picture encompassing the 3-P’s, a comprehensive annual sustainability report with clear, achievable goals and performance indicators should be made available on the COTR website. The use of a tracking program such as the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking or the Campus Sustainability Assessment Framework (CSAF) would be beneficial in helping the College determine what initiatives to undertake and provide a framework for monitoring achievements.

**Additional Sustainable Practices**

Most stakeholders agreed that more recycling and/or composting was something they would like to see implemented at COTR. More clearly marked receptacles throughout the campus would be beneficial. Most classrooms currently have one blue bin each for paper. If recyclable beverage containers are permitted in these bins, it needs to be clearly marked, or a separate bin for containers needs to be provided. Small wire baskets attached to the side of
outdoor garbage containers would help to encourage recycling of bottles in those locations. If the empty bottle collection money goes towards a special group, then this should be visibly promoted. Stakeholders may be more apt to make the effort to recycle appropriately if there is a humanitarian benefit involved. It should be noted that since the beginning of this research, there have been new recycle containers positioned in the South Entrance by reception.

Composting should be made available in the cafeteria for all stakeholders to use. Welding students could make outdoor compost bins out of old barrels with a handle for easy turning of the compost. This would serve to keep from attracting nuisance bears as they would be unable to access the composting materials. The carpentry program could build greenhouses for produce and herb growing to be used fresh in the culinary program. COTR could offer local interest courses in composting techniques and gardening, and accept composting materials from the community, as some people who would compost lack the means to do so in their accommodations (i.e. apartment dwellers). The composting could either be sold for profit or a partnership could be made with a local non-profit organization where they would bag and sell the compost for their own benefit.

During introduction week, the college could giveaway COTR logoed BPA free reusable water bottles/reusable coffee mugs to students along with recycling tips, or a fridge/locker magnet directing them to the college sustainability link. Instead of offering a small discount to stakeholders bringing their own mugs, the cafeteria could use a stamp card where users would get a stamp every time they brought their own mug and would then get the 10th beverage free. This would eliminate the need for cafeteria staff to remember the discount, and would also reduce the cost associated with purchasing disposable cups and lids.
Bottled Water, Fair Trade

With the majority of participants indicating that they do not purchase bottled water on campus, it could be phased out of the college, with the remaining stakeholders encouraged to use reusable water bottles and the drinking fountains.

The Book Store could offer fair trade clothing and fair trade and organic prepackaged snacks. COTR could explore the possibility of becoming a Fair Trade Campus through Fairtrade Canada’s campus program. Simon Fraser University is one such educational institution that has achieved the fair trade campus designation. “Being designated as a fair trade campus is important for SFU. We are committed to the principles of human rights and have embraced sustainable development,” says Mark McLaughlin, executive director of SFU’s ancillary services. “By supporting fair trade producers for coffee, tea, and chocolate, we are not only playing a leadership role locally and engaging our students in this mission, but SFU is making an impact in far-away communities” (Tam, 2012). Offering fair trade items may raise stakeholder awareness about sustainability on both the social and economic level.

In addition to reusable coffee mugs and water bottles, the bookstore could also offer a reusable drinking cup with a measurement recognized by the cafeteria. The cafeteria could then offer fountain drinks as an alternative to canned/bottled beverages, with those using the reusable drinking cups given a stamp card. A biodegradable disposable cup of at least 10% post-consumer materials could be made available for those wishing to purchase a fountain drink without having the reusable cup. The cup could then be composted.
Alternative Transportation

To cut down on emissions and parking congestion, a ridesharing or carpool section on the portal could be set up, with stakeholders encouraged to participate even in a partial week carpool as an alternate to driving one’s own vehicle daily. Special carpool parking (i.e. closer to building) with permits for those committed to carpooling could be offered as an incentive. The ridesharing program could eventually expand to serve the city of Cranbrook and its outlying communities. Larger communities such as the city of Halifax, Nova Scotia, have an on-line ride matching program in place that uses SmartTrip-RideMatch.ca to help commuters match up with potential matches. Use of the program is something that could be explored and if found to be a viable option, promoted to the local communities.

A solar paneled plug in center for electric cars could be offered to encourage stakeholders to drive more sustainable vehicles, while continued promotion of the U-pass encourages stakeholders to use public transportation.

Anti-Idling

An ongoing, monitored Anti-Idling campaign with visible anti idling signage around the campus would be beneficial. There are several vehicles idling outside the entrances at any given time of the day waiting to pick students up. Periodic blitz’s where students monitor the entrances and hand out reminder “tickets” to offenders that the campus is an idle free zone will increase awareness & decrease idling.

Covered parking for staff/faculty that will be at the campus for long periods of time during the winter months would help reduce the amount of idling time for their vehicles as their cars will already be clear of snow/ice. These parking facilities could be fitted with solar power
generated block heater plugs-ins to facilitate an easier start during extremely cold days. Cold days are often the sunniest, as there is no cloud cover to retain heat, making this endeavor feasible.

**Interest in Sustainability at COTR**

Out of the four categories of stakeholders, students were the least likely to want to learn more about sustainability at the college. This may be in part due to the short time that students spend at the college compared to longer term employees. With many students either spending only a year at the college to get a certificate, or taking courses that aren’t steeped in sustainability, it may be hard to capture their interest in campus sustainability. The incorporation of a highly visible student driven Office of Sustainability may serve to capture the attention of some students. Sustainability news on the portal and on key bulletin boards will reach other students. Visible campus wide events would attract the most attention, such as give-away-day and the student food bank initiative. Stakeholders need to be aware that sustainability is more than just environmental concerns, that it involves social and economic issues as well. Public speakers, while good for further education on the topic, will only attract those already interested in sustainability issues.

A culture of sustainability that is supported and promoted from the top down will have a snow ball effect. As faculty and staff become more involved and excited about initiatives, it will become part of their routine and they will find themselves consciously or unconsciously promoting sustainability and integrating it into their routines. This will in turn trickle down to the student level and increase that group’s awareness.
Looking for Information on Sustainability at COTR

When it comes to finding more information on sustainability, staff and faculty may be more apt to utilize the portal than students because of an enhanced awareness of it as an information media, while students peruse bulletin boards during wait times between classes.

The Environmental committee does not have the exposure necessary to attract the attention of the student population. A greater presence either physically on campus or through the Portal would be beneficial for the committee in regards to stakeholder awareness. Visible support from upper management would encourage more participation in the Environmental committee from the various stakeholder groups.

Electronic mail, while reaching the masses, may be overlooked by stakeholders who receive high volumes of mail. It may also miss students who do not use their College email accounts.

The library has limited hours which may attribute to its lower ranking as an information source and, unless it carries sustainability newsletters from COTR or copies of a COTR Sustainability report, it may not have resources pertaining to sustainability concerns at COTR.

The student office ranked 6th overall as a place to find information about sustainability at COTR. This dismal placing could be in part due to a lack of organization/education amongst students regarding sustainability issues on campus. Short term educational stays by students also inhibits their ability to get involved and create a strong student culture on campus. Students may lack leadership and the wherewithal to pull together a sustainability office. With the appropriate encouragement from upper management and guidance, a student driven organization could be put together to identify sustainability issues, make suggestions and monitor the progress made in
achieving those goals. Such an office could be used to the advantage of BBA students, as well as those students in Environmental or Social sciences.

**Printing**

More stakeholders are becoming aware of the need to review before printing and make use of electronic storage instead of making hardcopies. Another way to reduce paper usage would be if Instructors have prepared notes on their lectures, they could email them to students prior to class for review. This could cut down on the amount of paper that students use taking notes, as they will already have an electronic version and only need to make notes on anything that comes up during class that they feel is relevant but was not included in the notes (i.e. side topics that arise during discussions).

When it comes to double sided printing, most stakeholders indicate they prefer to do this when possible. The exceptions for double sided printing were certain forms and documents, assignments for grading and those who did not have access to a printer that enabled them to print double sided. Encouraged use of Moodle for submitting assignments would cut down on need for students to print single sided for assignments. Encouraging the use of electronic form filing would serve to cut back on single sided forms being printed.

**The Importance of Commitment**

When it comes to the importance of having a commitment to sustainability from management, faulty, staff, students and suppliers to COTR, the level of importance placed on stakeholder commitment declined from over 75% feeling that it was very important for management to have a commitment to sustainability to only 51.1% placing the same level of importance on suppliers. Studies have shown that a commitment to sustainability from
management is crucial to cultivating a culture of sustainability in an organization. If management embraces and practices sustainability, it encourages others within the organization to do the same. Greater levels of success in sustainability initiatives are found at educational institutions where the president and top administrators have bought into and promote sustainability on their campuses. Presidents must either become very involved in driving sustainability, or the change must come from the bottom up. (Scheck, 2007) While it is critical for the College President to be involved for over-all campus success, leaders within the organization, whether upper management, department heads, the bookstore manager or the person in charge of the cafeteria, all need to be strongly committed to making their area as sustainable as possible.

Sustainability needs to be integrated into the day to day operations of the campus, including purchasing practices, choosing e-meetings over travel and tying sustainable practices into the curriculum so that students become engaged in campus sustainability. Faculty and staff need to be given proper knowledge and support in order to make sustainability a daily activity. A greater awareness of what sustainability encompasses would increase how people view the importance level of each stakeholder group’s commitment to sustainability at COTR.

When asked about the importance of their educational institution having a strong commitment to sustainability, the majority of stakeholders indicated that it was either very important or important. A small percentage was either neutral on the topic, or said it was unimportant or very unimportant. That small minority was comprised of students. It is possible that those students lack the understanding of what sustainability entails and felt it only applied to environmental issues. Without further questioning of stakeholders, it is impossible to determine what they consider sustainability to be.
Commitment and the Educational Institution

The level of commitment to sustainability was not a large factor in student’s decision to attend an educational institution. Many students were more apt to look at other factors such as cost and location, while others were willing to compromise their values in order to achieve their goals. Others were unsure how to determine in advance the institution’s commitment to sustainability.

A strong web presence featuring sustainability initiatives, the Environmental Committee, promotion of the BBA in Sustainable Business Practices and an annual sustainability report would help potential students to identify the College’s level of commitment to sustainability. COTR could create a niche for themselves in the educational field, offering both affordable courses and an environment that is steeped in sustainable practices and strives to engage all campus stakeholders. A solid reputation in sustainability may serve to attract more students and faculty, and help to retain the existing faculty and staff.

Sustainability and the Work Place

The majority of respondents indicated that it is important that their place of work has a strong commitment to sustainability. Studies have shown that a strong culture of sustainability results in higher employee satisfaction, participation in programs and employee retention rates, saving the company money in recruiting and training costs, as “replacing an employee often costs two to three times his or her salary. Keeping employees happy and motivated reduces recruiting and attrition costs and reduces absenteeism” (Weybrecht, 2010)

While the majority indicated that it was important that their place of employment had a strong commitment to sustainability, 48.4% said the sustainability commitment did not factor
into their decision as to where to work, either now or in the future. For that 48.4%, money and lack of work opportunities appeared to be the deciding factor. Others who responded that they were unsure of whether it would be a factor had yet to search for long term employment. Without further questioning of the stakeholders, it is impossible to determine how satisfied those respondents are in regards to the possible compromising of their values for a paycheque. As studies have shown, employees that perceive their company to be proactively sustainable are more satisfied and committed to their place of employment. “Employees with high levels of commitment perform 20% better than their peers” (Weybrecht, 2010).

Level of Interest

Management, faculty and staff overall had a higher level of personal interest in sustainability at the College than the student participants. This could be because of the long term nature of their relationship with the college, as opposed to students who may be present at the college for less than a year depending on their educational plans.

Integrating sustainability into introduction week would assist in making it more visible to students. Students could also be engaged through involvement in sustainability audits as part of their course requirements, a practice that the University of PEI engages in, using the CSAF. Institutions like UPEI have used CSAF as part of their curriculum, giving student’s first-hand experience as they conduct the sustainability audit as part of their course requirements. This integration into the classroom can lead to a stronger culture of sustainability as students become fully engaged in the process.
Engaging the Community

Over half of respondents gave an example of something that COTR does to engage the community in sustainable practices. This included offering sustainable courses, being an economic generator for the community, offering lectures and presentations open to the public, and placement of the yellow recycle bins in the upper parking lot. Some were unaware of what the College did, while others did not see COTR engaging the community at all. While the majority of those responding “not at all” or “unaware/unsure” were students, that response also included members from the other three stakeholder groups surveyed. This could mean that the College is not engaging the community enough, or it is not promoting its community involvement. The lack of promotion could be addressed through an annual sustainability report and news updates on the portal to keep stakeholders informed of the College’s community engagement. If there is a lack of engagement, the situation should be assessed and goals set for community engagement. An Office or Department of Sustainability would aid in setting goals and measuring progress.

There are many ways that the College could engage the community, including offering more guest speakers and special interest courses. One manner of engagement could also engage either Business Administration or Environmental Science students. Students could put together presentations on sustainability aimed at local schools. These presentations could encompass everything from natural resources to how to make smart, sustainable shopping decisions, and the impact that their purchasing power has on the shape of the world. It has been the researcher’s observation that some high school students are unaware that resources like oil are a non-renewable resource. Presentations could be incorporated into different classes such as science or personal planning, or presented in a special assembly to reach more students. This
would serve to introduce sustainability into the community while giving students practical experience in public presentations.

**Promoting a Culture of Sustainability**

With 24% of respondents indicating the College of the Rockies either does a poor job of promoting a culture of sustainability, or not one at all, there is room for development. For a culture of sustainability to thrive at COTR, it is crucial that all stakeholders be on board. Initiatives need to have the support of the College President and upper management. COTR needs to develop a set of metrics and indicators with annual reports available to stakeholders online so progress can be monitored. Follow up is very important, and the creation of a sustainability office may help to ensure the appropriate actions to follow through are taken. A sustainability office is also a good way to engage students and involvement in such an initiative could be beneficial to students in the BBA in Sustainable Business Practices program.

Increasing the level of interest and awareness amongst the stakeholder groups may be achieved by the adaption of the STARS program which has within its categories credit titles such as “Sustainability in New Student Orientation”, “Vendor Code of Conduct” and “Community Service Participation”. (STARS a program of AASHE, 2012) or through the adaption of the Canadian designed Campus Sustainability Assessment Framework (CSAF), available through Sustainable Campuses. “Sustainable Campuses is a national initiative that inspires, informs, trains, and supports Canadian students working toward social equity, ecological integrity and economic prosperity on their campuses” (Sustainable Campuses).

“Imagine if the universities were modeling sustainability by purchasing environmentally friendly products. And imagine the leverage if universities were utilizing the faculty and students to conduct the research to help them make those decisions. Graduating students would have the
knowledge and values to demand environmentally-friendly products and services and know how to help business create them” (Anthony D. Cortese).

**The Environmental Committee and COTR’s Strategic Plan**

Periodic updates of the Environmental Committee page would assist in keeping stakeholders up to date on the committee’s activities, while attracting new members. To alleviate missed meetings due to schedule conflicts, the Environmental Committee could consider developing an on-line community where members could share ideas and develop strategies together, cutting down the need for frequent face-to-face meetings. The Environmental Committee should be consulted in the decision as what type of tracking program COTR should use for benchmarks and metrics. A subcommittee under the Environmental Committee could be formed to work with other stakeholders to determine achievable goals for the campus and layout the strategy needed to achieve those goals.

COTR’s strategies in their strategic plan for sustainability should be their benchmarks, what they want to achieve. The strategy section should describe how they plan to achieve those goals.

A comprehensive list of benchmarks for educational intuitions can be found on the website of the Association for the Advancement of Sustainability in Higher Education (aashe) and include:

- Student sustainability outreach campaigns
- Student Group
- Sustainability publications
- A sustainability immersive experience
- Departments engaged in Sustainability Research
- Greenhouse Gas Emissions Inventory and Reduction
- Sustainable Dining Services (Vegan meals, composting, etc.)
- Sustainable paper and cleaning product purchases
- Vendor Code of Conduct
- Alternative transportation incentives
- Waste Reduction

(STARS 1.2 Credit Checklist)

**Research Limitations**

The limitations to administering an online survey may include a stakeholder’s unwillingness to answer an online survey, the inability to reach the appropriate stakeholders, and the inability to read cues from stakeholders that could lead to more in-depth questions and responses if the researcher were to administer a face-to-face interview. In the process of an online survey, the researcher is unavailable to clarify questions, and will be unable to determine why participants chose to skip a particular question.

With the small response rate from the various stakeholders, it is difficult to determine if the views reflected in this survey accurately portray the views of the college’s stakeholders. Other issues to consider are possible bias from different levels of staffing, possible bias from students, and either indifference or a lack of understanding of the subject matter.

The researcher had planned to conduct several one-to-one informal audio taped interviews with key stakeholders in order to get a more in-depth look at where the college stands in regards to its current commitment to sustainability, best practices, benchmarking tools, and its future goals for sustainability. While the researcher was able to complete one interview, due to
conflicting schedules and time restraints, subsequent one to one interviews were unable to be conducted. It was determined that without a full complement of interviews, the one to one portion of the research would not be included in the final research results, and that enough information could be gleaned from the on-line survey process. Further research involving upper management could be beneficial in determining what practices the College currently has in place to measure its sustainability progress and what the future plans are for ensuring that environmental, social and economic thought is incorporated into decisions made by the organization.

Conclusion

Coca Cola, PepsiCo and educational institutions may seem like they don’t have much in common. However, both the cola companies and educational institutions like the College of the Rockies are actively seeking their share of the consumer market. What makes one brand or institution better than its competitors? As the population becomes savvier about sustainability, they are looking for companies/organizations that make a difference.

Coca Cola was put on probation for violating the University of Michigan’s Vendor Code of Conduct for its questionable activities in India. New Jersey’s Rutgers University declined to renew their contract with Coca Cola, and at least 30 other educational institutions had student-led campaigns to ban the product from their campuses. (Coca Cola Placed on Probation by University of Michigan, 2005) University students are taking notice of how companies conduct themselves, and this applies to educational institutions as well, the only difference may be that colleges won’t know why students are choosing to go elsewhere.

In 2011, Coca Cola lost its place on the Dow Jones Sustainability Index, while its competitor, PepsiCo was named as leader of the food and beverage segment. PepsiCo has been
making positive gains with its sustainability initiatives such as setting goals to provide safe water to 3 million people in developing countries, sourcing alternative materials, and working on the release of a plant based bottle. “Packaging is significant not only for the sustainability benefits and long-term cost savings it can bring. It is also a very tangible aspect of the sustainability drive with consumers” (Cooper, 2011).

Packaging is also significant when it comes to students choosing colleges and universities. More students want their educational institution to be sustainable in addition to providing quality instruction and having lower fees. Not only do they want to feel positive about their campus, but they want to receive the education and experience in sustainability needed to compete in the evolving job market. In order for COTR to carve out a niche for itself in the educational arena, it needs to become visibly sustainable and incorporate sustainability into every aspect of its operations.

COTR needs to make a visible effort to be sustainable. Support and promotion of the already established Environmental Committee would be a prudent first step. The committee has initiated several worthy campaigns and would be a good vehicle for developing achievable goals and metrics for the college, using a tracking program such as either the sustainability tracking program coordinated by the Association for the Advancement of Sustainability in Higher Education (AASHE) or the Canadian developed Campus Sustainability Assessment Framework (CSAF).

Once goals and metrics have been established, a report should be made available on the website and updated annually as audits are performed to keep stakeholders up to date on progress and areas that still require improvement. Annual audits could either be incorporated into an
existing course(s), or become a course on their own, giving students practical experience in conducting audits.

Sustainability needs the support of all stakeholders in order to be fully integrated. When management fully embraces sustainability and leads by example, it positively reinforces the culture of sustainability within the organization. Benchmarks and metrics need to be put in place, and accomplishments and/or shortfalls reported on in an accurate and timely manner.

“Accountability strengthens trust between the reporting organization and its stakeholders. Trust, in turn, fortifies report credibility” (Global Reporting Initiatives, 2000-2006). Stakeholder engagement, accountability and trust are key components in developing a strong culture of sustainability.
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APPENDIX ONE

Letter of invitation

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Bruntland Commission, United Nations, 1987

Sustainability is more than just environmental concerns; there are social and economic aspects to be considered as well. In a sustainable culture, community members have mutual opinions and views as to the importance of balancing the three P's (people, planet and profit)

My name is Pat Hellmen, I am a 4th year student in the Bachelor of Business Administration program at the College of the Rockies. For my capstone project I have chosen to research the culture of sustainability at the College of the Rockies (COTR). Through this research I will determine whether a culture of sustainability exists and what, if anything, may be done to enhance it.

The survey is done anonymously; the program does not provide me with any personal identifiers. You are under no obligation to complete the survey and may exit it at any time. Results from the survey will be made available at the facebook page "Sustainable Culture at COTR". Results will be posted by February 2013. If you would prefer a PDF version of the report, please email me at phellmen@cotr.bc.ca Should you have any questions regarding this survey, please contact my faculty advisor, Greg McCallum at gmccallum@cotr.bc.ca
APPENDIX 2

Online Survey Questions

1. Please indicate the extent to which the College of the Rockies (COTR) offers courses with topics related to sustainability.
   - A great deal (10 or more courses)
   - A lot (4-9 courses)
   - A little (1-3 courses)
   - Not at all
   - Don't know

2. Most campuses have sustainability programs and campaigns in place (i.e. anti-idling, turn the lights out, recycling, using renewable power sources, composting and making Fair Trade or sustainable purchases). Please list the programs that you are aware of at COTR

3. What additional sustainable practices would you like to see COTR implement?

4. How often do you use the appropriate recycle bins when you are on campus?
   - All of the time
   - Most of the time
   - About half the time
   - Once in a while
   - Never
   Comments:

5. How often do you recycle at home?
   - All the time
6. Do you bring your own mug when buying coffee/tea from the cafeteria?

- All the time
- Most of the time
- About half the time
- Once in a while
- Never

Comments:

7. Do you bring a reusable water container to campus?

- All the time
- Most of the time
- About half the time
- Once in a while
- Never

Comments:

8. How often do you purchase bottled water on campus?

- All the time
- Most of the time
- About half the time
- Once in a while
9. Do you use an alternate form of transportation to get to and from COTR? Please check all that apply
   - City Bus
   - Bicycle
   - Walk
   - Carpool
   - Other (please specify)

10. Ride matching allows you to share the responsibilities and expenses associated with travelling to and from work/school with other people in your community. If the College offered a ride matching program, would you participate?
   - Yes
   - No
   - Maybe

11. Would you be interested in learning more about sustainability programs at the College?
   - Yes
   - No
   - Maybe
12. If you wanted to find more information on Sustainability at COTR, where would you look for more information? Please rank in order of preference, with 1 being the first place and 5 being the last place you would look.

---- General information bulletin board
---- COTR Portal
---- Student office
---- Library
---- Other

13. When you receive information via email, do you automatically print it out or do you review the information and then either save it as a document or print off only what you need?

○ Print it out right away
○ Review information first

Comments:

14. When printing information, how often do you print double sided?

○ All the time
○ Most of the time
○ About half the time
○ Some of the time
○ Never

Comments:

15. How important is it to have a commitment to sustainability from the following stakeholders at COTR?

<table>
<thead>
<tr>
<th>Very Important</th>
<th>Important</th>
<th>Unimportant</th>
<th>Very Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Culture of Sustainability
16. How important is it to you that your educational institution has a strong commitment to sustainability?

- Very Important
- Important
- Neutral
- Unimportant
- Very Unimportant

17. How important is it to you that your place of work has a strong commitment to sustainability?

- Very Important
- Important
- Neutral
- Unimportant
- Very Important
- Do not work

18. Does the level of commitment to sustainability factor into your decision to attend an educational institution?

- Yes
19. Does the level of commitment to sustainability factor into your decision as to where you work? (Either now or in the future)
   - Yes
   - No
   - Not sure

20. Please rate your own level of interest about sustainability at the College with 1 being the lowest and 5 being the highest.

   1  2  3  4  5

21. Can you give an example of something COTR does to engage the community in sustainability practices? (Example: public presentations, Earth day campaigns)

22. Overall, how well does the College of the Rockies promote a culture of sustainability?
   - Excellent
   - Good
   - Neutral
   - Poor
   - Not at all

What could be done to enhance the culture of sustainability within the college?
23. Please indicate which age group you are in

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

24. Are you.....

- Male
- Female

25. Which best describes your role at COTR?

- Student
- Staff
- Faculty
- Management
- Other (please specify)

The following Questions are for Students and Faculty

26. If you are a student, please indicate which program you are in. If you are faculty, please skip to question 27.

27. What year of the program are you in? (First year, second year.....

28. If you are faculty, which program do you primarily instruct in?
to Greg, me
Pat – thanks for your patience in my completion of your ethics review. I appreciate the changes you have made. It is now approved to proceed with one only more small change. In Question 12, I would suggest that you add the College’s Environmental Committee as one of your options.

Thanks for your submission – good luck with your research! I am looking forward to reading it!

Pat