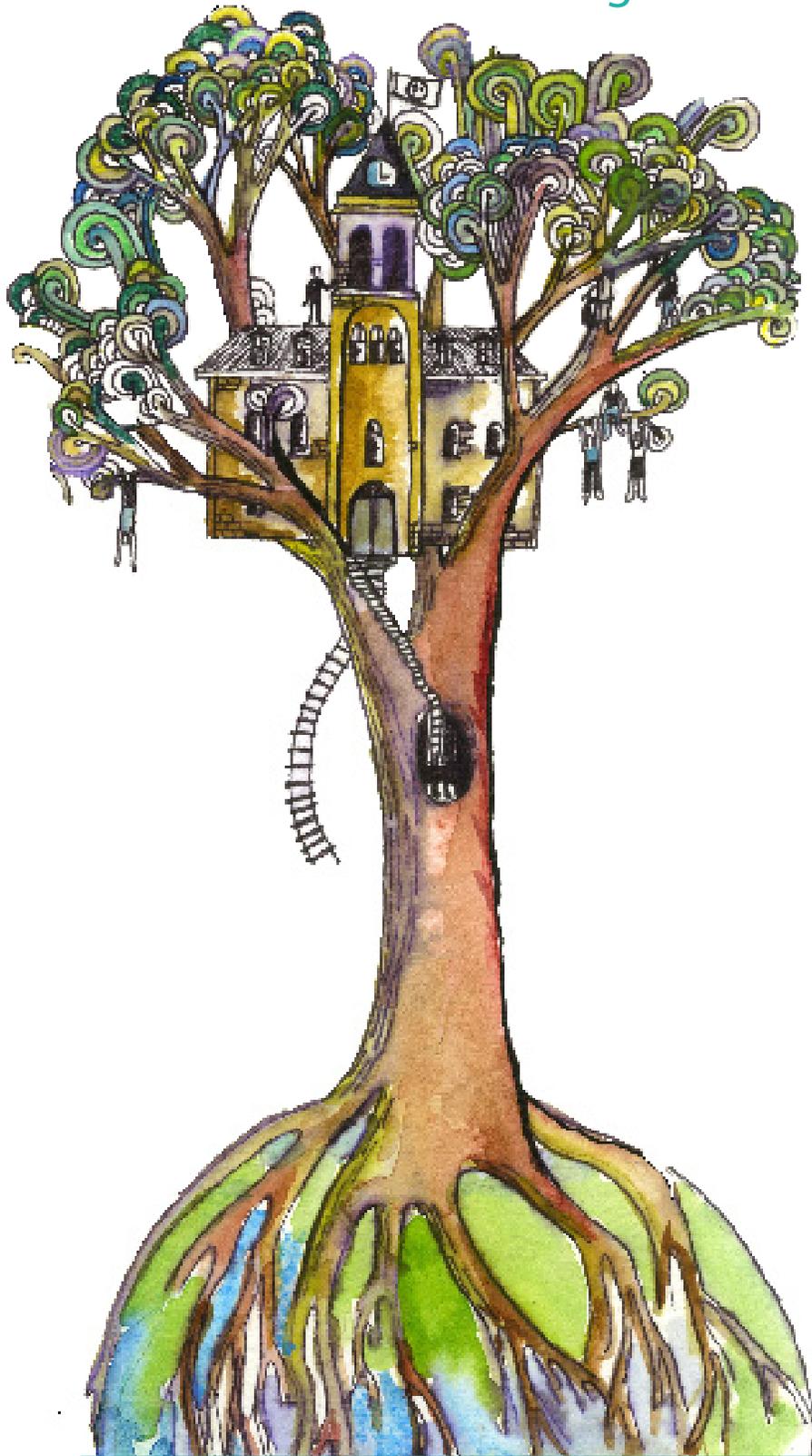


Carleton Sustainability Project Guide: The Ins and Outs of Making Your Project Successful



Anna Larson '15, Cam Shorb '16, Emma Vinella-Brusher '16
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This guide was created by three students involved in sustainability projects on campus: Anna Larson '15, Cam Shorb '16, and Emma Vinella-Brusher '16, as part of a Carleton course in order to help students better plan sustainability projects and navigate the approval processes at Carleton. The Sustainability Office now maintains this document. Design by Sarah Lukins '15.

I. What is a Student-Led Sustainability Project?

CHAPTER OBJECTIVES

- Define student-led sustainability projects
- Provide examples of past projects to illustrate this definition

STUDENT-LED SUSTAINABILITY PROJECTS

Criteria:

1. A project that aims to reduce resource consumption and increase efficient resource use.
2. A project initiated and organized by students.

Is your project technical or adaptive?

TECHNICAL/CONSTRUCTION PROBLEMS

- Problems that are well defined.
- There are several possible solutions with different benefits and costs in terms of expected lifetime, user experience, upfront cost, etc.
- At least one organization has the ability to implement the solution.
- Continuation of the solution can be formalized by a policy.

EXAMPLES

- Reducing food waste by removing trays from the dining hall.
- Replacing the warming hut with a net-zero energy warming hut.
- Reducing cup waste by replacing disposable to-go cups with reusable cups.
- Creating a rainwater harvesting system.
- Replacing traditional drinking fountains with water bottle refilling stations.
- Transitioning to zero-waste sporting events by with compostable packaging, and training concessions workers to monitor waste.

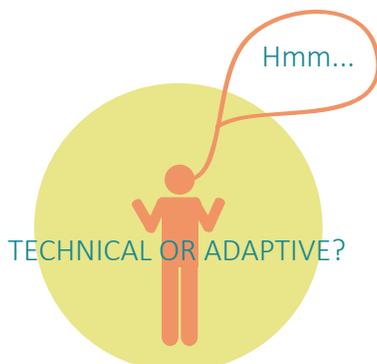
ADAPTIVE/POLICY PROBLEMS

- Problems to which the answer is not known.
- Policy changes are at the root of the solution.
- No single organization can bring about the necessary change.
- Discussion and creative process are required to determine the best solution.
- The policy must be reviewed and updated over time.

EXAMPLES

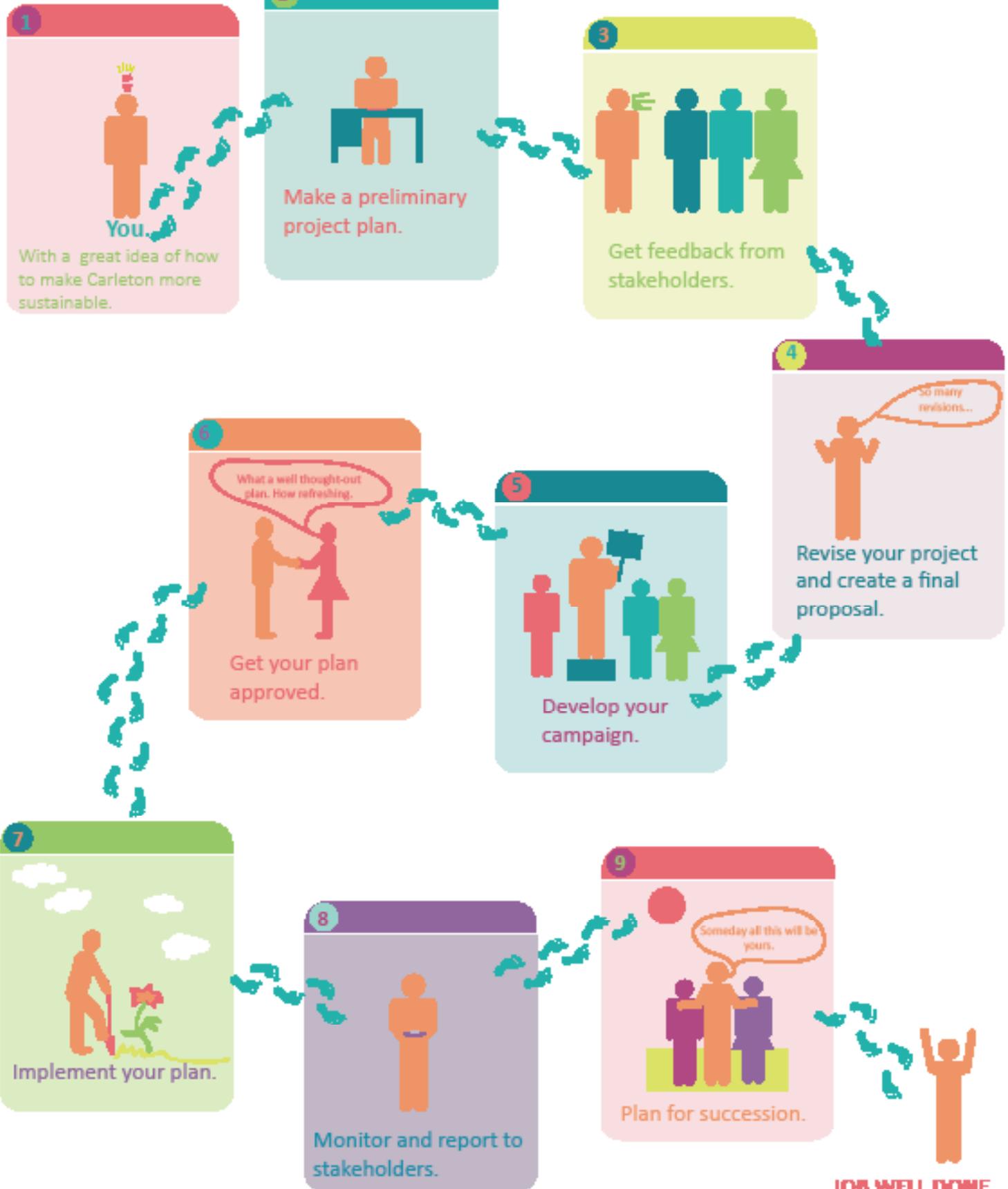
- Creating a set of guidelines for food procurement.
- Transitioning to a carbon neutral campus by 2050.
- Reduction of waste stream contamination through campus outreach.

Just because a project is “technical” doesn’t mean that it won’t be controversial!



Nine Steps to a Successful Sustainability Project

A systematic approach to making change at Carleton.



III. Project Pitching: Standing Out in the Crowd

CHAPTER OBJECTIVES

- Learn how to prepare data
- Develop a project management plan
- Make a persuasive case for your issue

COLLECTING AND PREPARING PRELIMINARY DATA

1. Decide what kind of information you will need, and how you will obtain that information.
2. Weigh the costs and benefits of your project.
3. Consider running a pilot project to obtain data if none currently exists.
4. Develop summary metrics and/or graphs to support your proposal to the appropriate governing body.

Check out a project management template on the next page to guide your planning. Before you get started, here are some things to consider:

MAKING A PERSUASIVE CASE FOR YOUR PROJECT

1. Explain why the issue you are addressing is a problem.
2. Explain your solution and why the benefits outweigh the costs.
3. Discuss whom the solution will affect and how they will be impacted.
4. Discuss what kind of maintenance or enforcement would be necessary.
5. Explain where the financial and human capital will come from.

You do not need to answer all of the template's questions, but the more you are able to address, the stronger your project will be.

Consider defining a good, better, and best outcome for your project. This often increases your chance of success. Remember, don't let the perfect be the enemy of the good!

Though Vice President and Treasurer Fred Rogers and President Poskanzer are typically not the administrators you should pitch your project to, both often meet with students to discuss project proposals. Both stressed the importance of balancing ideology with pragmatism in order to develop financially viable projects, regardless of who you are pitching your project to. To do so, decisions must be based on reliable data.

Case Study: Take Back the Tap's Campaign Against Bottled Water

"The campaign was really made up of lots of smaller campaigns: first we got a CSA resolution passed that removed bottled water from vending machines, then we talked to academic departments and several committed to becoming bottled water free, then we took on more of a maintenance focus and made connections with Mitch Miller to institutionalize the refilling stations, then we developed a "drinking water accessibility action plan" that we took to relevant stakeholders.

We worked to get bottled water removed and tap water infrastructure built up to the point it's at today. So, it wasn't until our third year that we really pushed for a campus-wide policy. I think the piecemeal strategy was slower, but ultimately more effective because it allowed us to be really specific about our "ask" and build up momentum from a variety of places."

- Courtney Dufford '14, TBTT President

Developing a Project Management Plan

This section is a suggested template intended to help you develop a comprehensive project plan.



A. PROJECT BACKGROUND

Explicitly state what your project is and create a bulleted list of objectives that defines your purpose.

To help identify whether your project or a similar one has been pursued before, check the Greater Northfield Sustainability Collaborative's project database (<http://www.northfieldsustainability.org/events/>), or talk to Martha Larson, Manager of Campus Energy and Sustainability.

B. PROJECT STAKEHOLDERS

Identify who will be affected by the project process or outcome, whether it be individuals, student groups, committees, administrators, or community members. What do you think each stakeholder expects from a project like this?

1. Target Audience
2. Design/Implementation Team
3. Advisors/Consultants
4. Approval Bodies/Governing Entities

For stakeholders that need to review/ approve the different steps of your project, be sure to look into whether these individuals have limited availability for meeting times.

C. SCOPE DEFINITION

Define the scope of this project given available resources such as money, time, and human capital. Are there further steps that need to be addressed but cannot be completed within your timeline? If so, consider what are the next steps-- what needs to occur in this future phase? This section will likely be revised as the project goes on and you are better able to identify limitations.

D. QUALITY CRITERIA

What level of quality do you wish to achieve? This can be expressed in terms of a desired quantity or percent reduction/increase of a resource. It often helps to define a good, better, and best outcome for the final product.

Good: Indicates completion of the project as defined by the scope

Better: Exceeds baseline requirements but could use some fine tuning

Best: Optimal final product. No further additions or changes needed.

E. PROCESS AND SCHEDULE

What tasks are required to make this project a reality? Identify what each step of the process is, how long it will take and who from your group will be responsible for making sure it completed. If possible, group into particular phases.

It is also important to identify whether a previous step needs to occur before each task can be completed. Be sure to include meetings with stakeholders based on when they are available, as well as how and when you are planning on getting in contact with them.

F. BUDGET/COST MODEL

Are there any monetary costs associated with your project? If so, list them here in a line-by-line breakout including estimates even if you do not yet know the actual amount. See Appendix A for a list of potential funding sources.

G. RISK MANAGEMENT PLAN

Identify any aspects of your project that could possibly go wrong. If this does occur, what is your Plan B? How are you going to deal with this particular setback?

IV. Building Your Team

Are there any assumptions you are making about the process that could lead you astray? Are there any constraints to the project that could lead to setbacks?

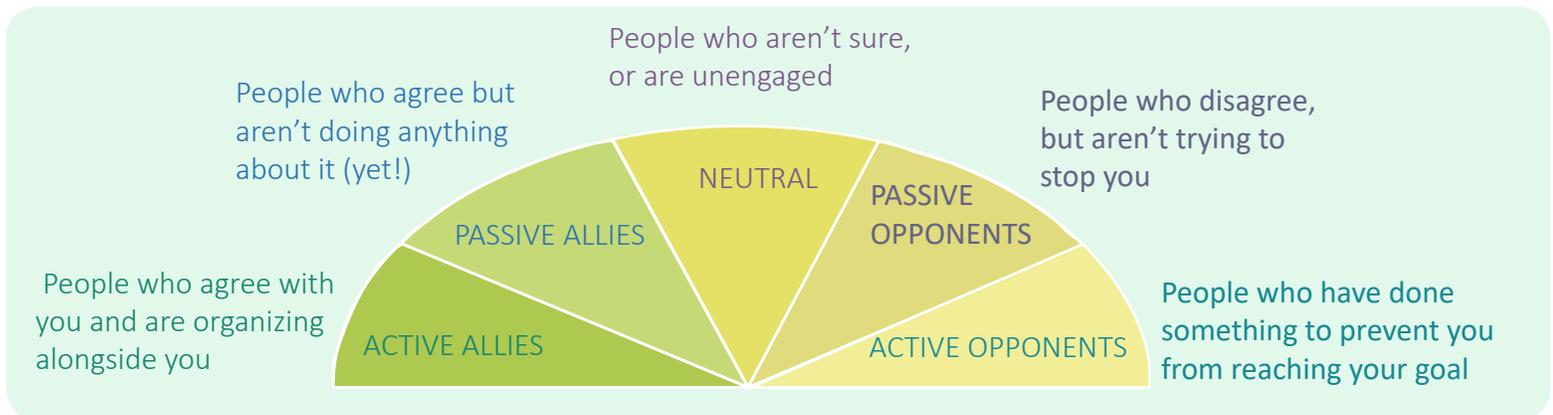
CHAPTER OBJECTIVES

- Learn how to form strategic partnerships with student organizations as well as staff, faculty, and administrators
- Learn how to gain student support
- Understand collective impact

Forming Strategic Partnerships

Building relationships with allies is a key part of any movement. Through collaboration, you can combine individuals' efforts in different campus organizations and offices to work towards solving a specific problem. When thinking about a campaign, organizers often think of allies on a spectrum.

Understand Your Spectrum of Allies



ACTIVE ALLIES

- Identify, contact, and deepen relationships. Learn their skills, interests, motivations and personal goals
- What opportunities can you provide these leaders to deepen their connections to each other and the campaign?

PASSIVE ALLIES

- Meet them where they are: what opportunities can you pursue together to build a mutually supportive relationship?
- What actions can you take together that will allow passive allies to feel powerful and strengthen their conviction in the campaign?

NEUTRALS

- Do they even know about you and your campaign? How could you creatively engage them?
- Remember: you don't need 100% of campus to support you! Brainstorm tactics that build campus buzz.
- You might do something that draws out conflict-- this is ok, it's important to discover conflicts to be addressed

PASSIVE OPPONENTS

- Give them opportunities to change their position, since they have not actively opposed you
- How can you address their actual needs, doubts, and fears in a way that strengthens your relationship?

ACTIVE OPPONENTS

- If a key stakeholder is an active opponent, build a relationship and separate the person from the problem.
- Who do they care about-- who influences them? How can you mobilize that person to support you, and bring your opponent along?

Know that when you are working in partnership with other students, faculty, and administrators, there will always be compromises.

BUILDING SUPPORT ON CAMPUS

Most projects will directly or indirectly impact the entire college. It is important to receive feedback and ensure that the student body supports your project. Additionally, by building support for your project, you can make a stronger case for your project when you pitch it to whoever needs to approve your project.

There are several ways of building support:

- Petitions
- CSA resolutions (see CSA website for protocol)
- CSA referendum (see CSA website for protocol)
- Endorsements from campus offices/departments

Case Study: Reusable Take-out cups

For several years, SOPE (now ECO) had been working to remove the disposable cups from the dining halls and replace them with some kind of reusable mug. This campaign was successful due to a change in tactics used.

“With 10-week terms, it’s really easy to lose momentum. Each term, you have to start up again and mobilize or remobilize people. Typically as the term gets busier, fewer people show up because they have less time. So start early. This includes working with stakeholders; you need to email stakeholders early in the term, and have those meetings as soon as you can so you can develop a better idea of what your next steps are.

The biggest takeaway for me from the reusable cups campaign was that we needed to figure out the groups that had the most leverage to make change happen, and approach them early on in the process. For us, that meant trying to convince the student body through a ballot initiative. We spent a long time petitioning Bon Appetit and the treasury office before we approached CSA. We should have gone for a ballot measure much earlier, because our other stakeholders had their hands tied, and they wouldn’t act without the clear support of the student body. We campaigned in the fall and winter and then decided to submit the CSA resolution to the student body for vote, which provided funding for the project and a clear directive for our other stakeholders. After the resolution passed, we were able to plan the switch to reusable cups in only a term and a half.”

- Sarah Lukins '15, President, SOPE

“The first step in creating change is building relationships. Consider: do you want to be right, or do you want to be effective? Being right may be efficient, but it is not necessarily effective. You cannot enact change unless you are willing to build relationships and to see the perspectives of other people.”
-KellyScheuerman, Center for Community and Civic Engagement

“When meeting with stakeholders, such as staff or administrators, make sure to be consistent with your communication. Try to have one person who is present at every meeting so that your stakeholder has a person that they can connect to the project.”
-Courtney Dufford, '14, President, Take Back the Tap

When consulted about this guide, President Poskanzer, the Director of Auxiliary Services, and others expressed their belief that Carleton students need to better coordinate their efforts to make the best use of student, administrative, and financial resources.

In order to facilitate communication and collaboration between campus sustainability initiatives, we have compiled a directory of relevant clubs, including their purposes, leaders, and meeting information. Please see Appendix B.

V. Overcoming Common Obstacles and Myths

CHAPTER OBJECTIVES

- Become familiar with common challenges
- Know how to troubleshoot
- Maintaining momentum

OBSTACLE: TIME DELAYS

- Students are used to operating at full throttle, but things may take more time when you are working with college staff and administrators. Be aware that it may be weeks before an administrator can meet with you, and once they do, it may take several more weeks for them to contact the people necessary to move forward on the project.
- Administrators and staff operate on a different timescale than students. They will often take the long view, and will be concerned with the long-term viability of the any proposed sustainability project.

OBSTACLE: UNCLEAR SCOPE

- Before you jump into a project, make sure you have clear, measurable goals.
- Be able to identify things that are out of your scope and could be a potential area for further campaigns.

OBSTACLE: POLITICAL PUSHBACK

- If you sense that you are up against immovable opposition to your goal, consider taking a different angle or re-branding your campaign to be more palatable to your target audience.
- For example, saying that a project requires a committee implies added work in an infinite or unknown duration for time-constrained administrators. Changing this to a “task force” implies a finite time commitment dedicated to specific objectives.

OBSTACLE: INSUFFICIENT RISK MANAGEMENT

- Sometimes, you will not be able to anticipate future setbacks (see Case Study: Drying Racks).
- However, you can minimize the chance of future problems with thoughtful project planning. Pilot projects are especially useful for putting your plan to the test and diagnosing unanticipated problems.

MYTH: THE PRESIDENT APPROVES EVERY INITIATIVE

- Your target is the person you need to approve your project in order to do the project.
- The president is commonly believed to be the person to meet with to gain approval, but this is not necessarily the case. Often times, it is better to get approval from the person who will actually be managing and overseeing the implementation of a project you want to implement.

Case Study: Drying Racks

“Audits were completed through the Sustainability Office to determine the energy saving from purchasing drying racks. Based on those savings, and after doing product analysis to find the most cost effective and efficient drying racks, SOPE applied for money through the Sustainability Revolving Fund (SRF). Afterward they purchased the drying racks and conducted an education campaign through informational posters and presentation for study breaks. After implementation there was periodic inventorying to make sure that the racks were still evenly distributed and in good condition. Many of the drying racks were either broken or misplaced. It was also very hard to measure the energy savings because the capacity of the dryers is larger than that of the washers, which could easily explain the discrepancy between the number of washer loads and the number of dryer loads. Many people were using the drying racks to dry their delicate clothing, but not actually diverting their entire laundry load.”
- Sarah Lukins '15, President, SOPE

- People in management positions at Carleton often have authority to make day-to-day decisions about campus operations without approval from the Administration.

MYTH: BON APPÉTIT AUTHORIZES ALL FOOD DECISIONS

- Bon Appetit can collaborate with students to make menu and purchasing changes.
- Their contract is held by Carleton and managed by Carleton's Director of Auxiliary Services. He/she makes all decisions related to Bon Appetit's contract and service requirements.

MYTH: PROJECTS ARE ONLY SUCCESSFUL IF THEY MEET 100% OF THEIR GOAL

- Don't let the perfect be the enemy of the good.
- If your ultimate goal is ambitious, break it down into smaller, achievable actions. Each completed action will constitute a success and a step towards the greater goal.

VI. Documenting Your Work

CHAPTER OBJECTIVES

- Understand the importance of documentation
- Know how to create a useful and concise report

WHY DOCUMENT?

Sustainability initiatives at Carleton have been seriously hindered by a lack of communication among students. Both administrators and students have busy schedules and limited energy to invest in campus sustainability initiatives. As group composition changes with members leaving and joining each year, it is also important to be able to preserve and convey knowledge of the history of a project.

RECORDING YOUR PROJECT

Consider these questions when you draft a final report. It can be short, but the more information you are able to include, the more useful it will be to future students.

1. MEETINGS

Sustainability initiatives tend to share stakeholders. Documenting your meeting history will help other students know how much student pressure their stakeholders are under and how receptive they can expect them to be to their project.

1. Who did you meet with?
2. What did you learn?
3. How supportive were they?

2. ACTIONS

Events, petitions, demonstrations, and other outreach.

1. What actions did you take?
2. How successful were they?

3. LESSONS

Recording what you learned allows everyone to build off each other's progress.

1. Did you learn anything about campaign strategy?

4. NEXT STEPS

Besides helping your project maintain momentum into the next term, identifying your next steps can help facilitate collaboration or avoid conflict with the efforts of other campus sustainability initiatives.

1. Who do you plan to talk to?
2. What actions do you plan to take?



Appendix A: List of Funding Sources

Carleton Student Association Budget Committee

CSA has several funding sources for students. You can apply for on-campus event funding, conference funding, or non-event funding for equipment that clubs may need. *To learn more, visit: apps.carleton.edu/orgs/csa/budget/funds/funding_applications/.*

Student Leadership and Involvement Grant

This grant is for students or groups of students interested in acquiring practical experiences. The funding (around \$250/person) can be used to attend conferences or bring in speakers. *To learn more, visit: apps.carleton.edu/campus/campact/programs/grants/.*

To learn about funding from the Environmental Advisory Committee or the Carleton Student Association see Appendix C.

Appendix B: List of Relevant Student Organizations

To get in touch with an organization, go to orgs.carleton.edu and search by organization name to find its student leaders. If you cannot find an organization, contact the Student Activities Office at sao@carleton.edu.

Food Truth

Food Truth's mission is to create a dialogue surrounding the ethical, social, and environmental injustices that emerge from animal exploitation. *Meeting times change every term.*

Energy Club

Energy Club works with on various energy-related projects each year, including a lighting audit of all bathrooms and stairwells.

Food Recovery Network (FRN)

Volunteers prepare and package leftover food from the dining halls that cannot be consumed in the dining hall to be delivered to various community organizations. *To get involved, contact Erica Zweifel at ezweifel@carleton.edu.*

Environmental Carls Organized (ECO)

ECO is a student organization dedicated to promoting environmental awareness and activism at Carleton and in Northfield. *Meetings are weekly and change every term.*

Center for Community and Civic Engagement Fund

This fund (up to \$200) is for speakers, workshops, and other events related to food, public health, and environment. To apply for this fund, contact Erica Zweifel. *To contact Erica, email her at ezweifel@carleton.edu or find her in the Sayles 156*

Sustainability Revolving Fund

The SRF is a funding source for projects that lead to monetary savings by increasing resource efficiency in some way. Projects must pay back to the fund. *To learn more and see past projects, visit: apps.carleton.edu/sustainability/action/srf/.*

Divest Carleton

Divest works to move Carleton beyond fossil fuels and forward on climate. *To get involved, email divestcarleton@gmail.com.*

Farming Club

Farm Club meets for work days (planting, weeding, growing, harvesting) in the fall and spring and plans for a more established student farm. *To find out about meeting times, contact the current farm interns.*

Food Truth

Food Truth seeks to raise awareness about various food issues including social justice and animal ethics, through discussion, workshops, and events. *Meetings vary each term.*

Take Back the Tap (TBTT)

TBTT works to transition away from bottled water, challenge current standards, and support the accessibility and maintenance of our local water system. *Meetings vary each term.*



Appendix C: List of Approval Bodies

College Administration and Facilities



Steven Poskanzer, President:

The President oversees the college, and makes decisions with long-term planning in mind. President Poskanzer has limited free time, and meetings should be made well in advance. *To schedule a meeting, contact Stephanie Huston at shuston@carleton.edu, (507)222-4334 or in Laird 108.*

Open position, Director of Auxiliary Services

The Director of Auxiliary Services oversees the operation of the Campus Post Office, the Bookstore, the OneCard program and other campus services. His office manages the contract between Carleton and Bon Appetit, Carleton's dining service provider. *To contact email Chris Rohr at crohr@carleton.edu, call her at 507.222.5180, or go to Leighton 129.*

Mitch Miller, Maintenance Manager

Mitch Miller manages repair and maintenance services to all College buildings. If your project is related to lighting efficiency or heating and / cooling, Mitch would be the person to talk to. *To contact Mitch, email mmiller@carleton.edu, call 507.222.4220, or go to Facilities 333.*

Jay Stadler, Grounds Manager

Grounds staff maintains the Carleton landscape, which includes walks, drives, parking, fields and landscape features, excluding the Arboretum. If you are interested in projects such as rainwater harvesting, irrigation, or bicycle rack accessibility, contact Grounds services. *To contact Jay, email jstadler@carleton.edu, call 507.222.4137, or go to Facilities 304.*

John Mathews, Project Manager

John coordinates planning and design projects, and coordinates with other College services when necessary. He also works on remodeling projects. *To contact John, email him at jmathews@carleton.edu, call him at 507.222.4091, or go to Facilities 316.*

Fred Rogers, Vice President and Treasurer

VP Rogers oversees financial and business operations of the college. Before meeting with him, you should have data, or a plan to collect data, that will support the implementation of your project. *To schedule a meeting, contact Barb Silk at bsilk@carleton.edu, call 507.222.5411 or go to Laird 116.*

Steve Spehn, Director of Facilities and Capital Planning

Steve Spehn supervises the operations of campus buildings and grounds and also oversees projects and construction. As a supervisor, he has limited time available to meet. Contact another member of facilities before presenting your project to him. *To contact Steve, email sspehn@carleton.edu, call 507.222.4271, or go to Facilities 303.*

Patti Sabrowski, Custodial Services Manager

Patti manages custodial services, which includes services such as the community waste program. You should contact Patti if you have questions about waste disposal at Carleton. *To contact Patti, email psabrows@carleton.edu, call her at 507.222.4739, or find Facilities 307.*

Nancy Braker, Director of the Cowling Arboretum

Nancy oversees the management of the Arboretum, which includes planting native species, removing problem species, and prescribed burnings. She supervises the student naturalist program. *To contact Nancy, email her at nbraker@carleton.edu, call 507.222.4542, or find her in Arb 122 near Farm House.*

CAMPUS COMMITTEES AND OFFICES

To learn more about any committee or office, including current members, search at carleton.edu.

Bon Appetit

Katie McKenna, General Manager

If your project is related to food, you should get in contact with Katie to discuss the feasibility of any potential dining hall changes. *To contact Katie, email her at kmckenna@carleton.edu, call 507.222.4066, or find her in Severance Hall G41A.*

Bryan Schouten, Executive Chef

Bryan oversees the majority of food purchasing for each month's menus. If your project involves food purchasing decisions in the dining halls, consider meeting with both Katie and Bryan. *To contact Bryan, email him at bschouten@carleton.edu, call him at 507.222.4467, or find him in his office in Severance Hall 21.*

Carleton Responsible Investment Committee (CRIC)

CRIC makes recommendations about the management of the College's endowment to the Board of Trustees. *To contact CRIC, contact the current student co-chairs, or Professor Arjendu Pattanayak, arjendu@carleton.edu.*

Capital Funding and Priorities Committee

The CF&PC approves any physical changes to campus, which includes annual facilities change requests, summer capital improvements, and other aesthetic or functional physical changes. Your project will need Facilities approval before presenting your idea to the CF&PC.

Dining Board

Dining Board meets on alternate Thursdays in either LDC or Burton to discuss upcoming events, review comment cards, and discuss other updates and changes to the menu. *Email Andrea Robinson at arobinson@carleton.edu for more information.*

Sustainability Office

Martha Larson, Manager of Campus Energy & Sustainability

Alex Miller, Sustainability Program Coordinator

Martha & Alex manage the implementation of the Climate Action Plan and many sustainability initiatives on campus. Alex manages the student Sustainability Assistants (STAs) program. Martha can offer advice on project management planning and project feasibility. *To contact both Alex & Martha, email sustainability@carleton.edu.*

Budget Committee

The Budget Committee, a subcommittee of College Council, advises the Vice President and Treasurer in the construction of the annual budget and in the development of a long-term financial plan. It conducts hearings and makes recommendations to the Council throughout budget process, in addition to a final budgetary recommendation. Once approved by College Council, the Finance and Planning committee of the Board of Trustees recommends the budget to the full board for approval.

Carleton Student Association (CSA Senate)

The student body elects CSA members to represent them on campus through student government. CSA also has funding for student initiatives. *To submit a funding request, go to the CSA's Budget website at <http://apps.carleton.edu/orgs/csa/budget/>.*

Center for Community and Civic Engagement (CCCE)

Erica Zweifel, Program Coordinator

Erica is connected with local community resources if your project involves the greater Northfield community, food, energy or sustainability. *To contact Erica, email her at ezweifel@carleton.edu.*

Emily Oliver, Director of Academic Civic Engagement

Emily works with classes to engage in community outreach projects as a component of their academic work. *To contact Emily, email her at eoliver@carleton.edu.*

Environmental Advisory Committee

The EAC is composed of faculty, staff, and students and meets several times per term. The EAC manages the Sustainability Revolving Fund and reviews budget requests from students to attend sustainability-related conferences, bring in speakers, host workshops, etc. *If you are interested in attending a meeting, contact Martha Larson at mlarson@carleton.edu.*