

EN 3: Staff Engagement and Training

Rationale

This credit recognizes institutions that support their employees in learning about and collaborating to advance sustainability. Supporting peer-to-peer networking and learning and offering training focused on sustainability help employees integrate sustainability into their lives and work and build a sustainability culture on campus.

Applicability

Applicable to all institutions.

Points available

A maximum of 8 points are available for this indicator.

Criteria

3.1 Staff sustainability network or engagement program

An institution earns 2 points when it has at least one voluntary network or engagement program open to **non-academic staff** that is **sustainability-focused**. This may include:

- Green office programs
- Staff sustainability clubs and organizations
- Sustainability-focused gatherings held during regular work hours that are open to non-academic employees (e.g., “brown bag” events)
- **Peer-to-peer education programs** in which employee educators from diverse departments or units are selected and trained to help catalyze change among their peers (e.g., a green leaders or sustainability ambassadors program)

Partial points are available. An institution that does not have a sustainability-focused staff network or engagement program, but does have at least one staff network or engagement program that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations that are primarily composed of employees (e.g., staff networks, organizations, and clubs) and programs that are primarily designed to engage staff members. Formal institutional committees, e.g., tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, a network or program must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the network or program.

Documentation

Report the following information in the online Reporting Tool.

- Does the institution have at least one voluntary network or engagement program open to non-academic staff that is sustainability-focused? (required). For example, a green office program, sustainability-focused staff association, or sustainability ambassadors program.

If Yes, the following field is also required:

- Narrative and/or website URL providing an overview of the sustainability-focused staff networks and engagement programs
- Does the institution have at least one staff network or engagement program focused on a topic other than sustainability that is advancing ecological integrity and/or racial equity and social justice? (required)

If Yes, the following field is also required:

- Narrative or website URL providing an overview of the staff networks and engagement programs that are advancing ecological integrity and/or racial equity and social justice

3.2 Sustainability-focused staff training

An institution earns 2 points when it makes available sustainability-focused training opportunities to non-academic staff on at least an annual basis.

Measurement

Report on the current status of the institution's programs and initiatives.

To qualify as sustainability-focused, a training opportunity must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the published mission statement or description of the training.

A training opportunity may include any activity that develops an individual's sustainability skills, knowledge, expertise, or other characteristics as an employee, e.g., formal coursework, participation in the activities of professional organizations, and/or training provided by the sustainability office.

Professional development and training for academic staff are addressed in credits within the Curriculum and Research impact areas.

Documentation

Report the following information in the online Reporting Tool.

- Does the institution make available sustainability-focused training opportunities to non-academic staff on at least an annual basis? (required)

If Yes, the following field is also required:

- Description of and/or website URL for at least one of the institution’s sustainability-focused staff training opportunities

3.3 Percentage of employees that participate in sustainability activities

An institution earns the maximum of 4 points available for this indicator when it has evidence that 50 percent or more of employees participate annually in the institution’s sustainability activities (e.g., as described in indicators 3.1 and 3.2). Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 3.3

Percentage of employees that participate in sustainability activities	Points earned
50 to 100	4
25 to 49	2
10 to 24	1
1 to 9	0.5

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability network or organization, attending a sustainability-focused event or training, engaging in an activity sponsored by the sustainability office, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing indicator 3.3:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on employee participation in the institution’s sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of employees, as ensured through **representative sampling** or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for academic and non-academic employees).
- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an

institution may use the single best data source for academic employees (e.g., organizational membership) and the single best data source for non-academic employees (e.g., participation in a green office program) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 people employed in one division of the institution may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of employees.

Documentation

Report the following information in the online Reporting Tool.

- Does the institution collect data on the extent of employee participation in its sustainability activities? (required). For example, through direct tracking and/or surveys/assessments.

If Yes, the following three fields are also required:

- Percentage of employees that participate in sustainability activities
 - 50 to 100
 - 25 to 49
 - 10 to 24
 - 1 to 9
- Approach used to determine the percentage of employees that participate in the institution's sustainability activities
 - Survey or assessment results
 - Direct tracking of participation
 - Conservative estimate based on mixed/limited data sources
- Narrative outlining how employee participation in the institution's sustainability activities was determined. Include the specific data sources and results used, a description of how a representative sample was reached or double-counting was avoided or minimized (if applicable), and any assumptions used and/or data sources excluded in arriving at the percentage range.

Glossary

Non-academic staff – Administrative, clerical, operational, support, and technical staff whose primary assignment is something other than instruction or research, i.e., personnel who are not classified as academic staff.

Peer-to-peer education – An initiative in which members of a specific societal group are trained to share their knowledge or experiences with people of equal standing within the same group to help catalyze change. There is no power imbalance within a peer relationship, for example as there would be in a teacher-student or manager-worker relationship. Peer education is based on the understanding that people make changes not only based on what they know, but also on the opinions and actions of close trusted peers. [Adapted from the My-Peer Toolkit hosted by Curtin University.]

Representative sample – A subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students. Likewise, a representative sample of purchases should accurately reflect the institution’s total purchases, accounting for seasonal and other variations in product availability and purchasing.

Sustainability-focused – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological and social/cultural/economic systems is required.