ZERO WASTE

Student PIRGs

www.studentpirgs.org

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You can download the resources mentioned throughout the packet at www.studentpirgs.org.

Problem: Environment in Peril

The way we live our lives is putting our environment and public health at risk. Global warming, caused largely by our reliance on fossil fuels, threatens to wreak havoc on our climate and way of life. Air pollution causes asthma and respiratory diseases. Mining and drilling continually threaten our oceans, waterways and landscapes. Trash pollutes our water and uses valuable land.

For example, global warming is in many ways the biggest problem facing our generation. Scientists predict that the impacts are global warming will be devastating: extinction of 20% to 30% of the world's species, the melting of the Greenland ice sheet which would raise sea level 23 feet, and further risk of extreme weather including hurricanes, floods, wild fires, and droughts. An increase in the average temperature of anything more than 2 degrees Celsius will be enough to cause these and other devastating impacts. Worse, the pace of change is already outpacing what scientists predicted. Already, coastal communities here in the US are seeing big rises in sea levels forcing roads to close and costly measures to keep the sea at bay.[1]

Likewise, our throw-away society produces so much trash it's putting our public health and ecosystems in serious jeopardy. 1,000 miles off the California coast, in an area known as the central North Pacific gyre, there is a floating island of plastic that spans nearly 5 million square miles, roughly the size of the United States plus India combined. In other states, this same waste problem causes water pollution, air pollution and uses more and more valuable land every year. What's worse is that this "trash" could be reused, composted and recycled stopping us from having to mine, drill, cut and process new materials. And, while we know that the paper we use in our offices and on our campuses comes dominantly from cutting down forests, world demand for paper is projected to increase 20% by 2020.[2]

Solutions and Action

Fortunately, we both have solutions to these problems and have a long track record of being able to solve other environmental problems. After we saw that waterways across the country were contaminated with dangerous toxic chemicals, so badly that the Cuyahoga river caught fire, we passed the Clean Water Act. After scientists told us that the ozone layer was disintegrating because of our use of chemicals including CFC's, countries around the world took action to stop it. And, while we haven't gone far enough, recycling programs in communities and states around the country have cut nearly 1/3 of the trash that would otherwise wind up in landfills or incinerators.

While we don't have every solution we'll ever need to stop global warming, stop trashing our communities and stop destroying our forests, we have a lot of them right now. We can make plug-in hybrids that get more than 100 miles to the gallon and electric cars that use no gas. We can harness the power of the sun and wind across the country to get our power without the dangers of oil and gas drilling or the destruction of coal mining. And, we can make homes that are so efficient in how they use energy that they can produce everything they need on site. We can also re-use, re-cycle, compost or simply avoid using most of the trash that's being thrown in landfills, incinerated or floating away into the trash island by simply changing the way we create products and handle them after their first use.

Simply put, we have the resources and technology to solve nearly all of these problems and the ingenuity to figure out the solutions to the rest. We simply need to build the political will to put these solutions into action across the country. The polluting industries that cause these problems both have a ton of influence in Washington and in the states and have been doing everything they can to convince the country that a sustainable future isn't in the cards. That leaves us in a situation where our neighbors think solving environmental problems can only happen at the expense of economic progress and our political leaders are unwilling to act.

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1 *The New York Times*, Front-Line City in Virginia Tackles Rise in Sea. 11.28.10 http://www.nytimes.com/2010/11/26/science/earth/26norfolk.html?_r=1&hpw

2 RePaper, Reimagining Paper in the 21st Century

Campus's Role

To build the political will we need to build a sustainable world, we need to both create momentum by putting solutions and policies in place and to educate our communities (students and non-students alike) about the solutions to these problems. In some cases, there's also immediate work to do to clean up our own communities.

College campuses and the communities they exist in have always been the leaders in solving our biggest problems. Scientists and engineers on campus are coming up with the advances we'll need to solve these problems every day. Through classes and student organizations, college students graduate knowing more about the problems we face and their solutions than even some of our most savvy political leaders. And, campuses have long been putting solutions in place long before the rest of society has been willing to give it a shot.

The Sustainable U campaign is about building that political will all the while making improvements in our communities right now. At campuses nation-wide, we'll work to educate campus about how we can become sustainable, we'll work to get solutions put in place right now and we'll work to make sure those solutions get the attention of the media and political leadership so we can get them to take action as well.

Sustainable U: Campaign Elements

A great Sustainable U campaign will have two main components, both of which will work to get attention for their work among members of the community and political leaders. You can and should focus your attention on the problems and solutions that will resonate best in your community, but any campaign should have two main parts:

Campaign I: Education

Your goal here should be that everyone on campus graduates knowing about these problems and not only knows about but is supportive of the solutions. Ideally, that involves faculty members incorporating these lessons into the curriculum. But it also means a steady stream of educational events outside of class—from tables to going door to door to tell people how to reduce their energy use to panels to demonstrations of the solutions on the quad. Again, it also means constantly looking for opportunities to involve people off campus and generate media attention.

Campaign II: Advocacy

The goal here is to get our campuses to become “Sustainable U's.” We'll be pushing the administration to make big reductions in their energy use and to get more of it from clean renewable sources. We'll push to reduce and eventually eliminate waste from the campus, instead recycling, reusing and composting what we used to think of as trash. And, we'll push to make sure that the products used on campus eliminate as much waste as possible before they become trash. Finally, where we have the opportunity, we'll push our cities and states to do the same.

Building Your Sustainable U

The idea behind this toolkit is to help students on campus create as much momentum behind environmental solutions as possible. The campaign will be most successful if you tailor it to the concerns and opportunities in your communities. For example, if your campus is already at the cutting edge of reducing its global warming pollution, you may want to focus much of your attention on moving towards a “zero waste” campus. As such, you should treat this toolkit more like a choose your own adventure guide than as a road map every campus must follow.

Campaign Roles

In order to run an effective campaign that both educates the campus and leads to big policy changes, we suggest you divide your campaign into two halves, each with a coordinator. Those two campaign coordinators will then recruit, train and work with a whole host of other leaders to make the campaign happen. Likewise, all of the coordinators they recruit and train will in turn need to recruit and work with a whole set of volunteers to pull off all of the aspects of their realm.

Education and Service Campaign

Education Coordinator
Responsible for their half of the overall campaign. Recruits, trains and works with the education event coordinators and media and visibility coordinator.

Education Event Coordinators
Responsible for coming up with and executing great education events, from panel discussions to demonstrations of the problems and solutions.

Grassroots Education Coordinator
Responsible for grassroots education including going door to door to show people how to reduce energy use and performing energy assessments.

Service Coordinator
Each part of this campaign also has opportunities for students to get their hands dirty solving the immediate environmental problems in their community. The service coordinator is responsible for the campaign's service events and recruiting and training the team that pulls them off.

Media and Visibility Coordinator
Responsible for getting media and public attention to the campaign's education activities.

Research and Advocacy Campaign

Advocacy Coordinator
Responsible for their half of the overall campaign. Recruits, trains and works with the other advocacy campaign leaders and works to make sure we stay on track to winning a policy reform each year.

Grassroots Coordinator
Responsible for gathering grassroots support around our policy goals. This includes tabling, raps and online actions.

Coalitions Coordinator
Responsible for building support for our policy from faculty members, student organizations and other organizations in the community, communicating with those groups and making sure they're otherwise helping to make sure the policy is adopted.

Administration Relations Coordinator
Responsible for building support from and lobbying administrators to adopt our policy.

Research and Policy Development Coordinator
Responsible for researching, getting feedback on and drafting our policy proposal.

Media and Visibility Coordinator
Responsible for getting media attention around our advocacy efforts and making sure people off campus are aware of our successes.

Zero Waste

The Waste Problem

We're trashing the planet, literally. From the process of extracting resources to producing the endless array of products on store shelves to throwing away the items we don't want anymore, Americans produce an amazing amount of waste with real consequences for our health, environment and economy.

In 2007, we threw out 570 billion pounds of solid waste. That is roughly 4.6 pounds of waste per person per day. The U.S. accounts for 30% of the total waste generated world-wide. Worse, the volume is nearly double what it was in 1960.[3]

While we recycle some of this waste, a little under 30%, the rest is disposed of in landfills and incinerators which create problems for our health.[4] Despite industry assurances, the Environmental Protection Agency (EPA) says that all landfills eventually leak, threatening the groundwater communities depend on. Even after landfills have filled up, they have to be watched and maintained for decades to prevent even more problems.

Likewise, landfills give off potentially toxic gases that can harm public health and methane that is a major global warming pollutant. In the case of incinerators, the air pollution problems only get worse, releasing toxic chemicals including lead and mercury. Then, once the waste is burned, we still need to dispose of the toxic ash left behind.

Finally, some products, specifically plastic, never biodegrade. Plastic waste now outnumbers zooplankton by six to one on the surface of the North Pacific.

Throwing away as much as we do also hurts the economy over the long haul. As mentioned earlier, landfills and incinerators both create public health threats that either cost us money in health care or have to be cleaned up at enormous cost. Likewise, extracting raw material to make all of our products is expensive business. For example, when the Xerox Corporation in the Netherlands started recovering old machines for repair and re-use or recycling of parts, it was able to save $76 million in production and disposal costs.[5]

Why so much waste

Our waste is huge and increasing because our economy is setup as a throw-away system. Companies that make the products we buy aren't responsible for the costs of disposing them once they're no longer usable. That leads to a situation where it's more profitable to produce an endless stream of single or few use products—from bottles we can't refill to mops that can only clean up once. It also means that there's no disincentive to creating products that are toxic or can't be broken down like most televisions and cell phones. Finally, there is no reason to cut down on the excessive amount of packaging used to market products on store shelves.

Then, even where you can reuse or recycle a product, huge waste management corporations work hard to make sure public policies promote disposing of our stuff instead so they can rake in fees for dumping in their landfills. In 2010 alone, the big waste management companies spent nearly $5 million dollars lobbying the federal government.[6]

3 Toxics Action Center
4 Toxics Action Center
5 Citizens' Agenda for Zero Waste.
6 www.opensecrets.org

Instead of focusing on managing trash, we need to figure out how to avoid waste in the first place and recycle or re-use the resources in our current waste stream. This approach, known as zero waste, seeks to create a closed loop. While no one's completely eliminated waste yet, many companies and cities are light years ahead of where we are now:

- Epson has reduced its waste almost to zero and saved $73 million doing so.
- Hewlett Packard saved $28 million by reducing its waste by 95%
- Interface Inc., a carpet manufacturer, has is working toward zero waste and has already saved $260 million.[7]

Adopting a zero waste approach involves a set of actions:

- **Setting a goal of zero.**
  While adopting policies ad hoc will get us part of the way there, we need to have a real plan to get to zero waste. That starts with a thorough waste inventory—figuring out what's in the waste and where it comes from. From there, we can set meaningful goals for how to reduce and eventually eliminate that waste.
- **Separate our waste.**
  Much of our "trash" happens because our waste is mixed together – for example, food scraps contaminating recyclable paper. Implementing a good waste separation program helps to preserve the resources within our waste for compost, recycling and reuse.
- **Create closed loop systems for recovering resources.**
  Once the waste is separated, we also need to expand and improve our infrastructure to recover and process it.
- **Create incentives for reducing waste.**
  From education to show companies and people how to reduce waste to incentives like pay as you throw programs and bottle deposits, we need to promote reducing waste.
- **Make producers responsible for their products.**
  If a company isn't responsible for the end life of their product, they have no incentive to avoid toxics, make their product recyclable/reusable or to reduce the amount of material overall. We need to re-write laws and put market pressure on companies to incorporate recycled and reused material in their products and to design products for reuse, recycling or safe disposal.
- **Create a bigger market for recycled materials.**
  Through government and institution contracts, we can create demand for goods that use less virgin material.

[7] Sustainable Competitiveness—Learning from the future: Nova Scotia and the Circular Society.

Campaign Part I: Waste Education

What follows are a number of sample education events and activities focused on waste use and reduction. The resources packet for this guide includes complete plans for many of these events.

Video Screenings

Over the past few years, a number of great videos have been made that highlight the problems of our waste. Hold a screening of one of these on campus to educate students about the need for change. Below are a couple of movies that would be great to screen:

WALL-E
What happens when we no longer have any more space to bury our trash, when we can no longer burn it, and we still produce more waste? Add in a really cute robot, some robot romance, and you come up with WALL-E. Work with your campus Program Board, SGA, or faculty to screen WALL-E on campus. You'll need a partner to get the rights to show the movie. Invite a VIP, faculty member, or expert on zero waste to introduce the movie. Instead of admission, collect petition signatures.

Now U Know
'Now U Know' is a short independent film about the Southbridge Landfill expansion. It brings together local residents, activists and landfill experts. This film explores how and why a dangerous landfill expansion has been approved by the Town of Southbridge Board of Health despite overwhelming public opposition. Once you have viewed this thoughtful and illuminating work you will understand why a landfill accepting more than 405,000 tons of municipal solid waste per year cannot be safe. For more information, go to www.southbridgedump.org.

The Story of Stuff
The Story of Stuff is a 20 minute documentary about what the impacts of all the stuff we buy – and all the stuff we throw away. For more info, and resources for organizing a screening, go to www.storyofstuff.com

Once you know what movie you want to screen, make your plan. Use the "organizing an event" section of the Student PIRGs Activist Toolkit for tips on how and a sample four week plan. http://www.studentpirgs.org/activist-toolkit/event

Campus Trash Demonstrations

It's easy to forget or not notice how much trash we're really talking about. Campuses generally do a good job collecting it regularly and keeping it out of sight (and thus out of mind). You can shed some light on the problem in a really shocking way by putting that trash on display. Just make sure you have permission to do these demonstrations ahead of time! Here are a couple of ideas for what to do:

Cafeterias, Dorms, Union
Each of these buildings throws away an immense amount of trash every single day. Since lots of it is food waste or recyclable material, most shouldn't end up in the trash—it should end up in the compost or recycling bin instead. Demonstrate how much we're talking about by asking the manger how many pounds or how many bags get thrown out on an average day. Then, setup the same number of bags on the quad (filled with old newspaper or similar material that you can later put in the recycling bin). It should add up to a pretty big mountain.

The Paper Trail
Campuses use a ton of paper every day—enough to make a serious impact on the overall demand for recycled paper in this country. One way to demonstrate that is to show how far the paper would stretch if we laid it end to end on campus. Ask the campus libraries and department offices how much paper they go through on a weekly/monthly basis (at whatever frequency they can measure). If they're using different numbers, you can convert it to an average daily amount or an average weekly amount. Divide yearly use by 365 for days or by 52 for weeks. Either way, once you have a total number, multiply it by 11 (length of a sheet of paper). That will tell you how long to make your "paper trail." Then, lay the "trail" out on campus using thick sidewalk chalk, rope, string, etc. Finally, add educational signs with facts about paper use and how to reduce it along the "trail."

Other Visual Ideas
Other ideas for how to demonstrate our waste problem include:

- Show what a year's worth of trash would fill—the football stadium, nearby lake, etc.

- Make tree stumps to represent the number of trees it takes to make a year's worth of the campus paper. While it's tough to create an accurate estimate of how many sheets of paper each tree can make (trees come in different sizes and different types of trees make more or less paper because of the type of wood), the organization Conserveatree estimates that each ream of paper (500 sheets) takes 6% of a tree. Once you calculate out how many trees are needed to make the campus paper supply, then make “tree stumps” out cardboard and paint to represent them. Place them on the campus quad (remember to reserve it first).

Conduct a Waste Audit

You can also conduct a waste audit to show how much of the waste the campus produces could be diverted to recycling or composting. Conducting an audit for every part of campus might be difficult, but you can certainly conduct one for a smaller part—the dorms, the cafeterias, the union, libraries or academic buildings.

Once you've finished the audit, it's time to distribute it to the campus. Write up a short report and release it to the media. You can also make a shorter factsheet to hand out to students during a tabling event.

Take a look at the Waste Audit plan for a step by step guide.

Working with Faculty

For both of these ideas, see the working with faculty plan for a step by step primer on how to organize good events.

Outside Speakers/Faculty Roundtables
Speaking events and faculty roundtables can be a valuable tool because they give particularly interested students a chance to learn more our waste problem from an expert in the field. This would be a good place to identify potential volunteers or project leaders, for instance. This is also your chance to network with the speaker in a way that might make him open to helping you out again in the future, perhaps in a more substantive way the next time. For example if a solar energy researcher comes to your campus to speak, maybe she will want to help with an event in the future by providing solar equipment for a demonstration.

There are two things that you absolutely MUST have for a successful event of this type: First, you need to have a big name, someone that will be known enough or respected enough to draw a crowd. Second, you need academic departments and individual faculty members to agree to help you with turnout by getting departments to co-sponsor the event, put it on their list-serves, announce it in class and ideally professors should offer extra credit for those students who attend. If you do not have either of these things going for you, you should reconsider whether or not it is worthwhile to do the event.

Teach-In Day/Week
Organizing a teach in day or week should be a major focus of the education track of the campaign and you should target Earth Day or the week surrounding Earth Day as the time for it to occur. The idea here is that on one day over one week’s time, as many professors from as many disciplines as possible should devote at least 30 minutes of class time to environmental sustainability issues. In the classroom students are a captive audience, so it is a very convenient arena in which to reach out to them. Additionally, professors carry unique weight with students, commanding their attention and respect.

Some basic guidelines are as follows: Professors will have lots of leeway on what to do but should at least make the case that environmental sustainability is relevant to their discipline while outlining solutions that are available right now and emphasizing that young people have the power to solve this. Ideally there would be speaking events or demonstration events going on in conjunction with the teach-in in order to create a huge buzz.

Campaign Part II:

Zero Waste Advocacy

Our role

In many of our communities, the idea of zero waste is so far from the front burner that a normal advocacy campaign will fail. However, that's not true of our universities. In all cases, our campuses are looking for innovative ways to cut spending and many zero waste strategies can save money over both the long and short term. In many cases, our campuses have already started down the road to sustainability and will be easier to persuade that reducing waste is a part of that picture. Finally, campuses have huge contracts for goods ranging from computers to office paper giving them leverage to demand better behavior from suppliers.

Our campaign will focus on getting our campuses to move as close to zero waste as possible. Where we have opportunities to get our cities, counties and states to adopt zero waste policies and regulations, we'll pursue those as well.

Waste Policy Proposals

In the resources packet of this toolkit, you'll find sample policy proposals for the following:

- Adopting a zero waste plan
- Reducing waste through purchasing
- Decreasing waste through reducing use of paper and non-reusable/non-recyclable products
- Improving collection of waste
- Recycling, Reusing and Composting waste

You'll also find a copy of the RePaper Project's Paper Steps guide which outlines specific policies to reduce paper consumption.

Planning a Campaign

All campaigns require a solid plan – whether you're participating in a national campaign or running a campaign on one campus targeting a local decision-maker. In the case of local campaigns though, you'll have to do the leg-work to figure out the campaign plan. This guide outlines the 5 key steps to a good campaign plan. To illustrate these steps we'll walk through a hypothetical campaign at State University to establish a recycling program.

Step 1: Define Your Goal

What change will happen if you succeed?
How will you measure or determine if you've succeeded?
If your goal is long-term, what are short term goals or benchmarks that will help you get there?

Let's say that State University currently doesn't have any recycling program, but the city has a program for collecting and recycling beverage containers. Your ultimate goal might be to establish a program to collect and recycle all recyclable items on campus. Short term, your goal might be to get the campus to setup a collection program for beverage containers it then turns over to the city's program within the next year. Since even that goal might take a couple of semesters to achieve, you'd also want benchmarks along the way.

Step 2: Write and Build Support for Your Proposal

The proposal is your formal presentation of the policy you think the university should adopt. While the way you present the policy creates an important first impression of it in the administration's minds, don't get too hung up on this. A

proposal should at most be 5-10 pages and should present the following:

- Outline the problem with facts on the impact of the environmental problems we're tackling and the big and small picture implications of both if we do not act.
- Outline the particular policy you are proposing.
- Make the case for this policy. How much money will the university save over what period of time? How much global warming pollution will the university cut?
- Provide several examples of other universities that have implemented similar policies. Be specific about what they did and how they benefited from the policy.
- Describe the major steps and proposed timeline to implementing such a policy. This would include raising the money to cover the initial capitol for the project, approving construction space, making contingency plans for any disruptions to day to day campus operations.
- Outline some of the ways the university could raise funds for the policy, if applicable. Include government rebates and tax incentives available.

To help, we'll be producing sample policy proposals early in the semester.

Getting the Proposal Reviewed
After you have completed your first draft, have some of the key people you met with in Step One review the proposal and give you feedback. Based on that feedback, revise the proposal and ask them to give it a second look. Then, ask them to write a letter of endorsement that you will attach to the proposal.

Step 3: Determine Your Assets and Liabilities

What resources does your organization have? People, money, supplies, allies, credibility, access to decision-makers...
What resources does your organization lack?
What roadblocks can you see coming now, what resources does your opposition have or not have?

Knowing your assets and liabilities will help you come up with a realistic campaign plan. It will also help you to think about what you might need to be successful.

For our hypothetical organization at State University:

- Strengths - people power (15 core, plus lots of volunteers), ability to generate grassroots support (signatures, phone calls), staff person on campus, ability to generate visibility (lots of posters, big props).
- Weaknesses – struggle to get media coverage, few relationships with other groups, little money for supplies/ads.
- Current allies - campus environmental club, community service center.
- Likely potential allies - student government, faculty senate.
- What they bring - Student government: people, money, legitimacy, access to administration. Faculty senate: influence, legitimacy, access to admin, issue expertise.
- Likely roadblocks - (this refers to challenges the campaign will face, in terms of opposition or institutional culture) Administration is slow to take action and facing a budget deficit. Recycling program will cost money to setup.
- Opposition – Campus facilities has been resistant to changing their practices in the past.

Step 4: Determine Your Target and Strategy

Which individual or group has the power to make your goal reality?
Who will make the ultimate decision? Be sure to name names.
Who and what does the decision-maker(s) care about?

These are critical questions to answer because they determine the target of your campaign. This section frequently will take some research, and is often the step where local campaigns get sidetracked.

For our hypothetical chapter:

- Who can deliver our goal: A recycling program would be administered by the office of buildings and grounds and that the money to run it would come from the administration.
- Who makes the decision: Based on the campus power structure, the President will be the one who can make the decision to spend money for this program.
- Who will you target: The campus president.
- Power-mapping them: The key people we'll go after to influence the President are the faculty, the head of buildings and grounds, and the student government (see power-mapping section later in this chapter).
- The key strategies that will influence the President are coalition building (campus power players support the campaign), research on a program, and media (to get the campus talking about the issue).

Step 5: Decide on Your Tactics and Establish a Time-line

What actual activities will you do to make your strategy happen?
How much will you have to do to win?
What needs to happen when?

This is when you get down to the nitty-gritty planning of the campaign, where you figure out exactly how it will run from day to day. Note how much planning and research has been required before you reach this point.

In this campaign, we've settled on a number of tactics:

- Research: Students will research recycling programs at other schools to find examples to point to, collect facts on why to recycle and do a dumpster analysis to see how much trash the school throws away.
- Visibility/Media: We want to get an op-ed in the paper, get 10 LTEs printed, and also get coverage at three of our big campaign events. We'll also make a campaign poster and brochure and distribute both.
- Grassroots: We'll have a petition to the President urging him to implement recycling.
- Coalition building: We want to work with the student government and the campus environmental group; we also want to meet with the head of buildings and grounds to try and get his/her support.
- Online: We'll create a Facebook group to demonstrate massive student support for recycling and to publicize our events and online petition. We'll build the group to 500 students. We'll also generated 400 online petitions by sending out an email to our chapter list and list-serves announcements through our coalition.
- Sequence: We'll start with the grassroots work, since this will be easy to do as part of the recruitment drive, and also have our researchers start right away. We'll start the coalition building and media after the GIM.

From here, you would then make a semester plan to lay out these tactics week-by-week.

Step 6: Develop Your Message and Story

What is the central message you'll communicate?
What is the story that will be compelling to your main audience?
How will you communicate with this message to your audience?

In nearly any campaign, you'll have to recruit people to help and support. This is the part of campaign planning where you think about how to present the campaign to the campus community so that it will be as compelling as possible.

With our recycling campaign, our story goes something like this:

- Problem: Our campus has no recycling program. Unfortunately, by not recycling, we're contributing to a whole slew of environmental problems.

- Solution: We're working with the campus to create a new recycling program.

We'll use this message when tabling, on materials, when meeting with coalition partners and decision-makers, etc.

Step 7: Submit Your Request

Who is the appropriate person to submit the request to?
Now is the time to refer back to that strategy chart you made. Ideally, you can just submit your request directly to the person or people who are bottom line responsible for making the decision. Chances are, however, that you will not have direct access to the people, but instead, will have access to the people directly below the decision maker. Your objective is to submit your request to the person closest to the ultimate decision maker who you think will also the most supportive. That is up to you to figure out, but let us know if you need help!

Schedule meeting and submit the request in advance of the meeting
Whoever you decide is the right person to meet with, schedule a meeting with them to discuss the request in person.

Who to bring to the Meeting
It is perfectly fine for there just to be one or two representatives from your group, but you may also want to invite some of the people who reviewed and endorsed your proposal to add some credibility to the meeting. Student government members, other student groups, other administrators and faculty are among the people you may want to bring.

Agenda for the meeting
The goal of your meeting should be to get as direct of an answer as possible about if your request will get adopted and the timeline for that to happen. The reality is that it will be unlikely that you will get that clear an answer. The next best thing you can get is a good, explicit sense of what exactly do you need to do, and by when, in order to get this request approved. That said, here's a suggested agenda for this meeting:

- Introductions, chit chat

- Explain what you are hoping to get from this meeting

- Briefly summarize your request

- Ask lots of questions, take good notes and listen carefully to the answers. Questions should include:

    - What they think of the request?
    - Will they adopt it? If they are not the decision maker, ask if they will support the proposal to the decision maker? What would be the timeline for a decision?
    - What they will need from you in order to get the proposal approved? When would they need these things by?
    - Is anything else you should discuss or feedback they have for you?

- Summarize all the things that each party has agreed to do.

- Set the next major benchmark or meeting.

After the meeting
Do two things right after the meeting:

- Send the person you met with a thank you card with a nice note.

- Get your team together to revisit the strategy chart and plan your next step…building campus support for your proposal!

Power-mapping a Decision-Maker

Power-mapping is an important process to use in any campaign, in order to figure out how to win your campaign. It's a very visual process that you should carry out on a chalkboard or big piece of paper. In the steps to developing a campaign, this is an important part of Step Five. Power-mapping is a way of:

1. Brainstorming who/what influences your decision-maker.
2. Deciding who among those people/groups have the most influence on your decision maker.
3. Deciding which of those people/groups you're going to spend time trying to get to support your campaign.

Steps To Power-mapping:

Use the chart on the following page to help with steps 1-5.

1. **Who has the power to make the decision that will win your campaign?**
   Write this person/group's name in the middle of the circle.
2. **Who influences the decision maker on this issue?**
   - What are institutional sources of influence?
   - Who are key individual within each of those?

   List out all the people/groups who influence the decision maker using the categories in the chart to help.
3. **Weigh the influence of each person/group on the issue. Who are the most influential?**
   Circle the most influential.
4. **Of the people/groups on the list, who do we influence and who do we have access to?**
   Star the ones we have access to.
5. **Look over the list. Do we have access and influence over the key targets?**
   - What groups do we have access and influence with who might be able to help us influence the targets?

   Highlight the groups that are both circled and starred.
6. **Estimate your opposition's influence.**
   - Go through the influences– who do we influence and who do they?
   - The places where we both have influence are the battlegrounds.
   - We win by pre-empting their opposition by contacting the targets first and having a good message ("Of course the oil companies are going to say this is important to national security) or isolating them ("The opposition is just a few companies, we have this whole coalition on our side.").
7. **Develop your plan for coalition building.**

Power-mapping Chart

Write the name of the person (or people) that has the authority to give you what you want in the middle of the circle below. Then make your Power Map. Use the categories listed below to help you brainstorm. After your initial brainstorm, circle those that are the most influential. Then go back through and star the influences to which your group has access. These groups become your primary targets.

Public Influences
Media
General Public
Specific Region/Specific Group of People
Other Organizations

VIP Influences
Experts
Elected Officials
Special Interest Groups
Government Agencies
Important Businesses

Personal Influences
Family
Friends
Inside Circle
Future Ambitions

Financial Influences
Campaign Contributors
Investors
Consumers

Campaign Planning Worksheet

Step 1: Your Goal					
Step 2: Assets and Liabilities	Strengths	Weaknesses	Allies	Roadblocks	Opposition
Step 3: Targeting and Strategy	Decision Maker(s)		Key Strategies		
	Who/What Influences them?				
Step 4: Tactics	Strategies		Tactics		
Step 5: Message and Story					