

**UW Sustainability Initiative Survey
Report on Final Results**

**Prepared by Alana Lajoie-O'Malley
Director, Campus Sustainability Office
The University of Winnipeg
March 24, 2011**

Introductory Note

This survey was conducted online from January 26th to February 7th 2011 as part of the UW Sustainability strategic planning coordinated through the Campus Sustainability Office. Responses were solicited via email and via personal contact throughout the Grass Routes Sustainability Festival. Focus group meetings were held the week of February 14th to follow up on survey results. Notes from these sessions are also available on the UW Campus Sustainability Office website. Unless otherwise indicated, participant comments, where present, are presented in full and have been edited only to correct spelling.

Table of Contents

p. 2	Summary of Key Themes in Survey Findings
p. 4	Compiled Survey Results

Summary of Key Themes in Survey Findings

There were 129 responses to the survey (33.3% staff, 31.8% student, 34.9% faculty). No student respondents were members of the Campus Sustainability Council or any of its Working Groups. 4 staff respondents (6%) were Council or Working Group members, and 5 faculty respondents (12.5%) were members of either the Council or Working Groups.

What follows is a discussion of the key themes that emerged through survey response data analysis. Details and other less prominent themes are reflected in the consolidated results beginning on page 4.

1. Goodwill for sustainability efforts and Campus Sustainability Office (CSO).

The three most commonly cited strengths (out of 16 total cited strengths) of the University's sustainability efforts were the staff in the CSO (8 respondents), the University's commendable sustainability goals (5 respondents), and the Campus Sustainability Office's inclusive approach (4 respondents). One respondent expressed explicit non-support for the office, suggesting that the CSO be abolished.

2. Lack of education/outreach/awareness.

The most commonly cited weakness of the University's sustainability efforts were its lack of visibility/poor communication/engagement. People generally felt uninformed about the activities of the CSO and about the major sustainability initiatives undertaken by the University. This weakness (one of 22 total cited weaknesses) was mentioned 13 times. In comparison, the next most frequently cited weakness occurred 6 times.

This weakness was also expressed and demonstrated in other ways. For instance, 42% of student respondent, 27% of staff respondents, and 33% of faculty respondents had never heard of the Campus Sustainability Council. Awareness of working groups and campaigns was significantly lower still (as low as 10% in some cases).

3. Lack of visible high-level leadership.

The second most commonly cited weaknesses (mentioned 6 times) of the University's sustainability efforts were a lack of visible, high-level administrative and academic leadership for campus sustainability. For instance: "It would be effective to have UW's academic leadership visibly endorse these practices and programs," and "I believe that the senior administration should support sustainability efforts in a more systematic and visible way. If the university community sees that these initiatives are high priority and important, more people will get on board."

4. Main reason for less sustainable choices is inconvenience.

When survey respondents did not engage in activities that contribute to campus sustainability (i.e. composting, paper reduction), they overwhelmingly did not do so because it was inconvenient. There were two exceptions to this rule: (1) price was a determining factor in respondents' choice to not buy fair trade or make more sustainable food choices; (2) technological limitations and office/teaching system requirements were major factors for people who did not turn off their computers regularly, avoid printing, or print double sided.

5. Student/faculty difference in support for academic integration options.

Students were more supportive than faculty of the suggestions offered to better integrate academics into the University's sustainability plans. Faculty support for various options was in the 3.39-3.61 out of 5 range (where 5 was 'very supportive'), while student support was in the 3.87-4.03 out of 5

range. The largest difference between these two demographics was in the area of integrating campus-based sustainability work/research into student coursework (student rating=3.97, faculty rating=3.42) and the encouragement of research directly related to the University's sustainability performance (student rating=4.03, faculty rating= 3.39). Faculty concerns related mainly to the impact that these kinds of initiatives might have on other worthy research agendas.

6. Further work required on how to facilitate and improve participation on committees.

Reaction to the various ideas presented to better encourage participation in sustainability-related committees was mixed. Student responses suggest that academic credit for participation and co-curricular transcripts would provide incentive for participation – both suggestions were well supported (over 4.0/5).

Staff ratings to suggestions about incentives for their participation (3.09-3.56/5), along with comments throughout the survey, suggest that the notion of ‘normalizing’ sustainability-related activities is highly desirable. However, it does not seem that any of the suggestions provided will achieve the desired effect without high-level support and leadership. One respondent said: “My initial reaction to making sustainability responsibilities part of my job description is **STRONGLY** negative [...] To do this would almost certainly ensure that the 'job' of sustainability will fall on the only constituency on campus who are held to account using job descriptions -- support staff. **BAD** idea.”

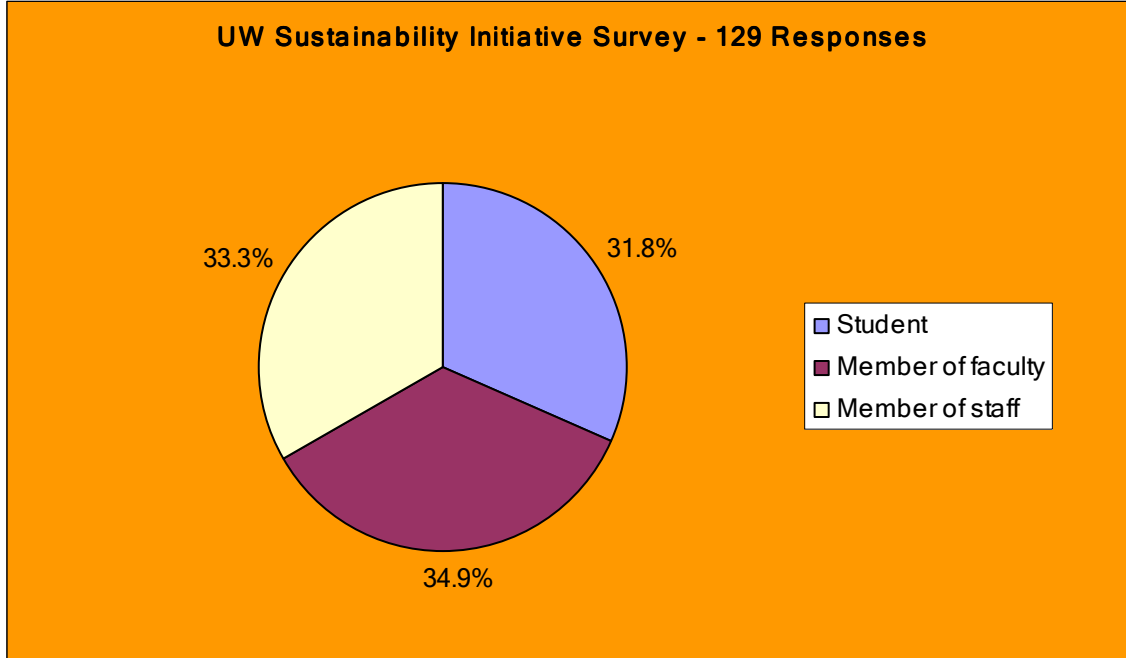
Faculty ratings and comments suggest that the main barrier for participation is time. One respondent said: “Only direct consultation will work. I am already on many committees, and have both graduate students and Honours students to look after. Phone me up and invite me to share my expertise.” Hence, faculty did not say that they would be much more likely to participate on sustainability-related committees and activities if their participation were better recognized on your activity reports (2.78/5). That said, one respondent did say: “Having it count on the activity report would matter because we have only so much time and it is publishing that really counts for moving through the ranks. I am aiming for full prof at the moment, and I don't think any hours spent doing the kind of activity that is involved in promoting sustainability would matter to the Promotion and Tenure Committee reviewing my application.”

7. Composting and other waste-related services most easily identified with ‘sustainability’.

Activities like composting and recycling continue to be the most easily identified with ‘sustainability’. Respondents are pleased that composting is available, but frustrated that its locations are so limited – When asked about what the University could do to make it easier for respondents to make more sustainable lifestyle choices while on campus, the most frequent suggestion (12 students, 5 staff, 11 faculty) offered by all respondents was to improve the composting program on campus. Other suggestions for improving our waste collection system only further contribute to the significant attention respondents gave to our waste-collection systems. This response suggests the need to continue working to improve diversion services throughout campus while also emphasizing the ‘use less stuff’ slogan to shift awareness to consumption reduction rather than just diversion.

Compiled Survey Results

Demographics



There were 129 responses to the survey (33.3% staff, 31.8% student, 34.9% faculty). No student respondents were members of the Campus Sustainability Council or any of its Working Groups. 4 staff respondents (6%) were Council or Working Group members, and 5 faculty respondents (12.5%) were members of either the Council or Working Groups.

The University is trying to encourage and make it easier for everyone who spends time on our campus to make more sustainable lifestyle choices. When you are on campus how often do you:

When you are on campus how often do you (rating scale 1-5, 1 being never, 5 being always):	Student Rating Average	Staff Rating Average	Faculty Rating Average	Overall Average
Compost	3.59	3.51	3.35	3.48
Take steps to make more sustainable food choices	3.28	3.76	3.33	3.46
Recycle	4.69	4.50	4.73	4.64
Avoid bottled water	4.41	4.68	4.66	4.58
Use re-usable dishes (either dine-in plates or re-usable take-out containers)	3.38	3.92	3.88	3.73
Cycle, walk, take the bus, or carpool to campus	4.66	4.11	3.49	4.09
Buy Fair-Trade	3.03	2.97	3.21	3.07
Turn off lights in rooms when you are the last to leave them	3.94	4.25	4.22	4.14
Print double-sided	3.84	4.06	4.02	3.97
Avoid printing	3.22	3.39	3.18	3.26
Turn off your computer when you are not using it	3.31	3.80	3.48	3.53
Total average	3.76	3.90	3.78	3.81

What factors influence your decisions NOT to take these actions? (choose all that apply)

	Student Rating Average	Staff Rating Average	Faculty Rating Average
Compost	n=17 Inconvenient(65%) Don't know how(12%) Other(29%)	n=23 Inconvenient(83%) Don't know how(17%) Other(9%)	n=24 Not Important(4%) Inconvenient(71%) Don't know how(17%) Other(17%)
Take steps to make more sustainable food choices	n=23 Not Important(4%) Inconvenient(35%) Expensive(65%) Don't know how(30%)	n=18 Not Important(6%) Inconvenient(50%) Expensive(56%) Don't know how(6%)	n=27 Not Important(13%) Inconvenient(26%) Expensive(19%) Don't know how(13%) Other(11%)
Recycle	n=5 Inconvenient(100%) Don't know how(20%) Other(20%)	n=6 Inconvenient(100%) Other(16%)	n=9 Inconvenient(55%) Other(45%)
Avoid bottled water	n=8 Not Important(25%) Inconvenient(50%) Don't know how(13%) Other(25%)	n=3 Inconvenient(100%)	n=7 Inconvenient(57%) Other(43%)
Use re-usable dishes (either dine-in plates or re-usable take-out containers)	n=22 Not Important(5%) Inconvenient(81%) Too Expensive(5%) Don't know how(5%) Other(14%)	n=15 Not Important(13%) Inconvenient(73%) Too Expensive(7%) Don't know how(7%) Other(20%)	n=21 Inconvenient(81%) Other(24%)
Cycle, walk, take the bus, or carpool to campus	n=7 Not Important(14%) Inconvenient(71%) Expensive(14%) Don't know how(14%) Other(14%)	n=11 Inconvenient(91%) Other(18%)	n=20 Inconvenient(80%) Other(20%)
Buy Fair-Trade	n=28 Not Important(11%) Inconvenient(26%) Expensive(46%) Don't know how(18%) Other(18%)	n=26 Inconvenient(31%) Expensive(50%) Don't know how(12%) Other(19%)	n=31 Not Important(23%) Inconvenient(32%) Expensive(32%) Don't know how(10%) Other(23%)

Turn off lights in rooms when you are the last to leave them	n=11 Not Important(18%) Inconvenient(36%) Don't know how(18%) Other(45%)	n=8 Not Important(13%) Inconvenient(13%) Too Expensive(13%) Other(50%)	n=13 Not Important(8%) Inconvenient(15%) Don't know how(8%) Other(69%)
Print double-sided	n=16 Not Important(6%) Inconvenient(69%) Don't know how(25%) Other(6%)	n=15 Not Important(20%) Inconvenient(20%) Other(60%)	n=20 Inconvenient(55%) Other(50%)
Avoid printing	n=19 Not Important(16%) Inconvenient(74%) Don't know how(11%) Other(16%)	n=19 Not Important(5%) Inconvenient(58%) Other(42%)	n=29 Inconvenient(52%) Other(52%)
Turn off your computer when you are not using it	n=18 Not Important(11%) Inconvenient(78%) Don't know how(11%) Other(22%)	n=11 Not Important(9%) Inconvenient(55%) Other(45%)	n=20 Not Important(10%) Inconvenient(45%) Other(50%)

What could the University do to make it easier for you to undertake these activities (generally, or specific ideas to encourage specific activities)?

Similar comments have been grouped together and are not in quotation marks.

Students:

Improve compost service x12

More Recycling bins x4

“[Put] a recycling bin beside every garbage can.”

“Having recycling containers in all classrooms, offices and labs; instead of only having one garbage container.”

“Improve communication about how to compost and recycle.”

“Posters explaining reusable containers.”

“Propagandizing the appropriate methods to students.”

“Talk to classes for a few minutes just before they start about issues.”

“More awareness/advertising about whether or not they use fair-trade products would help.”

“Provide scrap paper bins where we can get scrap paper for note taking.”

“I would encourage people to use email or flash drives to submit work.”

Lower food prices x2

“It would be awesome to be able to get sustainable, local groceries. A food buying club? A mini-grocery store?”

“Create a highly visible, effective carpool registration system or some method of connecting with people in your end of town with similar schedules.”

“Repair broken water bottle refill stations (3C hallway); install more water bottle refill stations (5L hallway, etc.)”

“Train staff to not dispose of self-maintained compost bins (I throw it out into one of the bigger bins periodically).”

“Re-instate the use of ceramic dishes and mugs and metal cutlery in the food service areas (I always return mine) as this allows me to reduce my use of re-usable plastic or disposable containers.”

“Get the school to stop having manicured lawns and gardens and install (re-install) naturalized areas or areas with native vegetation.”

“Get maintenance staff to cease disposing of lawn clippings in the dumpsters & have them instead composted.”

“Install more outdoor picnic tables and social areas (will encourage more brown bagging, etc.).”

“Encourage the University to turn off or dim the lighting on the Duckworth overpass to reduce migratory bird mortality & save energy.”

“Encourage University to plant more trees to provide shading to buildings, etc.”

“Have all the pathways and routes between the main campus and adjacent buildings be bike and wheelchair friendly (i.e. the pathways and route to the daycare and the science building is not very bike friendly (need to do a lot of odd angles, curb jumping & other bumping around).”

“The UW could further subsidize bus passes for their students, further encouraging students to take the bus.”

“Nothing, personal choices.”

“Don't know.”

“I'm not sure... they do pretty well.”

Staff:

Improve 'green features' of non-core buildings (i.e. Rice) and achieve consistency across buildings x5

Improve compost service x8

More recycling bins x3

“Give workshops on the latest trends/technology to be more sustainable in the office environment (e.g. fonts that use less ink, scanning and data storage devices, cooperation using Google Docs, etc.).”

“Have more water fountains on campus.”

“Make the default print function double-sided.”

“What about battery recycling? Need to know where to drop off batteries.”

“Duckworth gym could accept emailed statements from Student Central or some sort of electronic verification of having been charged the Athletic Levy. Same problem at the beginning of the month for students needing the validation sticker for bus passes.”

“Give us real dishes and cutlery in the cafeterias.”

“More information defining what "Sustainable food choices" and 'buy Fair-Trade' mean. More information on how to identify these items.”

Make Fair Trade products accessible (price and availability) x2

“Use the new student information system to its full potential including student email. Instead of printing for hard files and mailing we should be emailing and linking record to electronic file.”

“[Provide] staff and faculty have access to ereaders, tablets or ipads to eliminate printing needs.”

“I don't know.”

“Get rid of the vending machines.”
“Charge more for printing.”
“Charge more for disposables.”
“More information, more convenience.”
“Teaching staff to organize electronic files.”

Faculty:

Improve compost service x11
More recycling binsx2
Outreach/education seminars on composting, recycling, etc. x2
“A composter that we can see producing new soil, etc.”
“Offer or sell composting bins; maybe a discount coupon for a retailer might work too.”
“More signage.”
“Better updates re: what we're doing right, better.”
“Even more ways to contribute to sustainability initiatives”
“I would like to see even more bottle refill stations.”
“I have no idea which foods would be more "sustainable" to eat (other than the obvious....beef is less sustainable than veggies. But I don't really even know where meats like chicken and fish fit in). May-be a sign at the cafeteria would help.”
“Identify unsustainable foods”
“We should ban plastic bottles from Pepsi machines.”
“A bus pass subsidy would be nice. They could charge more for parking to cover the cost.”
“Ban students/staff/faculty parking.”
“If my computer was far newer, then it would be far easier to power it down when I'm not using it; currently it takes more than five minutes to boot up. I have, however, brought my own energy saving monitor into the office; it shuts off after a couple of minutes of inactivity.”
“Put a schedule of room usage in classrooms so that one would know one should turn of the lights.”
“I think that if the "faces" and "names" of UW were more visible and visibly engaging in some clear sustainable activities, it would make the issues more real and legitimate, especially in older faculty members eyes and minds. I have felt like an oddball because of my sustainability practices since arriving ten years ago, something that has changed over the past three or so years as Eco-reps and the Sustainability office have enjoyed a greater profile.”
“Fewer, better organized, campaigns that involve the university community.”
“Abolish the Sustainability Office.”
“The University already does a lot.”

Since it first began in 2005, the University’s sustainability initiative has been driven by various committees composed of students, faculty, and staff. These committees have pursued projects and designed campaigns to help UW move towards achieving the goals set out in its Sustainability Policy. We would like to modify the way students, faculty, and staff are engaged in our sustainability efforts to make participation more convenient and to draw more benefit from what each group has to offer. For each item, please check all that apply.

	Am familiar with this			Have never heard of this			Am a member/ participated		
	student n=31	staff n=33	faculty n=40	student n=31	staff n=33	faculty n=40	student n=31	staff n=33	faculty n=40
Campus Sustainability Council	58%	67%	65%	42%	27%	33%	0%	6%	5%
Sustainable Campus Life Working Group	23%	48%	35%	77%	48%	65%	0%	6%	0%
Waste Reduction Working Group	32%	42%	38%	68%	58%	58%	0%	0%	3%
Academic Initiatives Working Group	10%	30%	35%	90%	67%	63%	0%	0%	8%
Eco-Reps/Campus Sustainability Reps	58%	45%	63%	45%	36%	33%	3%	21%	10%
Omnivore’s Dilemma Challenge	26%	33%	23%	68%	61%	78%	3%	6%	0%
Take Out Without Challenge	19%	39%	23%	77%	55%	78%	10%	12%	0%
Grass Routes	45%	67%	58%	48%	27%	45%	10%	6%	0%
EcoPIA	81%	NA	NA	13%	NA	NA	13%	NA	NA
GESA	45%	NA	NA	52%	NA	NA	3%	NA	NA
Ice Riders	45%	NA	NA	42%	NA	NA	13%	NA	NA

Are there other ways in which you would rather be invited to participate in UW's sustainability efforts?

Students:

“no”

“Hold a big conference on it and/or have some sort of way to discuss about the issues.”

“The EcoPIA do nothing as far as I can tell.”

“It’s unfortunate, but postering on campus is an effective, if not totally green, way of spreading info. Also on the TV screens, but I usually just walk by those unless it’s interesting to look at.”

“I really really hated having flyers left in my bike spokes about ice riders. I got the same ones every day, and I still didn’t care. You can’t force someone to care, but you can help them not actively dislike the message by handing out leaflets and leaving them in bikes. It’s the equivalent of a flyer in the windshield of your car. They get thrown out immediately.”

“You have to make it as easy as possible for people to participate, and that means you can’t ask them to participate in too much, if anything at all. Just put the composting sites out there.

Advertise online (facebook is great for this) for the sessions, but don’t expect many people to be active participants. Passive participation is still participation.”

“no”

“No, just more promotion needs to be done for the groups as they’re very hard to find/contact/get involved with during busy student life.”

“I live an hour by bus away from the university. Since I have a 3-yr old and am a single mom, it’s really hard to participate in groups since they are either at night (when bus service gets bad and i

have no childcare) or during the day when I have classes.”

“Eco/Sustainability reps are a great idea for campus! I would personally LOVE to be one.”

Staff:

“Delegated as a sustainability "liaison" by upper management.”

“Just keep raising awareness on campus and I think people will start to make the right decisions more and more often when it comes to recycling, etc.; it will become 'default' behaviour. (And I still believe in Santa Claus, too.)”

“We need an Intranet on campus to plug into initiatives daily.”

“I am trying to balance the demands of work with my desire to be available to participate, even just in the Campus Sustainability Reps group. It's challenging to carve out the time.”

“Unfortunately the staff free time does not correspond with students' free time and it is difficult to attend lunch time campaigns. However, if it were part of your work day, I believe it would be easier to schedule attendance and work on information campaigns.”

“Not at this time.”

“I'd like to be informed via email.”

Faculty:

“With an on-line newsletter.”

“Inter-dept challenges.”

“Have recently become more familiar with these initiatives, but know that that there has to be a better communication strategy in place - more town halls, routine discussion groups, ongoing Facebook page, notes in all course outlines, sustainableU identification markers for all U o W students- part of every aspect of footprint package that distinguishes student/faculty/staff as part of this culture/community.”

“No.”

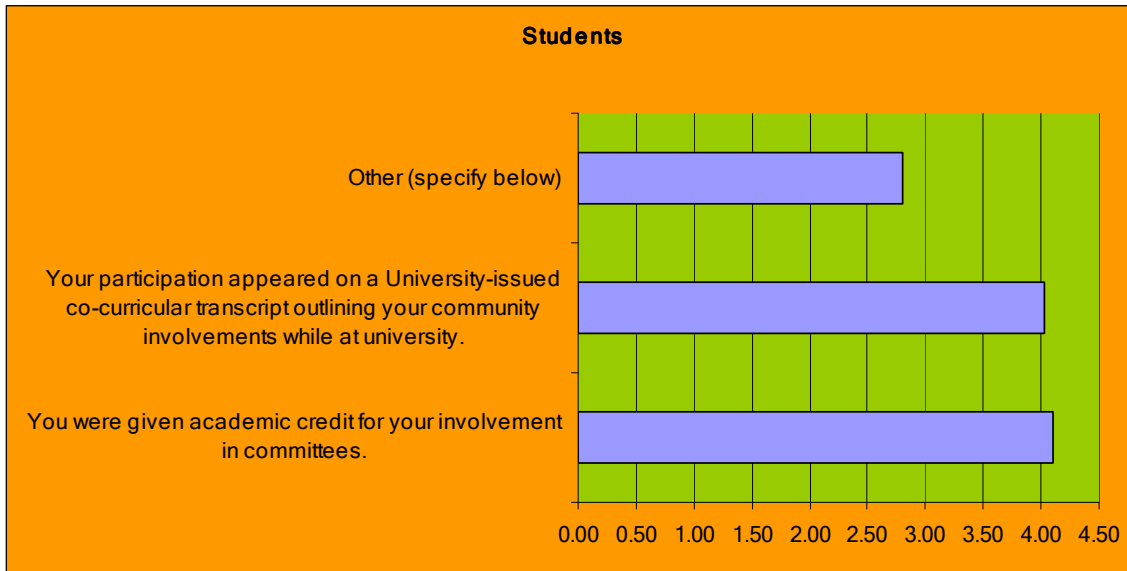
“The events that are flooding the UW this semester are fabulous. Keep them coming.”

“Time to begin formulating an academic department of Sustainability. I envision this covering the philosophy, ethics, and practice (both long-term and day-to-day) of sustainability. The role of the Sustainability Office with the Richardson College of the Environment could provide an outlet for faculty to receive 'credit' for recognized and evaluated activities.”

“No.”

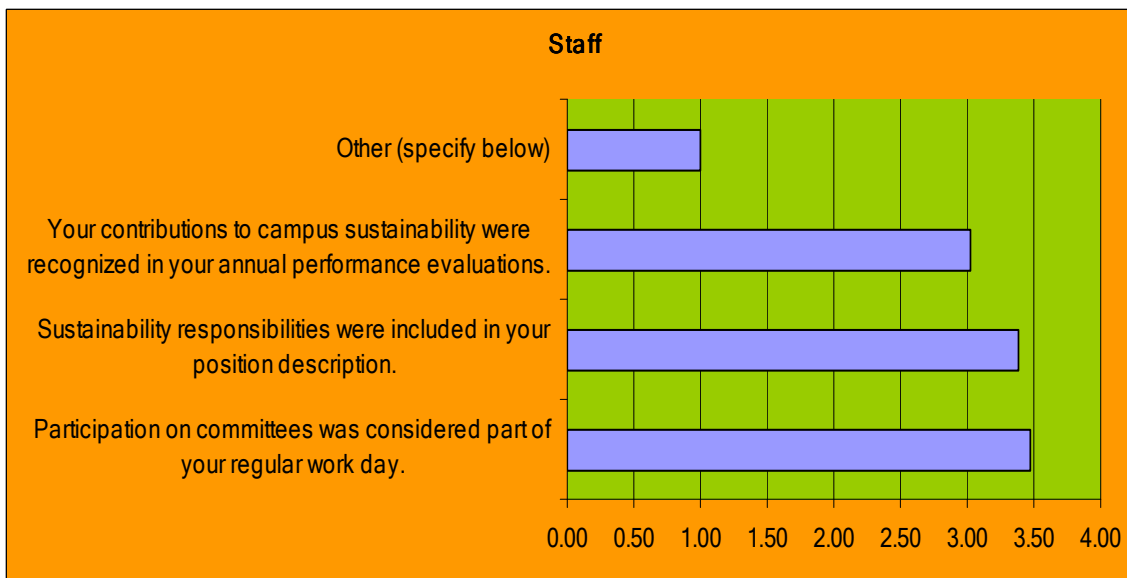
“Direct consultation - I have not been to any of the sustainability town halls because there I have no time – period.”

We would like to make it easier for students, faculty, and staff to participate in sustainability-related committees and activities. Would you be more likely to participate if:



Student Comments:

- “I had more time!”
- “Am graduating, won't be a student anymore.”
- “In-your-face advertisement of activities. Bigger signs, more people, come to talk to classes.”
- “You need a section for graduate students as this section is not appropriately worded for me (but the "staff" survey was even less appropriate).”
- “I feel like some people may abuse the benefits of getting credits?”
- “Any sort of subsidization/bursary would grab students’ attention. Money talks, right?”



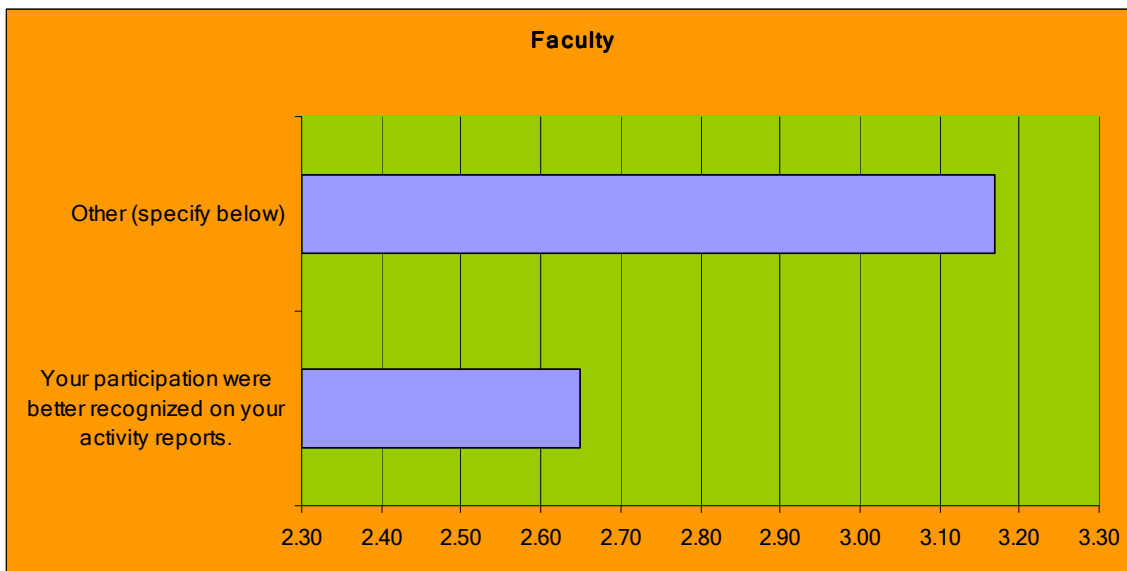
Staff Comments:

- “You’re asking people with absolutely crushing work-loads with no resources to shoulder more responsibility. The University needs to work on making itself a good place to work on being a

happy workplace, and then address other important issues such as environmental sustainability.”
 “My initial reaction to making sustainability responsibilities part of my job description is STRONGLY negative. As a secretary, I can easily see how making this part of my job might lead to demeaning situations caused by unrealistic, disrespectful behaviour on the part of some. Practicing sustainability is a personal, individual choice, not something that should be mandated in our job descriptions. To do this would almost certainly ensure that the 'job' of sustainability will fall on the only constituency on campus who are held to account using job descriptions -- support staff. BAD idea.”

“Here, committees seem to be an excuse to avoid work as opposed to producing thing. The effects of our daily changes would be nice to see. What can we all do each day to reduce our carbon footprint, etc. and how effect has the Sustainability initiative been since 2005.”

“Providing letters of participation at the end of specific volunteer commitments might be appealing for students in particular as they look for ways to improve their portfolios and resumes.”



Faculty Comments:

“Hire more faculty (get rid of hiring freeze) so we have time to sit on committees.”

“There are just not enough hours in the day...”

“I think that stickers help with reminders about turning off lights ...”

“Time is the issue, only 24hrs in a day and we are running out of time...”

“I support the idea of a sustainable campus, and would be happy to help it become so - but am already too overwhelmed with committee work to imagine joining yet another one.”

“Teaching [redacted] gives me the opportunity to contribute somewhat to these initiatives by providing the UW with some excellent students. Having it count on the activity report would matter because we have only so much time and it is publishing that really counts for moving through the ranks. I am aiming for full prof at the moment, and I don't think any hours spent doing the kind of activity that is involved in promoting sustainability would matter to the Promotion and Tenure Committee reviewing my application.”

“Very concrete/practical tasks in which we could participate would work better for me.”

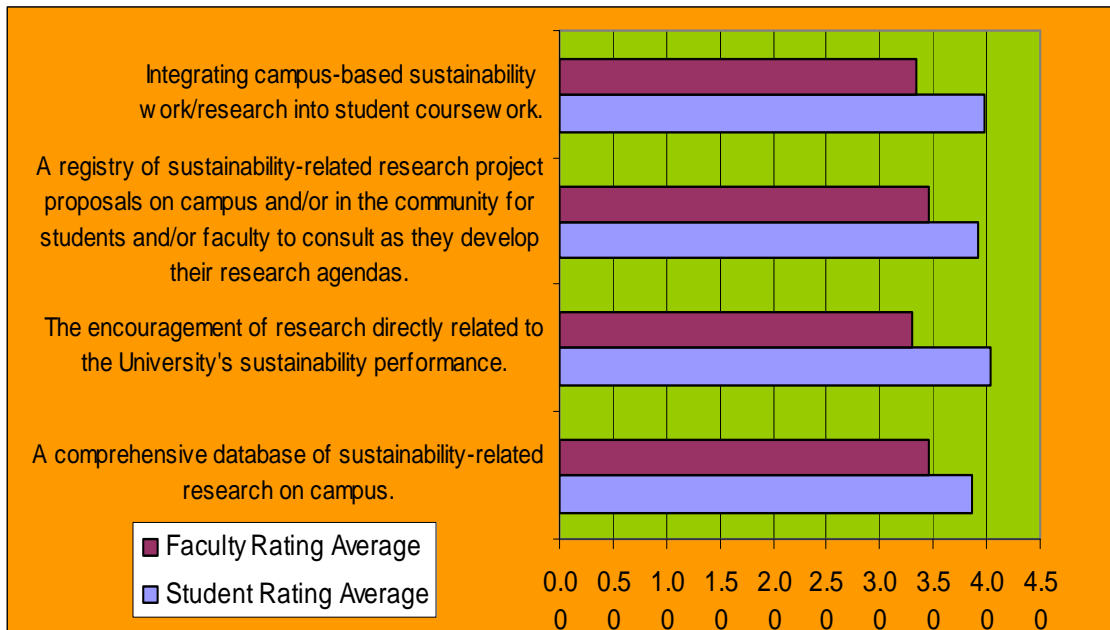
“Can't be fluff activities that faculty use in activity reports, but rather solid activities recognized. I suggest a RCE linkage.”

“Too busy.”

“Only direct consultation will work. I am already on many committees, and have both graduate students and Honours students to look after. Phone me up and invite me to share my expertise.”

“Visible involvement of senior administration.”

Several universities in North America seek to integrate academic teaching and research into their sustainability plans. How supportive would you be of (check all that apply):



Student comments:

“This question and all the options for answers mean absolutely nothing to someone who is not already involved.”

“Rather than being academic about sustainability, getting students actively involved will have greater results. Must we rely on empiricism to PROVE that sustainability works?”

Faculty comments:

“The first: too much work with little results in the past. Actually, that is my comment - things were started, with great effort and little results. I put time in during the past, and it went nowhere. So I give my time to other initiatives, at the community level, for which I see results. That sounds really bad, and I don't mean to be discouraging. But time is limited, and I am not sure what options 1 and 3 would add, or how it would change behavior.”

“Our discipline does not lend itself well to this.”

“Again, I support the idea of sustainability, but confess that I do not think that it can be integrated into every research agenda or course without being an obvious tack-on. My concern with promoting databases and all the like is that there will be an increased sense that every (worthwhile) academic endeavour must have a sustainability component, and this is just unfeasible for many subjects.”

“I would like to see research initiatives supportive of interdisciplinary research which would acknowledge the necessity for disciplinary interaction to do this research well.”

“Do what you want but leave my research and teaching alone.”

“All of this would need to be planned carefully and not filibuster other worthy activities and

research agendas. Research funding is already very limited at UW. Without a careful plan, then I would see as a serious threat to established research agendas.”

“I think everyone knows they shouldn't be driving to work. They know they should recycle, turn off the lights & computers, etc.”

The University's sustainability policies currently address energy, air quality, land use & property management, procurement, water, transportation, and waste. We are currently working towards reducing our greenhouse gas emissions to 6% below 1990 levels by 2012. What do you believe to be the strengths and weaknesses of UW's sustainability efforts?

Comments have been coded into themes. Where appropriate, comments from the ‘Other Comments’ question have been included in this section.

Strengths (all respondents)	Weaknesses (all respondents)
<ul style="list-style-type: none"> • 8x Strong staff in CSO • 5x Commendable goals and objectives • 4x Inclusive/grassroots approach • 3x Good visibility • 3x Campus food services • 2x Existence of CSO and CSO Director position • 2x Good waste disposal system • 1x Strong policy framework • 1x Ecological aspect of sustainability comprehensively addressed in policies • 1x Good transportation initiatives • 1x Good energy initiatives • 1x Bike Lab • 1x Strong advocacy reflected in mission of UW • 1x UW is showing leadership in Kyoto target and water reduction • 1x Lighting retrofit project • 1x Bottled water ban • 1x Compostable dishes 	<ul style="list-style-type: none"> • 13x Poor Information/ Communication/ Outreach/ Engagement • 6x Not enough high-level leadership • 5x Sustainability is not yet part of campus culture. It is not yet normalized. • 5x Compost/recycling systems need improvement • 4x HVAC in old buildings leave to be desired • 4x UW Sustainability needs more resources • 3x UW does not have the resources to do this work • 3x Bottled water ban is problematic (poor access to water fountains, ongoing sale of vitamin water and other bottled beverages) • 2x No articulation of UW's limits to growth • 2x Not enough emphasis on consumption reduction • 2x Construction at AnX is affected air quality in OR • 1x Lack of space for people to wash their personal dishes • 1x Sustainability is seen as a pet project of the President's • 1x Efforts do not take into account all students and their lifestyles • 1x Decision making processes seem complicated - students feel powerless • 1x smoking policies could be improved (air quality) • 1x The Ice-Riders team is under-resourced • 1x There is more sustainability PR than substantive progress • 1x Non-core buildings are not well serviced (i.e. No compost, spotty recycling) • 1x University administrative systems rely too heavily on paper • 1x Too much concrete in UW landscaping • 1x No mechanism to report leaky faucets etc...

Other Comments?

“Keep up the good work!”

“Education is key to promoting sustainability. The more people understand and the more specific the information, the better. E.g. Don't leave the water running in the staff room sink while you heat up your coffee.”

“Thank you to those who are working hard on building sustainability initiatives at the U of W.”

“I think reaching out to specific groups (and not just people walking through on their way to Riddle for example) is needed. Contacting the deans at the Collegiate or the geography teacher there to get a group of students involved. Or to contact other groups/clubs/classes at the U of W.”

“Having a scent free policy in place would be a great idea for cleaner air and friendlier learning atmosphere for those with allergies and chemical sensitivities.”

“none”

“I wonder why glass bottled beverages are sold in Pangea etc, when we are unable to actually recycle them in Winnipeg? I consciously don't purchase items in glass, but a lot of people don't even know this fact, let alone think of it when they are thirsty.”

“Thank you for putting this together and for the context/action and opportunity your multipronged and multidimensional approach creates.”

“Good luck”

“Nope!”

“Thanks for this opportunity to comment, and Alana thanks for the reminder to complete this survey.”

“Congratulations on the Grass Routes festival! Having daily reminders from the Campus Sustainability Office was very helpful in keeping the event in the forefront of my mind.”

“Great job with Grass Routes!”

“I think we need to inform people that small changes they make everyday will add up over time. Keep up the often thankless job of Sustainability.”

“Thanks!”

“Perhaps not relevant to this, but shouldn't UW use sand and not salt to prevent slipping on ice?”

“Coltan mining is getting more press recently and poses a massive human rights and security issue: can UW join with other Canadian universities and colleges and other levels of educational institutions in demanding conflict-free coltan?”

“Contrary to the risks involved (these also apply to just about every office established in the last five years), the academic study of sustainability (this is not just the practice of recycling, car pooling, etc.) is a worthy area for the university to pursue. I have lots of ideas here.”

“All I see around me are over-worked people. How about some attention to the sustainability of the human resources. If people had a normal pace of work, they would likely take those extra minutes to compose and fill out surveys. Thanks for your work.”

“At the fashion show last Wednesday-Sandbox magazine printed 3 copies of their magazine for each sea (a magazine which is available to read online), along with small printed ads for their upcoming anniversary and all was put magazine in plastic bags...(maybe recycled ones?) Seemed like quite a bit of waste to me for a sustainability festival.”

“Sustainability is encouraged/promoted/engaged in by those who care. To get the whole campus to care would be a great thing - but how? Promote sustainability in the Duckworth Centre [how would you do that?].”

“Relative to the resources made available to it, the Campus Sustainability Office has done very well.”