

## **2012 Campus Sustainability Survey Report**

R. Bret Leary  
PhD Student, Marketing  
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## **I. Overview**

This report presents notable survey findings and provides a brief discussion of each survey area. Where applicable and necessary, the results are presented in comparison to the corresponding results from the 2011 Campus Sustainability Committee (CSC) report in order to display relevant changes. Graphical results for the short survey are included as Appendix A. Graphical results for the long survey are included as Appendix B.

## **II. Short Survey**

The data from the Short Survey can be condensed to three main themes regarding campus sustainability, similar to the 2011 results: the importance of sustainability issues, the lack of knowledge regarding the actions taken by UW to address these issues, and the sustainable behaviors that individuals participate in (and impediments to these behaviors).

### **1. Importance of Campus Sustainability Issues.**

Those surveyed indicated a general *familiarity* with campus sustainability issues, with 88.58% of individuals responding with either an “Agree” or “Somewhat Agree” when asked of their knowledge of campus sustainability issues. Furthermore, respondents overwhelmingly indicated that campus sustainability issues were *important* to them, albeit to different degrees. Specifically, faculty members more strongly indicated that most campus sustainability issues were important to them as opposed to staff and students, based on those who responded “Agree” to questions related to campus sustainability issues. This is evidenced when looking at the issues asked about in the survey. When asked whether or not it is important that UW addresses the following sustainability issues:

- 57.14% of faculty indicated that buying and serving more sustainably produced food should be priority for UW, compared to 53.85% of staff and 43.60% of students
- 85.71% of faculty agree that UW should be composting food waste, while 61.54% of staff and 56.40% of students agreed with this issue
- 90.48% of faculty agree that it should be a priority for UW to decrease water consumption, while only 67.31% of staff and 59.88% of students agree
- 90.48% of faculty agree that it is important for UW to be energy efficient, compared to 80.77% of staff and 72.97% of students
- 95.24% of faculty indicated that it is important for UW to be sustainable in their construction efforts, compared to 75% of staff and 64.83% of students
- 76.19% of faculty agree that the university should purchase more recycled office materials, as opposed to 57.59% of staff and 58.14% of students
- 80.95% of faculty indicated the importance of expanding current recycling capabilities, while 76.92% of staff and 70.35% of students agree
- 61.90% of faculty feel that the campus shuttle system should be expanded, compared to 46.15% of staff and 56.10% of students
- 95.24% of faculty stress the importance of water-efficient landscaping, as opposed to 75% of staff and 65.70% of students

UW staff feel more strongly about the importance of community outreach and education:

- 61.54% of staff stress the importance of community outreach and education, compared to 57.14% of faculty and 52.03% of students

Finally, students were more concerned with producing food via a student farm:

- 39.53% of students agree it was important to produce our own food through a student farm, while 28.85% and 28.57% of staff and faculty feel the same, respectively

## **2. Lack of Knowledge Regarding UW's Efforts to Address These Issues.**

Regardless of the importance of these issues to respondents, however, the majority of individuals were not aware of UW's efforts to address these problems, as evidenced by the large number of "Don't Know" responses when asked if they were satisfied with UW's efforts to address these issues. Alarming, the lack of awareness of UW's Climate Action Plan (CAP) was greater in 2012 than 2011, with an average of 87.65% of respondents unaware of this plan compared to 80% in the previous year. Faculty represented the highest level of awareness (38.10%) while only 8.45% of students were aware of this university initiative. Compare this average percentage to the percent of individuals who consider themselves aware of campus sustainability issues (88.58%), and there is a striking gap between those who consider themselves knowledgeable of campus sustainability issues and how informed they are as to UW's efforts to address the issues.

When asked whether they were satisfied with UW's efforts to address the sustainability issues listed in bullet-points above, at least one-fifth (20%) of respondents stated they did not know of UW's efforts in the issues. The current report echoes the statement made in the 2011 CSC report: "while most respondents voiced support for campus sustainability efforts, there appears to be a general lack of awareness of ongoing efforts and, consequently, uncertainty in satisfaction towards those efforts."

## **3. Sustainable Behaviors Participated In and Behavior Impediments**

The four main sustainable behaviors that respondents state that they have participated in while at UW are: "Recycled on campus" (18.13%), "Attempted to limit your energy usage"

(16.99%), “Recycled at home” (15.99%), and “Attempted to limit your water usage” (14.92%). Accordingly, these behaviors can be condensed into two main types of sustainable behaviors that respondents engage in: post-consumption behavior (recycling) and curtailment behavior (limiting use of energy and water). Unfortunately, very few respondents (< 6.5%) have participated in any type of sustainability workshop, RSO, or curriculum.

Respondents do give some reason as to why they do not participate in these types of activities, however, in their answers to the question of “Do any of the following reasons prevent you from participating in sustainability-related activities?” The top three responses to this question were: “I need more information on what to do” (22.81%), “It’s not convenient” (19.66%), and “It’s too expensive” (16.64%). The response “I do participate in sustainability-related activities regardless of these reasons” (13.49%) was not a top response, in contrast to the 2011 report, when it was in the top three.

The top three answers to this question are echoed in the open-ended responses with statements like *“I am unsure how to compost food at UW. I would like to be able to recycle more items on campus, such as paperboard (cardboard that isn’t corrugated)”*, and *“I could recycle more from home if I had the services to do so,”* and *“I did not know these opportunities existed,”* and *“I do what I can but I still need more information as things are different in my home country.”* These responses suggest that, where possible, a concerted effort needs to be made to provide convenient facilities and information on how to engage in sustainable behaviors.

As for the motivating reasons individuals participate in these behaviors, the top two responses by a wide margin were: “I believe it will make a difference” (42.35%), and “It is personally rewarding to me” (32.24%). Some of the open-ended responses are centered on the idea of responsibility, and that acting sustainable is a responsibility issue for people. For

example, *“Simple personal responsibility for helping to take care of our current abode here in this universe,”* and *“For future generations,”* and *“I feel guilty if I don’t,”* and *“We are stewards of this planet, and that means that no matter who you are it is everyone’s responsibility to help keep our planet as clean as possible.”* These responses suggest that increasing the individuals felt responsibility might be a way to increase sustainable behavior.

Finally, a question was asked regarding what the respondent would be personally willing to do to promote sustainability efforts. The top four responses by a wide margin for this question were: “Carpool if you received priority or free parking” (19.81%), “Separate compostable containers from trash when you are finished with them” (19.48%), “Utilize the campus shuttle system, especially if it was expanded” (19.05%), and “Support turning down the thermostats in buildings in the winter to conserve energy” (18.88%). This suggests that providing information, incentive, and supporting infrastructure are ways to increase sustainable behavior.

### **III. Long Survey**

All short survey respondents were asked if they would be willing to provide additional information. Students were most likely to continue to the long survey with 62.29% choosing to continue. Less than half of faculty and staff chose to complete the long survey with 47.62% of faculty and 46.43% of staff choosing to continue.

The questions from the long survey can be consolidated to address ten main sustainability-related topics: attitudes, awareness of campus sustainability resources, education and outreach, energy, facilities, water, transportation, procurement, waste management, and dining hall services.

## 1. Attitudes

This section was intended to examine attitudes towards sustainability by three different groups (faculty, staff, and students) and their perceptions of their peers' attitudes towards sustainability.

Across all three groups there was a majority in agreement that “Humans have an ethical duty and obligation to protect” the environment, animals, plants, trees, and non-living things (e.g. rocks). Similar to the 2011 report, a large majority of faculty (80%) and staff (64%) are willing to “make an extra effort to prioritize and participate within sustainable practices” while students lag behind (46.08%). This student figure is an encouraging sign, however, as it is a significant bump from the 34% of student who indicated their willingness in 2011. Also, the number of students who stated that they will “support sustainable practices and conserve as long as my comfort and convenience are not jeopardized” slightly decreased from 31% in 2011 to 29.95% in 2012.

Also similar to the 2011 report, a large majority of individuals did not report strong positive or negative perceptions on campus attitudes towards sustainability, with most respondents (69.05%) only answering “Somewhat Agree” or “Somewhat Disagree.” A majority of individuals (56.35%) feel that a culture of sustainability is being cultivated on campus; this figure is based on the number of individuals who answered “Somewhat Agree” or “Agree” to this question. Finally, while many people either somewhat disagree or disagree that most people on campus practice sustainable habits (58.33%), a similar ratio of individuals (60.72%) feel that they are more interested in campus sustainability efforts. These results suggest that respondents are likely underestimating the concern of others while simultaneously overestimating their own concern for sustainability efforts.

## 2. Awareness of Campus Sustainability Resources

The majority of individuals fall in the middle when asked whether they were satisfied with the availability of information on campus sustainability and efforts, with 70.91% answering either “Somewhat Agree” or “Somewhat Disagree.” While this is an improvement over the numbers from 2011, the figure still suggests that more work needs to be done to improve the availability of information regarding UW’s sustainability efforts. Similar to the 2011 report, there was no overwhelmingly indicated sustainability certification that respondents felt the university should strive for. Instead, the open-ended section indicated that the “*arbitrary or outside certification system*” was not necessary, and that “*every effort should be made to conserve even if you don’t get a certificate.*”

With regards to the three campus sustainability initiatives mentioned (ACRES Student Farm, Campus Sustainability Committee, ASUW Director or Student Programming and Sustainability), more individuals were aware of and had participated in ACRES than the other two.

In contrast from the 2011 report, respondents suggest that it is now the students who are expected to take the lead on campus sustainability issues (29.20%), followed closely by the group previously expected to lead, the administration (27.59%). This is an interesting shift in thought from respondents, suggesting that a more student-oriented approach to sustainability, backed closely by administrative support, might be the approach necessary to advance campus sustainability. The open-ended responses gave a broader scope of leadership, suggesting that everyone is responsible for leading the sustainability charge on campus, including faculty, staff, students, and the Laramie community.



There seems to be a large amount of uncertainty as to the presence of a “go-to person” for sustainability issues within departments, with almost equal split among the “Yes,” “No,” and “Don’t Know” answer choices. This suggests that more clarity is needed in identifying these individuals and ensuring that others know who they are.

### **3. Education and Outreach**

From a student’s perspective, almost half of the respondents did not know if there were enough sustainability-related courses available to take (46.51%), indicating that more attention needs to be given to making this information readily available to students. These findings are supported by the lack of student knowledge of the Sustainability Minor in the College of Business (85.58% unaware), the ENR degree option and minor (67.44%), and the intern positions with the Campus Sustainability Committee (87.91%). These findings are in line with the 2011 report. Also similar to the 2011 report, more than half of students (51.62%) indicate that they either “Agree” or “Somewhat Agree” that it should be a requirement for all students to take a sustainability-related course. Similarly, 72.56% of students either “Agree” or “Somewhat Agree” that freshmen would benefit from informational sessions on campus sustainability resources and activities. Interest in both requiring students to take a sustainability course and the support for the development of more degrees related to sustainability suggest that student interest would be present if such decisions were to be made by the administration.

Regarding faculty and staff, a majority (57.14%) of respondents have not participated in a sustainability workshop or conference, but suggested they would potentially be most interested in attending informational sessions on limiting energy usage, expanding recycling, water resources, and green purchasing.

Although most faculty and staff members are not familiar with the concept of Green Teams to assist in energy and waste efficiency within campus buildings (60%), a similar majority (65.71%) suggested they would be interested in becoming a Green Team member. However, there needs to be information given information as to what would being a member of such a team would entail.

#### **4. Energy**

There was overwhelming agreement that the university should both purchase and generate more renewable energy with 71.49% and 91.96%, respectively, answering either “Agree” or “Somewhat Agree.”

Similar to the 2011 report, more students indicated they would be willing to pay \$10 extra in their student fees per semester (30.37%) than they would over all of the other options listed. Conversely, faculty are not as willing to take a deduction from their paycheck for sustainability efforts, with 48.57% indicating they would not want any money deducted from their check.

#### **5. Facilities**

A majority of staff and faculty members (68.00% and 70.00%, respectively) were aware of the LEED building certification system. However, only about one out of every four students (27.57%) was aware of the certification. These results are consistent with the 2011 report. A large majority (81.93%) of respondents, including 100% of faculty respondents, were aware that some building on the UW campus are Gold/Silver certified. Interestingly, however, just over half (54.22%) of respondents were aware that all new buildings on campus are built to LEED Silver standings. As noted in the 2011 report, there is the possibility that “some individuals may

not be aware of the difference between buildings being ‘built to LEED standards’ versus being ‘LEED’ certified.”

Also consistent with the 2011 report, respondents were generally unaware of the actions being taken by UW to improve the sustainability of campus. This is noted by the categories below.

**Lighting:** Just under half of total respondents (47.79%) were aware that UW has installed energy efficient lighting in core campus buildings. However, it should be noted that the majority of faculty and staff (60% and 64%, respectively) were aware, but only 45.33% of students were aware, bringing the average down. Most respondents (58.63%) were aware that the university has installed occupancy sensors for lighting in low-use areas, with the results being fairly consistent across staff, faculty, and students (68%, 60%, 57.48%, respectively).

**Recycled Building Materials:** There was a great increase from 2011 in the percentage of staff (72%, up from 55%) and faculty (70%, up from 30%) that knew most of the materials from demolished campus buildings is recycled. However, the percentage of students who knew (29.44%, up from 28%) remained almost the same.

**Green Cleaning Policy:** There was a uniform unawareness across groups (69.08%) that UW had the goal to implement a green cleaning policy.

**Native Stone:** Similarly, there was little awareness of UW’s intent to develop a local source for native stone (76.31%).

**Replacing Windows:** The majority of faculty and staff (80% and 60%, respectively) were aware that UW has a goal to replace old windows to make campus more sustainable, while only about a third of students (37.38%) were aware of this plan.

**Insulation:** There was unawareness across all three groups (73.90%) that the university has the goal to add more insulation to roofs. This is an increase in the awareness from 2011.

**Low-Flow Water Fixtures:** Less than half of staff and students (44% and 44.39%, respectively) were aware that the university plans to implement low-flow water fixtures, while 50% of faculty were aware.

**Vending Machine Misers:** Finally, there was uniform unawareness as to UW's intention to implement vending machine misers (77.91% unawareness).

**Building Temperatures:** In the winter months, the overwhelming majority (88.75%) indicate that they would be willing to keep the building temperature between 66-70 degrees in order to lower utility costs. Conversely, in the summer months, there was less agreement as to an appropriate temperature. The most commonly stated temperature range was between 76-78 degrees (34.14%), followed by 72-74 degrees (24.10%), 74-76 degrees (14.86%), and 78-80 degrees (14.06%). The remaining individuals (12.85%) indicate they would prefer no change in building temperature.

**Groundwater and Roof Runoff:** All three groups were largely unaware (87.55% unaware) of the university's plans to potentially use groundwater and roof runoff for irrigation.

**Light Pollution:** Similarly, all three groups were overwhelmingly unaware (80.32% unaware) of the university's plan and attempts to reduce light pollution.

## **6. Water**

Staff indicated the greatest knowledge of Wyoming's water issues, with 80.00% of respondents selecting either "Agree" or "Somewhat Agree." Conversely, students indicated the lowest level of agreement, with only 52.34% selecting the same options. However, this is an increase in student awareness over the 2011 report in which only 47% of students indicated their awareness.

There was a significant decrease in the number of students who were aware that UW is using low-water use and drought resistant native vegetation for new building landscapes (23.36% [2012] v. 69% [2011]). On the whole, respondents were not aware of the use of low-flow water saving fixtures in campus buildings (56.22% unaware).

The two most prevalent answers to the question “What could UW do to encourage you to limit your water use?” were: “Install more low-flow water saving fixtures” (41.37%) and “Provide more information on Laramie’s water resources” (29.79%). In other words, the respondents feel that the best way to influence sustainable behavior is to invest in technology that will make it easier for them to do so. The open-ended responses stress the need to be more efficient with the use of the sprinkler system, especially when it rains.

## **7. Transportation**

The two predominant modes of transportation among respondents were walking (45.78%) and personal vehicle (27.31%), with only 13.25% utilizing the campus shuttle. The main impediments to shuttle use are the preference for walking or biking (30.14%) and the fact that many respondents do not live near a shuttle stop (22.19%).

Expanding the shuttle system would be great for students, as 84.39% either “Agree” or “Somewhat Agree” that they would be more likely to use the system if it were expanded. Faculty and staff were less supportive, as a number of these individuals disagreed that they would use the shuttle more were it to be expanded. There was greater support from all three groups, especially students (64.95%), for the implementation of more biker-friendly services. Finally, students were more likely to support the organization of carpool groups (44.4%) than faculty (30.0%) or staff members (28.0%).

## **8. Procurement**

There is a trend throughout this section of results indicating that many individuals are unaware of the steps being taken by the university to make campus more sustainable. For instance, the majority of individuals were unaware (65.46% unaware) of the university's decision to use 100% recycled paper in restrooms. Similarly, 87.15% indicated unawareness of UW purchasing furniture containing 10% post-consumer material, and 77.11% were unaware of the university goal to reduce paper use by twenty percent. Also, 64.66% of respondents were not aware of the property depot, and 75.90% were unaware of the Furniture Roundup program in the residence halls.

## **9. Waste Management**

A total of 57.43% were aware of the UW Recycling Program's drop-off facility; however, only 32.93% of these individuals had actually used the facility, suggesting that there are inhibiting factors keeping people that know about the facility from using it. Further work needs to be done to understand these factors.

When asked if they would be willing to pay more in student fees to expand recycling efforts on campus, the two most prevalent answers were \$0 (28.04%) and \$5 (25.23%). Other choices were \$10 (18.69%), \$1 (16.36%), and more than \$10 (11.68%). Faculty and staff were largely unwilling to voluntarily deduct money from their paychecks to support expanding campus recycling operations, with 51.43% of respondents indicating they would not be willing to deduct any money.

## **10. Dining Services**

Respondents were almost equally split in their agreement/disagreement for paying more for a local food purchasing policy, with 39.76% in agreement and 46.19% stating they would not

pay more for out-of-season/international foods. The remaining 14.06% stated that they did not know if they would or not. An overwhelming majority of respondents (75.10%) think that supporting a student farm and animal science meat lab should be a priority.

In a large drop from the 2011 report, only 30.12% of respondents indicate that they were aware that Washakie Dining Hall, Union Food Court, and other on-campus dining centers send pre-consumer waste to be composted at ACRES student farm. However, there is a great deal of support among respondents (85.14%) for expanding compost operations. Similarly, most respondents (73.09%) are supportive of decreasing portion sizes in order to decrease food waste. Also, a majority of respondents (82.33%) were supportive of starting a reusable container program and 61.45% of individuals were supportive of eliminating trays in Washakie.

When asked what items they would be willing to spend more on to eat at Washakie, the two most prevalent responses were organic products (16.67%) and locally produced food (22.32%). However, the open-ended responses reveal other choices like better vegetarian options, gluten free options, hydroponic products, more soy free options.

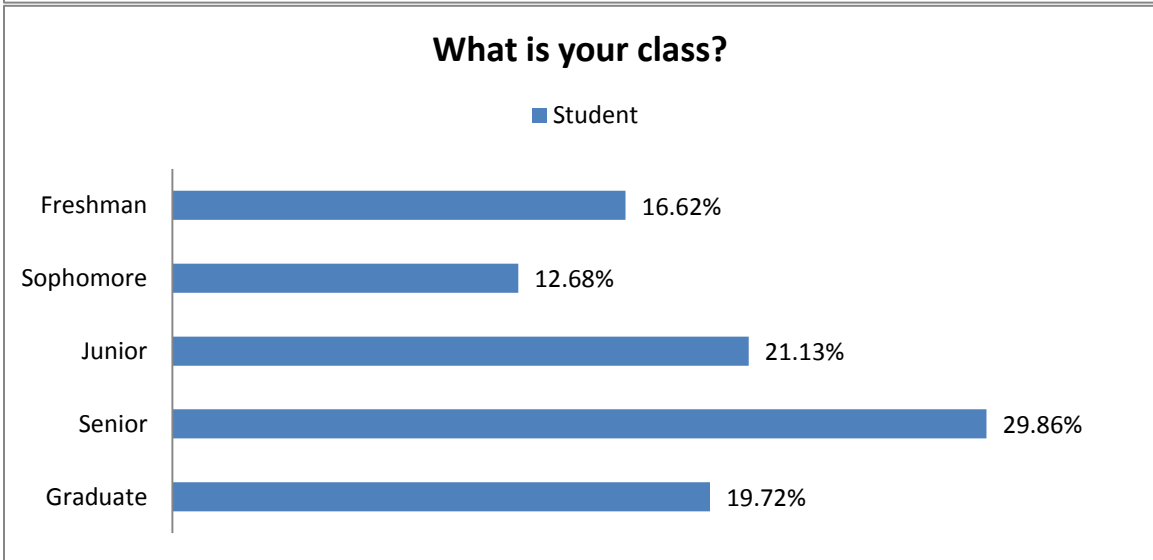
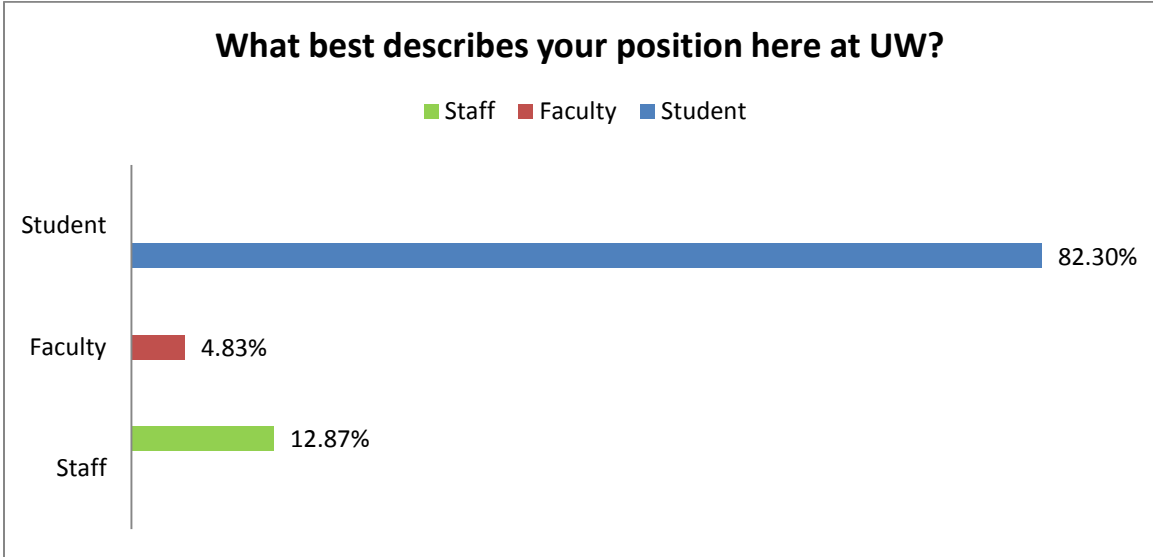
#### **IV. Conclusion**

The purpose of this survey was to measure the awareness and attitudes of faculty, staff, and students on campus sustainability issues. This report has compiled the information into a document outlining the main findings, highlighting any glaring distinctions from the 2011 report. This report allows for further comparisons to past surveys measuring the awareness and attitudes of those involved with the university.

The Campus Sustainability Committee will use these report findings to guide actions to increase awareness of sustainability efforts on campus and sustainability in general.

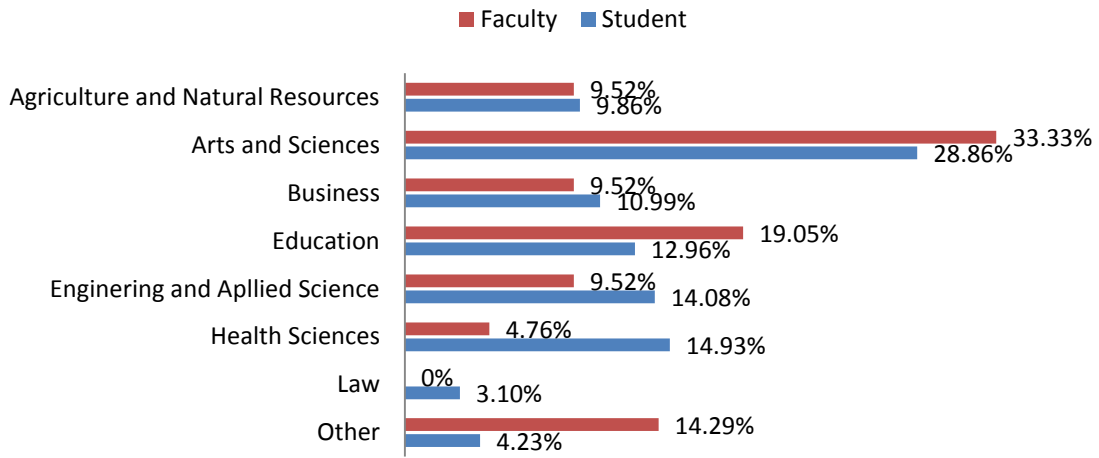
# APPENDIX A

## Short Survey Results

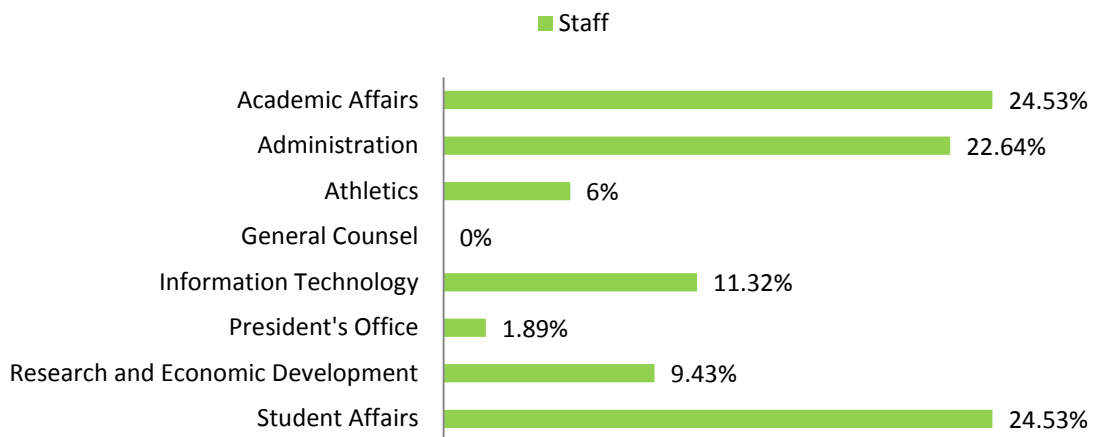




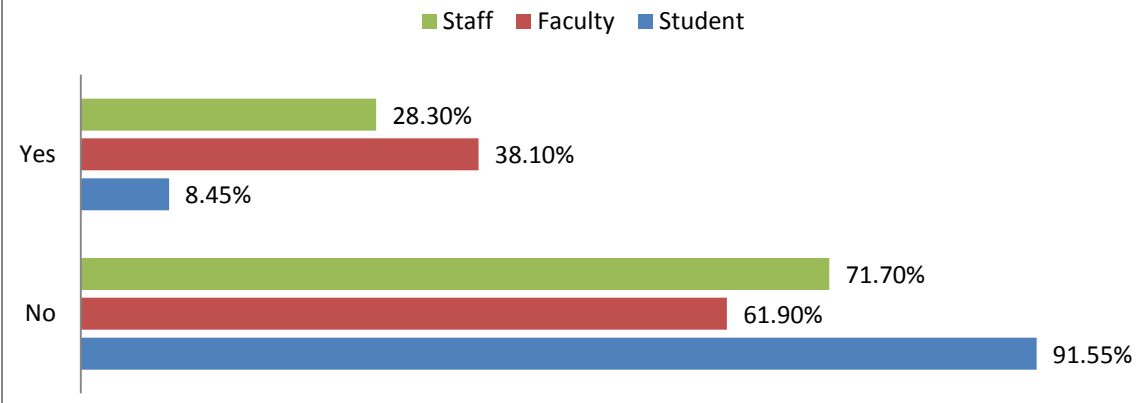
### What is your college?



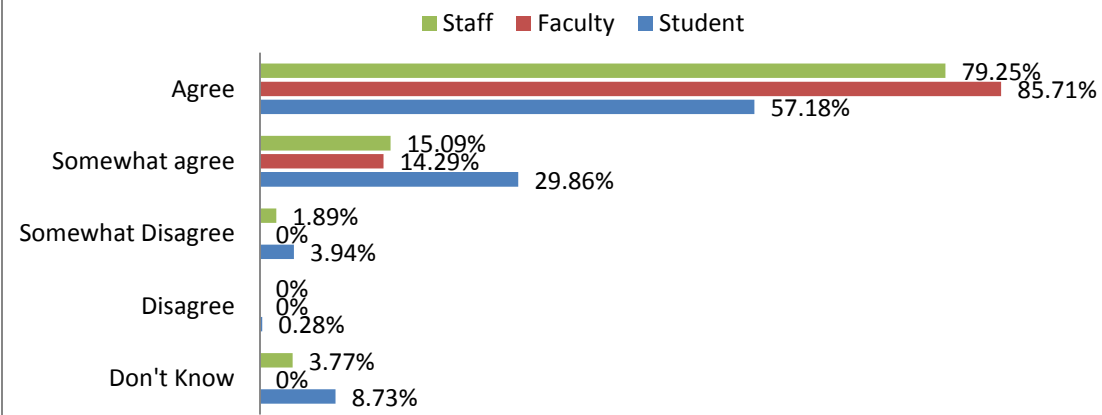
### What is your division?



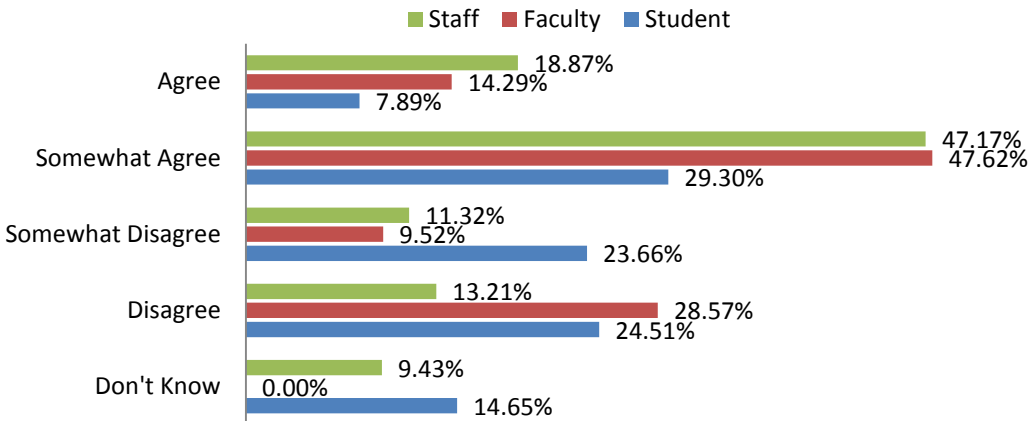
### Are you aware of the University of Wyoming's Climate Action Plan(CAP)?



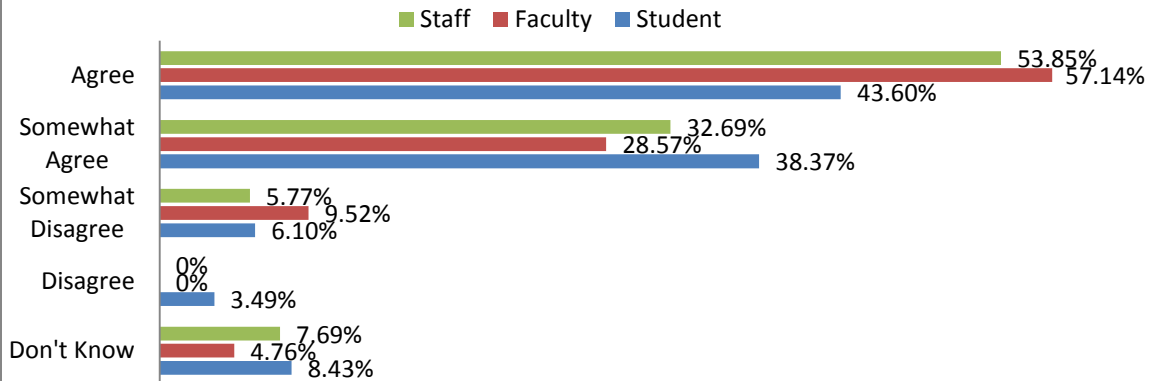
### Please indicate our level of agreement with the following statements: Sustainability should be a priority for UW.



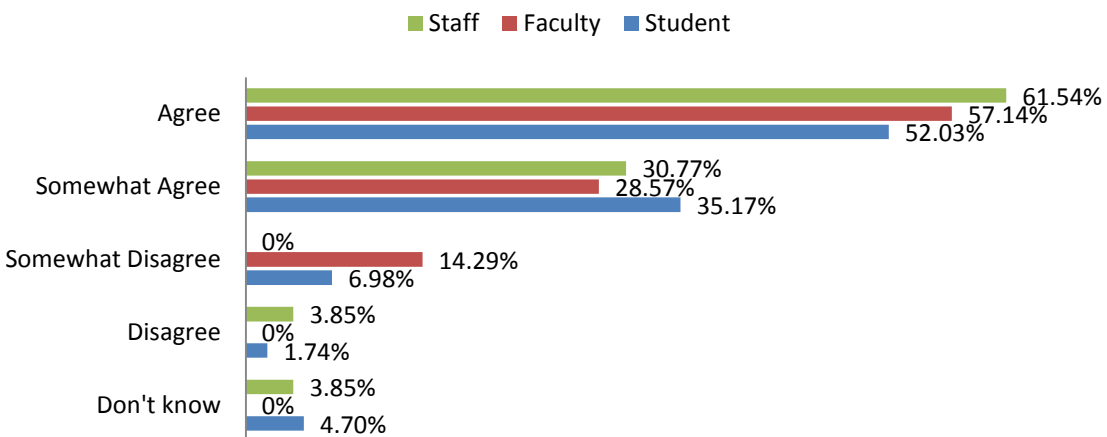
### I am knowledgeable of campus sustainability issues

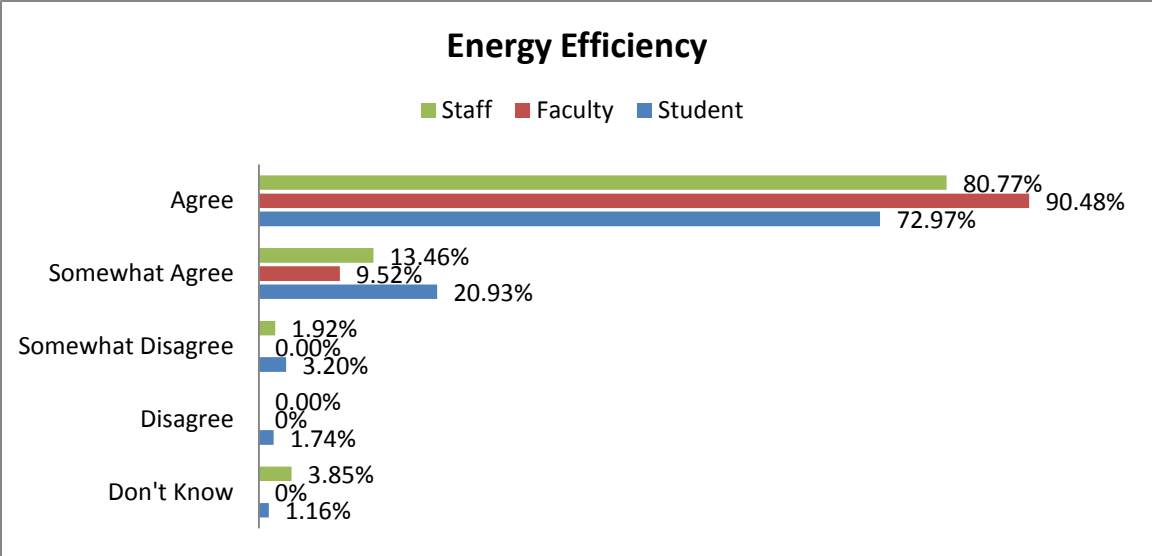
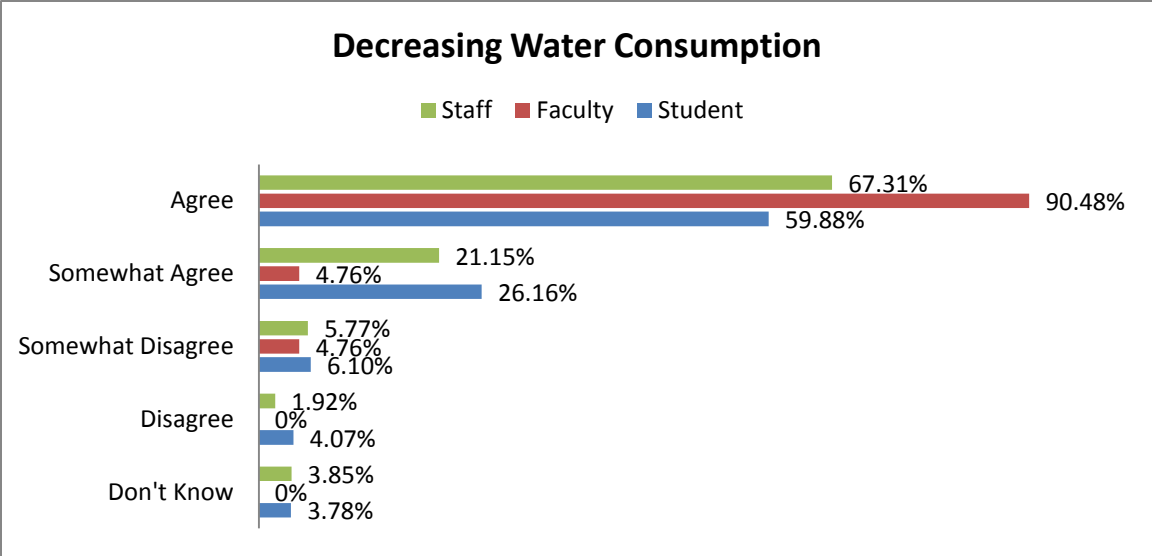
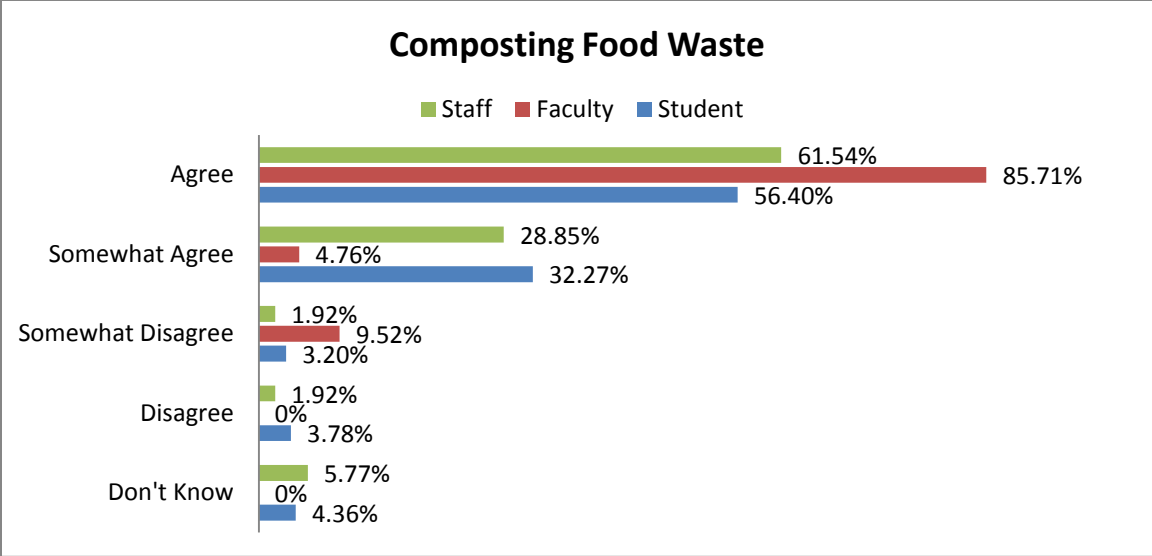


### Buying more sustainably produced food to serve in Washakie Dining center, the Union Food court and other on-campus dining centers

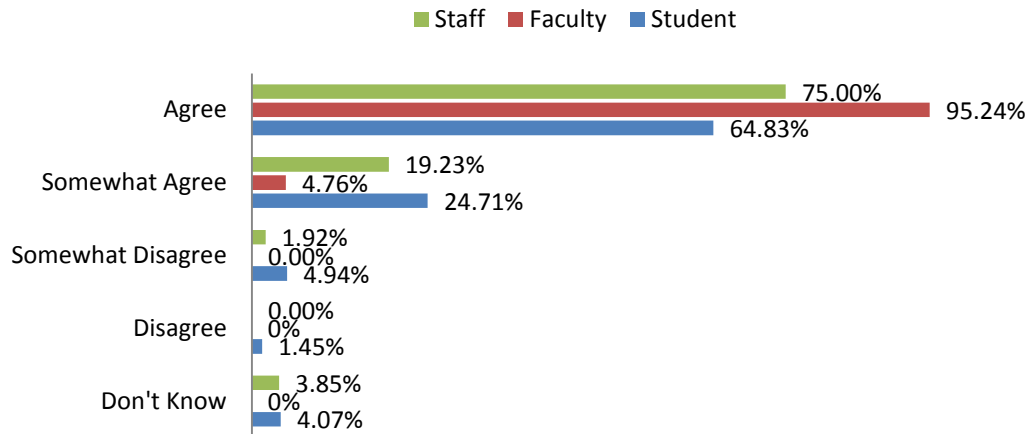


### Community Outreach and Education

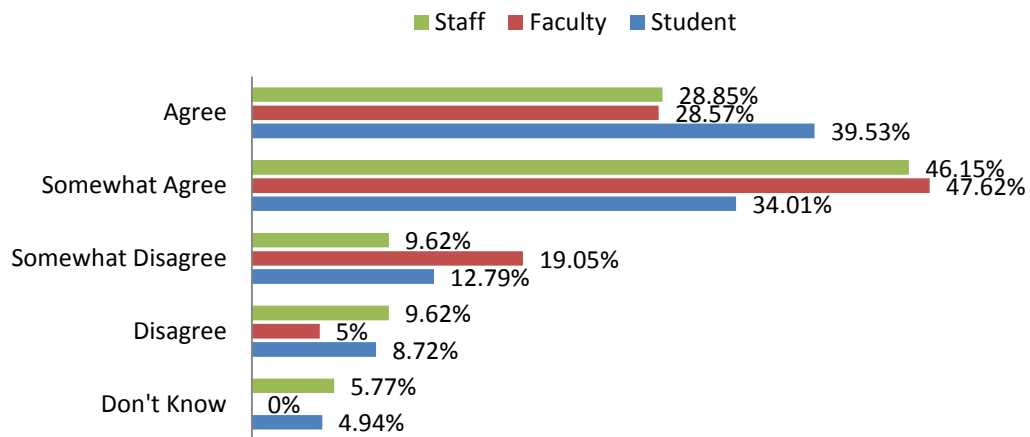




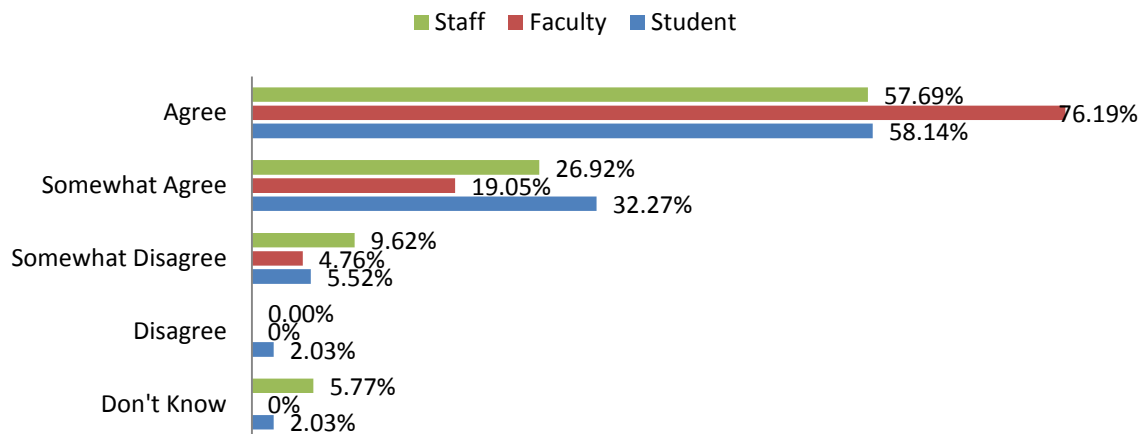
### Sustainable Building Construction



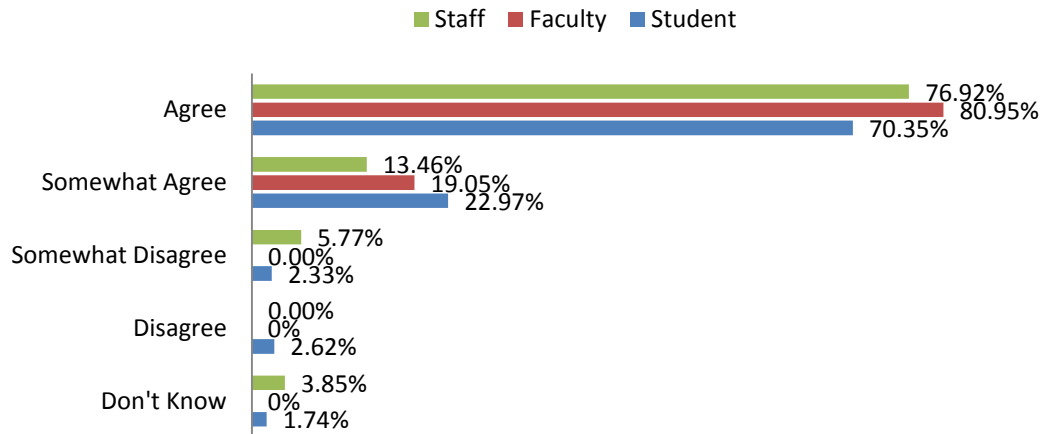
### Producing our own food via a student farm



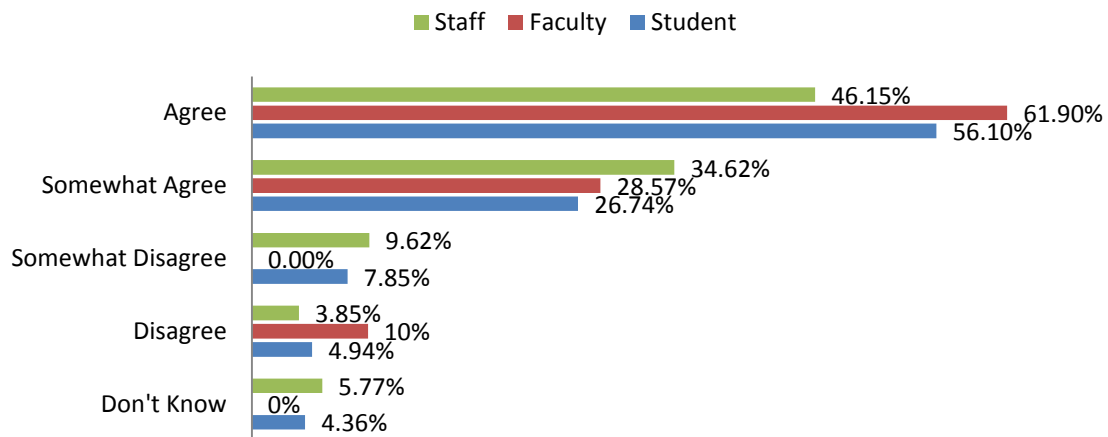
### Purchasing more recycled office materials



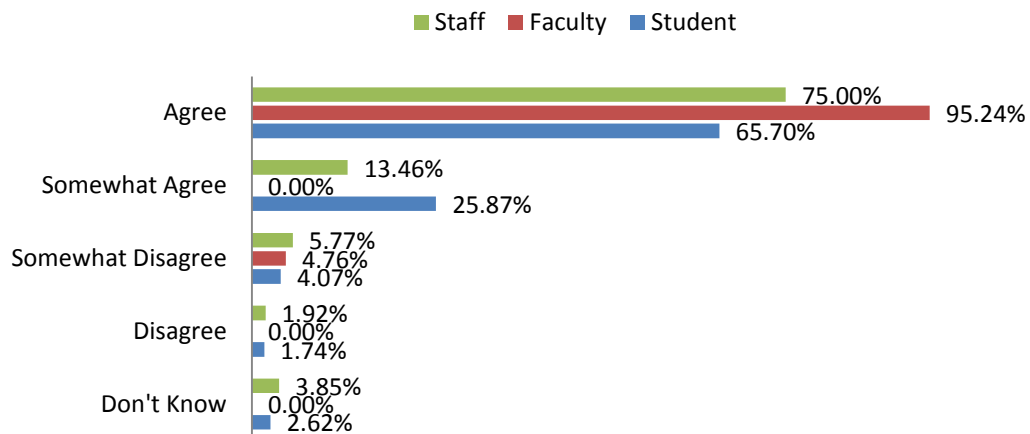
### Expanding recycling capabilities



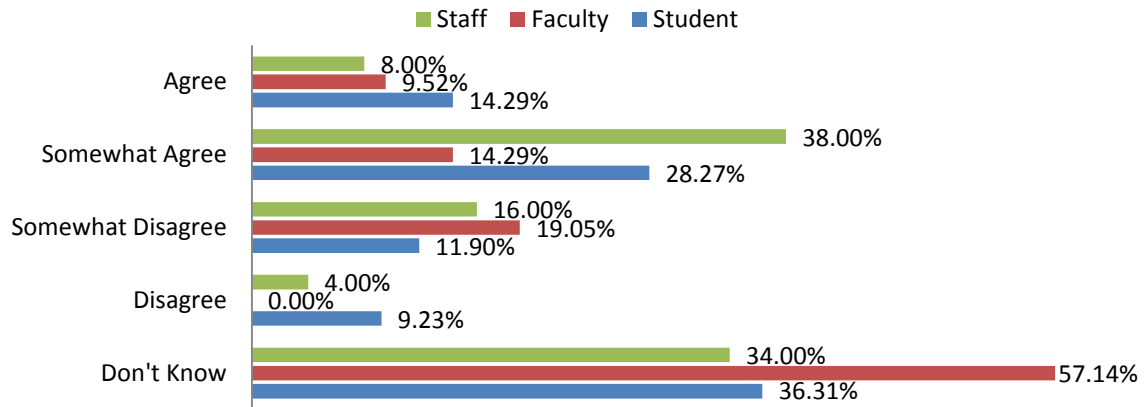
### Expanding the campus shuttle system



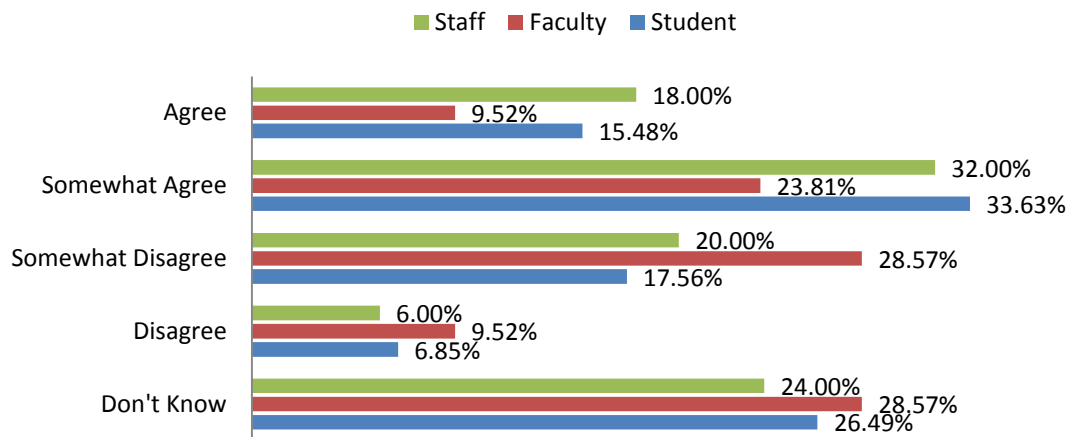
### Water-efficient landscaping



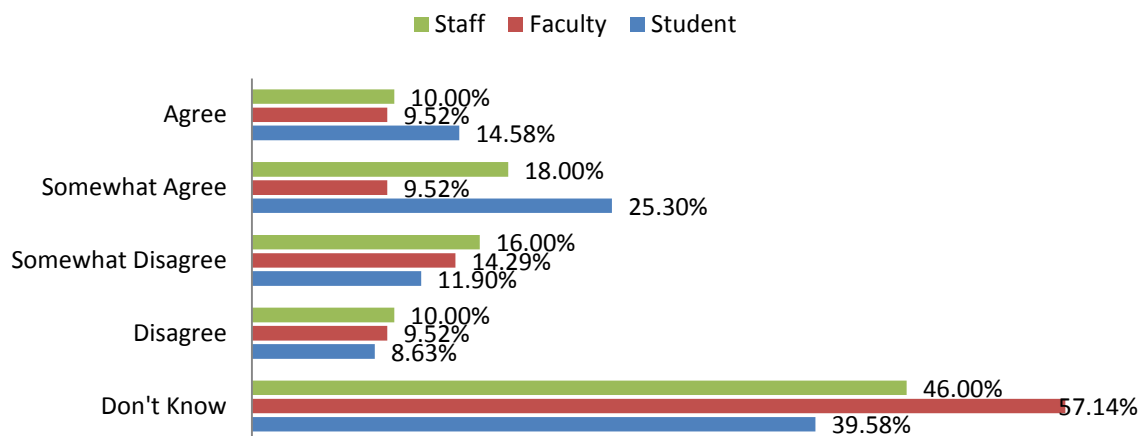
### Buying more locally produced food to serve in Wshakie Dining Center, the Union Food Court and other on-campus dining centers



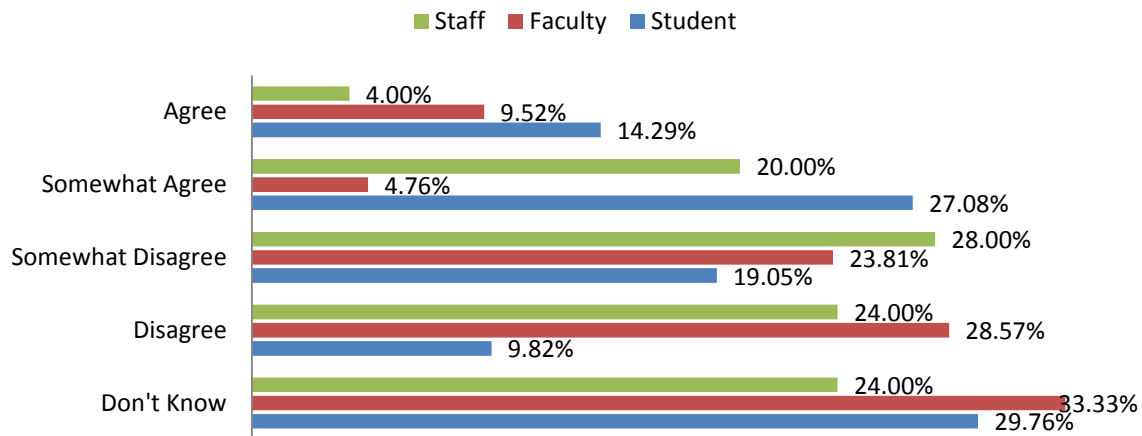
### Community outreach and education



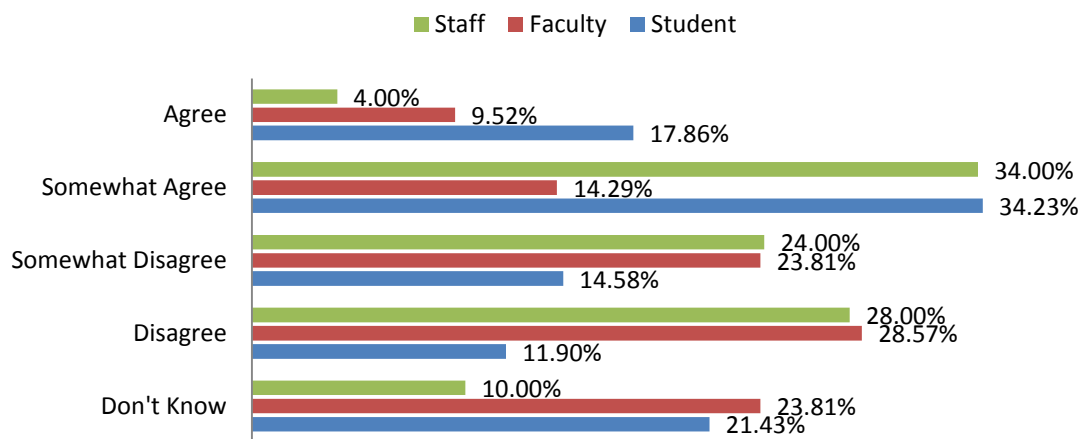
### Composting food waste



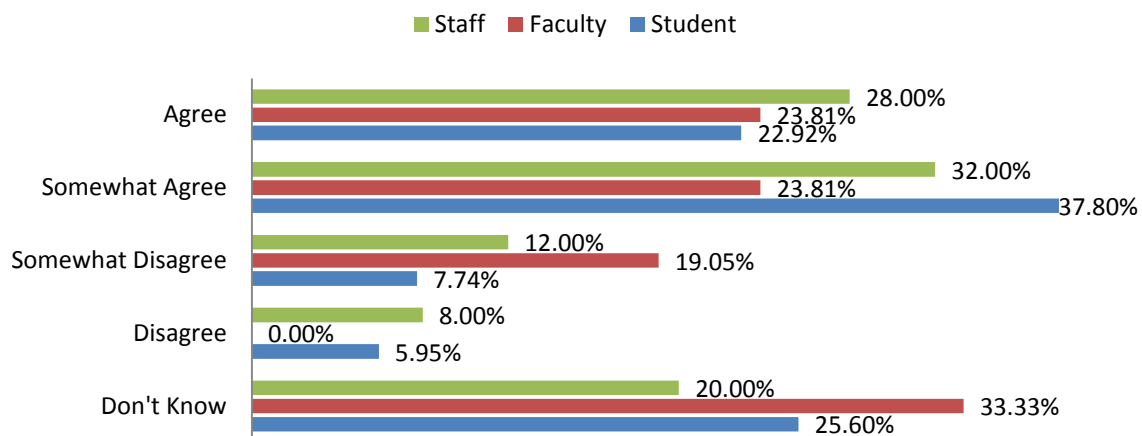
### Decreasing water consumption



### Energy efficiency

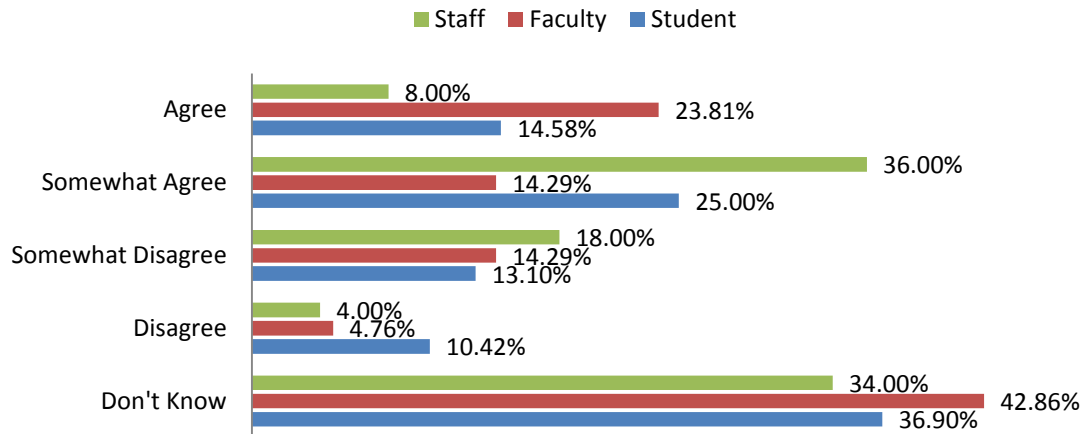


### Sustainable building construction

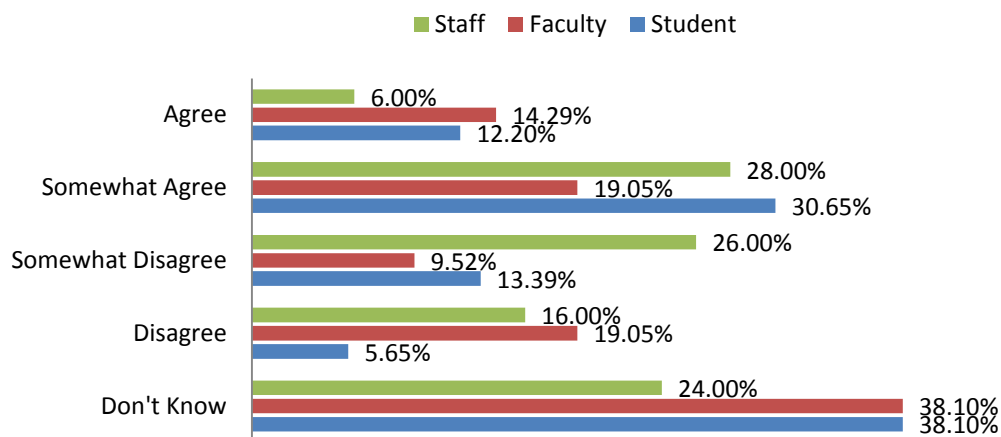




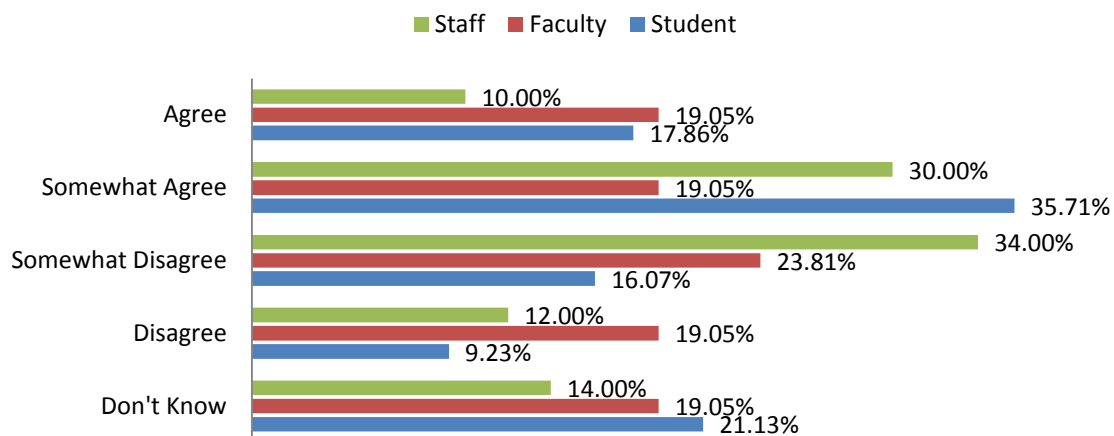
### Producing our own food via student farm



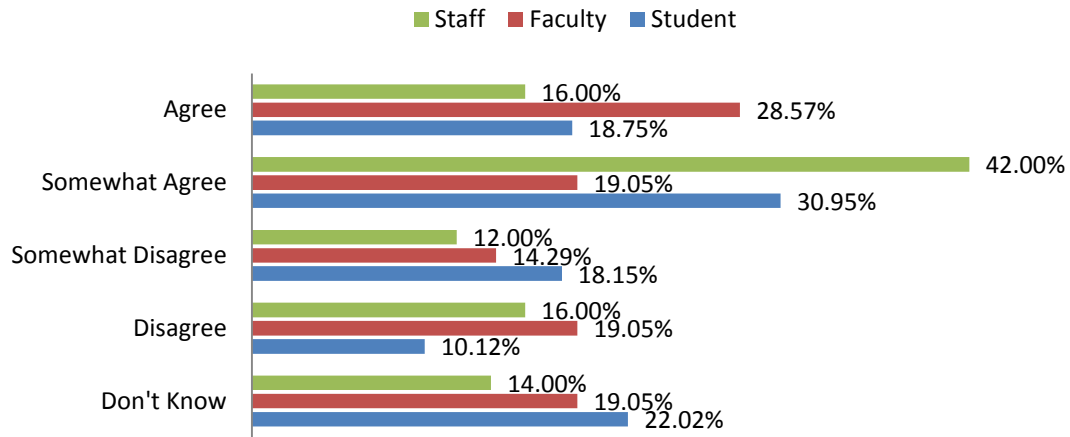
### Purchasing more recycled office materials



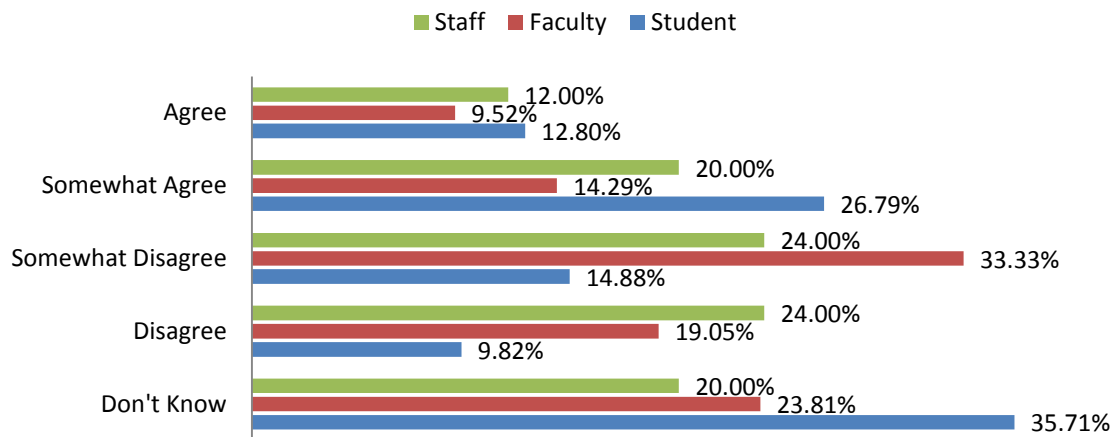
### Expanding recycling capabilities



### Expanding the campus shuttle system

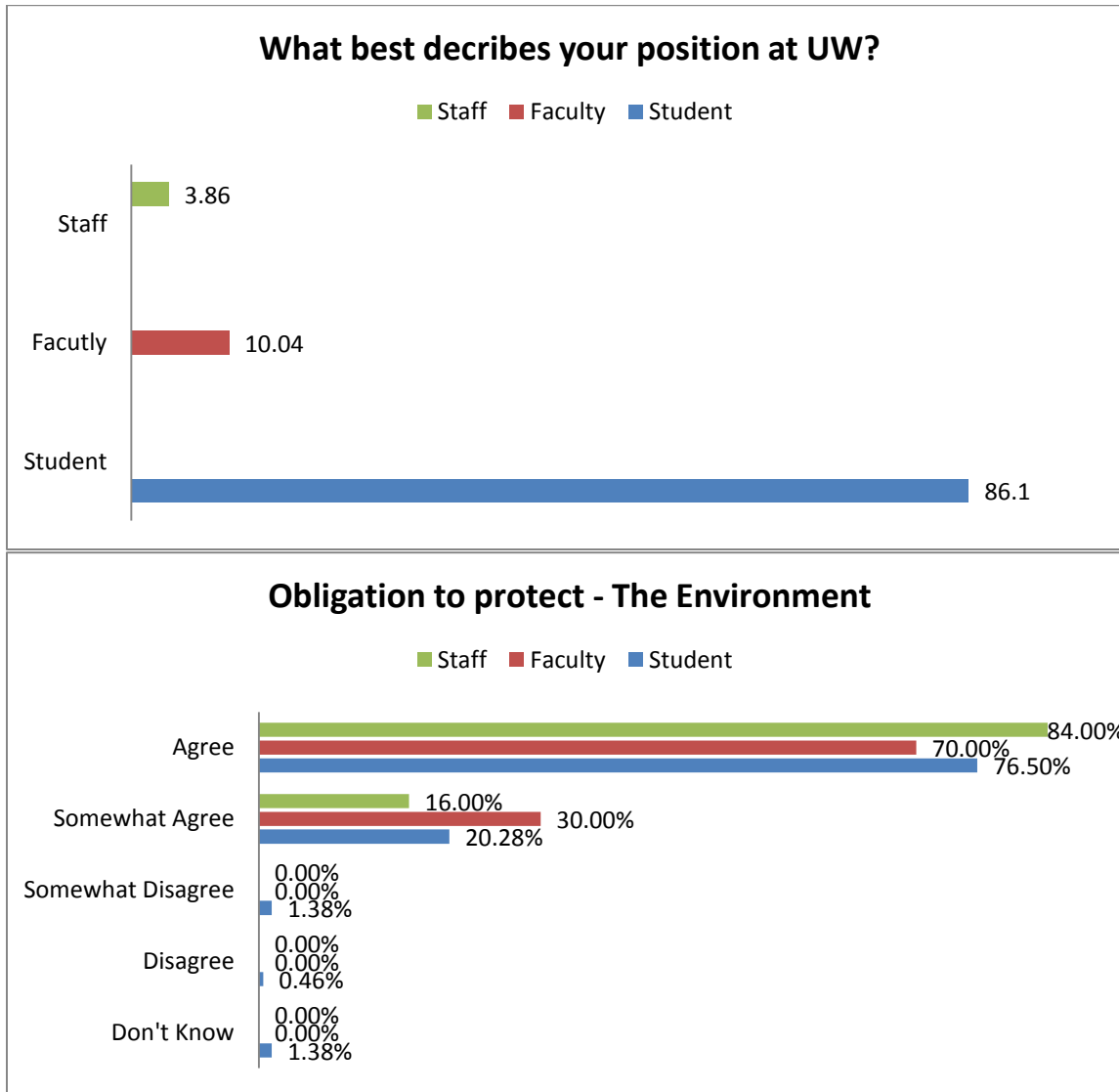


### Water-efficient landscaping



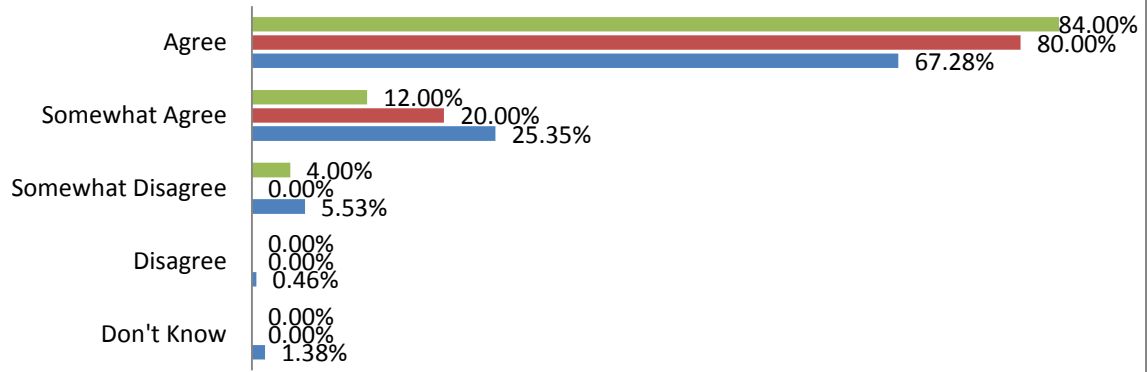
## APPENDIX B

### Long Survey Results

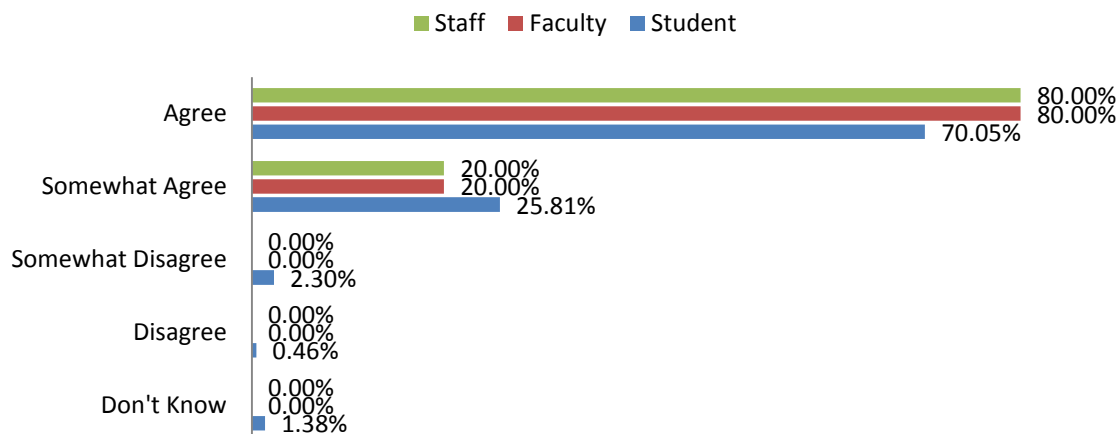


### Obligation to protect - Other Animal Species

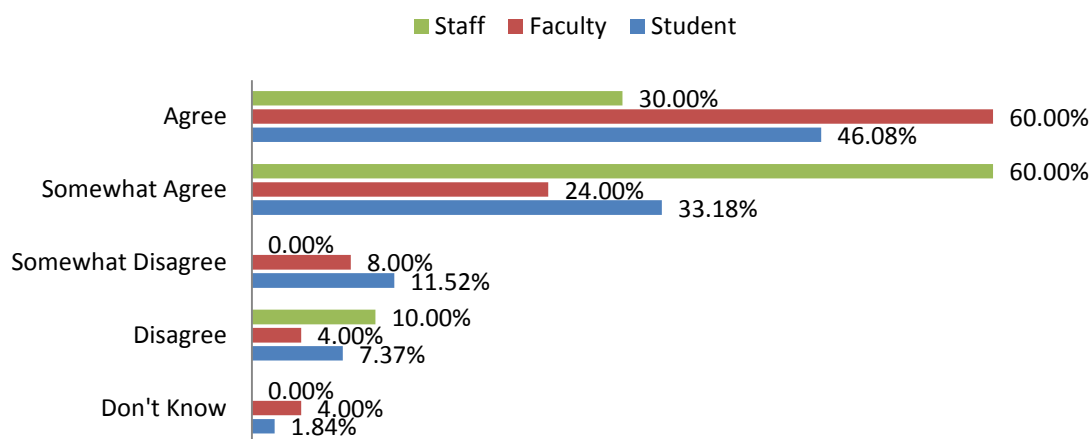
■ Staff ■ Faculty ■ Student



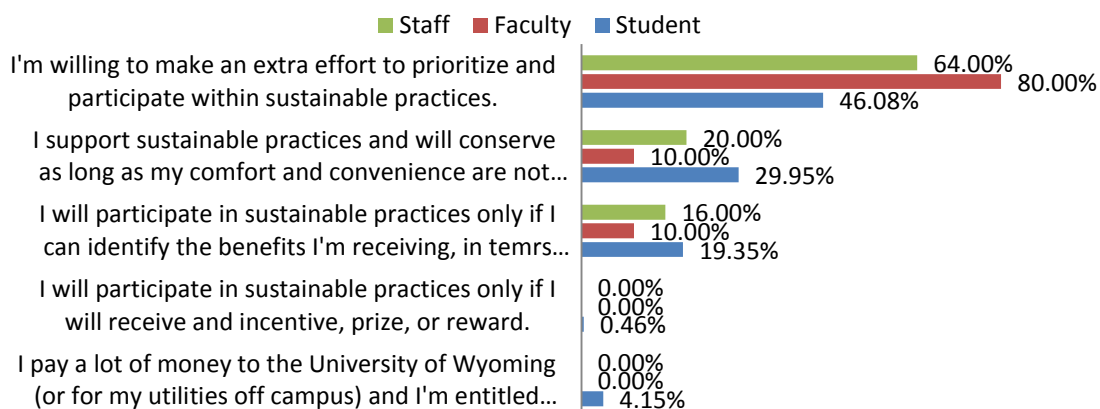
### Obligation to protect - Plants and Trees



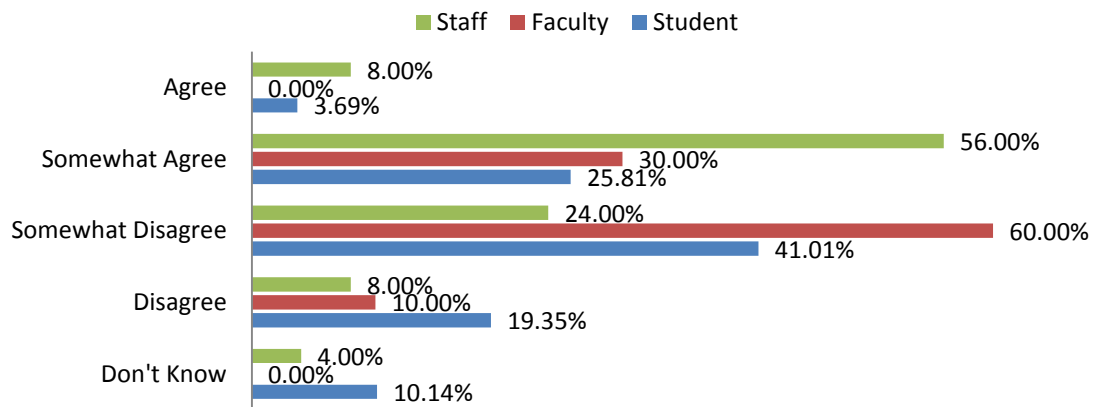
### Obligation to protect - Non-living components of nature



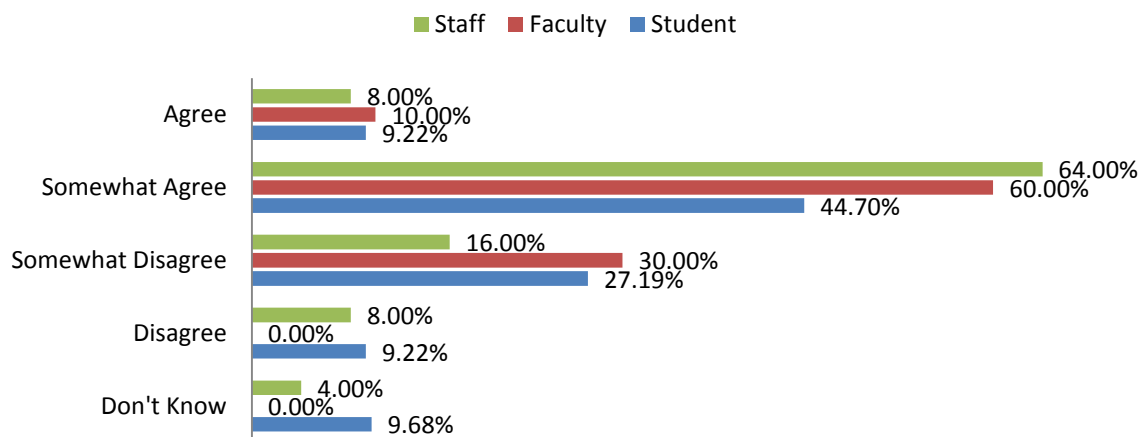
### Which of the following statements best represents your attitude toward energy, water, and waste reduction at UW?



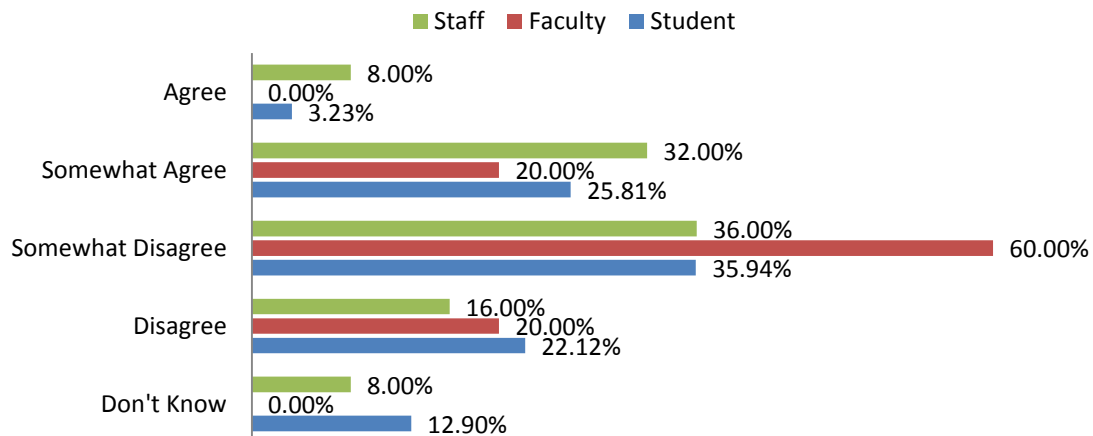
### Most people on campus are concerned about sustainability.



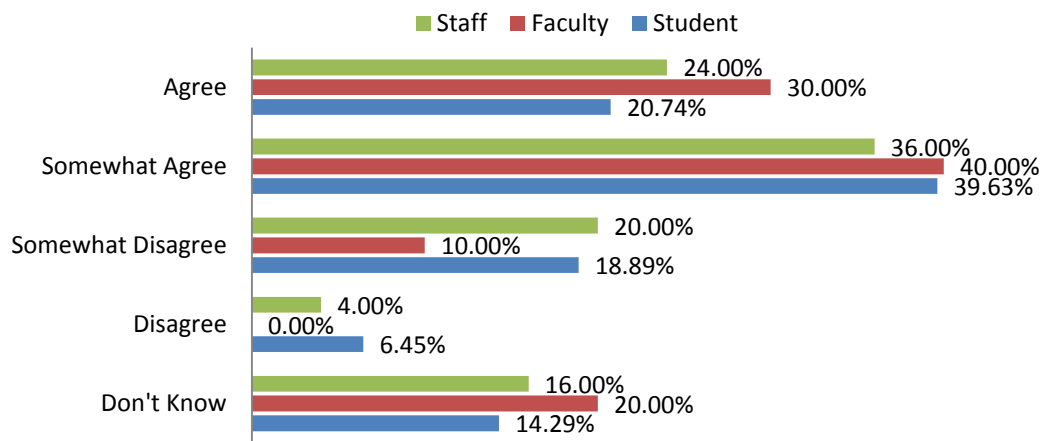
### A culture of sustainability is being cultivated on campus.



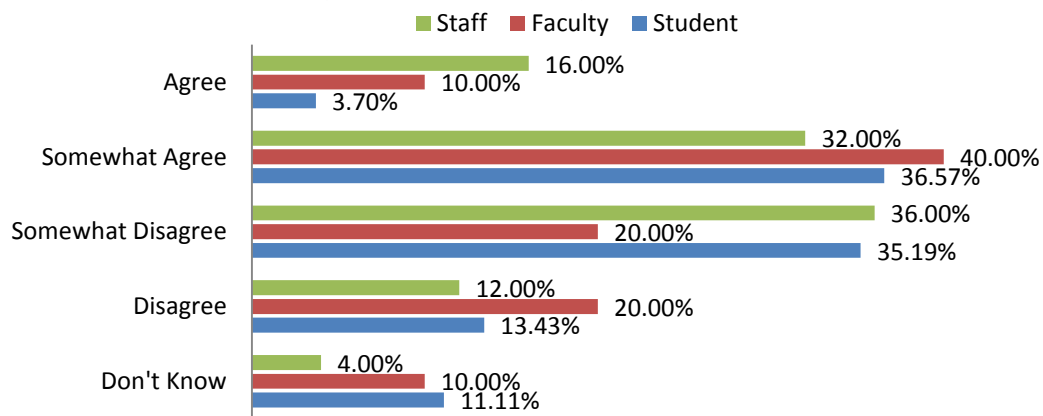
### In general, most people on campus practice sustainable habits.



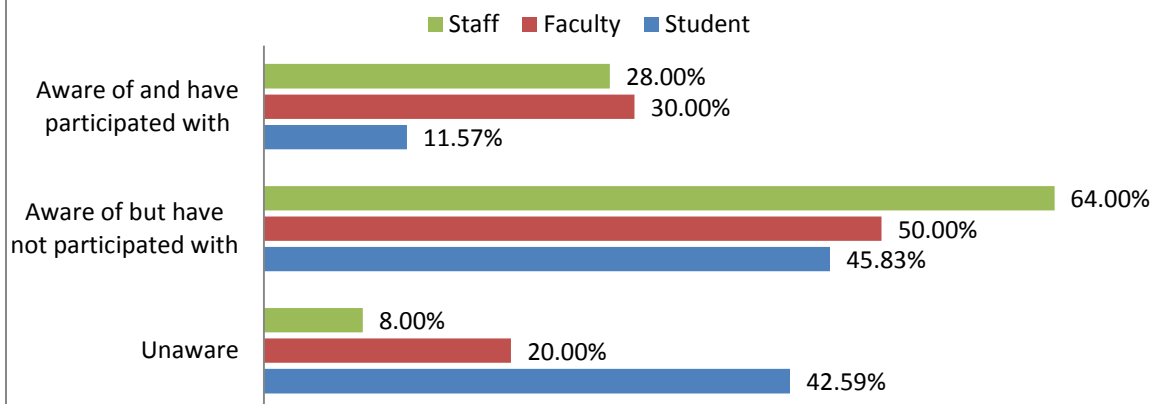
**Compared to most people on campus, I am more interested in campus sustainability efforts.**



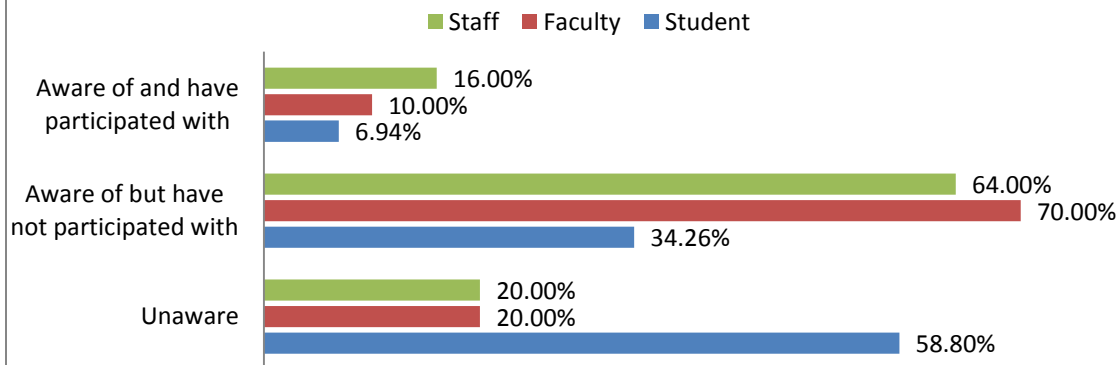
**I am satisfied with the availability of information on campus sustainability issues and efforts.**



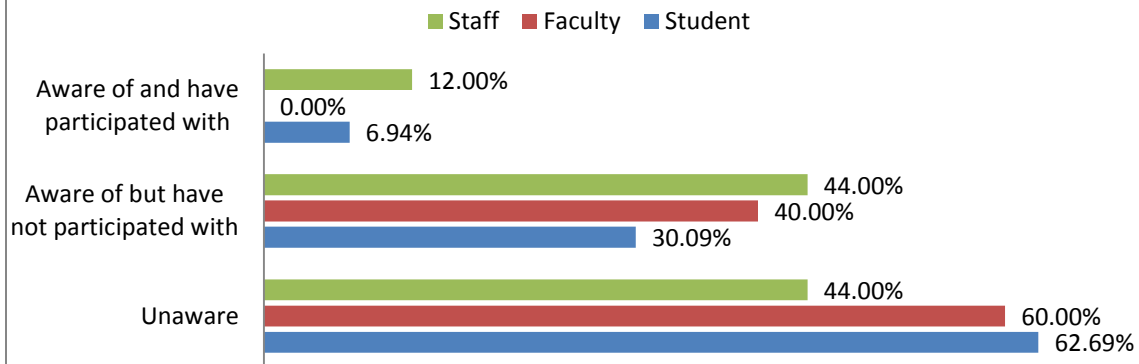
**Are you aware of the following sustainability organizations on campus? - ACRES Student Farm**



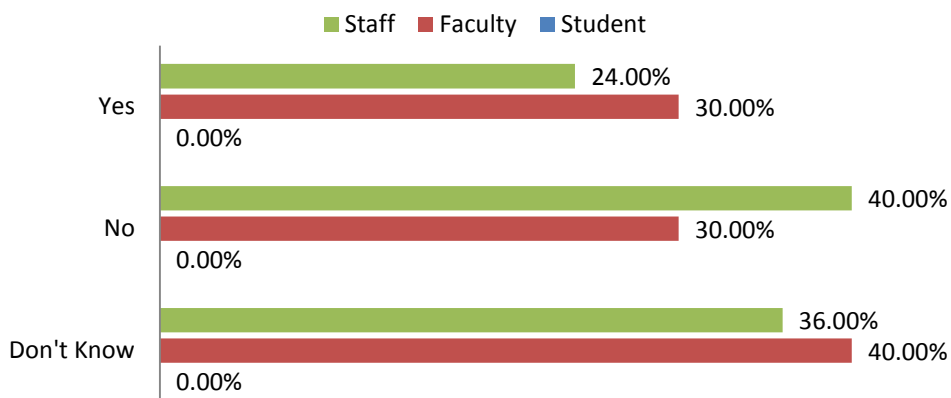
### Are you aware of the following sustainability organizations on campus? - Campus Sustainability Committee



### Are you aware of the following sustainability organizations on campus? - ASUW Director of Student Programming and Sustainability

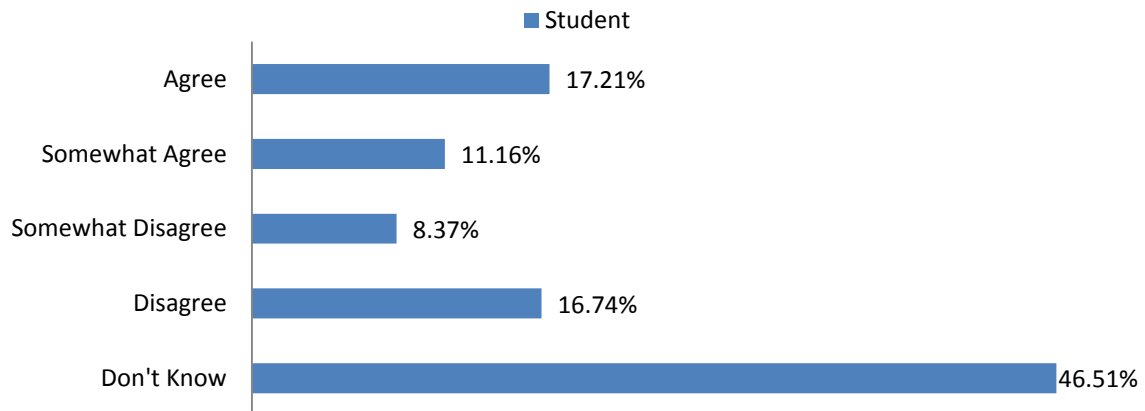


### Is there a go-to person in your department for campus sustainability information?

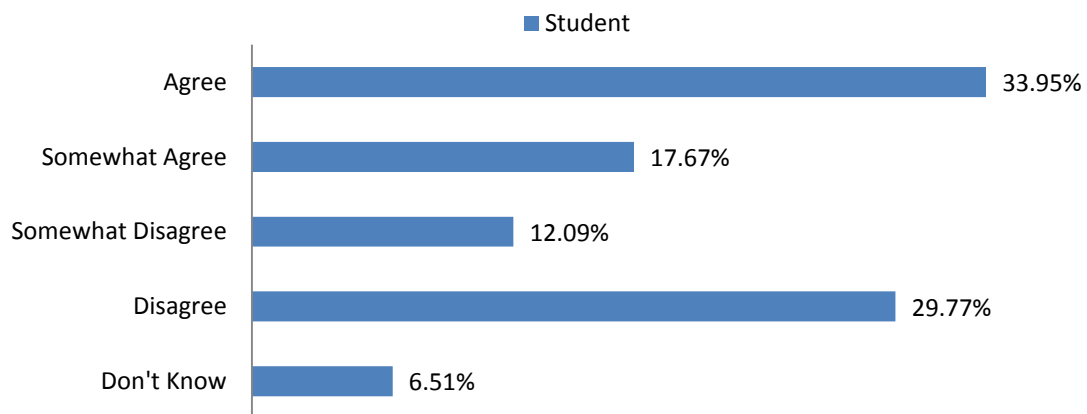




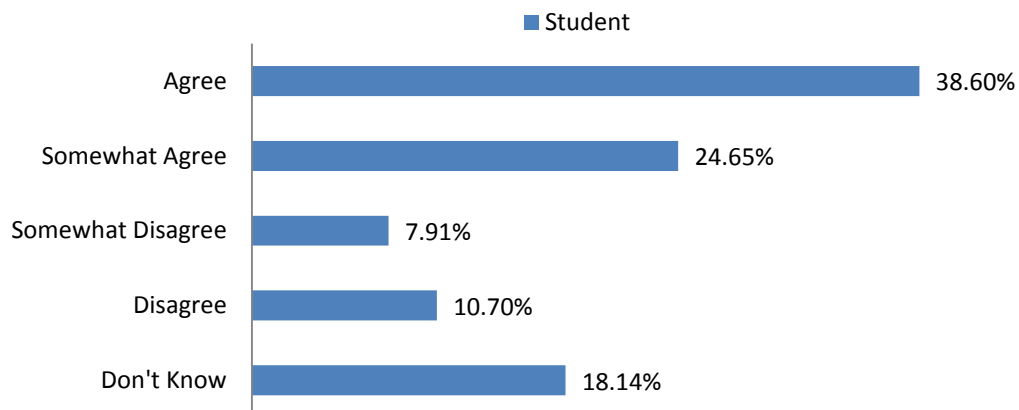
**There are enough sustainability-related courses available.**

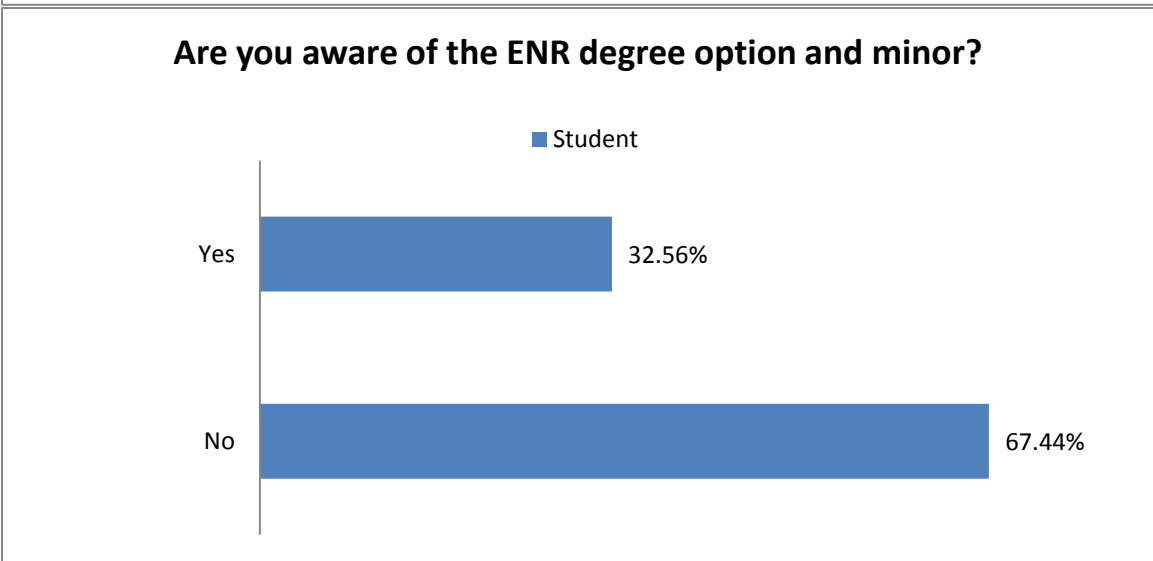
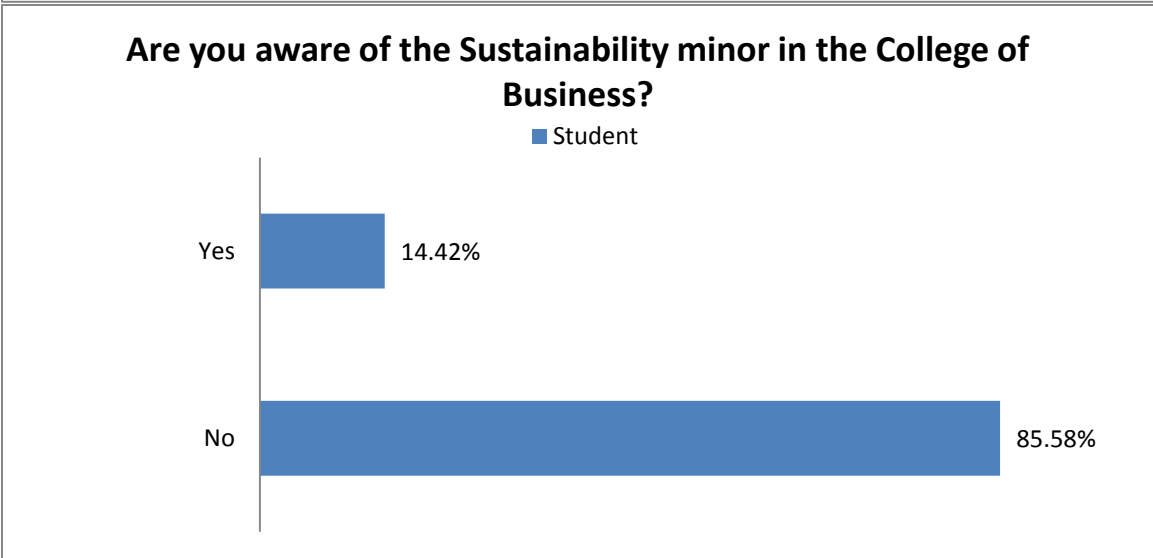
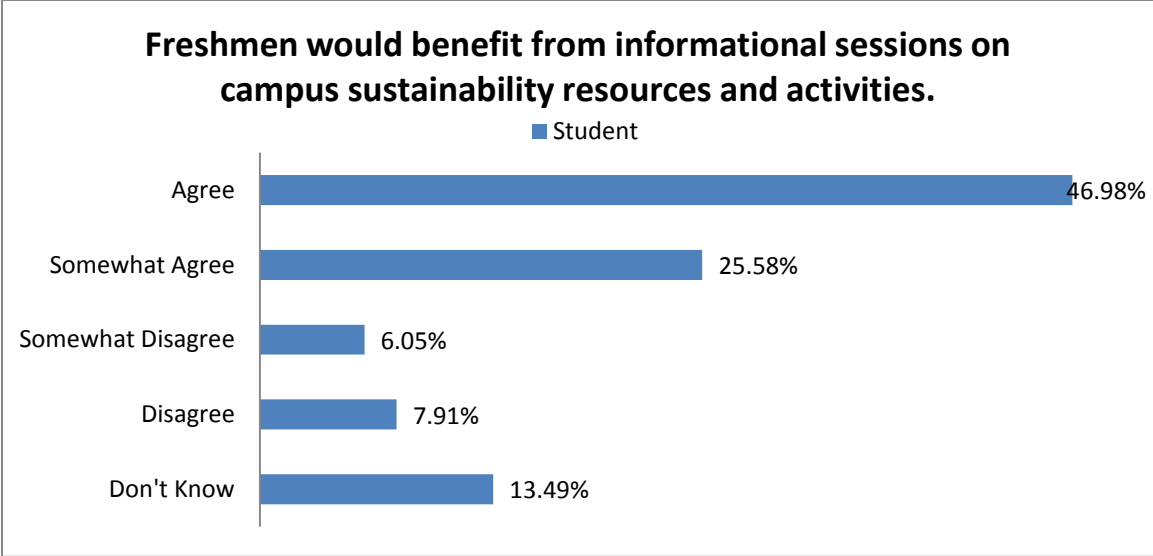


**There should be a requirement for all students to take a sustainability-related course.**

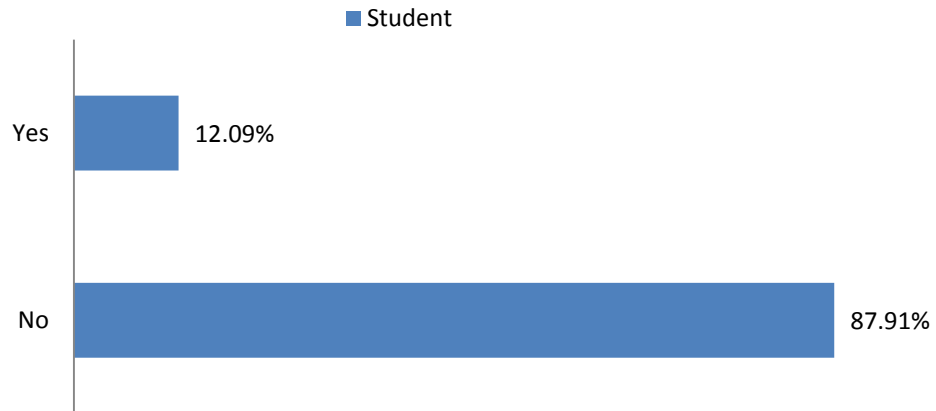


**UW should develop more degrees in sustainability topics and climate change.**

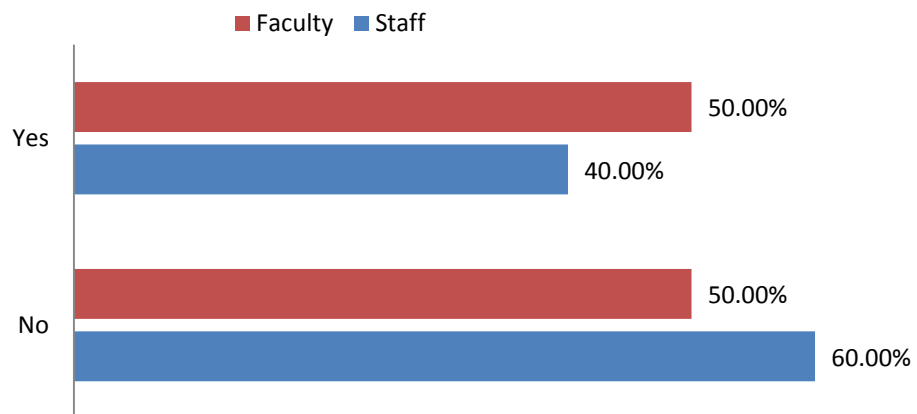




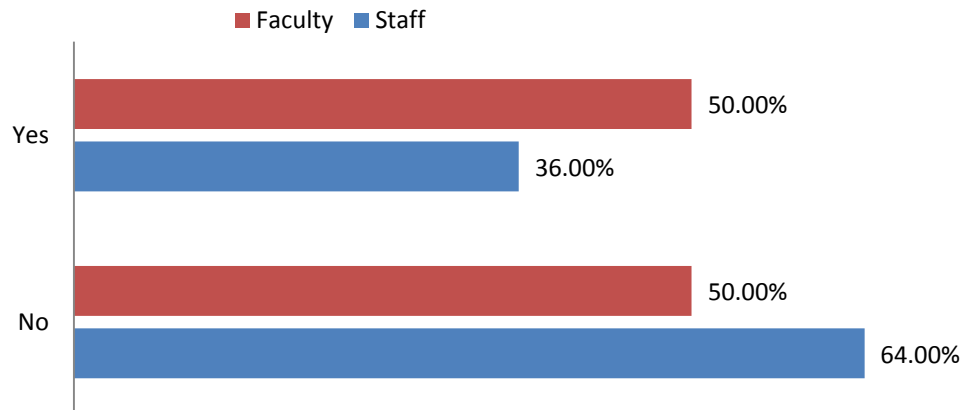
### Are you aware of internship positions with the Campus Sustainability Committee?



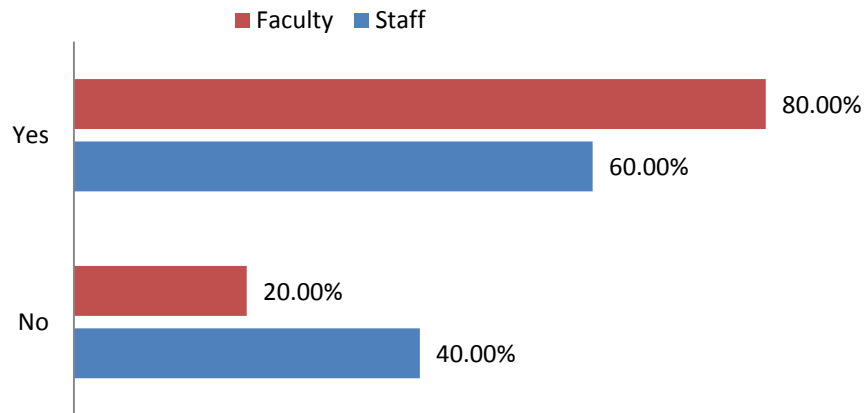
### Have you participated in a sustainability workshop or conference at UW or elsewhere?



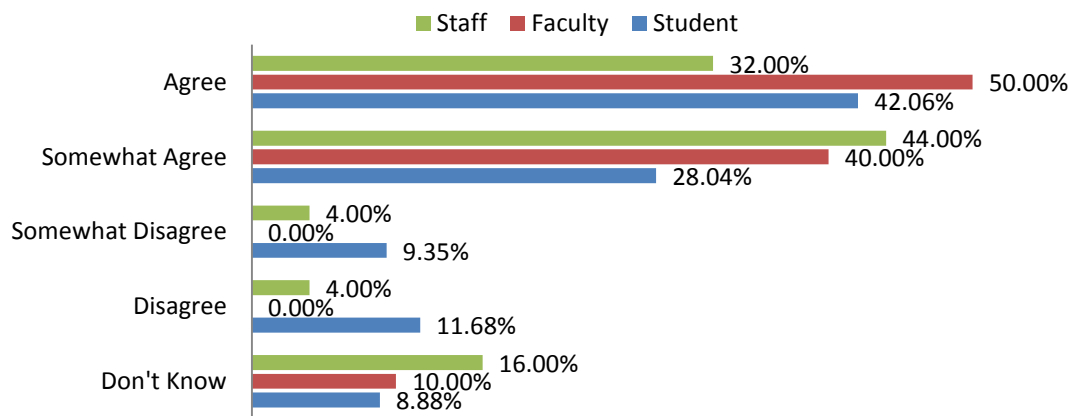
### Are you familiar with the concept of Green Teams to assist in energy and waste efficiency within campus buildings?



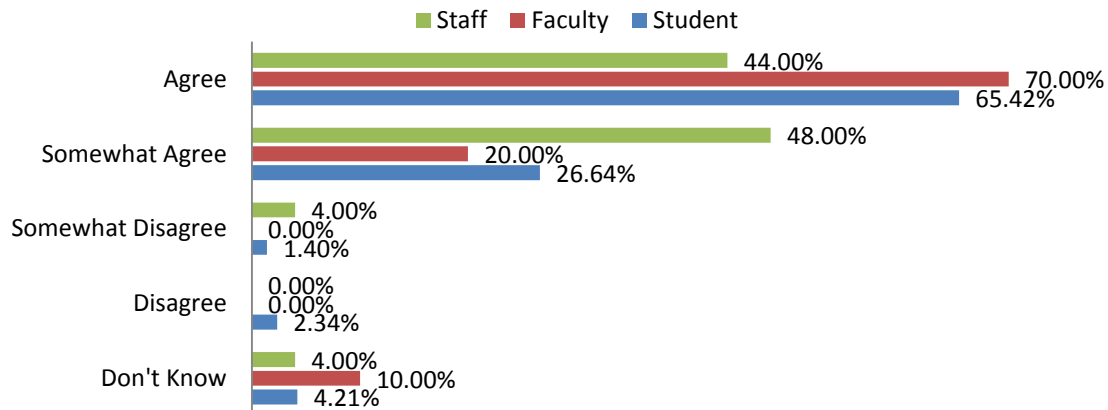
**If there were a Green Team in your building would you become a member?**



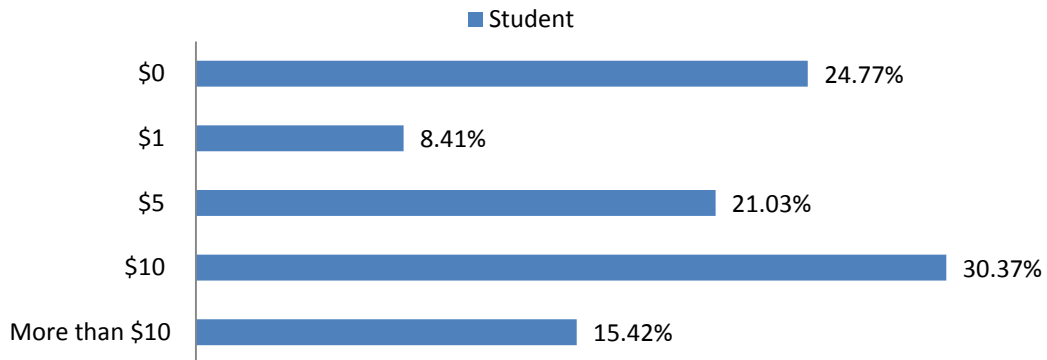
**UW should purchase more renewable energy (wind, solar, etc.).**



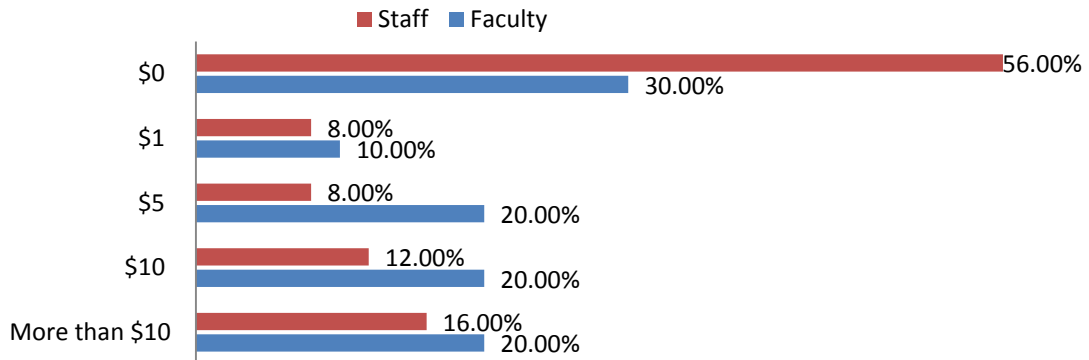
**UW should generate more renewable energy (wind, solar, etc.).**



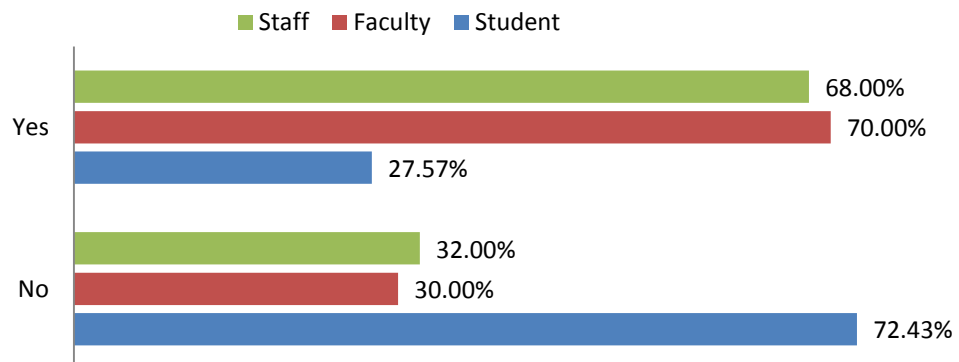
**How much would you be willing to pay extra in your student fees each semester to purchase more renewable energy?**



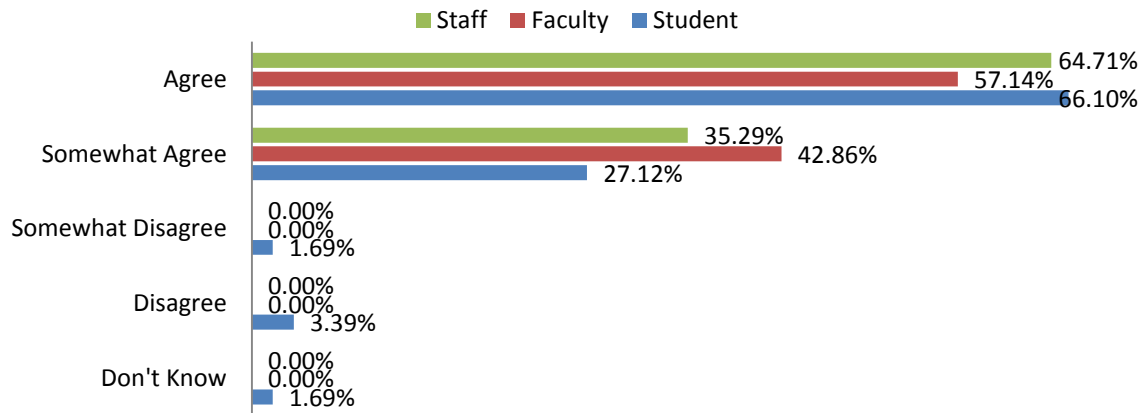
**How much would you be willing to voluntarily deduct from your paycheck each semester to enable UW to purchase more renewable energy?**



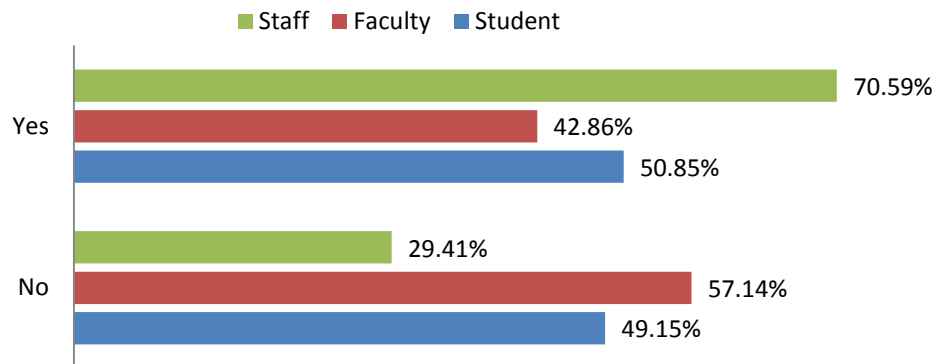
**Are you familiar with the Leadership in Energy and Environmental Design (LEED) green building certification system?**



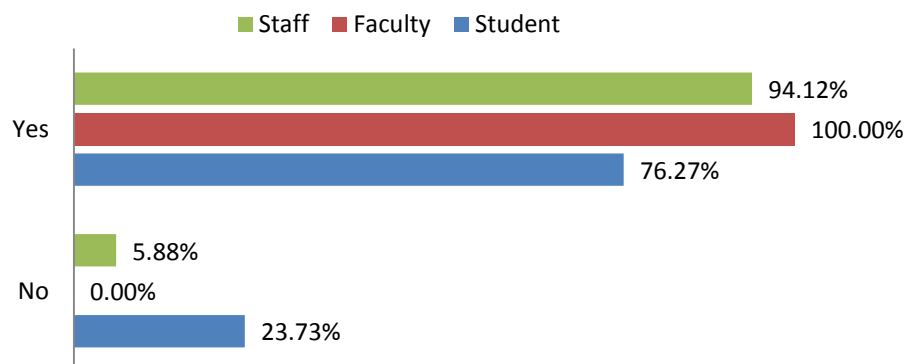
### LEED certification should be a priority for new/renovated UW buildings



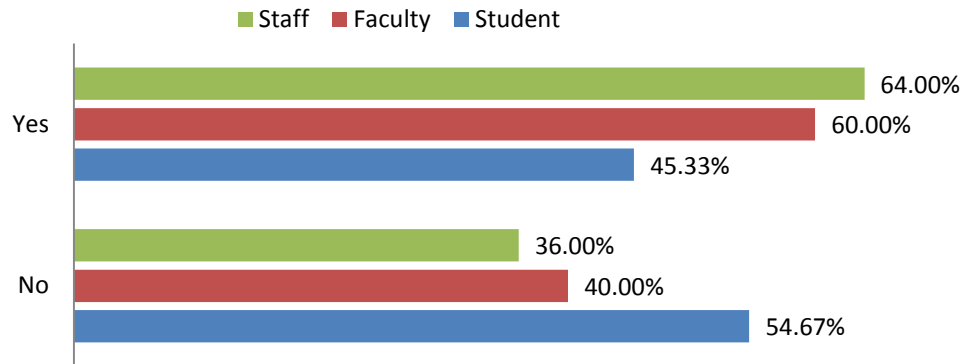
### Are you aware that all new campus buildings are built to LEED Silver standards?



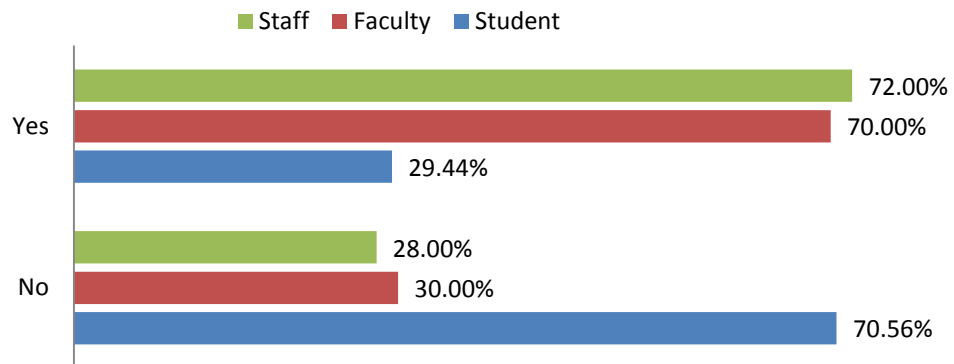
### Are you aware that some UW buildings are LEED Gold/Silver certified?



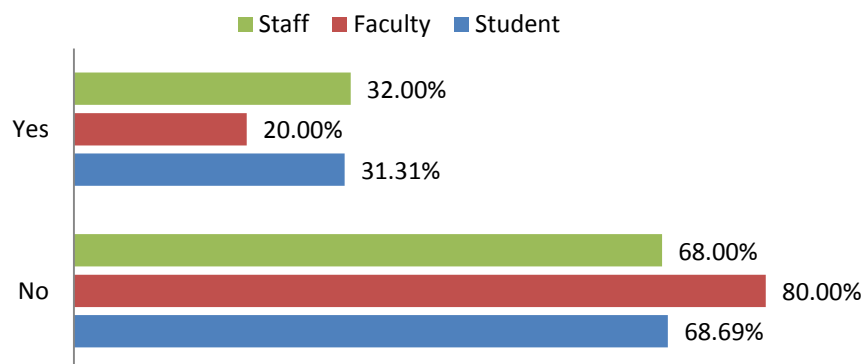
### Are you aware of the installation of energy efficient lighting in core campus buildings?



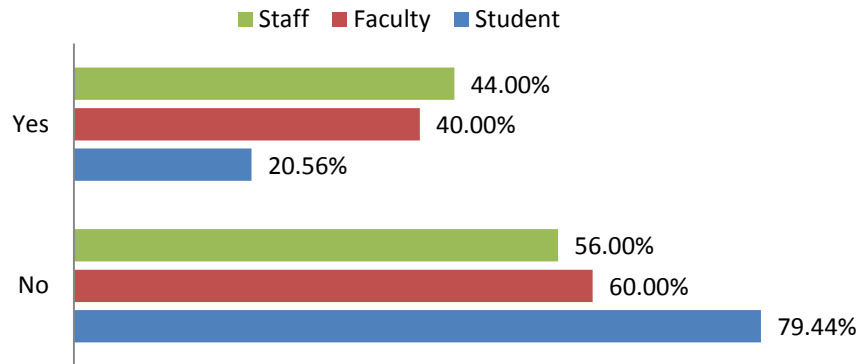
### Are you aware that most of the materials from demolished campus buildings are being recycled?



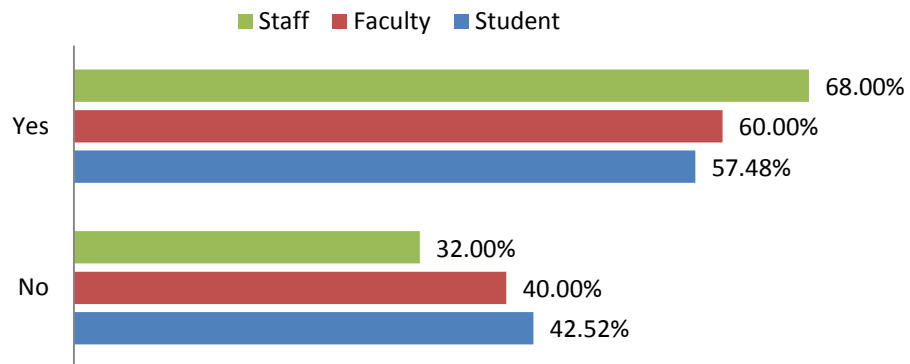
### Implement a green cleaning policy



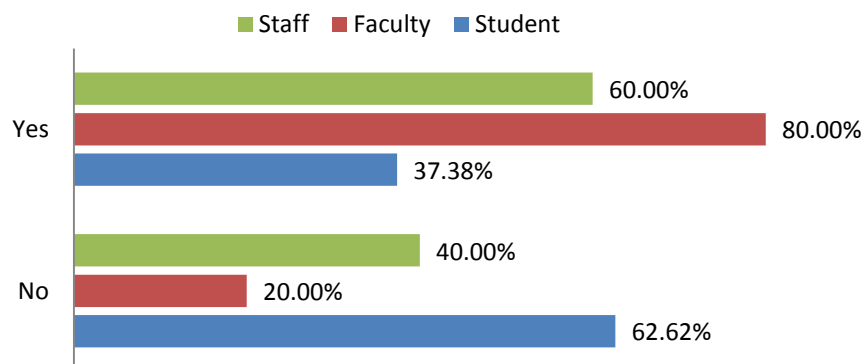
### Develop a local source for native stone



### Install occupancy sensors for lighting in low-use areas

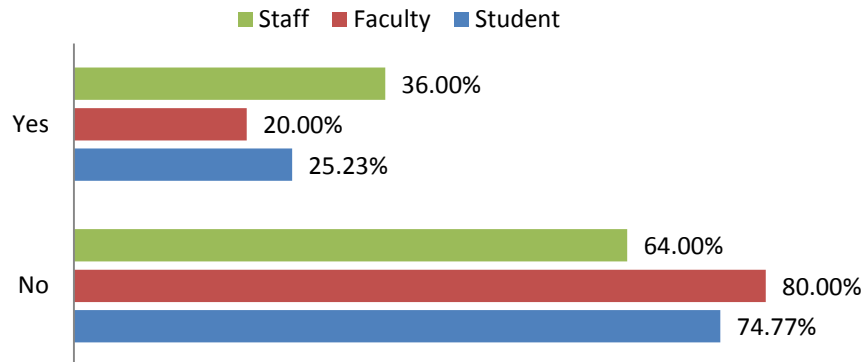


### Replace old windows

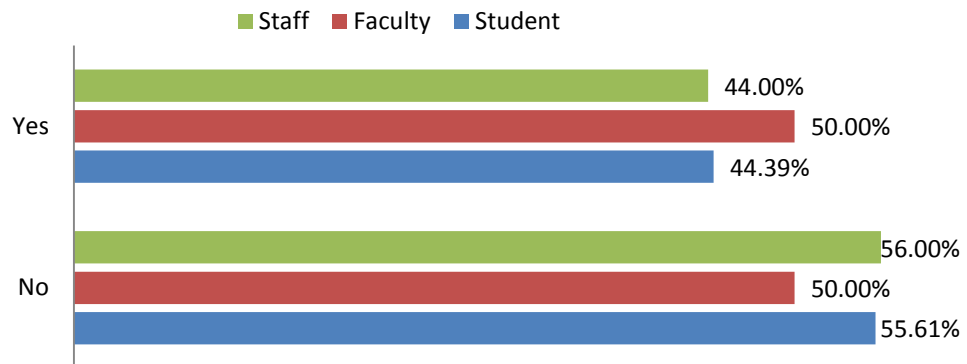




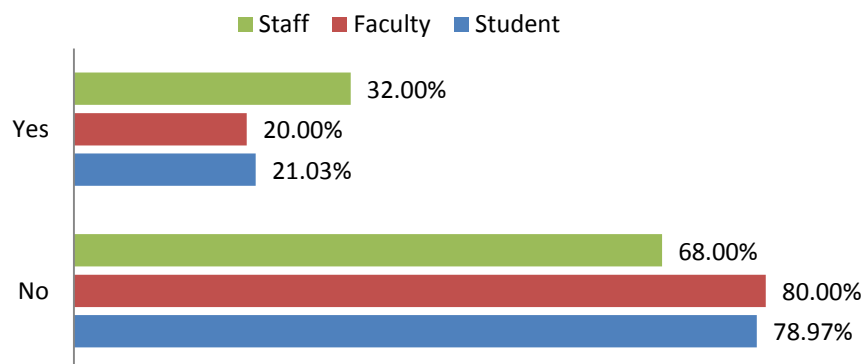
### Add insulation to roofs



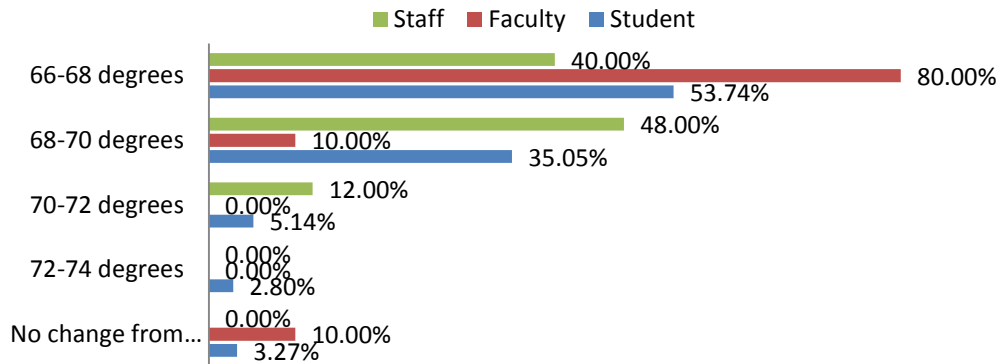
### Install low-flow water fixtures



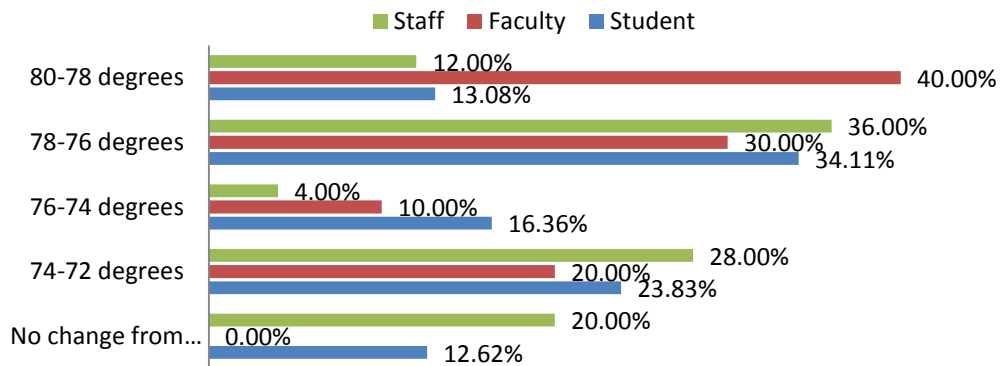
### Install vending machine misers



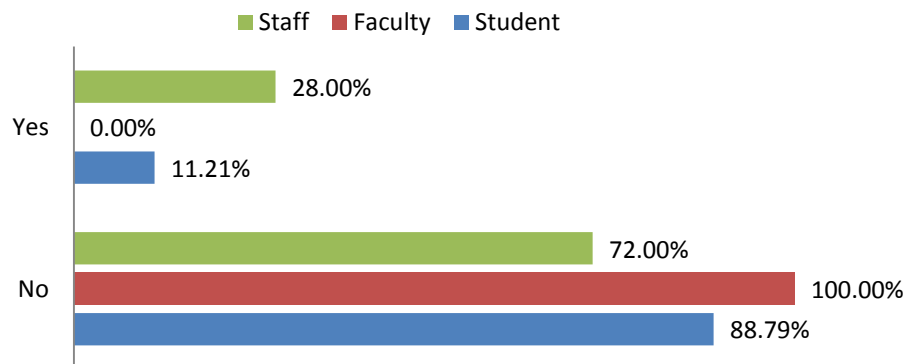
**In order to reduce utility costs, at what temperatures would you feel comfortable keeping buildings in the winter?**



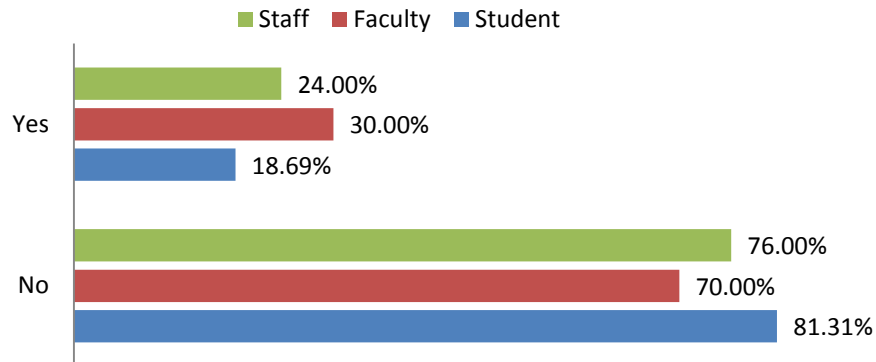
**In order to reduce utility costs, at what temperatures would you feel comfortable keeping buildings in the summer?**



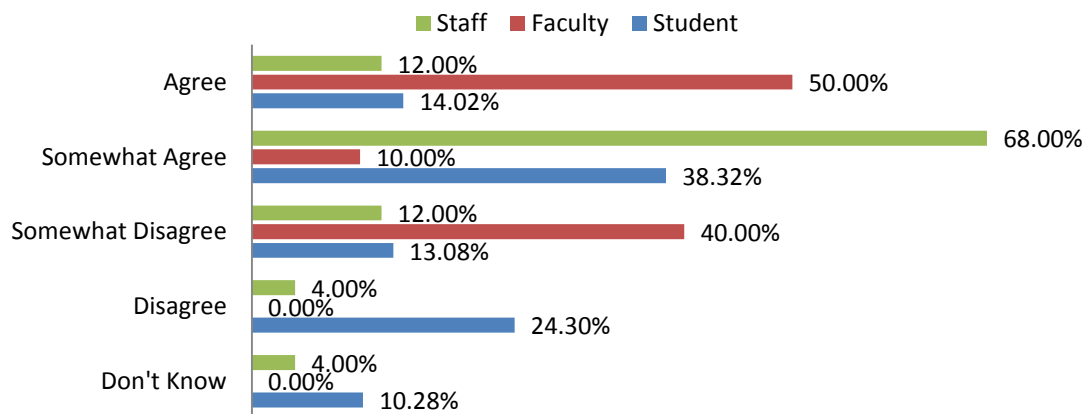
**Are you aware that UW is exploring options for capturing and using groundwater and roof runoff for irrigation?**



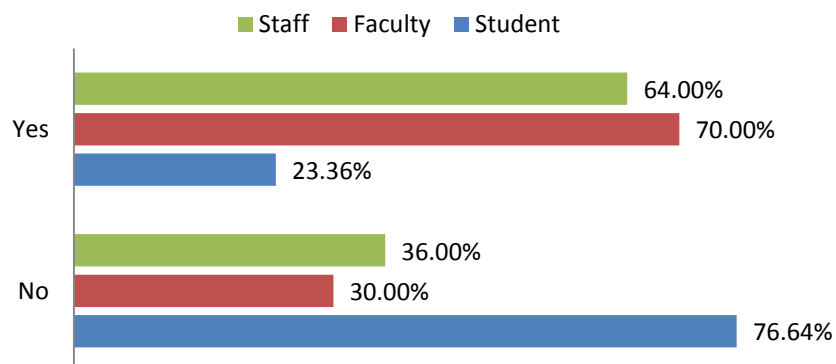
### Are you aware that UW is attempting to reduce light pollution on campus?



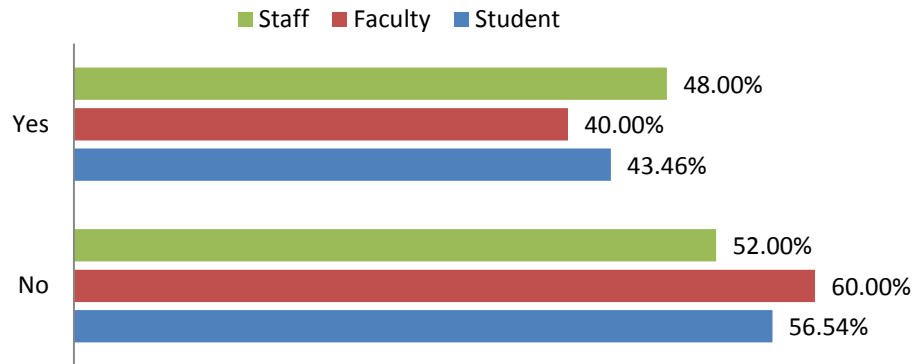
### I am knowledgeable of Wyoming water issues.



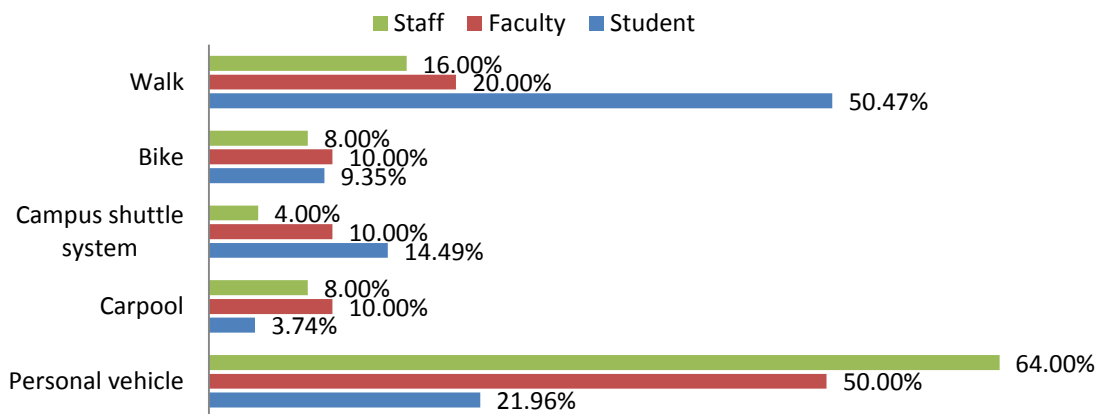
### Are you aware that UW is utilizing low water-use and drought resistant native vegetation for all new building landscapes?



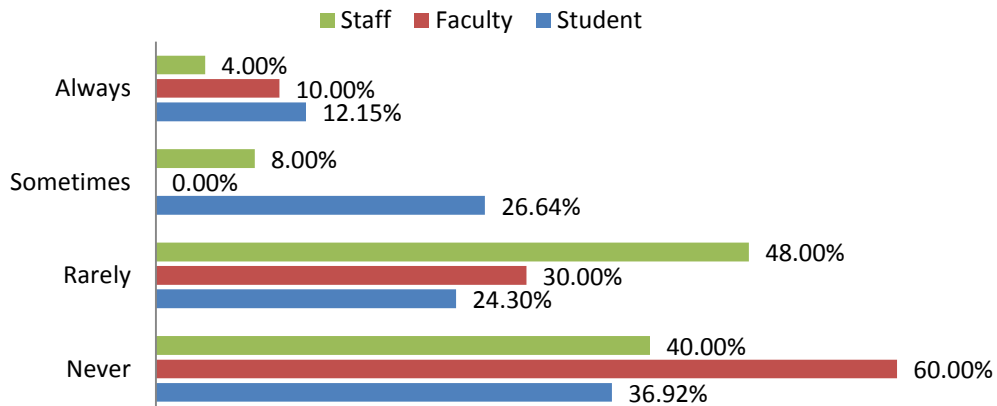
### Are you aware of the installation of low-flow water saving fixtures in campus buildings?



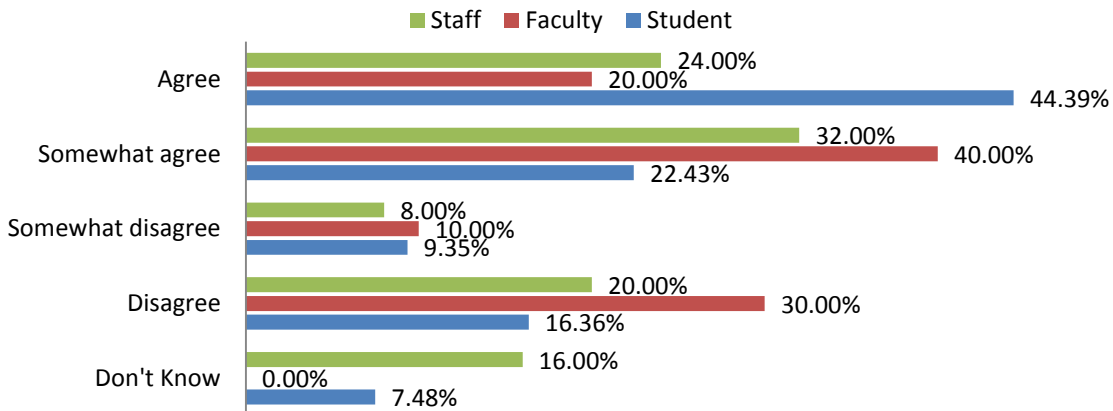
### How do you primarily travel to and from campus?



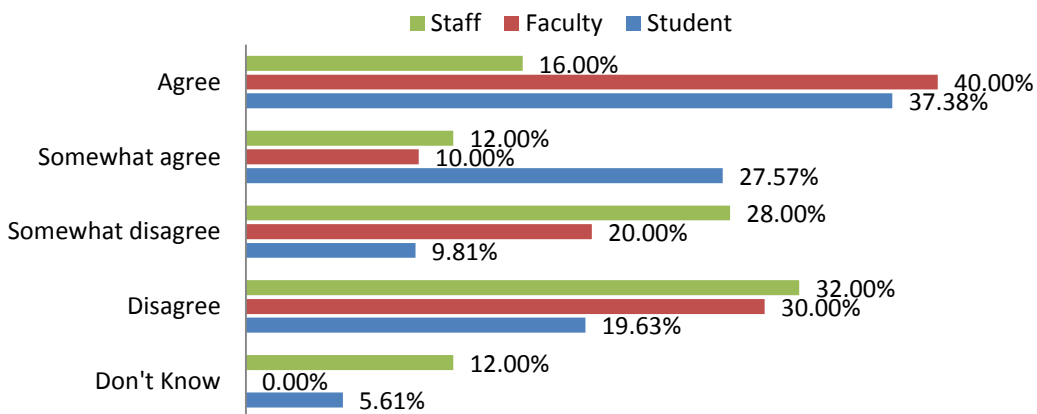
### How often do you use the campus shuttle system?



**If UW expanded the campus shuttle system, I would be more likely to use it.**



**If UW provided more biker-friendly services, I would be more likely to ride a bike to campus.**



**If UW organized carpoolig groups, I would be likely to participate.**

