

# Sustainability Culture Commuting and Literacy Survey Report

Prepared: April 2019

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## Introduction

This report provides a detailed account of the design and administration of the University of Nebraska-Lincoln (UNL) Sustainable Culture, Commuting, and Literacy survey and outcomes from responses. The purpose of this project was to gather feedback from UNL faculty, staff, and students about their sustainability attitudes, commuting behaviors, and the sustainability culture at UNL. These findings will be used to help improve sustainability programming on campus and compile more accurate carbon emissions data. This project was sponsored by the UNL Office of Sustainability and the Bureau of Sociological Research (BOSR) at UNL was contracted to administer this survey.

## Sampling Design

A random sample of 9,000 UNL faculty, staff, and students was used for this survey. Human resources provided the sample of 1,000 faculty members and 1,000 staff members. The University Registrar provided the sample of 2,677 on-campus students and 4,323 off-campus students. The faculty sample utilized a proportionate stratified sampling approach. The number of faculty from each college were selected based on their proportion of faculty overall. For staff, 500 office/services staff and 500 managerial/professional staff were sampled, so data could be analyzed by each type of staff. Four thousand undergraduate students and 3,000 graduate students were sampled to allow for results by student type. The proportion of on-campus students sampled was proportionate to the proportion of on-campus students for undergraduates and graduates respectively.

## Questionnaire Design

The researchers provided BOSR with their survey questions for feedback. The feedback was then assessed and final questions were determined by researchers. The questions asked about various aspects of sustainability practices, attitudes, and behaviors on- and off-campus, along with demographic questions about the respondent. UNL students received a different version of the survey than UNL faculty and staff. The student version included sustainable literacy assessment questions. These surveys were administered via web (Qualtrics) and were in English only. A copy of the web surveys can be found in Appendix B.

## Data Collection Process

The data collection process involved three email contacts. The survey invitation emails were sent out to all of the randomly selected faculty, staff, and students on February 12, 2019. On February 21, 2019, the first reminder email was sent to all nonrespondents. The final reminder email was sent on February 27, 2019 to all remaining nonresponders. All communication materials were in English only and can be found in Appendix A.

## Response Rate

In total, 1,651 surveys were completed or partially completed by the end of the field period on March 12, 2019. The response rate of 18.3% was calculated using the American Association for Public Opinion Research's (AAPOR) standard definition for Response Rate 2. Of the 9,000 people sampled, only 0.01%

(n=1) were determined to be ineligible (i.e. was not a UNL student), 0.1% (n=13) refused (i.e. email stating refusal to participate, opening the survey without completing any questions, and unavailable during the field period), and 0.8% (n=72) were undeliverable email addresses (i.e. bouncebacks). Please see Table 1 for faculty, staff, and student response rate breakouts.

Table 1. Response rates by faculty, staff, and students

	AAPOR Response	
	Rate 2	n
<b>Faculty</b>	29.0%	290
<b>Managerial/Professional Staff</b>	52.0%	260
<b>Office/Service Staff</b>	30.0%	150
<b>On-campus Undergraduate Students</b>	12.6%	319
<b>Off-campus Undergraduate Students</b>	11.6%	169
<b>On-campus Graduate Students</b>	13.8%	19
<b>Off-campus Graduate Students</b>	15.5%	444

## Data Processing & Data Cleaning

Web survey data were entered directly by the respondent, so no further data entry was required by BOSR staff. The survey data were recorded in Qualtrics and stored on a secure server located within the Sociology Department at UNL after being exported. The Statistical Package for the Social Sciences (SPSS) software package was used to process and document the dataset. The dataset was exported from Qualtrics into an SPSS system file. BOSR removed any cases that were duplicate or blank. Recoding was also done to correct responses to open-ended questions where numeric responses should have been used.

## Data Weights

The staff and student data were weighted to account for the unequal probabilities of selection in the sample design. Faculty data were not weighted given that the proportionate stratification design works as a simple random sample. The final weight in the dataset is called Weights.

## Design Effect

The design effect due to weighting adjustments for staff is 1.02. The design effect due to weighting adjustments for students is 1.27. Both represent a loss in the statistical efficiency that results from unequal weights<sup>1</sup>.

<sup>1</sup> The formula used is:  $1 + cv^2(w) = \frac{n(\sum_1^n w_i^2)}{(\sum_1^n w_i)^2}$

Disproportionate stratification was used for the staff and students in the Sustainability Survey, as discussed earlier. The use of this type of sampling resulted in a sampling design effect 0.27 for the staff, and 0.11 for the students. Both represent a gain in the statistical efficiency<sup>2</sup>.

Appropriate adjustments need to be incorporated into statistical tests when using the Sustainability Survey data. See Estimate of Sampling Error in Appendix D.

## Questions

Any questions regarding this report or the data collected can be directed to the Bureau of Sociological Research at the University of Nebraska-Lincoln by calling (402) 472-3672 or by sending an e-mail to [bosr@unl.edu](mailto:bosr@unl.edu).

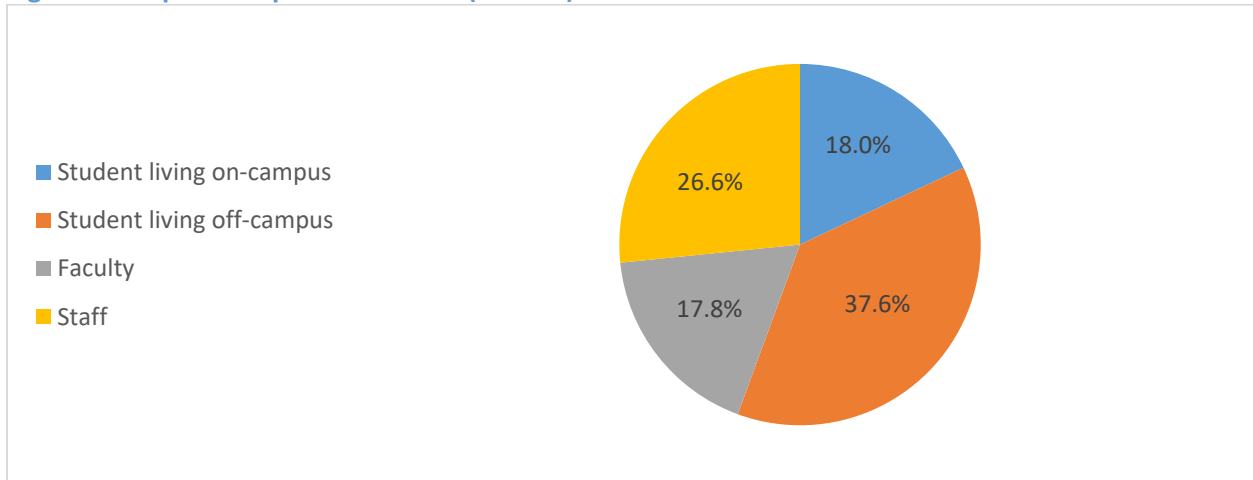
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<sup>2</sup> The formula used is:  $deff = \frac{\text{var}_{complex}(\bar{y})}{\text{var}_{SRS}(\bar{y})}$ . Used Q1 (Which of the following best describes your employment status) to calculate.

## Findings

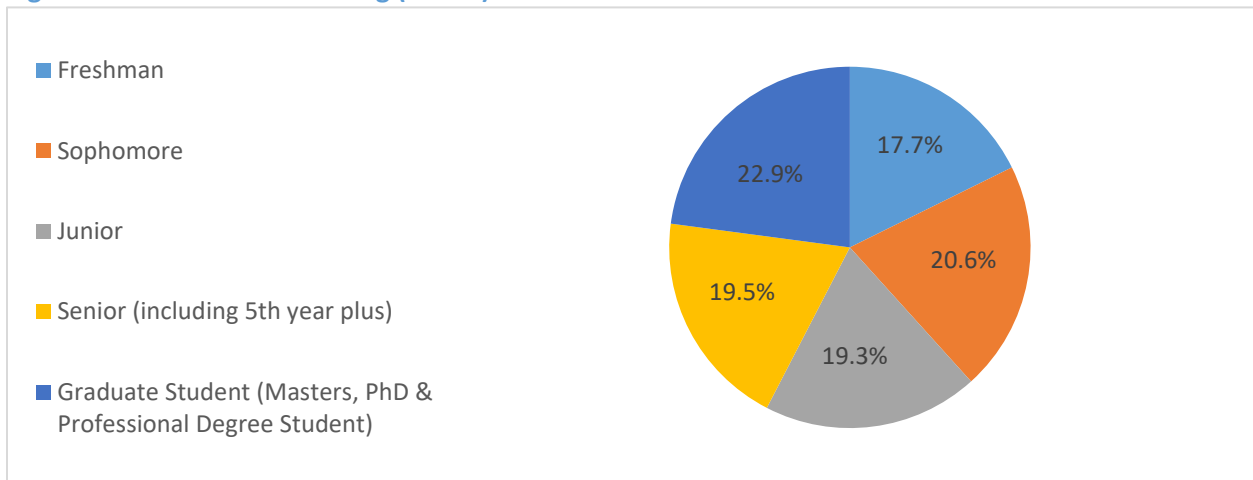
Students, faculty, and staff of UNL were first asked a few demographical questions. Figure 1 shows that students living off-campus accounted for the largest proportion of the respondents pool (37.6%).

**Figure 1: Respondent position at UNL (n=1649)**



Of students both living on- and off-campus, nearly a quarter (22.9%) are graduate students (Figure 2).

**Figure 2: Student class standing (n=938)**



The majority (90.7%) of these student respondents attend UNL on a full-time basis (Figure 3).

**Figure 3: Student status (n=941)**

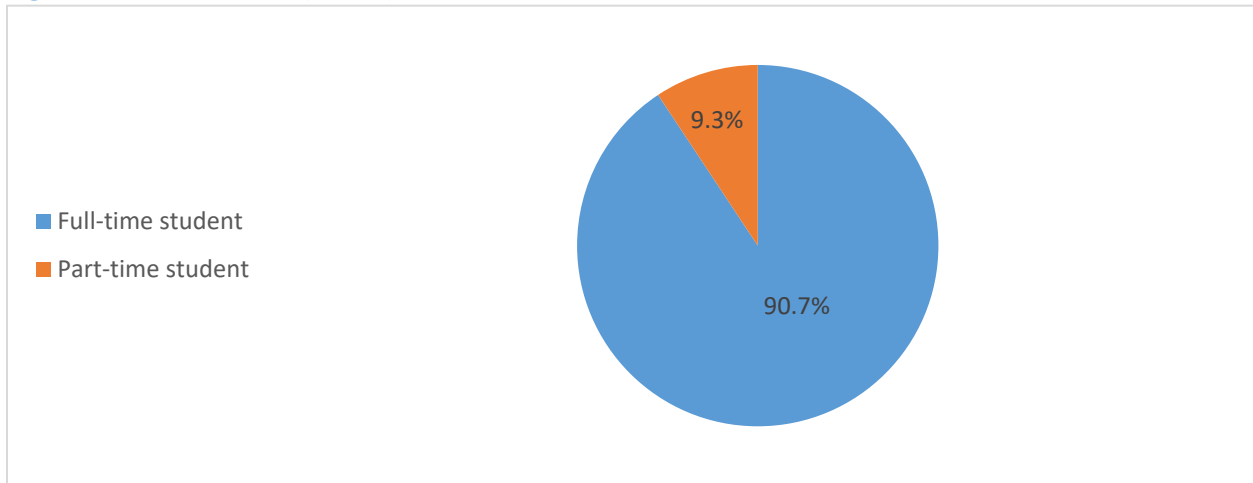
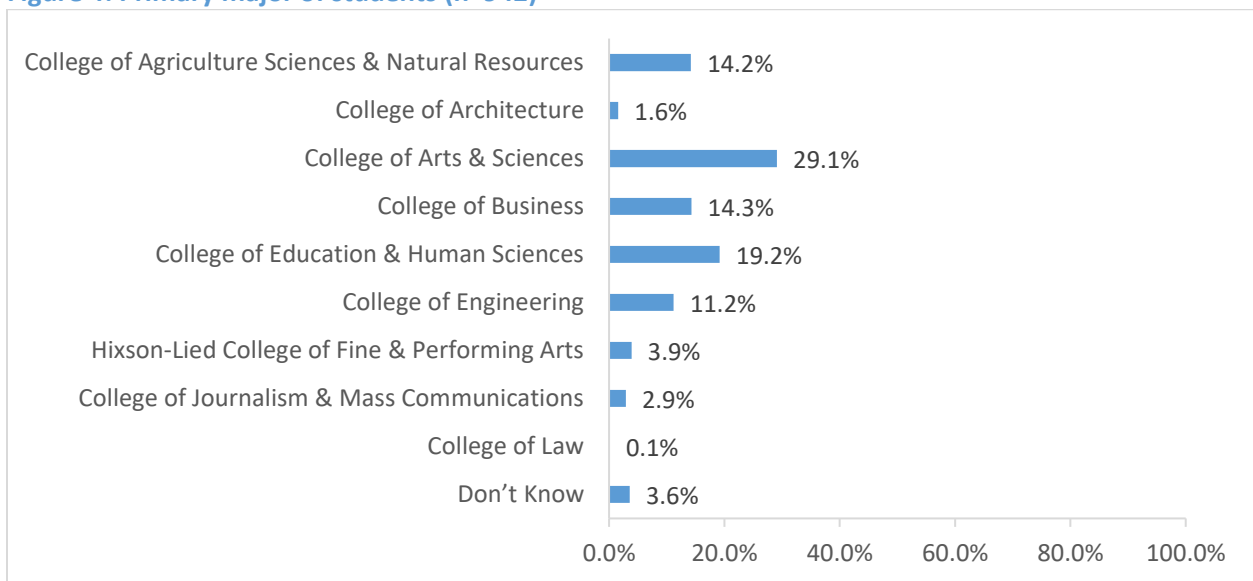


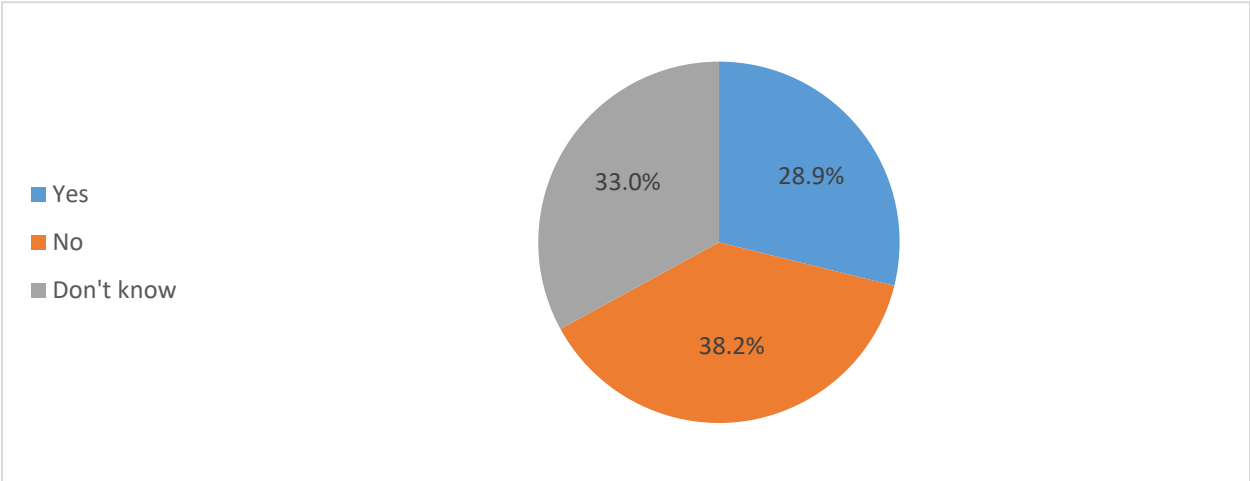
Figure 4 shows slightly over a quarter (29.1%) of these students major in the College of Arts & Sciences and close to one out of five (19.2%) major in the College of Education & Human Sciences.

**Figure 4: Primary major of students (n=942)**



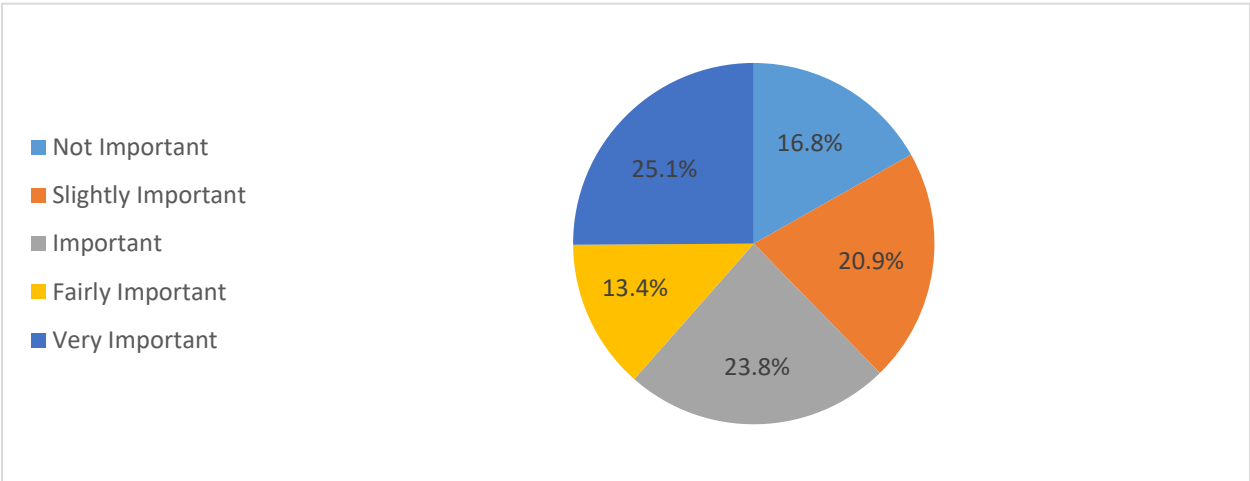
As demonstrated in Figure 5, a little over a quarter (28.9%) of students living on-campus answered they have participated in sustainability-related practices. Those students were then asked to describe the specific sustainability-related practices they have participated in and the most common response was recycling. A full list of responses can be found in Appendix C.

**Figure 5: Whether students living on-campus have participated in sustainability-related practices (n=210)**



Students living on-campus were then asked the importance of having the availability of recycling facilities and sustainability initiatives in residence halls. About a quarter perceive this as very important (25.1%) while about one in every six (16.8%) indicate that having recycling facilities and sustainability initiatives is not important (Figure 6).

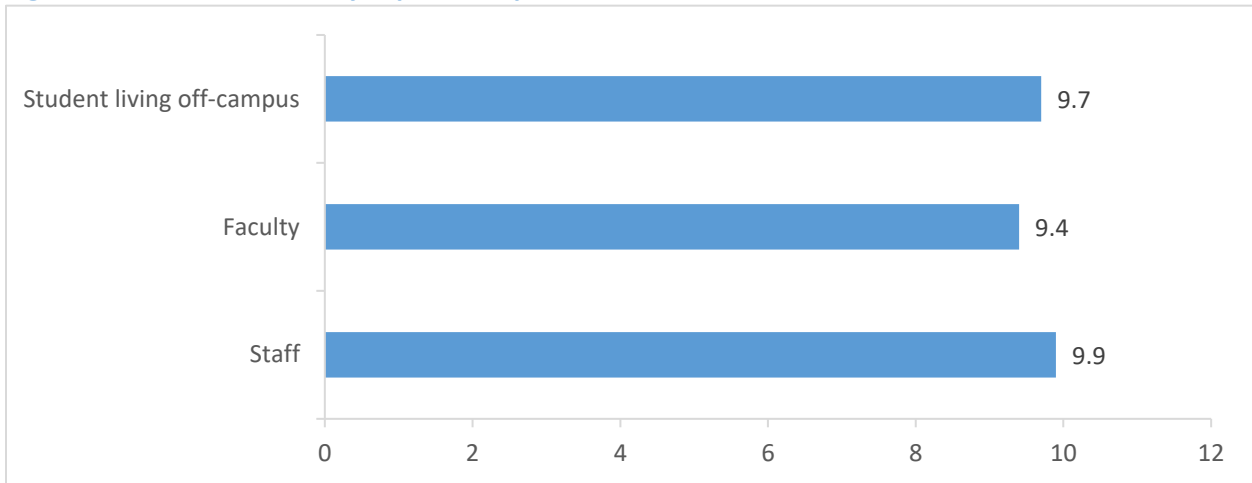
**Figure 6: How students living on-campus see the importance of having the availability of recycling facilities and sustainability initiatives in residence halls (n=203)**



When asked how many one-way trips respondents make to campus each week using various modes of transportation, on average, students living off-campus make 9.7 trips, faculty makes 9.4 trips and staff makes 9.9 trips (Figure 7). A full list of responses can be found in Appendix C.

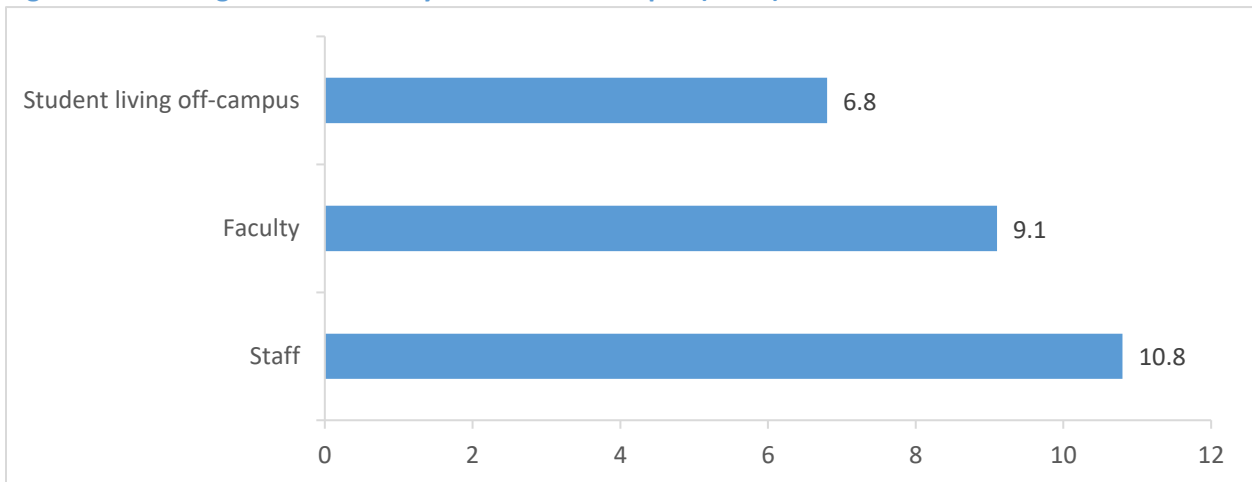


**Figure 7: Number of one-way trips to campus each week**



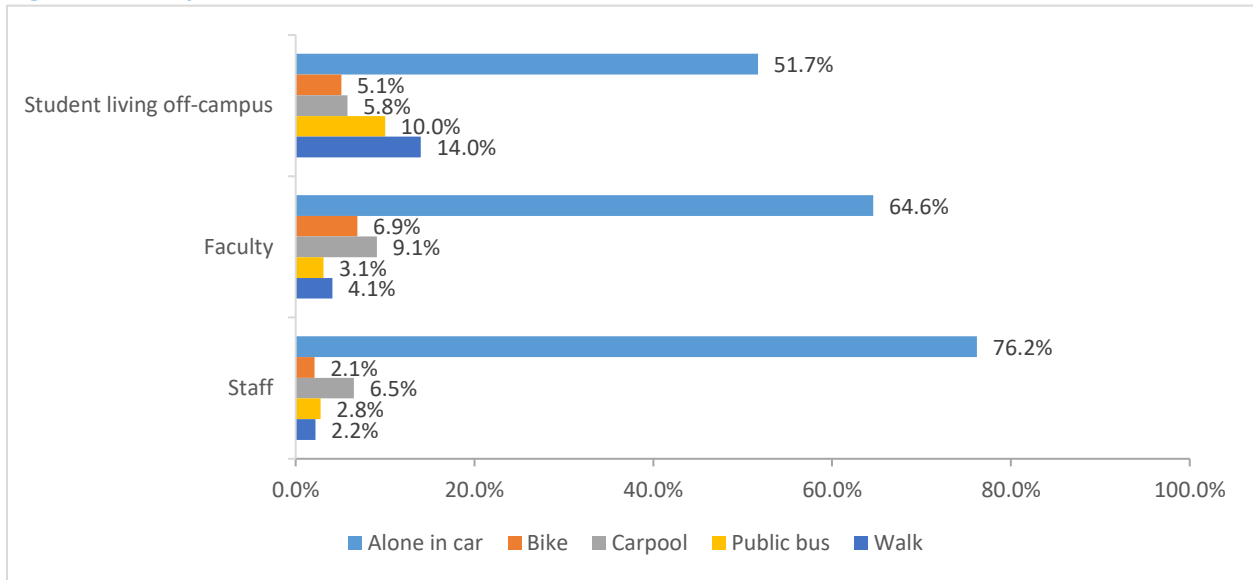
Faculty, staff and students living off-campus were asked how many miles their daily commute to campus is, on average, students travel 6.8 miles, faculty travel 9.1 miles and staff travel 10.8 miles (Figure 8).

**Figure 8: Traveling distance of daily commute to campus (miles)**



As shown in Figure 9, on average, about half of students living-off campus (51.7%) and the majority of faculty (64.6%) and staff (76.2%), drive alone in a car on their commute to and from campus.

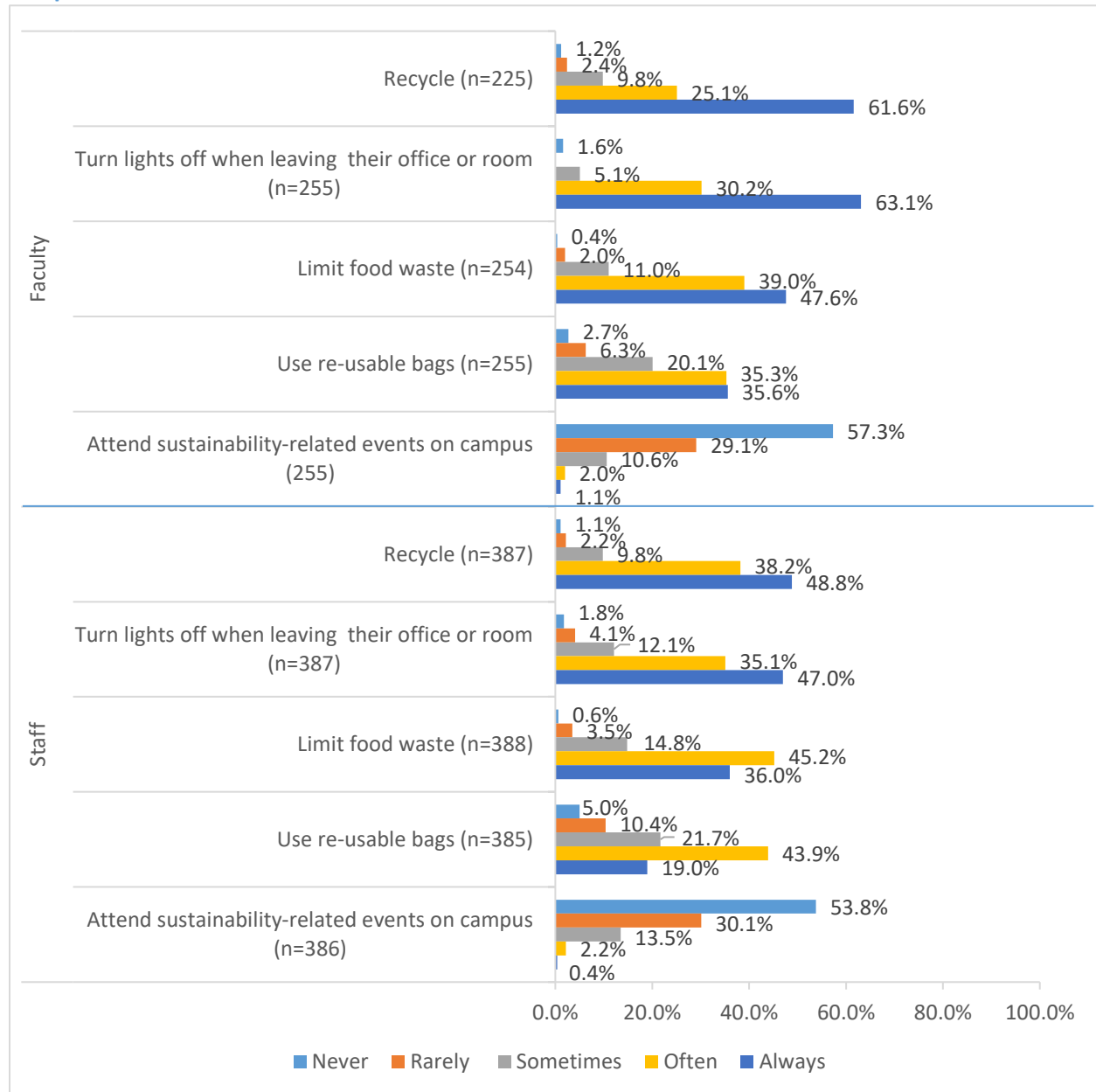
Figure 9: Transportation methods



When respondents were asked to list two words that come to mind when they hear the word 'sustainability', reoccurring words included: recycle, forward thinking/future, green (living/tech cities), lasting longer/longevity, maintenance and environment. A full list of responses can be found in Appendix C.

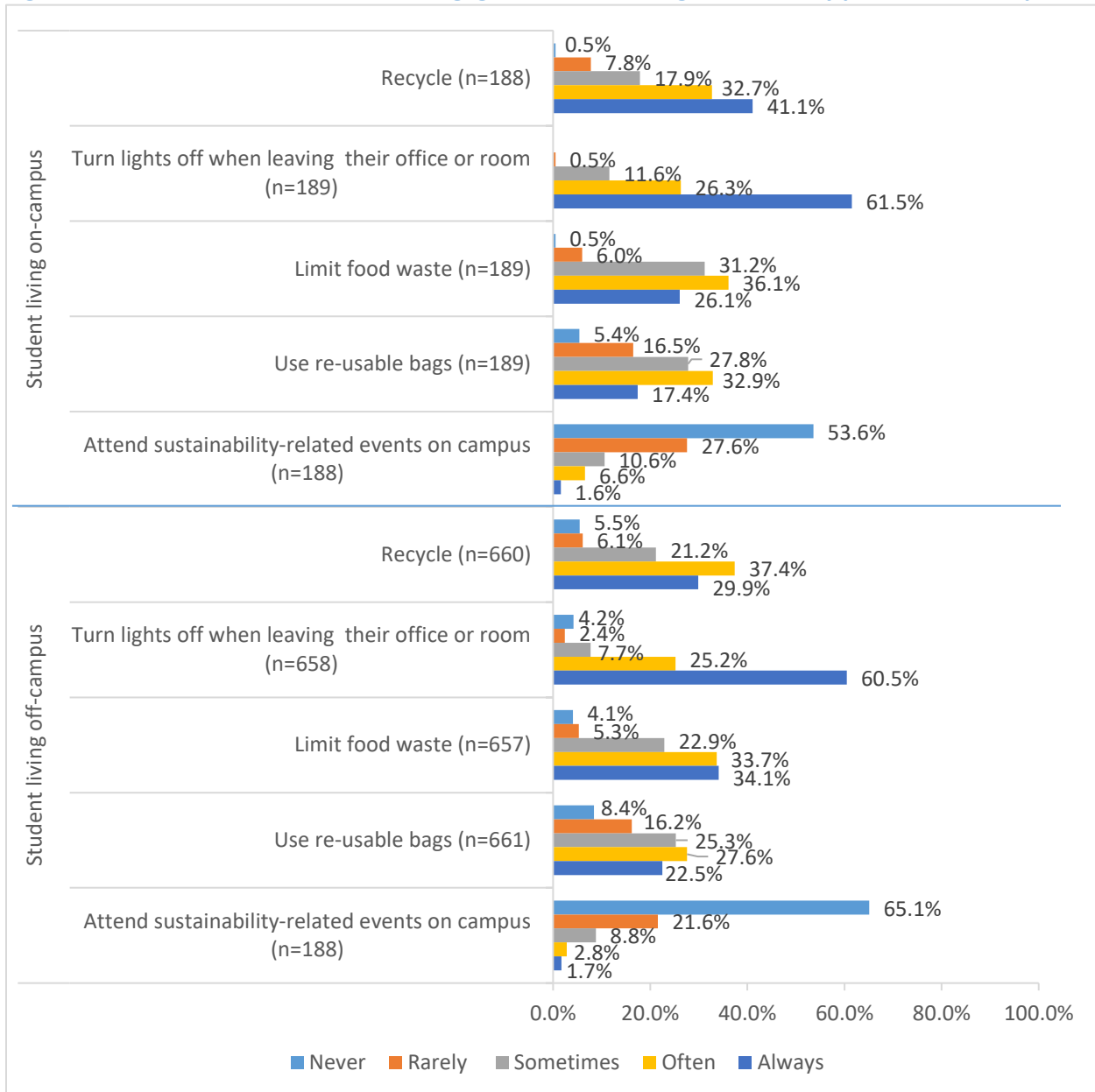
Figure 10 displays the frequency of faculty and staff being engaged in the following sustainability practices on-campus. Most of the faculty (61.6%) and close to half of the staff members (48.8%) indicated that they always recycle while more than half of faculty (57.3%) and staff (53.8%) never attend sustainability related events on campus (Figure 10).

**Figure 10: How often UNL faculty and staff are engaged in the following sustainability practices on-campus**



Nearly two-thirds of students living on-campus (61.5%) and students living off-campus (60.5%) always turn the light off when leaving their office or room. A little over half (53.6%) of students living on-campus and 65.1% of students living off-campus never attend sustainability related events on campus (Figure 11).

Figure 11: How often UNL students are engaged in the following sustainability practices on-campus



Nearly half of the faculty (45.1%) members indicated they often buy products that are sustainably sourced or produced locally while about the same proportions of staff (46.9%) and students living both on-campus (46.8%) and off-campus (45.5%) sometimes buy products that are sustainably sourced or produced locally (Figure 12).

**Figure 12: How often respondents buy products that are sustainably sourced or produced locally**

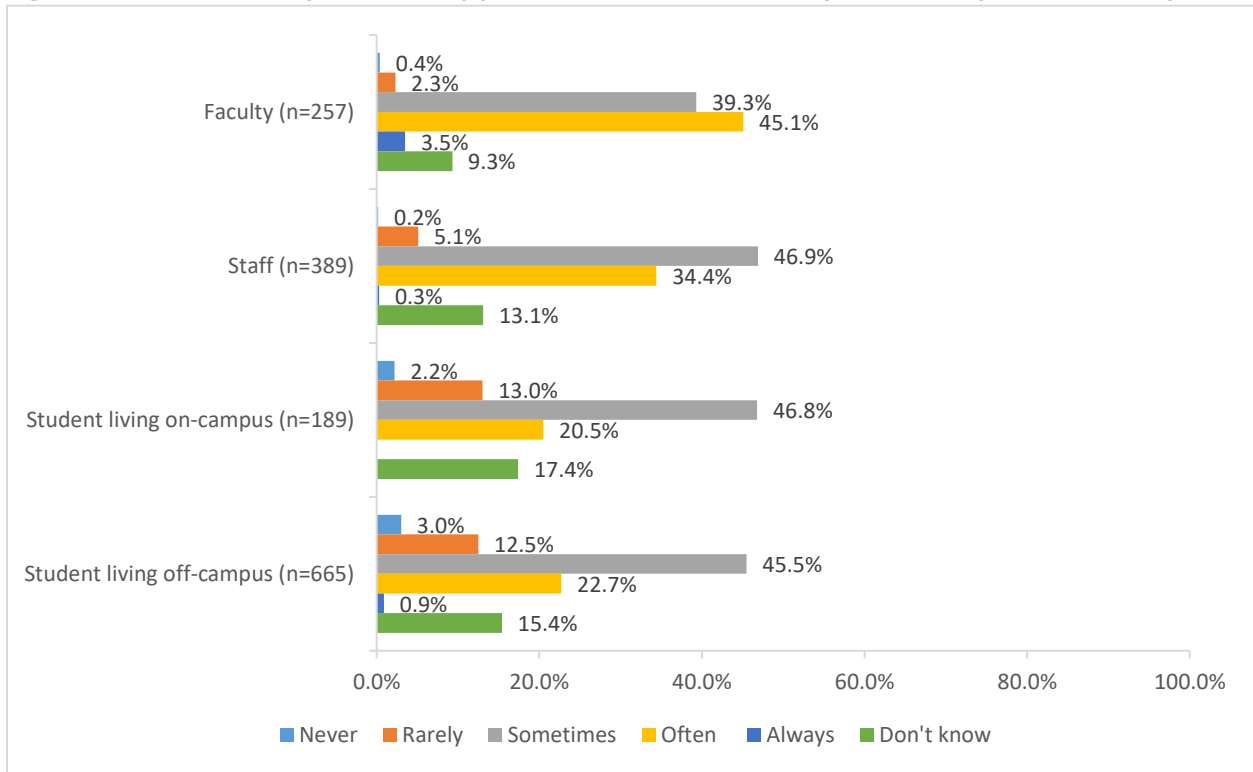
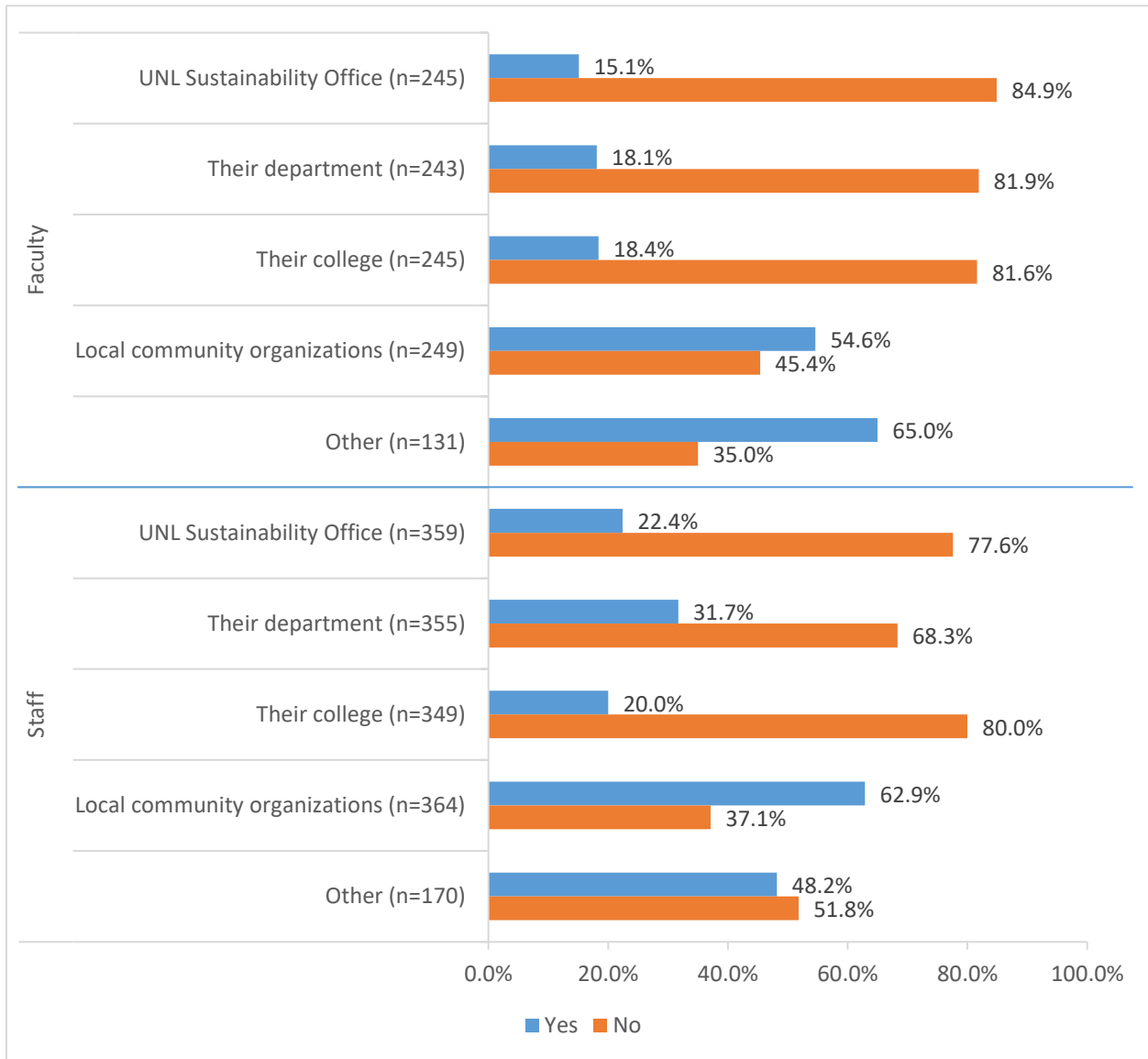


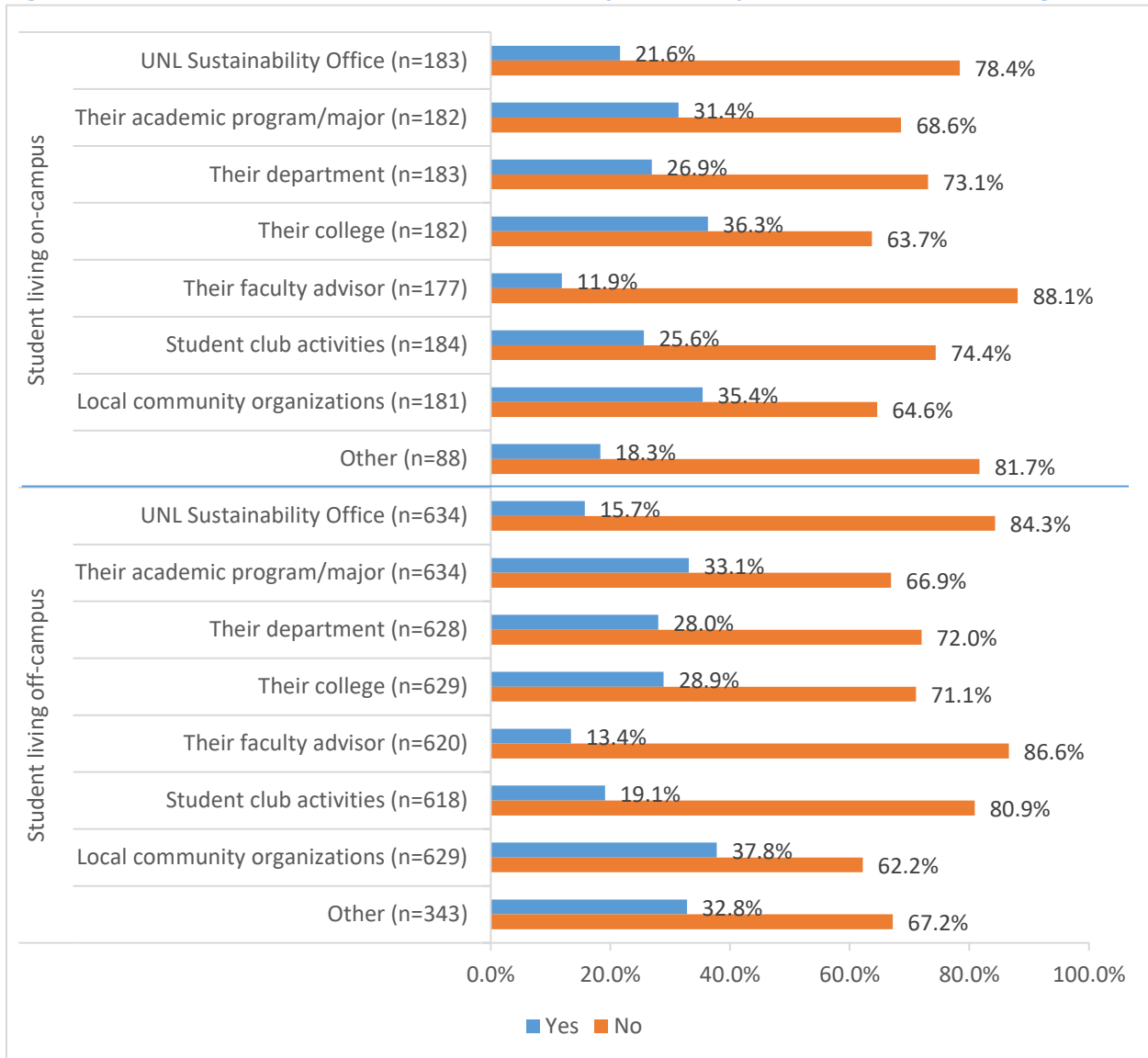
Figure 13 shows that more than half (54.6%) of faculty and staff (62.9%) learn about sustainability ideas and practices from local community organizations. In addition, more faculty members (65.0%) learn from other source(s) not listed.

**Figure 13: Whether faculty and staff learn about sustainability ideas and practices from the following sources**



Compared to those who live off-campus, students living on-campus are most likely to learn from their college (36.3%) or local community organizations (35.4%) about sustainability ideas and practices, while students living off-campus mostly learn from local community organizations (37.8%) or academic program or department (33.1%) (Figure 14).

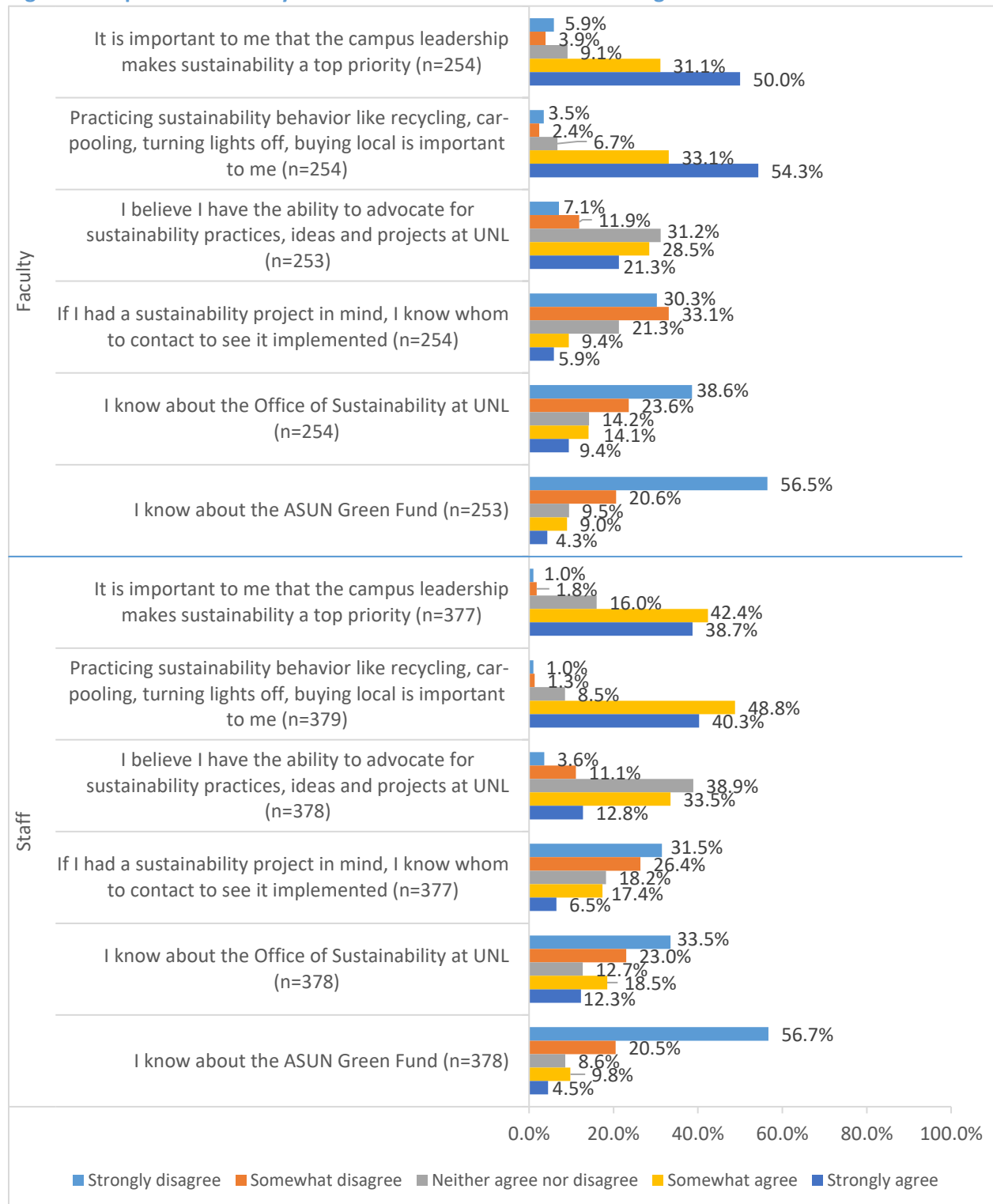
**Figure 14: Whether students learn about sustainability ideas and practices from the following sources**



Other ways where faculty, staff and students learn about sustainability ideas and practices include using online sources such as blogs or news and media news including newspaper, TV and online articles.

Figure 15 shows that 54.3% of faculty members strongly agreed that practicing sustainability behavior like recycling, carpooling, turning lights off, buying local is important to them. Half (50.0%) of faculty members also strongly agreed that campus leadership making sustainability a top priority is important to them. Nearly half of staff (48.8%) somewhat agreed that practicing sustainability behavior like recycling, carpooling, turning lights off, buying local is important to them and 42.4% somewhat agreed that campus leadership making sustainability a top priority is important to them.

Figure 15: Opinions of faculty and staff toward each of the following statements



Almost half of students living on- (46.2%) and off-campus (47.7%) expressed strong agreement that practicing sustainability behavior like recycling, carpooling, turning lights off, buying local is important.



Slightly fewer students (41.0% on-campus, 42.1% off-campus) strongly agreed that the campus leadership making sustainability a top priority is important to them (Figure 16).

Figure 16: Opinions of students toward each of the following statements

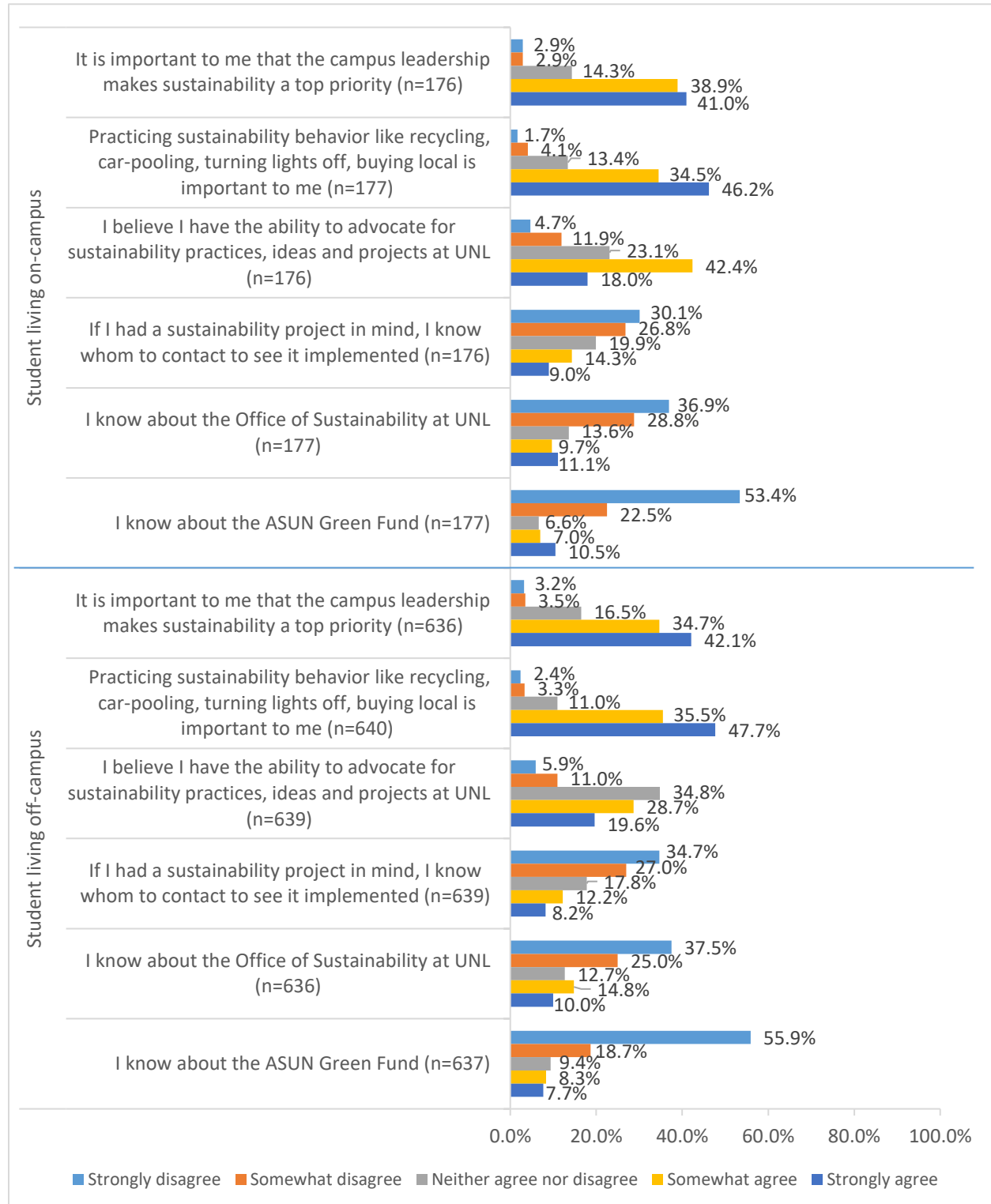
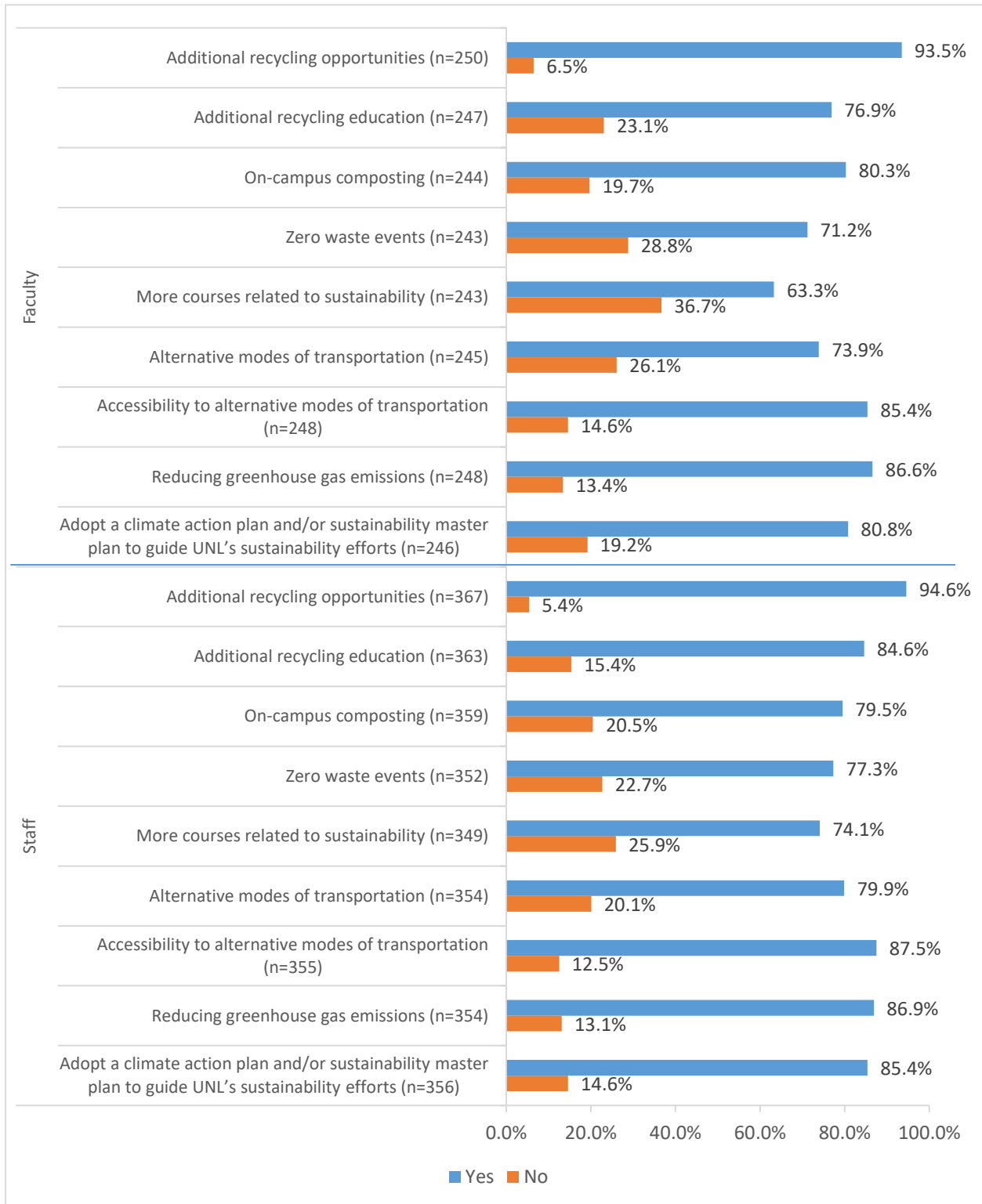


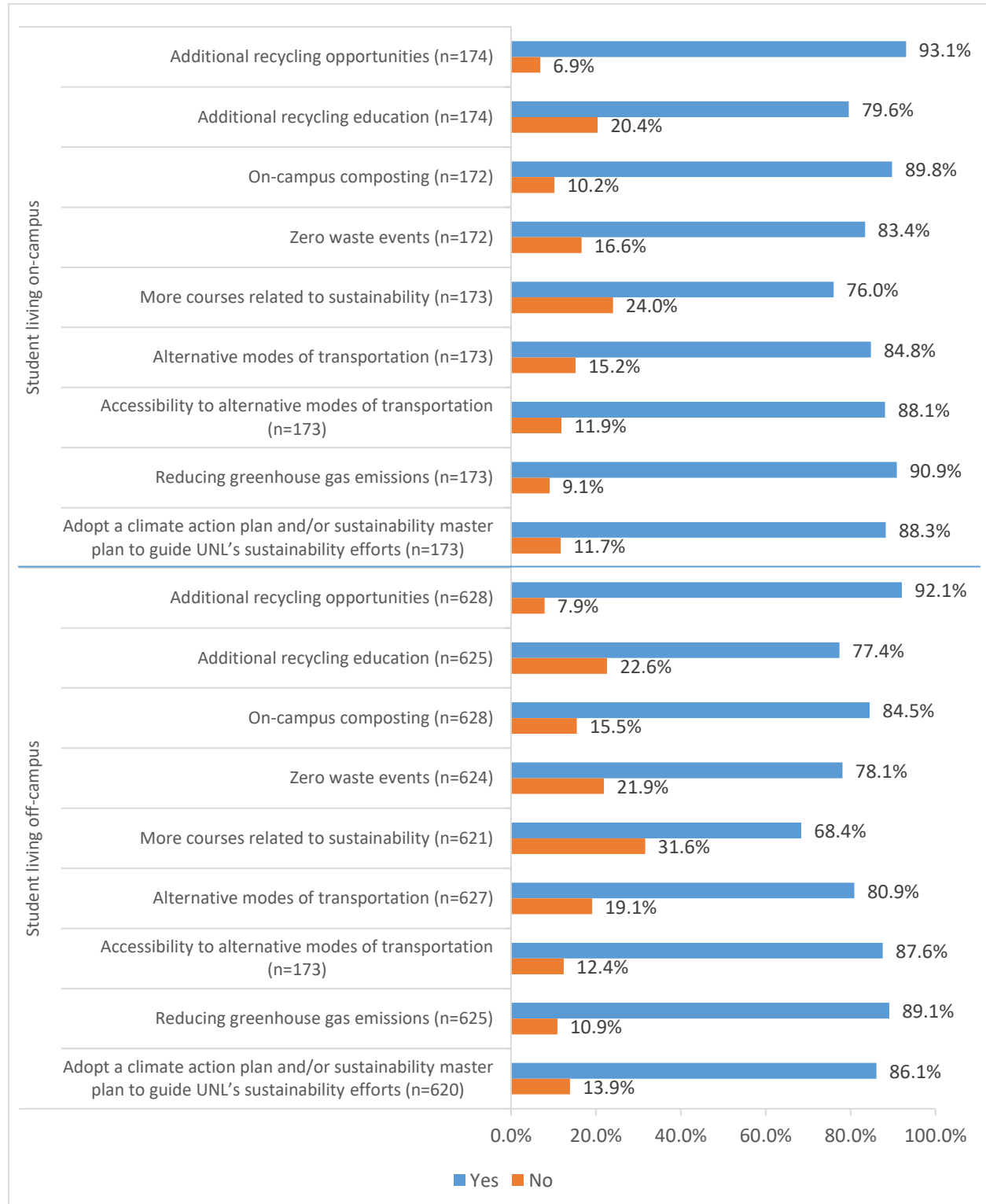
Figure 17 shows that a prevailing majority of faculty (93.5%) and staff members (94.6%) see the demand of additional recycling opportunities on UNL campus. While large numbers of respondents from both the faculty and staff pools demonstrated agreement regarding the need of these sustainability initiatives, they were less likely to favor the idea of offering more courses on sustainability (63.3% faculty, 74.1% staff). It is worth noting that the greatest discrepancy between faculty and staff also lies in here out of all other proposed sustainability initiatives.

**Figure 17: Whether UNL should pursue each of the following sustainability initiatives by faculty and staff**



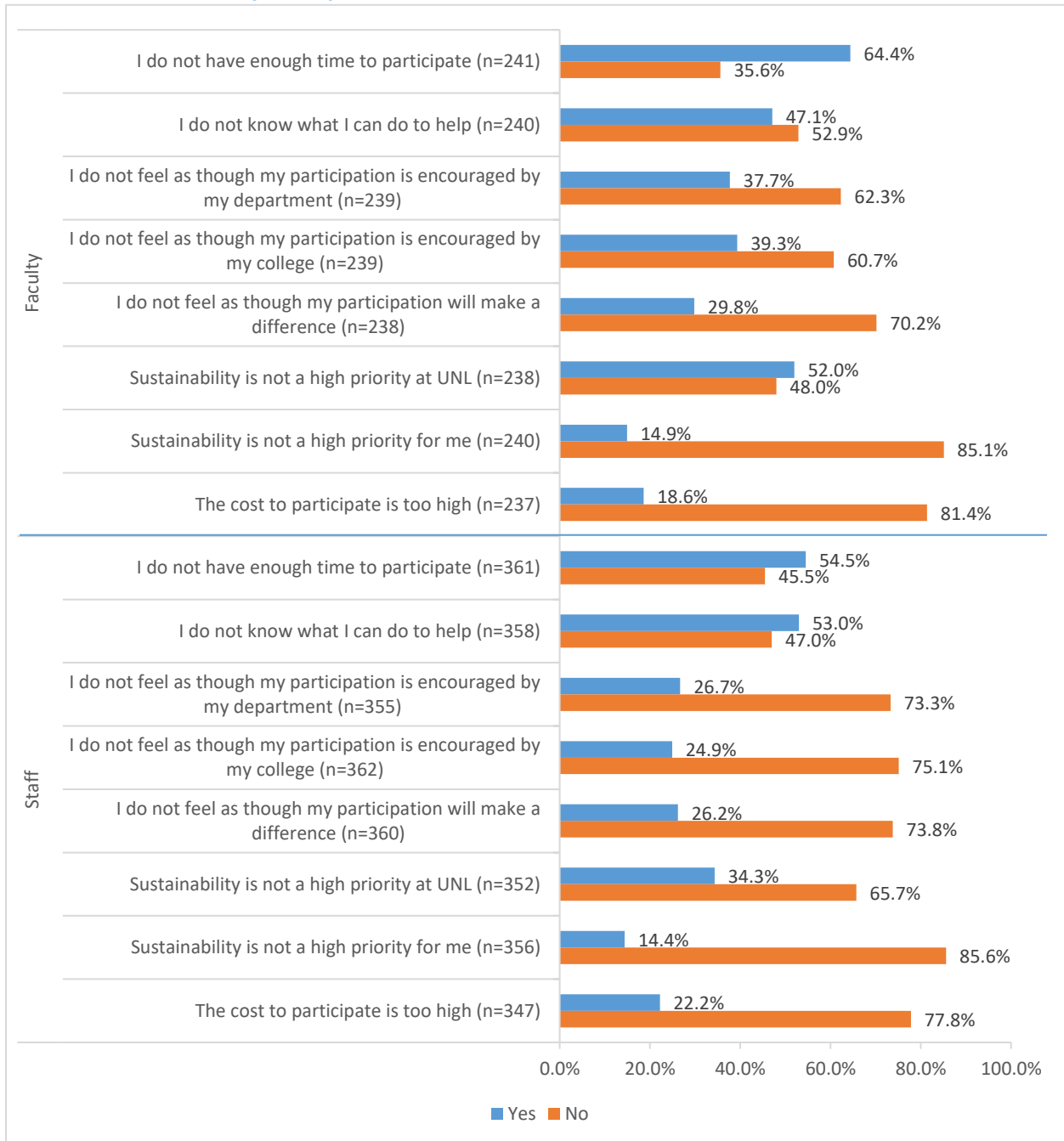
Similar trends were found among students' responses. While most students living both on- and off-campus answered "Yes" to the majority of the proposed initiatives, they are less likely to eco with creating more courses related to suitability (76.0% on-campus, 68.4% off-campus)(Figure 18).

**Figure 18: Whether UNL should pursue each of the following sustainability initiatives by students**



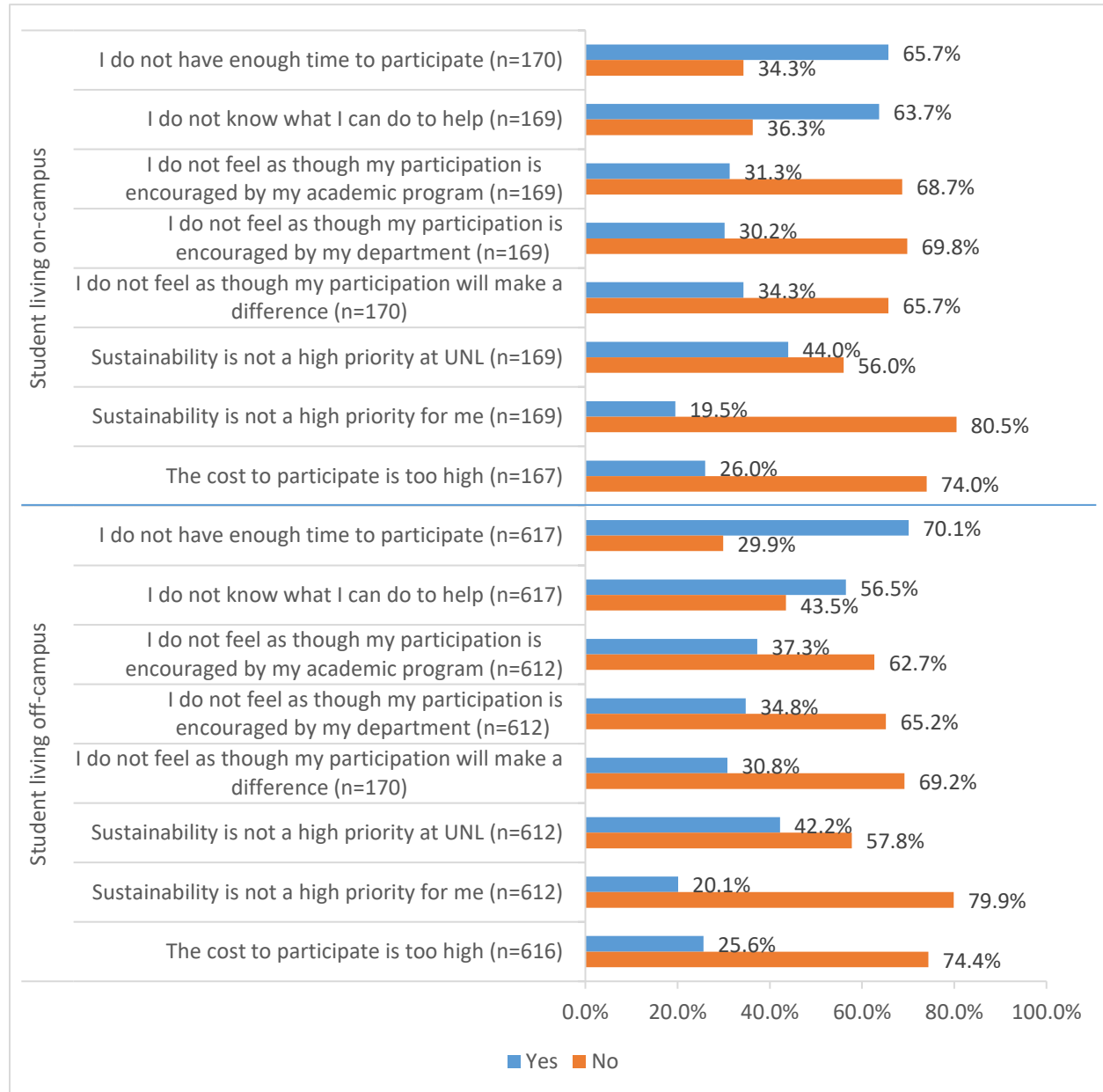
As seen in Figure 19, the most common factor that hinders their participation in sustainability-related efforts at UNL is the lack of time (64.4% faculty, 54.5% staff). Lack of knowledge of what to do to help is also a major reason reported by both faculty (47.1%) and staff (53.0%). Whereas about one-third (34.3%) of staff members do not see sustainability a high priority at UNL, this number is 52.0% among faculty respondents.

**Figure 19: Whether the following barriers apply when it comes to participating in sustainability-related efforts at UNL by faculty and staff**



Among students, lack of time to participate (65.7% on-campus, 70.1% off-campus), not knowing what to do to help (63.7% on-campus, 56.5% off-campus), and not viewing sustainability a high priority at UNL (44.0% on-campus, 42.2% off-campus) are the top three reasons that prevent them from participating in sustainability-related efforts at UNL (Figure 20).

**Figure 20: Whether the following barriers apply when it comes to participating in sustainability-related efforts at UNL by students**



The following sustainability literacy assessment questions were only asked to students.

Almost half of the students (45.3% on-campus, 45.4% off-campus) considered the surface water running off yards, city streets, paved lots, and farm fields the most common cause of pollution of streams and rivers as (Figure 21).

**Figure 21: What students perceive as the most common cause of pollution of streams and rivers**

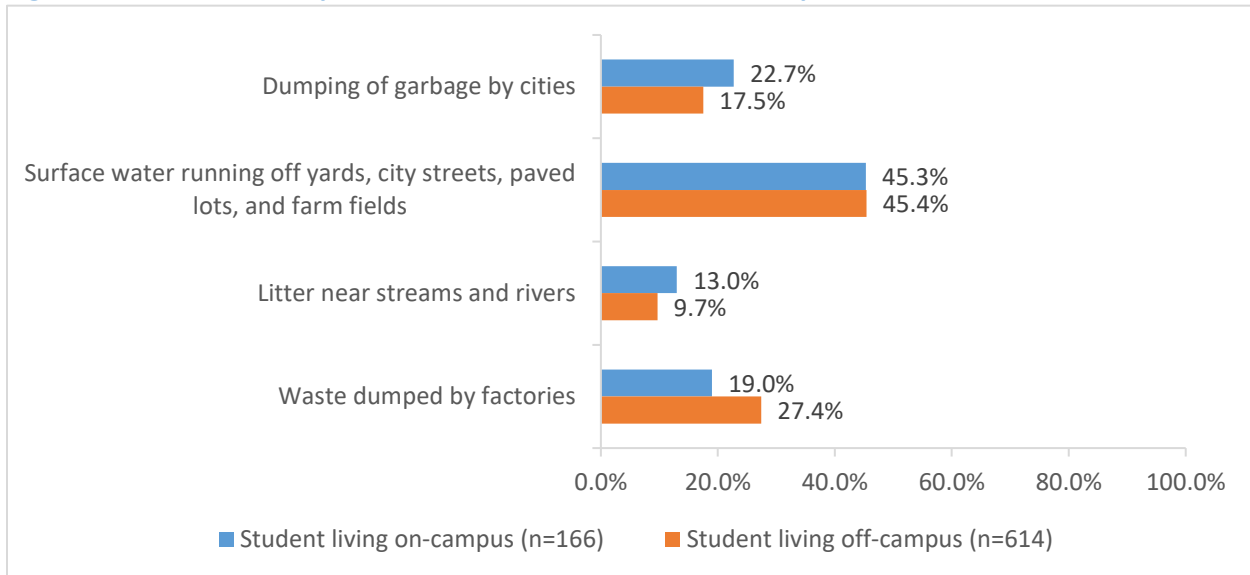
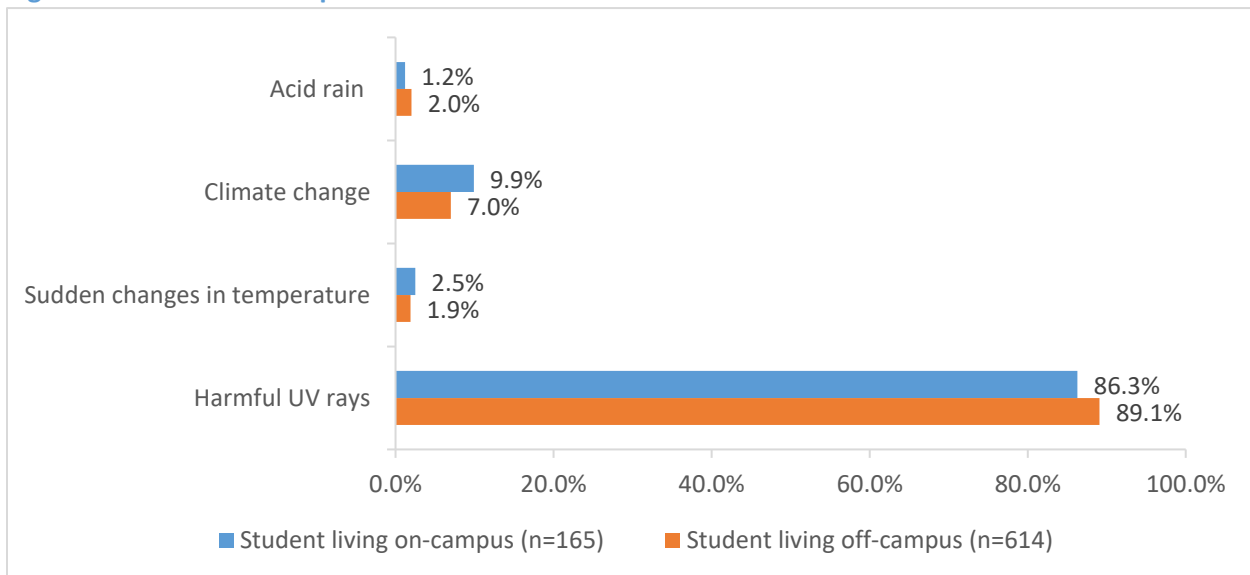


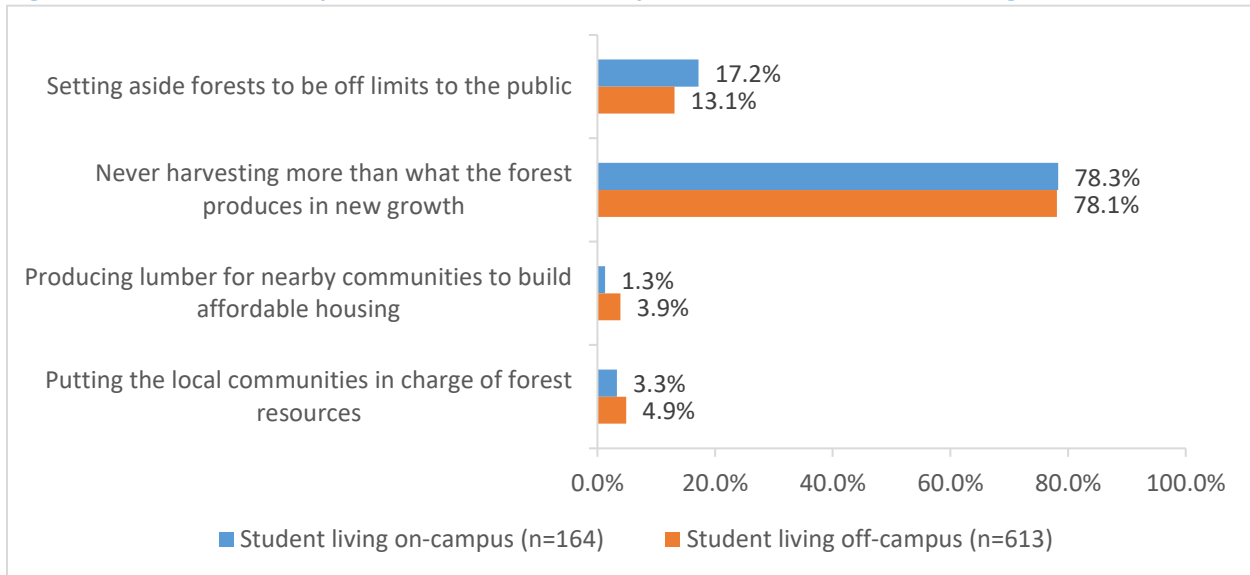
Figure 22 shows that nearly all students living on-campus (86.3%) and off-campus (89.1%) answered that the ozone protects us from harmful UV rays.

**Figure 22: What students perceive as the main function of the ozone**



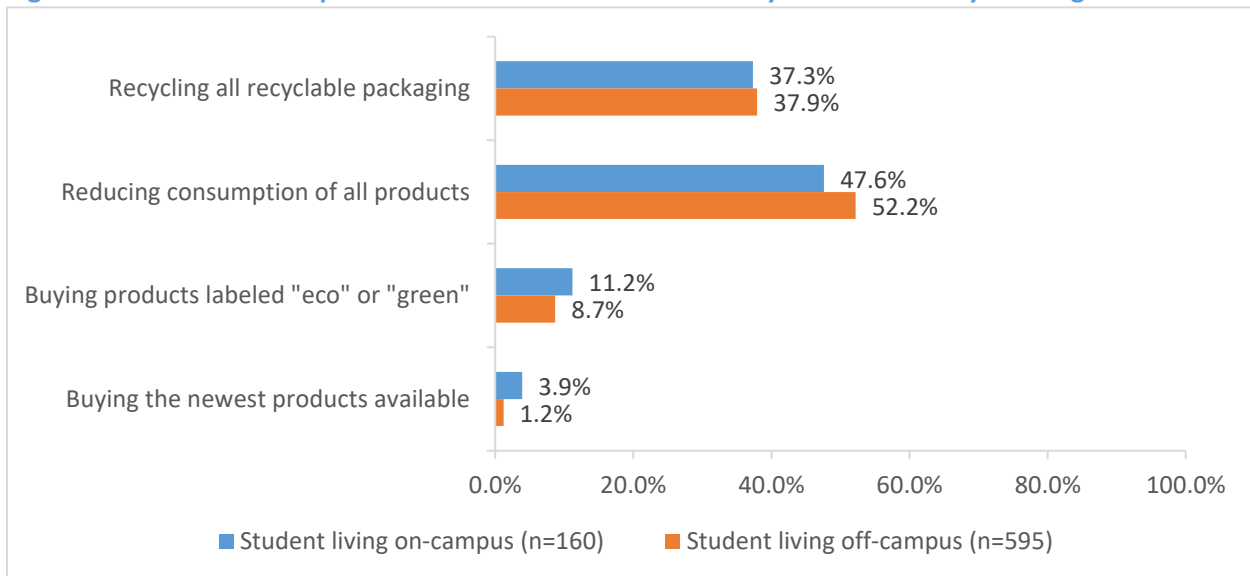
More than three-quarters of students living on-campus (78.3%) and off-campus (78.1%) responded that never harvesting more than what the forest produces in new growth is the best example of sustainable forest management (Figure 23).

**Figure 23: What students perceive as the best example of sustainable forest management**



As seen in Figure 24, nearly half of students living on-campus (47.6%) and more than half of students off-campus (52.2%) feel reducing the consumption of all products is the most environmentally sustainable way of living. Over a quarter of students living on and off-campus (37.3% and 37.9%, respectively) feel recycling all recyclable packaging is also an environmentally sustainable way of living.

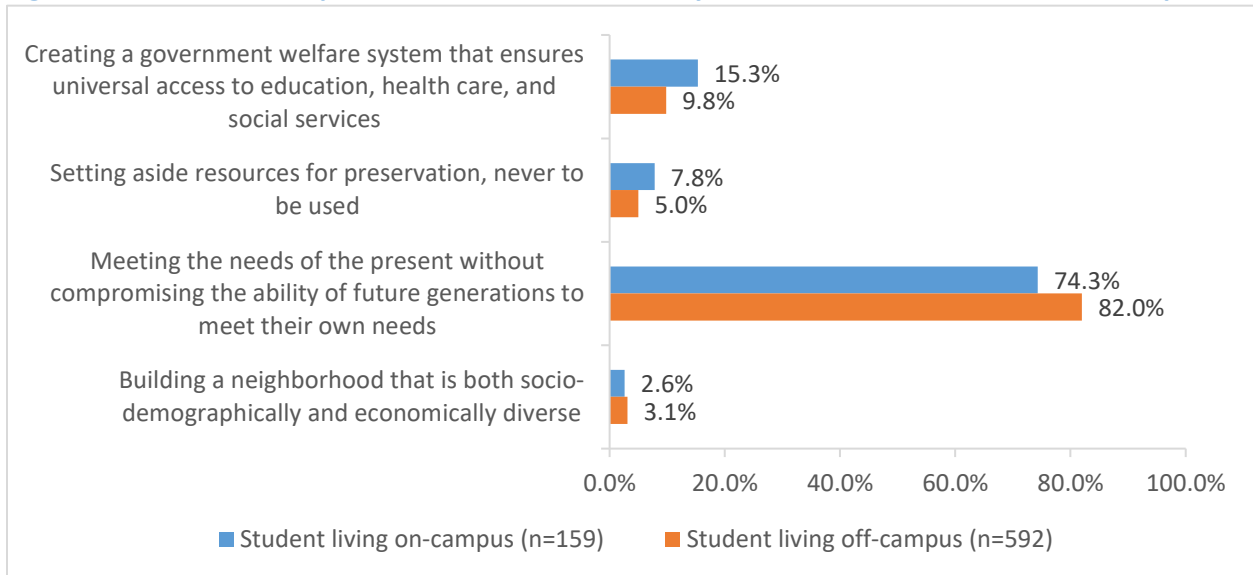
**Figure 24: What students perceive as the most environmentally sustainable way of living**



When students were asked what the most commonly used definition of sustainable development is, nearly three-fourths of students living on-campus (74.3%) and more than three-fourths living off-campus (82.0%) chose “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (Figure 25).

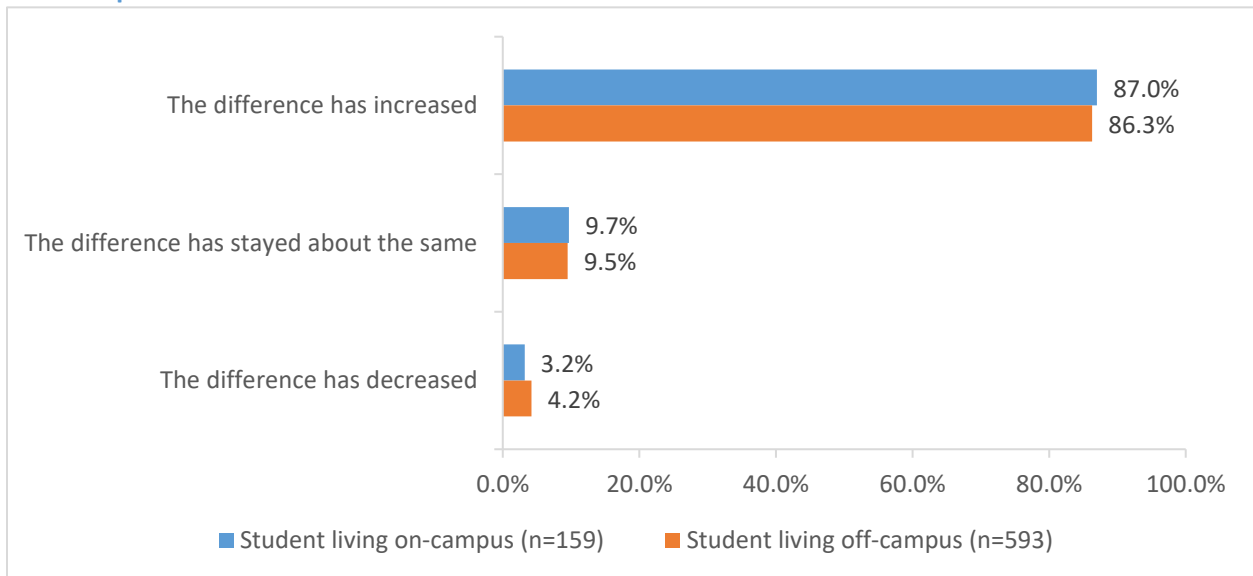


**Figure 25: What students perceive as the most commonly used definition of sustainable development**



As Figure 26 demonstrates, most students living both on- (87.0%) and off- campus (86.3%) believe the difference between the wealth of the richest and poorest Americans over the past three decades has increased.

**Figure 26: How students see the difference between the wealth of the richest and poorest Americans over the past three decades**



Most students living on-campus (56.4%) and off-campus (65.1%) believe electricity prices in the U.S. are too low because they do not reflect the costs of pollution from generating the electricity (Figure 27).

**Figure 27: What students perceive to cause the low electricity prices in the U.S.**

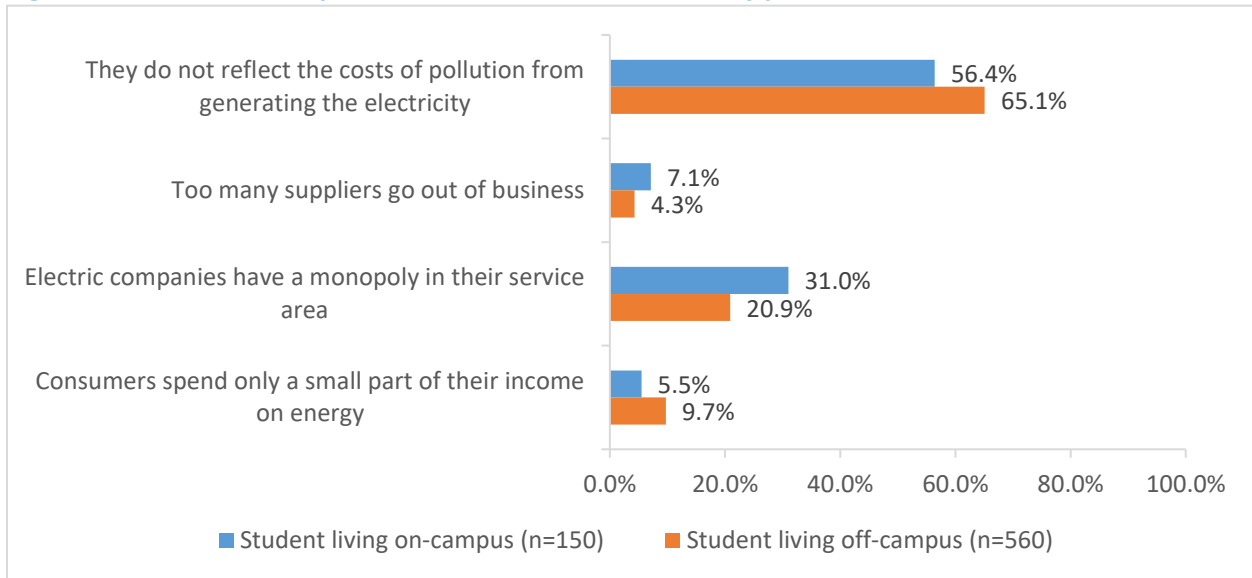


Table 2 displays the activities that impact the environment in order from largest to smallest according to students. Flying in a commercial airplane from Washington to China was seen to have the most impact on the environment with producing one McDonald’s quarter-pound hamburger having the next most impact on the environment.

**Table 2: Environmental impact based on the following activities**

<b>Students living on-campus (n=148)</b>	<b>Students living off-campus (n=546)</b>
Flying in a commercial airplane from Washington D.C. to China	Flying in a commercial airplane from Washington D.C. to China
Producing one McDonald's quarter-pound hamburger	Producing one McDonald's quarter-pound hamburger
Keeping a cell phone charger plugged into an electrical outlet for 12 hours	Producing one McDonald's chicken sandwich
Producing one McDonald's chicken sandwich	Keeping a cell phone charger plugged into an electrical outlet for 12 hours

When asked to select the most commonly used definition of economic sustainability (Figure 28), similar proportions of students living on- (61.2%) and off-campus (62.2%) responded that long term profitability is the most commonly used definition of economic sustainability (Figure 28).

**Figure 28: What students perceive as the most commonly used definition of economic sustainability**

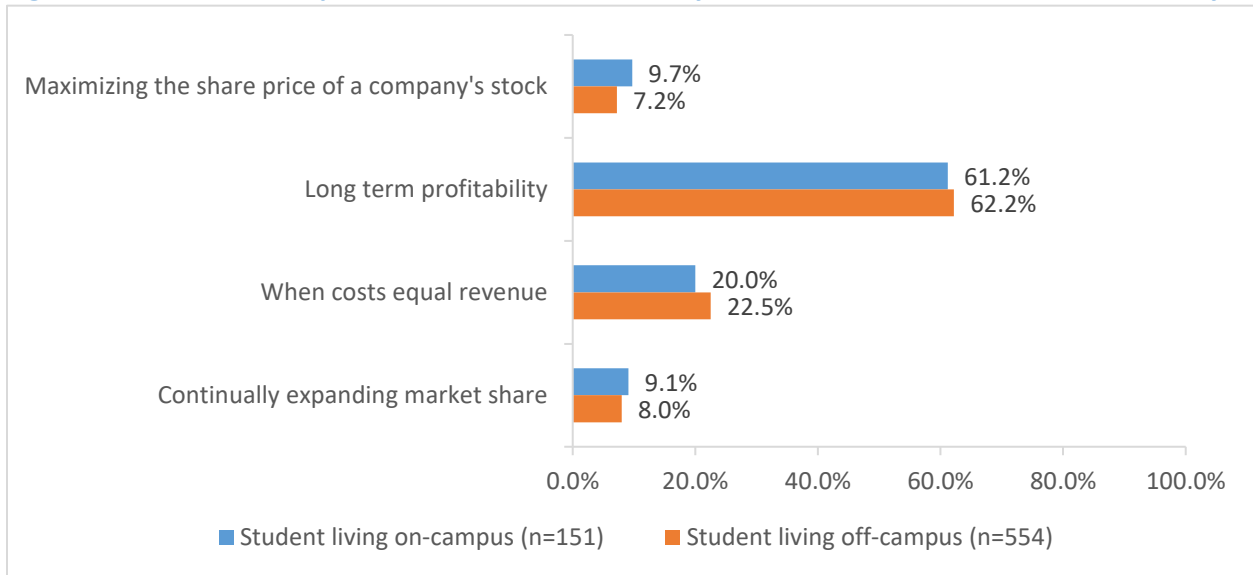
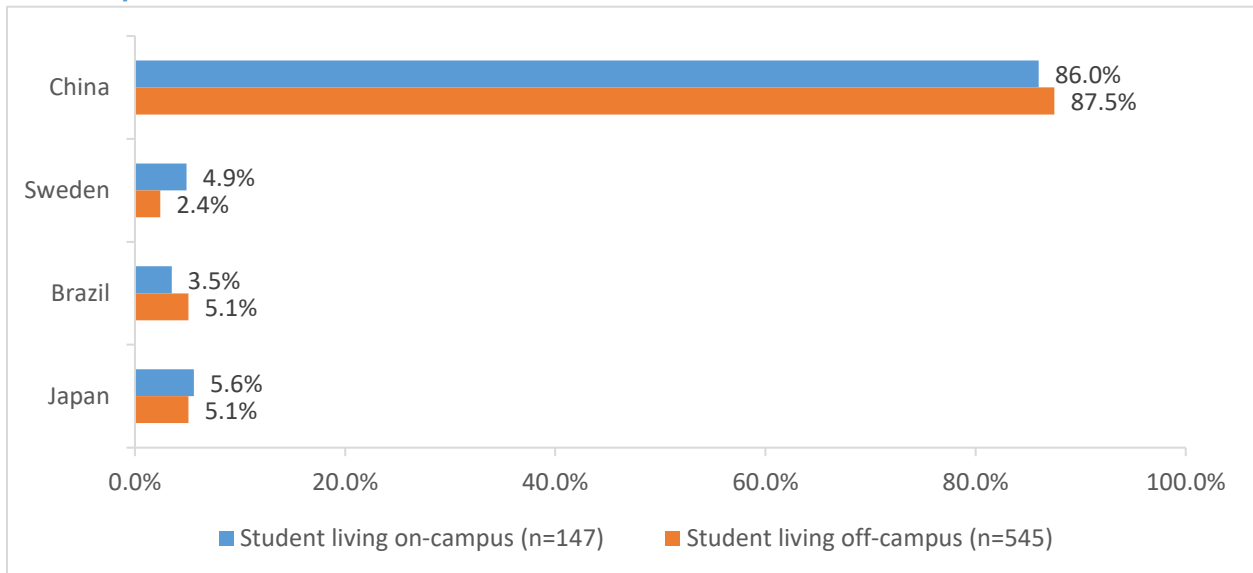


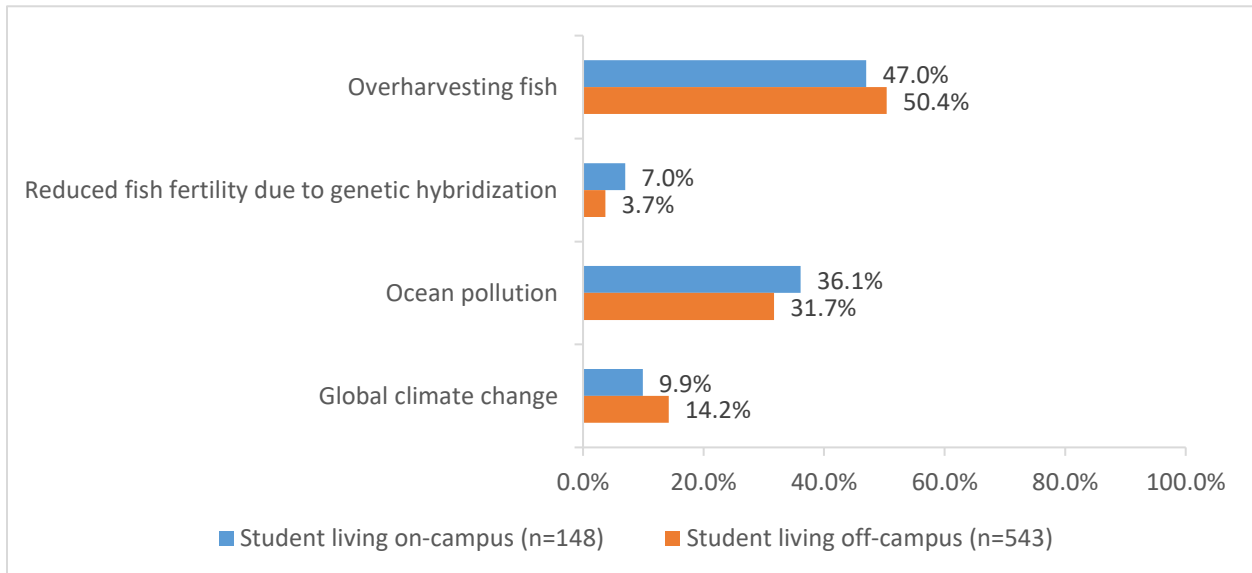
Figure 29 indicates that, as a whole, most students on-campus (86.0%) and off-campus (87.5%) felt China has become the largest emitter of greenhouse gas carbon dioxide.

**Figure 29: The country that passed the U.S. to become the largest emitter of greenhouse gas carbon dioxide by students**



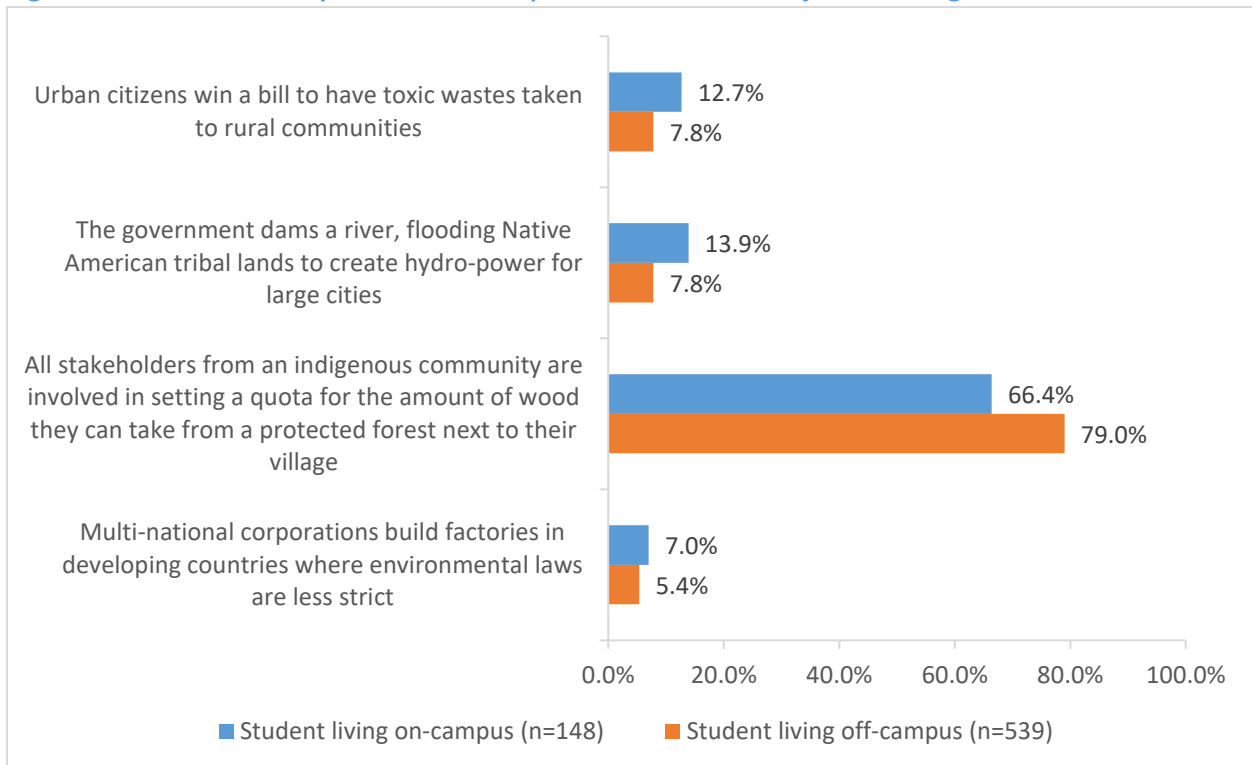
In terms of the leading cause of the depletion of fish stocks in the Atlantic Ocean, almost half of the students living on-campus (47.0%) and off-campus (50.4%) attributed the leading cause of this situation to overharvesting fish (Figure 30).

**Figure 30: What students perceive as the leading cause of the depletion of fish stocks in the Atlantic Ocean**



As seen in Figure 31, the best example of environmental justice change according to students living on-campus (66.4%) and off-campus (79.0%) is that all stakeholders from an indigenous community are involved in setting a quota for the amount of wood they can take from a protected forest next to their village.

**Figure 31: What students perceive as examples of environmental justice change**



## Appendices

### Appendix A: Communication Language

#### For UNL Students

##### Email Invite

Subject Line: UNL Sustainable Culture, Commuting, and Literacy Survey

Dear [Name],

The Office of Sustainability is collecting information from UNL faculty, staff, and students to better understand the sustainability culture, attitudes, and commuting behaviors at UNL. As a student, your feedback is vital for the improvement of sustainability programming on campus and the compilation of more accurate carbon emissions data.

This survey is short and should only take you about 15 minutes to complete. Please click the link below to begin the survey.

[SURVEYURL]

The information you provide will be kept confidential and only be used for the purposes of this project. Your participation in this project is voluntary. There are no known risks to participating in this interview, and you can refuse to participate at any time without harming your relationship with UNL. There are no direct benefits to participation, though your feedback will help make UNL a sustainable and more resilient university.

If you have any questions about the survey or wish to be removed from our list, please do not hesitate to contact the Bureau of Sociological Research (BOSR) who is conducting the evaluation at (402) 472-3672 or bosr@unl.edu. You may ask any questions concerning this project at any time, by contacting Dr. Prabhakar Shrestha (prabs@unl.edu, 402-472-1126).

Thank you for your time.

Sincerely,

UNL Office of Sustainability



1<sup>st</sup> Email Reminder

Subject Line: Voice your opinions about UNL's sustainability culture, attitudes, and commuting behaviors

Dear [Name],

We sent you an email last week requesting your participation in the UNL Sustainable Culture, Commuting, and Literacy Survey, but we have yet to hear from you. Your feedback is extremely important for helping us better understand the sustainability culture, attitudes, and commuting behaviors at UNL. We cannot effectively conduct this evaluation without help from UNL students such as yourself!

Please click the link below to begin the survey.

[SURVEYURL]

The information you provide will be kept confidential and only be used for the purposes of this project. Your participation in this project is voluntary. There are no known risks to participating in this survey, and you can refuse to participate at any time without harming your relationship with UNL. There are no direct benefits to participation, though your feedback will help make UNL a sustainable and more resilient university.

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Thank you for your time.

Sincerely,

UNL Office of Sustainability



2<sup>nd</sup> Email Reminder

Subject Line: Last Chance to Help the UNL Office of Sustainability

Dear [Name],

We need your help in evaluating the sustainability culture, attitudes, and commuting behaviors at UNL. Please take just a few minutes of your time to tell us your thoughts, so that we can improve the sustainability programming on campus and the compilation of more accurate carbon emissions data.

This survey should only take you about 15 minutes to complete. Please click the link below to begin the survey.

[SURVEYURL]

The information you provide will be kept confidential and only be used for the purposes of this project. Your participation in this project is voluntary. There are no known risks to participating in this survey, and you can refuse to participate at any time without harming your relationship with UNL. There are no direct benefits to participation, though your feedback will help make UNL a sustainable and more resilient university.

If you have any questions about the survey or wish to be removed from our list, please do not hesitate to contact the Bureau of Sociological Research (BOSR) who is conducting the evaluation at (402) 472-3672 or bosr@unl.edu. You may ask any questions concerning this project at any time, by contacting Dr. Prabhakar Shrestha (prabs@unl.edu, 402-472-1126).

Sincerely,

UNL Office of Sustainability



## For UNL Faculty

### Email Invite

Subject Line: UNL Sustainable Culture, Commuting, and Literacy Survey

Dear Faculty Member,

The Office of Sustainability is collecting information from UNL faculty, staff, and students to better understand the sustainability culture, attitudes, and commuting behaviors at UNL. As a faculty member, your feedback is vital for the improvement of sustainability programming on campus and the compilation of more accurate carbon emissions data.

This survey is short and should only take you about 10 minutes to complete. Please click the link below to begin the survey.

[SURVEYURL]

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Thank you for your time.

Sincerely,



**William Nunez, Ph.D.**

*Interim Vice Chancellor*  
University of Nebraska-Lincoln  
Business and Finance UNL  
ADMS 307, UNL, 685880425  
[4024724455](tel:4024724455)



1<sup>st</sup> Email Reminder

Subject Line: Voice your opinions about UNL's sustainability culture, attitudes, and commuting behaviors

Dear Faculty Member,

We sent you an email last week requesting your participation in the UNL Sustainable Culture, Commuting, and Literacy Survey, but we have yet to hear from you. Your feedback is extremely important for helping us better understand the sustainability culture, attitudes, and commuting behaviors at UNL. We cannot effectively conduct this evaluation without help from UNL faculty members such as yourself!

Please click the link below to begin the survey.

[SURVEYURL]

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ADMS 307, UNL, 685880425  
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2<sup>nd</sup> Email Reminder

Subject Line: Last Chance to Help the UNL Office of Sustainability

Dear Faculty Member,

We need your help in evaluating the sustainability culture, attitudes, and commuting behaviors at UNL. Please take just a few minutes of your time to tell us your thoughts, so that we can improve the sustainability programming on campus and the compilation of more accurate carbon emissions data.

This survey should only take you about 10 minutes to complete. Please click the link below to begin the survey.

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[4024724455](tel:4024724455)

## For UNL Staff

### Email Invite

Subject Line: UNL Sustainable Culture, Commuting, and Literacy Survey

Dear Staff Member,

The Office of Sustainability is collecting information from UNL faculty, staff, and students to better understand the sustainability culture, attitudes, and commuting behaviors at UNL. As a staff member, your feedback is vital for the improvement of sustainability programming on campus and the compilation of more accurate carbon emissions data.

This survey is short and should only take you about 10 minutes to complete. Please click the link below to begin the survey.

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ADMS 307, UNL, 685880425  
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1<sup>st</sup> Email Reminder

Subject Line: Voice your opinions about UNL's sustainability culture, attitudes, and commuting behaviors

Dear Staff Member,

We sent you an email last week requesting your participation in the UNL Sustainable Culture, Commuting, and Literacy Survey, but we have yet to hear from you. Your feedback is extremely important for helping us better understand the sustainability culture, attitudes, and commuting behaviors at UNL. We cannot effectively conduct this evaluation without help from UNL staff members such as yourself!

Please click the link below to begin the survey.

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The information you provide will be kept confidential and only be used for the purposes of this project. Your participation in this project is voluntary. There are no known risks to participating in this survey, and you can refuse to participate at any time without harming your relationship with UNL. There are no direct benefits to participation, though your feedback will help make UNL a sustainable and more resilient university.

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## Appendix B: Web Survey

Faculty/Staff Version



The UNL Office of Sustainability (OS) wants to better understand your sustainability culture, attitude, and commuting behavior. This survey will help the OS with programming of sustainability events on campus; more accurately, it will help compile UNL's carbon emissions data. We greatly appreciate your help in making UNL a sustainable and more resilient campus.



Which of the following best describes you?

- Faculty
- Staff



On average, how many one-way trips do you make to campus each week using all modes of transportation? (e.g. commuting to and from campus 4 days = 8 trips)

How many miles is your daily commute to campus each way?

Please provide a rough estimate for what percentage of your trips are taken using each transportation method (e.g. Bike 50%, Carpool 50%). *Your estimates should add up to 100%.*

Alone in a car:	<input type="text" value="0"/>
Bike:	<input type="text" value="0"/>
Carpool:	<input type="text" value="0"/>
Public bus:	<input type="text" value="0"/>
Walk:	<input type="text" value="0"/>
Total	<input type="text" value="0"/>



List two words that come to your mind when you hear the word sustainability.

How often do you engage in each of the following sustainability practices on-campus.

	Never	Rarely	Sometimes	Often	Always
Recycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn lights off when leaving your office or room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limit food waste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use re-usable bags	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend sustainability-related events on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you buy products that are sustainably sourced or produced locally?

- Never
- Rarely
- Sometimes
- Often
- Always
  
- Don't know





Do you learn about sustainability ideas and practices from the following sources?

	Yes	No
UNL Sustainability Office	<input type="radio"/>	<input type="radio"/>
My department	<input type="radio"/>	<input type="radio"/>
My college	<input type="radio"/>	<input type="radio"/>
Local community organizations	<input type="radio"/>	<input type="radio"/>
Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
It is important to me that the campus leadership makes sustainability a top priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing sustainability behavior like recycling, car-pooling, turning lights off, buying local is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have the ability to advocate for sustainability practices, ideas and projects at UNL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had a sustainability project in mind, I know whom to contact to see it implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the Office of Sustainability at UNL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the ASUN Green Fund.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Should UNL pursue each of the following sustainability initiatives?

	Yes	No
Additional recycling opportunities	<input type="radio"/>	<input type="radio"/>
Additional recycling education	<input type="radio"/>	<input type="radio"/>
On-campus composting	<input type="radio"/>	<input type="radio"/>
Zero waste events	<input type="radio"/>	<input type="radio"/>
More courses related to sustainability	<input type="radio"/>	<input type="radio"/>
Alternative modes of transportation	<input type="radio"/>	<input type="radio"/>
Accessibility to alternative modes of transportation	<input type="radio"/>	<input type="radio"/>
Reducing greenhouse gas emissions	<input type="radio"/>	<input type="radio"/>
Adopt a climate action plan and/or sustainability master plan to guide UNL's sustainability efforts	<input type="radio"/>	<input type="radio"/>

Which of the following barriers apply to you when it comes to participating in sustainability-related efforts at UNL?

	Yes	No
I do not have enough time to participate.	<input type="radio"/>	<input type="radio"/>
I do not know what I can do to help.	<input type="radio"/>	<input type="radio"/>
I do not feel as though my participation is encouraged by my department.	<input type="radio"/>	<input type="radio"/>
I do not feel as though my participation is encouraged by my college.	<input type="radio"/>	<input type="radio"/>
I do not feel as though my participation will make a difference.	<input type="radio"/>	<input type="radio"/>
Sustainability is not a high priority at UNL.	<input type="radio"/>	<input type="radio"/>
Sustainability is not a high priority for me.	<input type="radio"/>	<input type="radio"/>
The cost to participate is too high.	<input type="radio"/>	<input type="radio"/>



We thank you for your time spent taking this survey.  
Your response has been recorded.



The UNL Office of Sustainability (OS) wants to better understand your sustainability culture, attitude, and commuting behavior. This survey will help the OS with programming of sustainability events on campus; more accurately, it will help compile UNL's carbon emissions data. We greatly appreciate your help in making UNL a sustainable and more resilient campus.



Which of the following best describes you?

- Student living on-campus
- Student living off-campus



What is your current academic year?

- Freshman
- Sophomore
- Junior
- Senior (including 5th year plus)
- Graduate Student (Masters, PhD & Professional Degree Student)

Are you a full-time or part-time student?

- Full-time student
- Part-time student

In what college is your PRIMARY major?

- College of Agriculture Sciences & Natural Resources
- College of Architecture
- College of Arts & Sciences
- College of Business
- College of Education & Human Sciences
- College of Engineering
- Hixson-Lied College of Fine & Performing Arts
- College of Journalism & Mass Communications
- College of Law
  
- Don't Know



## For students living on-campus

You indicated that you are a student living on-campus. Have you participated in any sustainability-related practices in your residence hall?

- Yes
- No
- Don't know



What sustainability-related practices have you participated in at your residence hall?

How important was the availability of recycling facilities and sustainability initiatives in your choice of residence hall?

- Not Important
- Slightly Important
- Important
- Fairly Important
- Very Important



For students living off-campus

On average, how many one-way trips do you make to campus each week using all modes of transportation? (e.g. commuting to and from campus 4 days = 8 trips)

How many miles is your daily commute to campus each way?

Please provide a rough estimate for what percentage of your trips are taken using each transportation method (e.g. Bike 50%, Carpool 50%). *Your estimates should add up to 100%.*

Alone in a car:	<input type="text" value="0"/>
Bike:	<input type="text" value="0"/>
Carpool:	<input type="text" value="0"/>
Public bus:	<input type="text" value="0"/>
Walk:	<input type="text" value="0"/>
Total	<input type="text" value="0"/>





List two words that come to your mind when you hear the word sustainability.

How often do you engage in each of the following sustainability practices on-campus:

	Never	Rarely	Sometimes	Often	Always
Recycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn lights off when leaving your office or room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limit food waste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use re-usable bags	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend sustainability-related events on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do you buy products that are sustainably sourced or produced locally?

- Never
- Rarely
- Sometimes
- Often
- Always
  
- Don't know



Do you learn about sustainability ideas and practices from the following sources?

	Yes	No
UNL Sustainability Office	<input type="radio"/>	<input type="radio"/>
My academic program/major	<input type="radio"/>	<input type="radio"/>
My department	<input type="radio"/>	<input type="radio"/>
My college	<input type="radio"/>	<input type="radio"/>
My faculty advisor	<input type="radio"/>	<input type="radio"/>
Student club activities	<input type="radio"/>	<input type="radio"/>
Local community organizations	<input type="radio"/>	<input type="radio"/>
Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>



How much do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
It is important to me that the campus leadership makes sustainability a top priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing sustainability behavior like recycling, car-pooling, turning lights off, buying local is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have the ability to advocate for sustainability practices, ideas and projects at UNL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had a sustainability project in mind, I know whom to contact to see it implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the Office of Sustainability at UNL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the ASUN Green Fund.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Should UNL pursue each of the following sustainability initiatives?

	Yes	No
Additional recycling opportunities.	<input type="radio"/>	<input type="radio"/>
Additional recycling education.	<input type="radio"/>	<input type="radio"/>
On-campus composting.	<input type="radio"/>	<input type="radio"/>
Zero waste events.	<input type="radio"/>	<input type="radio"/>
More courses related to sustainability.	<input type="radio"/>	<input type="radio"/>
Alternative modes of transportation.	<input type="radio"/>	<input type="radio"/>
Accessibility to alternative modes of transportation.	<input type="radio"/>	<input type="radio"/>
Reducing greenhouse gas emissions.	<input type="radio"/>	<input type="radio"/>
Adopt a climate action plan and/or sustainability master plan to guide UNL's sustainability efforts.	<input type="radio"/>	<input type="radio"/>



Which of the following barriers apply to you when it comes to participating in sustainability-related efforts at UNL?

	Yes	No
I do not have enough time to participate.	<input type="radio"/>	<input type="radio"/>
I do not know what I can do to help.	<input type="radio"/>	<input type="radio"/>
I do not feel as though my participation is encouraged by my academic program.	<input type="radio"/>	<input type="radio"/>
I do not feel as though my participation is encouraged by my department.	<input type="radio"/>	<input type="radio"/>
I do not feel as though my participation is encouraged by my college.	<input type="radio"/>	<input type="radio"/>
I do not feel as though my participation will make a difference.	<input type="radio"/>	<input type="radio"/>
Sustainability is not a high priority at UNL.	<input type="radio"/>	<input type="radio"/>
Sustainability is not a high priority for me.	<input type="radio"/>	<input type="radio"/>
The cost to participate is too high.	<input type="radio"/>	<input type="radio"/>



What is the most common cause of pollution of streams and rivers?

- Dumping of garbage by cities
- Surface water running off yards, city streets, paved lots, and farm fields
- Litter near streams and rivers
- Waste dumped by factories

Ozone forms a protective layer in the earth's upper atmosphere. What does ozone protect us from?

- Acid rain
- Climate change
- Sudden changes in temperature
- Harmful UV rays

Which of the following is the best example of sustainable forest management?

- Setting aside forests to be off limits to the public
- Never harvesting more than what the forest produces in new growth
- Producing lumber for nearby communities to build affordable housing
- Putting the local communities in charge of forest resources



Of the following, which would be considered living in the MOST environmentally sustainable way?

- Recycling all recyclable packaging
- Reducing consumption of all products
- Buying products labeled "eco" or "green"
- Buying the newest products available

Which of the following is the most commonly used definition of sustainable development?

- Creating a government welfare system that ensures universal access to education, health care, and social services
- Setting aside resources for preservation, never to be used
- Meeting the needs of the present without compromising the ability of future generations to meet their own needs
- Building a neighborhood that is both socio-demographically and economically diverse

Over the past three decades, what has happened to the difference between the wealth of the richest and poorest Americans?

- The difference has increased
- The difference has stayed about the same
- The difference has decreased



Many economists argue that electricity prices in the U.S. are too low because...

- They do not reflect the costs of pollution from generating the electricity
- Too many suppliers go out of business
- Electric companies have a monopoly in their service area
- Consumers spend only a small part of their income on energy

Please rank the following activities in order of environmental impact, where 1 is the activity with the largest environmental impact and 4 is the activity with the smallest environmental impact. *To rank the items listed below, drag and drop each item.*

Keeping a cell phone charger plugged into an electrical outlet for 12 hours

Producing one McDonald's quarter-pound hamburger

Producing one McDonald's chicken sandwich

Flying in a commercial airplane from Washington D.C. to China

Which of the following is the most commonly used definition of economic sustainability?

- Maximizing the share price of a company's stock
- Long term profitability
- When costs equal revenue
- Continually expanding market share





Which of the following countries passed the U.S. to become the largest emitter of the greenhouse gas carbon dioxide?

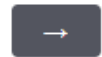
- China
- Sweden
- Brazil
- Japan

Which of the following is a leading cause of the depletion of fish stocks in the Atlantic Ocean?

- Overharvesting fish
- Reduced fish fertility due to genetic hybridization
- Ocean pollution
- Global climate change

Which of the following is the best example of environmental justice?

- Urban citizens win a bill to have toxic wastes taken to rural communities.
- The government dams a river, flooding Native American tribal lands to create hydro-power for large cities.
- All stakeholders from an indigenous community are involved in setting a quota for the amount of wood they can take from a protected forest next to their village.
- Multi-national corporations build factories in developing countries where environmental laws are less strict.



We thank you for your time spent taking this survey.  
Your response has been recorded.

## Appendix C: Answers to Open-Ended Questions

### What sustainability-related practices have you participated in at your residence hall?

-Recycling -Running sustainability-focused events
-recycling (paper, cardboard, etc.) -saving glass containers to later recycle at a facility -quick showers
*I live in a Greek house we compost a LOT
At DG, I am the Greeks Go Green representative for our chapter. We are currently working on implementing our ideas to making DG more sustainable.
composting
going to get food, and all the stuff the RA's throw
I do not actually live in a residence hall, I live in a sorority house. However, we started recycling all goods not just cardboard. Try to eliminate food waste (it is tough though). Offer meat free options and have open conversations about that. And encourage turning the lights out.
I do not live in a residence hall but my sorority house participates in sustainability.
I do the orange hefty recycling bag along with plastic, aluminum, glass, paper, and cardboard recycling.
I have helped enforce daily recycling within my sorority house.
I have recycled and taken out trash.
I live in a fraternity on campus, we have a recycling program with bins on all floors and in common spaces.
I personally recycle my trash once a week, always use a reusable water bottle, turn my lights off in my room, and other tasks from my Quality of the Environment Class.
I recycle plastics, tin, and paper/cardboard.
I recycle.
I've recycled various materials in the recycling bins and consistently use the water bottle refill stations. Any materials I haven't recycled I try my best to reuse them rather than throwing them away.
RA facilitated events
Recycle
Recycle, separate cardboard, don't throw away food unless spoiled
recycled
recycling
Recycling
Recycling all recyclable material Limiting one-time plastic use
Recycling and composting
Recycling and limiting plastic usage
Recycling everything I can
Recycling paper, aluminum cans, plastic, cardboard...
recycling using reusable dishes turning off lights not eating meat
recycling, not over-stressing the heating/cooling systems
Recycling, turning all lights off when gone, unplugging appliances when gone
Recycling, turning off lights
reusable water bottles, recyclable paper products over Styrofoam, utilizing recycling facilities, turn lights off as often as possible
Separate the garbage

Separating the recyclables before recycling them
Shutting off the lights when leaving my room, turning lights off in empty study rooms, use the various recycling bins provided in the trash room.
Using separate cans for recyclable items, but just one can. Putting cardboard boxes in a spot to be collected rather than throwing them down the trash chute.
We recycle all of our paper, aluminum, plastic bottles, and cardboard.

**On average, how many one-way trips do you make to campus each week using all modes of transportation? (e.g. commuting to and from campus 4 days = 8 trips) – NOTE: These are the answers reported by the respondents that could not be recoded to calculate the mean.**

the question says to campus which is not round trip
once every day
no on campus weekly. 1 x per month
NA
NA
NA
N/A
N/A
I don't commute very often. Mostly do independent work or zoom mtg for class.
I do not work in campus, I work for Nebraska Extension.
I am an Online student
at least 10trips
8-10
8-10
6969
6-8 trips
6-8 trips
6 days
5=10
5=10
5-10
5 days = 10 days (Unless UNL Operator calls)
5 DAYS
5 days
5 days
5 days
5 days
5 days
4-6
4 to 5 days
16 or more

15+
14+ trips
12+ trips
10+ trips (includes some to Scott Campus)
10+
10+
10-20
10-12
10-12
10-12
10 to 14 strips
10 to 12 trips
10 - 12
1 day
0 to 2 trips

**How many miles is your daily commute to campus each way? – NOTE: These are the answers reported by the respondents that could not be recoded to calculate the mean.**

Online student
Online
Not applicable
NA
NA
NA
NA
N/A
N/A
N/A
minimum 48 miles each way
Less than one mile
less than a mile
less than 1
I live out of state
I don't know but I live in Haymarket and that's close
I don't know
I do not commute to campus
Don't know
5+ miles
40 min
4 (by bike), 3 (by car)

¾
3-3.7, depending if East or City is destination
2-8 miles
2-5 miles
2-5
16-20
1-3
1 to 3.5 (depending on which campus)
1 or less
<1

List two words that come to your mind when you hear the word sustainability.

First word

"Green" "environment "
(Resource) Conservation
3R
A worthwhile goal
Ability
Ability to maintain
able to endure
affordable
agriculture
Agriculture
agro ecology
Always
Annoyance
availability
Available
average
Avoid collapse
awareness
Awareness
balance
Balance
balanced environment
bearable
being friendly to the environment
Better
bikes
Bins
Biodegradable
bullshit
buzzword

Carbon Emissions
carbon footprint
carbon neutral
Care
caring
change
Cheap
clean
Clean
climate
climate change
Climate change
Climate Change
Climate change. GHG
commitment
community
Community
Complicated
Compost
composting
Conscience choices
conscientious
Conscientious
conservation
Conservation
conserve
Conserve
Consistency
consistent
Consistent
Constant
Constantly
continuation
continue
Continue
continues
Continues
continuity
continuous
Continuous
Continuous support
convenient
Convenient
Corporate policy

cost
Cost
cost effective
Cost Saving
Critical
crucial
cycle
Democrats
dependable
Dependable
desirable
development
Development
Doable
don't
Duplicable
durability
durable
Durable
earth
Earth
earth friendly
earth-friendly
earth-wise
eco
Eco
eco friendly
Eco friendly
eco-friendly
Eco-friendly
Eco-Friendly
ecofriendly
ecological
Ecological
ecologically aware
ecology
Economic
economical
Economical
economically
economics
Economy
ecosystem
efficient

Effective
efficiency
Efficiency
efficient
Efficient
effort
electric
Emissions
Empty Platitude
endorse
endurable
endurance
Endure
energy
Energy
ENERGY
energy cost
energy efficient
energy saving
Energy use is neutral
enough
Environment
environment
environment
Environment
Environmentalism
environment
environment
Environment
Environment friendly
environment-friendly
Environment, CO2
environmental
Environmental
Environmental change
Environmental justice
environmentalism
Environmentalism
environmentally
environmentally friendly
Environmentally friendly
environmentally-friendly
Environment
equilibrium



Equity
ergonomical
essential
Essential
ethical
everlasting
excellent
Exercise
expense
expensive
Expensive
Exponential
Fair
Fancy word but hard to picture
farming
feel
finally
Fiscal Responsibility
Fixed
Food
forever
forward-thinking
Forward-thinking
funding
future
Future
gas
Gas
global warming
Global warming
go green
goal
good
Good
Good condition
good practices
grandchildren
great
green
Green
Green Building
green cities
Green earth
Green energy

Green living
Green, technology
greenwashing
growth
Growth
hard
health
healthy
Healthy
helpful
Hippie
hipsters
holistic
hyper-consumerism
idealist
important
Important
Important, future
Impractical
improvement
in vogue
Income
indefinite
independent
Independent
inputs
interrelated
Jargon
JEVONS PARADOX
keep going
Keeping
Keeping up
Keeping useful for the future
landscapes
Last
Last forever
Last longer
lasting
Lasting
Lasting, clean
Lasts
LEED
Less carbon
Liberal

Life
life-style
lifelong
Limit
living within environmental needs
living within means (environmentally, financially, etc.)
Lobbyists
local
long
long lasting
Long lasting
long term
Long term
long term beneficial
Long term solution
Long-lasting
long-term
Long-term
Long-Term
Longevity
longevity
Longevity
long-lasting
Long-term
Low carbon
low impact
Low waste
Lower carbon emissions
maintain
Maintain
maintainable
maintained
Maintained
Maintained indefinitely.
maintaining
Maintaining
Maintaining level
maintenance
maintenance
Maintenance
maintenance
manage resources
manufacturing
marketing

Marketing
mindful
mindfulness
misconception
Misguided
Money
NA
national debt
natural
nature
Nature
necessary
Necessary
necessity
needed
Needed
never ending
no emissions
no gases
no pollution
non-fossil-fuels
nonexistent
On target
ongoing
Ongoing
organic
Overlooked
Overused
peace
Permanent
Perpetual
planet
Planet
plants
Plastic
Policy
political
Politically correct
politics
positive
Positive
Posterity
power
Power Saving

pr gimmick
practical
Practical
preservation
Preservation
Preserve
Proactive
progressive liberal
protect
Protect
protection
Protection
Public
Realistic
reasonable
recycle
Recycle
Recycle. Responsible.
Recycle/Recycle Products
recycling
Recycling
Recycling, reducing waste
Recycling. Low energy, efficiency.
Recycling/Composting
recycle
Recycle
recycling
Recycling
Recycling
recycle
recycling
Recycling
reduce
Reduce
reduce waste
reduced carbon footprint
Reducing
Reduce
reliable
Reliable
Renew
renewable
Renewable
renewable energy

Renewable energy
renewable resources
Renewables
repeatable
replenish
Replenish able
resilience
Resilience, environment
Resiliency
Resources
resource
resources
Resources
Respect
responsibility
Responsibility
responsible
Responsible
resource efficiency
Restoration
RETENTION
reusable
Reusable
reuse
Reuse
REUSE
Reusing
Recycling
safe
Safe Environment
safety
safety
save
Save
Save the planet
saving
Saving
savings
Savings
Science
Security
self-ability
self-reliant
slow

solar
Solar
Solar Energy
stable
Stable
steady
stewardship
Stewardship
strength
Strong
structures
Structures
Stupid
sufficiency
support
supportable
supported
supportive
Survival
sustain
Sustain
sustainability
Sustainable
the planet
Things that replenish themselves.
Time
to hold
transit
trees
Trees
Trees, recycle
trendy
turtles
u really don't want to know
United Nations
unlimited
Use of waste and side stream
Useful
Usefulness
using less
using things more than once
Utilizing natural Resources
vague
Vibrancy

Virtue signaling
waste
Waste
Waste Diversion
waste management
water
Water
well being
well-being
Who
wind energy
workable
Working utilities
worthwhile
Worthy
Yes

List two words that come to your mind when you hear the word sustainability.

**Second word**

conscientious
Discipline
resources
ability
Ability
able to keep up
about time
acceptable
accessibility
acceptable
accountability
Achievable
active
advanced
affordable
Affordable
agenda
agriculture
air
allocation
alternative energy
alternatives
America
antiquated
arduous



attention to detail
availability
avoiding depletion of natural resources
balance
Balance
Balanced
beneficial
Benevolent
better farming land
better for environment
better future
Better Future
bike
bikes
Biking
Biodegradability
Biodegradable
biodiversity
BS
budget
Budgeting
building
Bullshit
bus
can be an option for everyone
Car
carbon
carbon cycle
carbon emission
carbon emissions
Carbon Emissions
carbon footprint
Carbon footprint
Carbon Footprint
care
Careful
Cares
caretaker
caring
change
changes
Changing

Cheap
Choice
clean
Clean
clean air
cleaner
Cleaner energy
Cleanliness
Clichéd
climate
Climate
climate change
Climate change
Climate Change
Climate change deniers
Climate change
Closed-loop
commitment
Commitment
common good
communists
community
complex
complexity
compost
Compost
composting
Composting
Condition
Conscientious
conscientiousness
conscious
Conscious choice
conservation
Conservation
conservative
conserve
Conserve
conserving
consistency
Consistency
consistent
Consistent
constant

Constant
consumption
continual
continuation
Continuation
continue
Continue
continued efforts
continuing forever
Continuity
continuous
Continuous
cooperation
corporate-grift
cost
Cost
cost effective
cost efficient
Costly
Create
crops
cycle
desirable
Desirable
develop
Develop
development
Development
difficult
Difficult
diligent
diverse
Diverse
doable
Doing good
Don't use single use plastics
Don't waste
Dreaming
Durable
durative
dynamic
earth
Earth
earth friendly

Earth friendly
easy
eco
Eco friendly
eco-friendly
Eco-friendly
ecofriendly
Ecofriendly
ecological
ecology
Ecology
economic
Economic
Economic practices
Economic reorganization
economical
Economical
economics
Economics
economy
Economy
educational
Efficiency
effective
Effective
efficiency
Efficiency
efficient
Efficient
effort
Effort
electric
emission
emissions
endurance
Enduring
energy
Energy
energy conscious
energy saving
Energy savings
energy use
energy-efficient
environment

Environment
environment
environment
Environment
environmental
Environmental
Environmental care
environmental friendly
Environmental friendly
environmental protection
Environmental Protection Agency
environmentalism
Environmentalism
environmentalist
environmentally friendly
Environmentally friendly
Environmentally Friendly
Environmentally friendly.
Environmentally sound
environmentally-conscious
environmentally-friendly
Environmentally-friendly material
Essential
eternal
ethical
everlasting
exceptionable
expensive
Expensive
Fair
farming
Feasibility
Feasible
fiat
financial stewardship
finance
Firm
Food
food sources
Footprint
forever
forward-thinking
Forward-thinking
fossil fuels

Fossil fuels
friendly
frugality
fuel
fuel efficiency
fulfilled
future
Future
future generation
future orientated
future-looking
future-orientated
gardening
Generations
global warming
Global warming
Global Warming
going green
good
Good
Good intentions
good!
Government policy
graduate recruiting
grandchildren
Great
Green
green
Green
GREEN
green building materials
green earth
green energy
Green environment
green products
Green-washing
grit
growth
Growth
habits
health
Health
health of structures
healthy

Healthy
Healthy environment
help
hippies
holistic
Holistic
Hopeless
hybrid car
I don't know
Ideal, needs a lot of work
Impact
important
Important
Important and undervalued
Improvement
inconsequential
inconvenient
Increase lifecycle
independence
Independent
innovation
Insincere
Intelligent
Intentional
interconnected
International
keep
Keep
Keep alive
Keep clean
keep going
Keeping
know
Lacking
land
lasting
Lasting
lax
legacy
less
less pollution
Less pollution
Less waste
level

Liberals
life
Life
Lifespan
Lifestyle
Limit waste
Limited use of plastic and other disposable products
limiting
Living
living within means
local
Logical
long
Long lasting
long term
Long term
long time
long-lasting
Long-lasting
long-run
long-term
Long-term
Longevity
longevity
Longevity
long-term
Long-term
low footprint
Low impact
low waste
lower use
Maintain
maintain
Maintain
Maintainable
maintained
maintaining
Maintenance
maintenance
Management
Maintaining
material
maximize
miles per gallon



minimal
minimalism
minimize waste
mission
Moderation
money
Money
money-saving
Moral
Morality
Multi-use
my children's future
NA
natural organic spaces
Natural Resources
nature
Nature
Nebulous
necessary
Necessary
necessary evil
needed
Needed
needs
new
No excess waste
no packaging
nonsense
Nonsense
normal
not considering appropriate scales
Not sure
Not waste
Not wasting resources
nature
omnipotent
on-going
ongoing
Ongoing
Opposite of high student debt
organic
Overemphasized
Package free
paper

people
permanency
permanent
Persistence
Personal responsibility
plan
planet
Planet
planning
Planning
plant
plastic
Plausible
politics
Pollution
pollution
population growth
positive
Positive
possibility
possible
Power conservation
practical
Practical
practicality
practice
Practice
preservation
Preservation
Preserve
preserving
proactive
productive
Productive
program
progress
Progressive
proper
protect
Protect
Protect earth
protection
Protection
Quality of life

rationale
re-use
re-using
realistic
reasonable
Reciprocal
recycle
Recycle
RECYCLE
recycle-reuse
recycle/reuse
recycling
Recycling
reduce
Reduce
REDUCE
Reduce use
reduce waste
Reduce waste
Reduced impact
Reducing
reducing waste
Reducing waste
reduction of waste
Regeneration
Reliability
reliable
Reliable
Renew
renewable
Renewable
renewable energy
Renewable Resources
RENEWAL
repurpose
resilience
Resilience
resilience
Resilience
resilient
resist
resistance
resource
RESOURCE

Resource Management
resourcefulness
Resourcefulness
resources
Resources
responsibility
Responsibility
responsible
Responsible
restoration
reusable
Retain
retention
Retention
reusable
Reusable
Reusable options
Reusable waste
reusable
reuse
Reuse
reusable
Reusing
Reverse Global Warming
Sacrifice
safe
Safe
Safety
salvation
same
save
Save
saving
Saving
saving energy
Saving the Earth
Savings
scalable
scaled-down
Science
self-sufficient
Self-sufficient
self-sustaining
sensible

simple
smart
Social
Society
Soil
Solar
solar panels
sound
spoilage
stability
Stability
stable
Stable
Steadfast
stewardship
Stewardship
Strong
Structure
sturdy
sufficient
supplies
support
Support
supportable
supported
Survival
survive
Sustainability
sustainable
Sustainable
Sustainable transportation
Sustaining
symbiotic
Systemic
technology
The future
thoughtful
thoughtful consumption
time
Time
timeless
tolerable
total
transformational

Tree huggers
trendy
triple bottom line
try
tuff
Unchanging
unclear
Unnecessary
unnoticeable
unrealized
upcycle
upheld
Upkeep
Urgent
Use
Use of renewable resources
used
Useful
Vegan
viable
Viable
waist
waste
Waste
wasteful
water
Water
Wind
withstand
Withstand
worth
worth while
zero waste
zero waste living

**Do you learn about sustainability ideas and practices from the following sources? - Other, please specify:**

advertisement
ALEC course
Always try to be green
articles
Articles shared by Facebook and other social media
articles, news, etc.

being an educated human that believes in global
blogs, Instagram
books
Books
Boy Scouts
Celebrities and social media
City Programs
city, NGOs, internet
Classes
Classes and curriculum
Classes at Natural Grocers
co-workers
common sense
Common sense
Common sense, recycling programs
Companies I work with
Conservation Organizations
Critical Thinking
Daily practices
documentaries, news articles
don't know--just know through living life
educating myself
employer
every other campus in the world, practically
Facebook
Famers Market
family
Family
family and travel
family members
Family, Friends
family, online
Flyers
Former employer
Foxnews.com
friend
friends
Friends
Friends and family
general news / media
general public information
general reading and news
General research
global organizations

GOC (Green Omaha Coalition)
google
Google
Grew up on a farm and learned to use what you have or improvise. Be good to the land.
home family
Home life
Home, Community,
<a href="https://www.reddit.com/r/sustainability">https://www.reddit.com/r/sustainability</a>
I am currently in another state, so I haven't truly made it to NE yet to answer these questions.
I am self-motivated. Just installed a 6.7kW solar panel without the need of a UNL office telling me what I should do
I can read
I read
I read.
I teach things like this. I don't need the university to tell me about it.
I work at Love Library and get some sustainability info there.
independent research
Independent research
internet
Internet
INTERNET
Internet and newspaper
internet and tv
internet forums
Internet research
Internet Resources
Internet Sources
internet, co-op, Whole Foods
internet, Open Harvest grocery co-op
Internet, previous knowledge
internet/friends
internet/news
job
Job
Just by living in the U.S. for 25 years
Just posters and stuff around
knew about many from my previous organizations/cities, and personal reading
Landscape Services



League of Conservation Voters
Learning
Lincoln government updates; public school updates
Local & global media
Local government
local green organizations
local/national news
Logic
LPS
mailings, newspaper
Marketing
media
Media
media (newspapers, online, radio)
media/internet
mentors
Mom Blogs
Mostly common sense at this point in my life
Mother Earth News
Multiple sources
My Checking Account
My ENVR Studies minor/advisor are very helpful. My
My family
My friend
My friends and activists
My Greek House
my high school
My high school
my home country
My Homeowners Association
My Major
My own independent research in Environmental Engineering
my own personal research
My own research
my own research and study
My own sources, news, etc.
My parents. Internet research.
My partner is an urban farmer.
My roommate
My sorority
My wife
My work
My years of education/experience

Myself
Myself & Family
National
national and international organizations, governmental agencies, NGOs
National organizations
National Orgs
National publications
NE Industrial Assessment Center
NEVER!
news
News
News and colleagues
news and web
news articles
News articles online
news information
News outlets
news outlets, national organizations
News sites/science blogs
News sources
news, internet, common sense
news, sustainability orgs
News/Internet
News/popular culture
News/Research
Newspaper
newspaper and media
newspaper, internet
newspaper, websites
newspapers
newspapers and TV
Not sure, probably just having a basic understanding of being sustainable from my parents and teachers
NRD Recycling Program
on-line, articles, news
online
Online
Online aids.
Online and from friends
Online articles
Online lectures (The Great Courses)
Online media sources
Online publications

Online resources
online sources
Online, social media
online, various sites
Online/living
Open Harvest
other cities, countries
Other non-Nebraska blogs and online resources
Outside literature
own efforts to learn through accredited sources online
Own research
Peer
Peer reviewed journals
periodicals, education
periodicals, workshops
Personal beliefs
Personal interest
personal interest and research
Personal interests
Personal readings
Personal research
Personal Research
Personal Research/Publications
podcasts
Podcasts
press releases
Previous education
public discourse
public media
Raised with an eco-conscious mother
reading
Reading
reading labels
reading things online
recycling signs, cardboard recycling law
research
research literature
Scientific Journals
Self
self conscience
self-knowledge
Seward has a recycling plant
Sierra Club etc.
Social life

social media
Social media
Social Media
social media, books
Social media, internet
social media, news articles, etc.
social media, news sites
social media; internet; tv shows/documentaries
social media: Reddit; conversations with friends and acquaintances
Societies, Unions
sorority
Sports
Spouse
Spouse - Climate Activist
students
Students
Sunday Farmer's Market
Sustainability Intern
talk with people
television and newspapers
television(net), npr
Tetrad (NIC management)
the community of friends I am part of.
the internet
The internet
The Internet
The internet and family
The internet?
This stuff I have learned long ago
trending topics
trusted environmental advocacy groups
Tv
TV
TV news
TV, Magazines
tv, social media
Twitter
Undergraduate and personal education
UNL Extension
various groups and websites
Various sources
Vendor publications/websites
Wall Street journal

waste collection service; gasoline companies
web
web info
Web Resources
Web resources-- podcasts, etc.
web search
Web sites
website
websites
websites, Facebook
work
Work
world news
YouTube

## Appendix D: Estimate of Sampling Error

Tables 3 through 5 present margins of sampling error for some of the most likely sample sizes *not* taking the design effect from the weighting into account. Exact margins of error for alternative specifications of sample size and reported percentages can be easily computed by using the following formula for the 95% confidence level:

$$\text{Margin of error} = 1.96 * \text{square root } (p(1-p)/n)$$

p = the expected proportion selecting the answer  
n = number of responses

**Table 3. Approximate Margins of Error of Percentages by Selected Sample Size - Faculty**

	Full Sample*	75% Sample	50% Sample	33.3% Sample	25% Sample	10% Sample
Reported Percentage	n=290	n=217	n=145	n=96	n=72	n=29
50	5.75%	6.65%	8.14%	10.00%	11.55%	18.20%
40 or 60	5.64%	6.52%	7.97%	9.80%	11.32%	17.83%
30 or 70	5.27%	6.10%	7.46%	9.17%	10.59%	16.68%
20 or 80	4.60%	5.32%	6.51%	8.00%	9.24%	14.56%
10 or 90	3.45%	3.99%	4.88%	6.00%	6.93%	10.92%
5 or 95	2.51%	2.90%	3.55%	4.36%	5.03%	7.93%

\* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value

**Table 4. Approximate Margins of Error of Percentages by Selected Sample Size NOT Accounting for Design Effect - Staff**

	Full Sample*	75% Sample	50% Sample	33.3% Sample	25% Sample	10% Sample
Reported Percentage	n=410	n=307	n=205	n=136	n=102	n=41
50	4.84%	5.59%	6.84%	8.40%	9.70%	15.31%
40 or 60	4.74%	5.48%	6.71%	8.23%	9.51%	15.00%
30 or 70	4.44%	5.13%	6.27%	7.70%	8.89%	14.03%
20 or 80	3.87%	4.47%	5.48%	6.72%	7.76%	12.24%
10 or 90	2.90%	3.36%	4.11%	5.04%	5.82%	9.18%
5 or 95	2.11%	2.44%	2.98%	3.66%	4.23%	6.67%

\* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value

**Table 5. Approximate Margins of Error of Percentages by Selected Sample Size NOT Accounting for Design Effect - Students**

	Full Sample*	75% Sample	50% Sample	33.3% Sample	25% Sample	10% Sample
Reported Percentage	n=951	n=713	n=475	n=317	n=237	n=95
50	3.18%	3.67%	4.50%	5.50%	6.37%	10.05%
40 or 60	3.11%	3.60%	4.41%	5.39%	6.24%	9.85%
30 or 70	2.91%	3.36%	4.12%	5.04%	5.83%	9.22%
20 or 80	2.54%	2.94%	3.60%	4.40%	5.09%	8.04%
10 or 90	1.91%	2.20%	2.70%	3.30%	3.82%	6.03%
5 or 95	1.39%	1.60%	1.96%	2.40%	2.77%	4.38%

\* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value

When accounting for design effects due to weighting, the adjusted sampling error will be increased as is shown when comparing where the sampling design effect is incorporated:

$$\text{Margin of error} = \text{square root (deff)} * 1.96 * \text{square root (p(1-p)/n)}$$

deff = design effects  
p = the expected proportion selecting the answer  
n = number of responses

**Table 6. Approximate Margins of Error of Percentages by Selected Sample Size Accounting for the Design Effect of Weighting - Staff**

	Full Sample*	75% Sample	50% Sample	33.3% Sample	25% Sample	10% Sample
Reported Percentage	n=410	n=307	n=205	n=136	n=102	n=41
50	4.89%	5.65%	6.91%	8.49%	9.80%	15.46%
40 or 60	4.79%	5.53%	6.77%	8.32%	9.60%	15.15%
30 or 70	4.48%	5.18%	6.34%	7.78%	8.98%	14.17%
20 or 80	3.91%	4.52%	5.53%	6.79%	7.84%	12.37%
10 or 90	2.93%	3.39%	4.15%	5.09%	5.88%	9.27%
5 or 95	2.13%	2.46%	3.01%	3.70%	4.27%	6.74%

\* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value

**Table 7. Approximate Margins of Error of Percentages by Selected Sample Size Accounting for the Design Effect of Weighting - Students**

	Full Sample*	75% Sample	50% Sample	33.3% Sample	25% Sample	10% Sample
Reported Percentage	n=951	n=713	n=475	n=317	n=237	n=95
50	3.58%	4.14%	5.07%	6.20%	7.17%	11.33%
40 or 60	3.51%	4.05%	4.96%	6.08%	7.03%	11.10%
30 or 70	3.28%	3.79%	4.64%	5.69%	6.57%	10.38%
20 or 80	2.87%	3.31%	4.05%	4.96%	5.74%	9.06%
10 or 90	2.15%	2.48%	3.04%	3.72%	4.30%	6.80%
5 or 95	1.56%	1.80%	2.21%	2.70%	3.13%	4.94%

\* 95% confidence interval states that in 95 out of 100 samples drawn using the same sample size and design, the interval will contain the population value



## Appendix E: AAPOR Transparency Initiative Immediate Disclosure Items

1. Who sponsored the research study:  
**Introduction**
2. Who conducted the research study:  
**Introduction**
3. If who conducted the study is different from the sponsor, the original sources of funding will also be disclosed:  
**Introduction**
4. The exact wording and presentation of questions and response options whose results are reported. This includes preceding interviewer or respondent instructions and any preceding questions that might reasonably be expected to influence responses to the reported results:  
**Appendix B**
5. A definition of the population under study and its geographic location:  
**Sampling Design**
6. Dates of data collection:  
**Data Collection Process**
7. A description of the sampling frame(s) and its coverage of the target population, including mention of any segment of the target population that is not covered by the design. This may include, for example, exclusion of Alaska and Hawaii in U.S. surveys; exclusion of specific provinces or rural areas in international surveys; and exclusion of non-panel members in panel surveys. If possible the estimated size of non-covered segments will be provided. If a size estimate cannot be provided, this will be explained. If no frame or list was utilized, this will be indicated:  
**Sampling Design**
8. The name of the sample supplier, if the sampling frame and/or the sample itself was provided by a third party:  
**Sampling Design**
9. The methods used to recruit the panel or participants, if the sample was drawn from a pre-recruited panel or pool of respondents:  
**Not Applicable**
10. A description of the sample design, giving a clear indication of the method by which the respondents were selected, recruited, intercepted or otherwise contacted or encountered, along with any eligibility requirements and/or oversampling. If quotas were used, the variables defining the quotas will be reported. If a within-household selection procedure was used, this will be described. The description of the sampling frame and sample design will include sufficient detail to determine whether the respondents were selected using probability or non-probability methods:  
**Sampling Design**
11. Method(s) and mode(s) used to administer the survey (e.g., CATI, CAPI, ACASI, IVR, mail survey, web survey) and the language(s) offered:  
**Questionnaire Design and Data Collection Process**

12. Sample sizes (by sampling frame if more than one was used) and a discussion of the precision of the findings. For probability samples, the estimates of sampling error will be reported, and the discussion will state whether or not the reported margins of sampling error or statistical analyses have been adjusted for the design effect due to weighting, clustering, or other factors. Disclosure requirements for non-probability samples are different because the precision of estimates from such samples is a model-based measure (rather than the average deviation from the population value over all possible samples). Reports of non-probability samples will only provide measures of precision if they are accompanied by a detailed description of how the underlying model was specified, its assumptions validated and the measure(s) calculated. To avoid confusion, it is best to avoid using the term “margin of error” or “margin of sampling error” in conjunction with non-probability samples:

**Sampling Design, Design Effect, and Appendix D**

13. A description of how the weights were calculated, including the variables used and the sources of weighting parameters, if weighted estimates are reported:

**Data Weights**

14. If the results reported are based on multiple samples or multiple modes, the preceding items will be disclosed for each:

**See 1-13 and Findings**

15. Contact for obtaining more information about the study:

**Questions**