

### 3. Survey Results

#### 3.1 Demographics: SU Affiliation of respondents

With a total of 671 respondents, 8% of SU students and employees responded to the Sustainability Culture Survey (Figure 1). Of the total university population, response rates were somewhat statistically significant for staff (28%) and faculty (15%). For students, the response rate was only 5% for undergraduates and 6% for graduates.

Table 1: Total Survey respondents versus total university population

SU Affiliation	Respondents <sup>a</sup>		Total Population <sup>b</sup>	% Total Response <sup>c</sup>
<b>Undergraduate Student</b>	203	30%	4301	5%
<b>Graduate Student</b>	139	21%	2210	6%
<b>Staff</b>	213	32%	749	28%
<b>Faculty</b>	116	17%	752	15%
<b>Total</b>	671	100%	8012	8%

<sup>a</sup>: Responses to the 2021 Survey

<sup>b</sup>: Total Seattle University Population of [students](#) and [faculty & staff](#) based on 2021 Institutional Research statistics

<sup>c</sup>: Percentage of each population group that responded to the survey. For example, 5% of all undergraduate students responded to this survey

#### 3.2 Literacy, Values, Beliefs

##### Question 1: Are you or have you been directly affected by climate change and/or environmental injustice?

Table 2 summarizes participant’s response to feeling affected by climate change and environmental injustice. The majority of all respondents (53%) said that they had been affected by climate change and/or environmental injustice. Followed by 28% claimed that they had not been affected; 19% were unsure on whether they had been.

Table 2: Affect of Climate Change and Environmental Injustice on SU Population

Have you been directly affected by climate change and/or environmental injustice?							
SU Affiliation	Yes		Maybe		No		Total
<b>Undergraduate Student</b>	73	43%	33	20%	62	37%	168 29%
<b>Graduate Student</b>	56	51%	22	20%	32	29%	110 19%
<b>Staff</b>	124	65%	29	15%	39	20%	192 34%
<b>Faculty</b>	54	52%	23	22%	26	25%	103 18%
<b>Total</b>	307	54%	107	19%	159	28%	573

**Question 2: If “yes” or “maybe”, describe your experience in a short sentence.**

In addition, respondents who answered ‘yes’ or ‘maybe’ could provide a brief explanation of their answer. Some of the most frequent insights that participants shared were the increasing temperatures, wildfires, air quality, increase in natural disasters, reduction of biodiversity, and drought/ water insecurity.

**Question 3: Beliefs, Attitudes, Opinions About Impact of Climate Change**

Participants were asked to indicate their level of agreement with specific statements related to beliefs, attitudes, and opinions about the impact of climate change. These statements included: abuses to the environment disproportionately diminish the wellbeing of people of color and low – income communities, climate change is currently a threat to humans and the natural environment, and human behavior plays a significant part in climate change. Overall, 91% of respondents agreed with the statements. ‘Strongly Agree’ had the highest ranking (75%), followed by ‘Agree’ (16%), ‘Neither Agree nor Disagree’ (3%), ‘Strongly Disagree’ (5%) and ‘Disagree’ (1%). Tables 3-5 below summarize participant responses.

**Table 3: Abuses to the Environment Affect People of Color and Low-income Communities**

<b>Abuses to Environment Disproportionately Diminish the Wellbeing of People of Color and Low-Income Communities</b>											
<b>SU Affiliation</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Total</b>
<b>Undergraduate Student</b>	116	69%	37	22%	5	3%	2	1%	8	5%	168 29%
<b>Graduate Student</b>	71	64%	23	21%	7	6%	3	3%	7	6%	192 33%
<b>Staff</b>	120	63%	46	24%	11	6%	3	2%	12	6%	111 19%
<b>Faculty</b>	62	60%	28	27%	3	3%	3	3%	7	7%	103 18%
<b>Total</b>	369	64%	134	23%	26	5%	11	2%	34	6%	574

**Table 4: Climate Change Threat to Humans and Natural Environment**

<b>Climate Change is Currently a Threat to Humans and the Natural Environment</b>											
<b>SU Affiliation</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neither Agree nor Disagree</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>Total</b>
<b>Undergraduate Student</b>	142	85%	17	10%	2	1%	0	0%	7	4%	168 29%
<b>Graduate Student</b>	84	76%	19	17%	3	3%	0	0%	5	5%	111 19%
<b>Staff</b>	163	84%	19	10%	1	1%	1	1%	10	5%	194 34%
<b>Faculty</b>	83	81%	10	10%	3	3%	3	3%	4	4%	103 18%
<b>Total</b>	472	82%	65	11%	9	2%	4	1%	26	5%	576

**Table 5: Agree or Disagree - Humans greatly contribute to the climate change crisis**

Human Behavior Plays a Significant Part in Climate Change												
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
Undergraduate Student	135	80%	23	14%	2	1%	1	1%	7	4%	168	29%
Graduate Student	86	77%	16	14%	2	2%	2	2%	5	5%	111	19%
Staff	149	77%	29	15%	4	2%	1	1%	10	5%	193	34%
Faculty	85	83%	10	10%	2	2%	1	1%	5	5%	103	18%
<b>Total</b>	<b>455</b>	<b>79%</b>	<b>78</b>	<b>14%</b>	<b>10</b>	<b>2%</b>	<b>5</b>	<b>1%</b>	<b>27</b>	<b>5%</b>	<b>575</b>	

#### Question 4: How Do You Perceive the Impacts of Climate Change and How They May Affect You?

91% of the 575 respondents believe the impact of climate change will be significant. 9% claim to not know the scale of the impacts, and 2% believe impacts will be insignificant. This question has interesting results due to the difference between those who believe the climate impacts will be significant and worry (80%), and those who worry but do not believe the results will be significant (11%). In future studies it would be interesting to find a way to elaborate on this question.

Table 6: Perception of Climate Change Impacts and Level of Worry

Perception of Climate Change & Level of Worry												
SU Affiliation	I think climate change impacts will be significant, and I worry about how they might affect my life.		I think climate change impacts will be significant, but I do not worry about how they might affect my life.		I do not know the scale of the impacts, but I worry about how they might affect my life.		I do not know the scale of the impacts, and I do not worry about how they might affect my life.		I think climate change impacts will be insignificant, and I do not worry about how they might affect my life.		Total	
Undergraduate Student	141	84%	18	11%	8	5%	1	1%	0	0%	168	29%
Graduate Student	92	83%	9	8%	6	6%	3	3%	1	1%	111	19%
Staff	153	79%	21	11%	17	9%	1	1%	1	1%	193	34%
Faculty	75	73%	17	17%	7	7%	4	4%	0	0%	103	18%
<b>Total</b>	<b>461</b>	<b>80%</b>	<b>65</b>	<b>11%</b>	<b>38</b>	<b>7%</b>	<b>9</b>	<b>2%</b>	<b>2</b>	<b>0%</b>	<b>575</b>	

#### Question 5: In your opinion, which of the following best describes 'sustainability'?

With this question, respondents could select the phrase that best describes sustainability. Of the 575 respondents, the most common (53%) answer was 'Considering impacts of activity on people, planet, and prosperity', followed by (13%) 'Environmental Protection'. "Greenhouse gas emissions reduction to mitigate climate change", (9%) and "Financially viable" (7%). Only 1% of respondents said they did not know how to best describe Sustainability.

Table 7: Definition of 'Sustainability'

Sustainability Definition										
SU Affiliation	Undergraduate Student		Graduate Student		Staff		Faculty		Total	
Considering impacts of activity on people, planet, and prosperity	86	51%	49	44%	113	59%	58	56%	306	53%
Greenhouse gas emissions reduction to mitigate climate change	17	10%	14	13%	11	6%	9	9%	51	9%
Don't Know	0	0%	1	1%	4	2%	2	2%	7	1%
Energy Efficiency	7	4%	1	1%	1	1%	3	3%	12	2%
Environmental Protection	29	17%	9	8%	28	15%	8	8%	74	13%
Financially Viable	3	2%	1	1%	1	1%	3	3%	8	1%
Natural Resource Conservation	11	7%	13	12%	12	6%	7	7%	43	7%
Promoting Social Justice	1	0%	3	3%	3	2%	5	5%	12	2%
Waste Management	5	3%	4	4%	3	2%	1	1%	13	2%
Other	9	5%	16	14%	17	9%	7	7%	49	9%
<b>Total</b>	<b>168</b>	<b>29%</b>	<b>111</b>	<b>19%</b>	<b>193</b>	<b>34%</b>	<b>103</b>	<b>18%</b>	<b>575</b>	

### 3.3 Awareness, Campus Engagement, Behavior

#### Question 1: Please Indicate Your Level of Awareness of SU Sustainability

Participants were asked to indicate their level of awareness of Sustainability at SU, specifically regarding the commitments, goals, policies, and programs of the University. The majority of participants (42%) reported that they could 'give a few examples of sustainability at SU' followed by 39% of respondents who indicated they 'have a vague understanding of Sustainability at SU'.

Only 7% of the survey population reported having a 'comprehensive understanding' –none of them were graduate student population. 11% of Survey Respondents indicated that they did 'not know about sustainability at SU'.

Table 8: Awareness of Sustainability Commitments

Awareness of SU Sustainability Commitments: Goals, Policies, Programs					
SU Affiliation	I have a comprehensive understanding of sustainability at SU	I could give a few examples of sustainability at SU	I have a vague understanding of sustainability at SU	I do not know about sustainability at SU	Total
Undergraduate Student	14 9%	52 34%	76 50%	11 7%	153 9%
Graduate Student	0 0%	20 19%	48 46%	36 35%	104 19%
Staff	16 9%	103 57%	59 32%	4 2%	182 34%
Faculty	7 7%	53 54%	29 30%	9 9%	98 18%
<b>Total</b>	<b>37 7%</b>	<b>228 42%</b>	<b>212 39%</b>	<b>60 11%</b>	<b>537</b>

### Question 2: If You Have a Question About Sustainability at SU, Where Do You Turn to Find an Answer?

The most common responses to this open question included: “CEJS”, followed by “Seattle University Website”, searching “Seattle University Sustainability”, and various references to staff and faculty members on campus.

### Question 3: Indicate Awareness of Sustainability Related Initiatives / Commitments SU has taken

Participants were asked to indicate their level of awareness of specific sustainability - related initiatives and commitments at SU. More specifically, this question regarded the Laudato Si Commitment, divestment from fossil fuels, UN Sustainable Development Goals framework, and participation in the Sustainability Tracking Assessment and Rating program. ‘Unaware’ had the highest ranking for all scenarios, averaging 49% of total responses. In comparison, only an average of 12% of respondents indicated full awareness. With this, it is evident that efforts to increase awareness of these programs are needed to improve the overall understanding of sustainability related initiatives and commitments at SU. Tables 9-12 below summarize participants response for sustainability – related initiatives.

Table 9: Awareness of Fall 2021 Commitment to Laudato Si’ Action Platform Commitment

Awareness of Fall 2021 Commitment to Laudato Si’ Action Platform										
SU Affiliation	Fully Aware		Aware and Familiar		Aware but little understanding		Unaware		Total	
<b>Undergraduate Student</b>	12	8%	15	10%	29	19%	97	63%	153	29%
<b>Graduate Student</b>	0	0%	7	7%	18	17%	78	76%	103	19%
<b>Staff</b>	27	15%	32	17%	62	34%	62	34%	183	34%
<b>Faculty</b>	14	14%	23	24%	35	36%	25	26%	97	18%
<b>Total</b>	53	10%	77	14%	144	27%	262	49%	536	

Table 10: Awareness of 2018 Fossil Fuel Reserve Divestment

Awareness of 2018 Fossil Fuel Reserve Divestment										
SU Affiliation	Fully Aware		Aware and Familiar		Aware but little understanding		Unaware		Total	
<b>Undergraduate Student</b>	26	17%	22	14%	17	11%	88	58%	153	29%
<b>Graduate Student</b>	2	2%	10	10%	16	16%	75	73%	103	19%
<b>Staff</b>	50	28%	58	32%	38	21%	35	19%	181	34%
<b>Faculty</b>	33	34%	37	38%	12	12%	15	15%	97	18%
<b>Total</b>	111	21%	127	24%	83	16%	213	40%	534	

Table 11: Respondent Awareness of UN Sustainable Development Goal Framework

Awareness of UN Sustainable Development Goal Framework										
SU Affiliation	Fully Aware		Aware and Familiar		Aware but little understanding		Unaware		Total	
Undergraduate Student	9	6%	16	10%	33	22%	95	62%	153	29%
Graduate Student	0	0%	4	4%	13	13%	85	83%	102	19%
Staff	9	5%	23	13%	48	27%	101	56%	181	34%
Faculty	4	4%	15	15%	27	28%	51	53%	97	18%
<b>Total</b>	<b>22</b>	<b>4%</b>	<b>58</b>	<b>11%</b>	<b>121</b>	<b>23%</b>	<b>332</b>	<b>62%</b>	<b>533</b>	

Table 12: Respondent Awareness of Sustainability Tracking, Assessment and Rating System

Awareness of Sustainability Tracking, Assessment and Rating System										
SU Affiliation	Fully Aware		Aware and Familiar		Aware but little understanding		Unaware		Total	
Undergraduate Student	21	14%	21	14%	35	23%	75	49%	152	29%
Graduate Student	1	1%	4	4%	19	19%	77	76%	101	19%
Staff	28	15%	41	23%	63	35%	50	27%	182	34%
Faculty	11	11%	22	23%	30	31%	34	35%	97	18%
<b>Total</b>	<b>61</b>	<b>11%</b>	<b>88</b>	<b>17%</b>	<b>147</b>	<b>28%</b>	<b>236</b>	<b>44%</b>	<b>532</b>	

**Question 4: Indicate Awareness of Each Sustainability Goal set by SU**

Participants were asked to indicate their awareness of sustainability goals set by Seattle University. These goals include becoming zero waste, diversify purchasing, reducing carbon emissions 51% by 2035, and the climate action plan adopted in 2010. Overall, ‘Unaware’ averaged the highest ranking (53%) for all sustainability goals. Only 8% of respondents indicated full awareness. Similar to the minimal respondent awareness of specific sustainability related initiatives and commitments at SU, it is evident that efforts to increase awareness of sustainability goals are crucial in order to improve the overall understanding of sustainability at SU. Tables 13-16 below summarize participants’ responses to each sustainability goal listed.

Table 13: Respondent Awareness of Goal to be Zero Waste by 2025

Awareness of Goal to become Zero Waste by 2025										
SU Affiliation	Fully Aware		Aware and Familiar		Aware but little understanding		Unaware		Total	
Undergraduate Student	22	14%	37	24%	36	24%	58	38%	153	29%
Graduate Student	2	2%	12	12%	20	19%	69	67%	101	19%
Staff	21	12%	53	29%	50	28%	57	31%	182	34%
Faculty	10	10%	28	29%	23	24%	35	36%	97	18%
<b>Total</b>	<b>55</b>	<b>10%</b>	<b>130</b>	<b>24%</b>	<b>129</b>	<b>24%</b>	<b>219</b>	<b>41%</b>	<b>532</b>	



Table 14: Respondent Awareness of 5-Year Goal to Diversify Purchasing by 10%

Awareness of 5-Year Goal to Diversify Purchasing by 10%					
SU Affiliation	Fully Aware	Aware and Familiar	Aware but little understanding	Unaware	Total
Undergraduate Student	10 7%	18 12%	23 15%	100 66%	151 28%
Graduate Student	1 1%	7 7%	6 6%	88 86%	102 19%
Staff	34 19%	51 28%	49 27%	48 26%	182 34%
Faculty	5 5%	27 28%	19 20%	45 47%	96 18%
<b>Total</b>	<b>50 9%</b>	<b>103 19%</b>	<b>97 18%</b>	<b>281 56%</b>	<b>531</b>

Table 15: Respondent Awareness of Goal to Reduce Carbon Emissions 51% by 2035

Respondent Awareness of Goal to Reduce Carbon Emissions 51% by 2035					
SU Affiliation	Fully Aware	Aware and Familiar	Aware but little understanding	Unaware	Total
Undergraduate Student	12 8%	15 10%	22 15%	102 68%	151 28%
Graduate Student	2 2%	5 5%	6 6%	90 87%	103 19%
Staff	7 4%	24 13%	40 22%	111 61%	182 34%
Faculty	0 0%	9 9%	24 25%	63 66%	96 18%
<b>Total</b>	<b>21 4%</b>	<b>53 10%</b>	<b>92 17%</b>	<b>366 69%</b>	<b>532</b>

Table 16: Awareness of 2010 Climate Action Plan

Awareness of SU Climate Action Plan					
SU Affiliation	Fully Aware	Aware and Familiar	Aware but little understanding	Unaware	Total
Undergraduate Student	18 12%	17 11%	43 28%	74 49%	152 29%
Graduate Student	2 2%	4 4%	16 16%	81 79%	103 19%
Staff	16 9%	25 14%	75 41%	66 36%	182 34%
Faculty	3 3%	20 21%	36 38%	37 39%	96 18%
<b>Total</b>	<b>39 7%</b>	<b>66 12%</b>	<b>170 32%</b>	<b>258 48%</b>	<b>533</b>

### Question 5: Indicate Frequency of Sustainability - Related Behaviors

In this section, participants were asked to indicate their daily frequency of specific Sustainability and Climate Change Focused Behaviors. These behaviors include: turning off and unplugging electronics when not in use, minimizing heater usage by wearing more layers, washing full loads of laundry, using cold water to do laundry, air drying clothes, taking quick showers, and using reusable beverage containers and reusable shopping bags. Behaviors that are most frequently practiced by most respondents are: turning off electronics when not in use, only washing full loads of laundry, and using reusable beverage containers and shopping bags. More than 85% of participants always or often performed these behaviors. Behaviors that were not frequently completed are: unplugging electronics when not in use, air drying clothing, and taking five minute or less showers. Behaviors that were not

frequently completed are: unplugging electronics when not in use, air drying clothing, and taking five minute or less showers. Increased awareness about the sustainability impact of these actions will be beneficial as 43% of respondents indicated rarely or never performing these behaviors. Tables 17-25 below summarize participants response to each behavior.

Table 17: Respondent Frequency of Turning off Electronics When Not in Use

Frequency of Turning Off Electronics When Not in Use														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable		Total	
Undergraduate Student	71	47%	60	40%	16	11%	3	2%	1	1%	1	1%	152	29%
Graduate Student	48	48%	45	45%	7	7%	1	1%	0	0%	0	0%	101	19%
Staff	76	42%	88	48%	16	9%	1	1%	0	0%	1	1%	182	34%
Faculty	43	44%	41	42%	10	10%	2	2%	0	0%	1	1%	97	18%
<b>Total</b>	<b>238</b>	<b>45%</b>	<b>234</b>	<b>44%</b>	<b>49</b>	<b>9%</b>	<b>7</b>	<b>1%</b>	<b>1</b>	<b>0%</b>	<b>3</b>	<b>1%</b>	<b>532</b>	

Table 18: Respondent Frequency of Unplugging Electronics when Not in Use

Frequency of Unplugging Electronics When Not in Use														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable		Total	
Undergraduate Student	19	13%	44	29%	40	26%	28	18%	20	13%	1	1%	152	29%
Graduate Student	10	10%	19	19%	31	31%	25	25%	16	16%	0	0%	101	19%
Staff	11	6%	20	11%	51	28%	64	35%	35	19%	1	1%	182	34%
Faculty	9	9%	15	15%	19	20%	37	38%	16	16%	1	1%	97	18%
<b>Total</b>	<b>49</b>	<b>9%</b>	<b>98</b>	<b>18%</b>	<b>141</b>	<b>27%</b>	<b>154</b>	<b>29%</b>	<b>87</b>	<b>16%</b>	<b>3</b>	<b>1%</b>	<b>532</b>	

Table 19: Respondent Frequency of Wearing Layers to Minimize Heater Usage

Frequency of Wearing Layers to Minimize Heater Usage														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable		Total	
Undergraduate Student	50	33%	59	39%	28	18%	7	5%	5	3%	3	2%	152	29%
Graduate Student	31	31%	34	34%	28	28%	5	5%	2	2%	1	1%	101	19%
Staff	55	30%	86	47%	36	20%	2	1%	0	0%	3	2%	182	34%
Faculty	48	49%	29	30%	15	15%	5	5%	0	0%	1	1%	97	18%
<b>Total</b>	<b>184</b>	<b>35%</b>	<b>208</b>	<b>39%</b>	<b>107</b>	<b>4%</b>	<b>19</b>	<b>4%</b>	<b>7</b>	<b>1%</b>	<b>7</b>	<b>1%</b>	<b>532</b>	



Table 20: Respondent Frequency of Only Washing Full Loads of Laundry

Frequency of Only Washing Full Laundry Loads														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable	Total		
Undergraduate Student	116	76%	23	15%	10	7%	0	0%	0	0%	3	2%	152	29%
Graduate Student	67	66%	23	23%	10	10%	1	1%	0	0%	0	0%	101	19%
Staff	113	62%	52	29%	12	7%	1	1%	0	0%	3	2%	181	34%
Faculty	71	74%	17	18%	8	8%	0	0%	0	0%	0	0%	96	18%
<b>Total</b>	<b>367</b>	<b>69%</b>	<b>115</b>	<b>22%</b>	<b>40</b>	<b>8%</b>	<b>2</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>1%</b>	<b>530</b>	

Table 21: Respondent Frequency of Using Cold Water to do Laundry

Frequency of Using Cold Water to do Laundry														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable	Total		
Undergraduate Student	69	45%	31	20%	29	19%	14	9%	4	3%	5	3%	152	29%
Graduate Student	41	41%	28	28%	21	21%	9	9%	2	2%	0	0%	101	19%
Staff	70	38%	61	34%	29	16%	16	9%	4	2%	2	1%	182	34%
Faculty	38	40%	33	34%	19	20%	5	5%	1	1%	0	0%	96	18%
<b>Total</b>	<b>218</b>	<b>41%</b>	<b>153</b>	<b>29%</b>	<b>98</b>	<b>18%</b>	<b>44</b>	<b>8%</b>	<b>11</b>	<b>2%</b>	<b>7</b>	<b>1%</b>	<b>531</b>	

Table 22: Respondent Frequency of Air-Drying Clothes

Frequency of Air - Drying Clothes														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable	Total		
Undergraduate Student	5	3%	19	13%	37	25%	46	30%	43	28%	1	1%	151	29%
Graduate Student	4	4%	18	18%	21	21%	32	32%	26	26%	0	0%	101	19%
Staff	10	5%	30	16%	66	36%	48	26%	26	14%	2	1%	182	34%
Faculty	12	13%	16	17%	22	23%	28	30%	16	17%	0	0%	94	18%
<b>Total</b>	<b>31</b>	<b>6%</b>	<b>83</b>	<b>16%</b>	<b>146</b>	<b>28%</b>	<b>154</b>	<b>29%</b>	<b>111</b>	<b>21%</b>	<b>3</b>	<b>1%</b>	<b>528</b>	

Table 23: Respondent Frequency of 5 Minute or Less Shower

Frequency of 5 Minute or Less Shower														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable	Total		
Undergraduate Student	10	7%	20	13%	43	29%	53	35%	24	16%	0	0%	150	29%
Graduate Student	5	5%	23	23%	39	39%	21	21%	11	11%	2	2%	101	19%
Staff	22	12%	49	27%	56	31%	36	20%	18	10%	0	0%	182	34%
Faculty	21	22%	20	21%	28	29%	21	22%	5	5%	0	0%	95	18%
<b>Total</b>	<b>58</b>	<b>11%</b>	<b>112</b>	<b>21%</b>	<b>166</b>	<b>31%</b>	<b>131</b>	<b>25%</b>	<b>58</b>	<b>11%</b>	<b>3</b>	<b>1%</b>	<b>528</b>	

Table 24: Respondent Frequency of Using a Reusable Beverage Container

Frequency of Using a Reusable Beverage Container														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable	Total		
Undergraduate Student	91	60%	57	31%	8	5%	2	1%	1	1%	3	2%	152	29%
Graduate Student	53	52%	37	37%	10	10%	0	0%	0	0%	1	1%	101	19%
Staff	88	48%	76	42%	14	8%	2	1%	0	0%	2	1%	182	34%
Faculty	49	51%	37	39%	10	10%	0	0%	0	0%	0	0%	96	18%
<b>Total</b>	<b>281</b>	<b>53%</b>	<b>197</b>	<b>37%</b>	<b>42</b>	<b>8%</b>	<b>4</b>	<b>1%</b>	<b>1</b>	<b>0%</b>	<b>6</b>	<b>1%</b>	<b>531</b>	

Table 25: Frequency of Using a Reusable Shopping Bag

Frequency of Using a Reusable Shopping Bag														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable	Total		
Undergraduate Student	71	47%	63	41%	14	9%	1	1%	1	1%	2	1%	152	29%
Graduate Student	38	38%	48	48%	13	13%	1	1%	1	1%	0	0%	101	19%
Staff	101	55%	55	30%	18	10%	6	3%	0	0%	2	1%	182	34%
Faculty	59	61%	32	33%	5	5%	0	0%	0	0%	0	0%	96	18%
<b>Total</b>	<b>269</b>	<b>51%</b>	<b>198</b>	<b>37%</b>	<b>50</b>	<b>9%</b>	<b>8</b>	<b>2%</b>	<b>2</b>	<b>0%</b>	<b>4</b>	<b>1%</b>	<b>531</b>	

**Question 6: Indicate Frequency of Sustainability - Related Purchasing Behaviors**

Participants were asked to indicate how often they act on Sustainability and Climate Change in relation to purchasing behaviors. These behaviors include purchasing socially or environmentally responsible products, purchasing plant based instead of animal derived products, purchasing used items instead of new, and purchasing an item from a woman, veteran, or BIPOC (Black, Indigenous, People of Color) owned business. ‘Sometimes’ had the highest ranking for all purchasing scenarios, averaging 40% of total responses, followed by ‘Often’. With this, it is possible that increasing sustainable purchasing opportunities on campus may lead to an increase in sustainable purchasing behaviors of the community. Tables 26-29 below summarize participants response to each purchasing behavior.

Table 26: Purchasing Socially or Environmentally Responsible Products

Frequency of Intentionally Purchasing Socially or Environmentally Responsible Products														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable	Total		
Undergraduate Student	9	6%	44	29%	59	39%	24	16%	14	9%	2	1%	152	29%
Graduate Student	5	5%	39	39%	36	36%	13	13%	5	5%	2	2%	100	19%
Staff	4	2%	59	32%	87	48%	24	13%	6	3%	2	1%	182	34%
Faculty	5	5%	42	44%	33	34%	10	10%	5	5%	1	1%	96	18%
<b>Total</b>	<b>23</b>	<b>4%</b>	<b>184</b>	<b>35%</b>	<b>215</b>	<b>41%</b>	<b>71</b>	<b>13%</b>	<b>30</b>	<b>6%</b>	<b>7</b>	<b>1%</b>	<b>530</b>	

Table 27: Purchasing Plant – Based Instead of Animal – Derived

Frequency of Purchasing Plant-Based Instead of Animal-Derived Products							
SU Affiliation	Always	Often	Sometimes	Rarely	Never	Not Applicable	Total
Undergraduate Student	21 14%	35 23%	46 30%	31 20%	16 11%	3 2%	152 29%
Graduate Student	13 13%	36 36%	29 29%	14 14%	7 7%	1 1%	100 19%
Staff	18 10%	45 25%	80 44%	30 16%	7 4%	2 1%	182 34%
Faculty	10 10%	32 33%	33 34%	15 16%	5 5%	1 1%	96 18%
<b>Total</b>	<b>62 12%</b>	<b>148 28%</b>	<b>188 35%</b>	<b>90 17%</b>	<b>35 7%</b>	<b>7 1%</b>	<b>530</b>

Table 28: Purchasing Used Instead of New Item

Frequency of Intentionally Purchasing a Used Item Instead of a New Item							
SU Affiliation	Always	Often	Sometimes	Rarely	Never	Not Applicable	Total
Undergraduate Student	19 12%	63 41%	50 33%	12 8%	7 5%	2 1%	153 29%
Graduate Student	5 5%	44 44%	31 31%	16 16%	3 3%	1 1%	100 19%
Staff	9 5%	52 29%	85 47%	29 16%	6 3%	1 1%	182 34%
Faculty	2 2%	35 37%	45 47%	10 11%	3 3%	0 0%	95 18%
<b>Total</b>	<b>35 7%</b>	<b>194 37%</b>	<b>211 40%</b>	<b>67 13%</b>	<b>19 4%</b>	<b>4 1%</b>	<b>530</b>

Table 29: Frequency of Purchasing Item from Minority or Veteran Owned Business

Frequency of Intentionally Purchasing an Item that is Made or Sold by a Woman, Veteran, or BIPOC Owned Business							
SU Affiliation	Always	Often	Sometimes	Rarely	Never	Not Applicable	Total
Undergraduate Student	8 5%	41 27%	61 40%	20 13%	19 12%	4 3%	153 29%
Graduate Student	2 2%	33 33%	43 43%	14 14%	6 6%	2 2%	100 19%
Staff	4 2%	54 30%	90 50%	26 14%	6 3%	2 1%	182 34%
Faculty	3 3%	29 30%	41 43%	16 17%	6 6%	1 1%	96 18%
<b>Total</b>	<b>17 3%</b>	<b>157 30%</b>	<b>235 44%</b>	<b>76 14%</b>	<b>37 7%</b>	<b>9 2%</b>	<b>531</b>

### Question 7: Indicate Frequency of Engaging with Sustainability and Climate Change

In this section, participants were asked to indicate how frequently they engage with sustainability and climate change, including taking sustainability – focused classes, advocating for sustainable practices at SU, participating in sustainability related campus activities, prioritize working for an employer that demonstrates sustainable business practices, financially support climate change organizations, and buying carbon offsets. Out of the six different engagement activities, more than 60% of respondents indicated they ‘Always’, ‘Often’ or ‘Sometimes’ prioritize working for an employer that demonstrates sustainable business practices and financially support sustainability and climate change organizations. In comparison, 65% of respondents indicated they rarely or never purchased carbon offsets. This behavior would benefit from increased awareness about its impact. Tables 30-35 summarize participants response to each behavior.

Table 30: Respondent Frequency of Taking Classes Focusing of Social, Economic, Environmental Sustainability When Available

Frequency of Taking Classes That Focus on Social, Economic and/or Environmental Sustainability When Available							
SU Affiliation	Always	Often	Sometimes	Rarely	Never	Not Applicable	Total
Undergraduate Student	17 11%	36 24%	54 35%	29 19%	12 8%	5 3%	153 29%
Graduate Student	4 4%	17 17%	35 35%	20 20%	13 13%	11 11%	100 19%
Staff	1 1%	11 6%	44 24%	33 18%	48 26%	45 25%	182 34%
Faculty	2 2%	7 7%	16 17%	15 16%	16 17%	40 42%	96 18%
<b>Total</b>	24 5%	71 13%	28%	97 18%	89 17%	101 19%	531

Table 31: Respondent Frequency of Advocating for Sustainable Practices and Initiatives

Frequency of Advocating for Sustainable Practices and Initiatives at SU							
SU Affiliation	Always	Often	Sometimes	Rarely	Never	Not Applicable	Total
Undergraduate Student	15 10%	30 20%	31 20%	36 24%	39 25%	2 1%	153 29%
Graduate Student	2 2%	6 6%	15 15%	32 32%	40 40%	5 5%	100 19%
Staff	10 6%	32 18%	49 27%	46 26%	28 15%	16 9%	181 34%
Faculty	11 11%	18 19%	32 33%	19 18%	11 11%	5 5%	96 18%
<b>Total</b>	38 7%	86 16%	127 24%	133 25%	118 22%	28 5%	530

Table 32: Respondent Frequency of Participating in Activities on Campus Related to Sustainability

Frequency of Participating in Activities on Campus Related to Sustainability							
SU Affiliation	Always	Often	Sometimes	Rarely	Never	Not Applicable	Total
Undergraduate Student	10 7%	17 11%	43 28%	42 27%	38 25%	3 2%	153 29%
Graduate Student	1 1%	3 3%	8 8%	21 21%	60 61%	6 6%	99 19%
Staff	1 1%	22 12%	74 41%	48 26%	23 13%	14 8%	182 34%
Faculty	3 3%	14 15%	40 42%	20 21%	16 17%	3 3%	96 18%
<b>Total</b>	15 3%	56 11%	165 31%	131 25%	137 26%	26 5%	530

Table 33: Respondent Frequency of Working for an Employer that Demonstrates Sustainable Business Practices

Frequency of Prioritizing Working for an Employer that Demonstrates Sustainable Business Practices							
SU Affiliation	Always	Often	Sometimes	Rarely	Never	Not Applicable	Total
Undergraduate Student	19 13%	45 30%	30 20%	25 16%	24 16%	9 6%	152 29%
Graduate Student	13 13%	25 25%	22 22%	16 16%	16 16%	8 8%	100 19%
Staff	16 9%	61 34%	49 27%	18 10%	17 10%	20 11%	181 34%
Faculty	15 16%	20 21%	19 18%	7 8%	13 14%	22 23%	96 18%
<b>Total</b>	63 12%	151 29%	120 23%	66 12%	70 13%	59 11%	529

Table 34: Respondent Frequency of Financially Supporting Sustainability and Climate Change Organizations

Frequency of Financially Supporting Sustainability and Climate Change Organizations														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable		Total	
Undergraduate Student	8	5%	23	15%	43	28%	34	22%	39	25%	6	4%	153	29%
Graduate Student	6	6%	19	19%	36	36%	18	18%	17	17%	4	4%	100	19%
Staff	11	6%	45	25%	65	36%	30	17%	25	14%	4	2%	180	34%
Faculty	15	16%	33	34%	29	30%	11	12%	8	9%	0	0%	96	18%
<b>Total</b>	<b>40</b>	<b>8%</b>	<b>120</b>	<b>23%</b>	<b>173</b>	<b>33%</b>	<b>93</b>	<b>18%</b>	<b>89</b>	<b>17%</b>	<b>14</b>	<b>3%</b>	<b>529</b>	

Table 35: Respondent Frequency of Buying Carbon Offsets

Frequency of Buying Carbon Offsets														
SU Affiliation	Always		Often		Sometimes		Rarely		Never		Not Applicable		Total	
Undergraduate Student	1	1%	7	5%	19	12%	19	12%	89	58%	18	12%	153	29%
Graduate Student	3	3%	4	4%	10	10%	17	17%	59	59%	7	7%	100	19%
Staff	3	2%	4	2%	22	12%	31	17%	102	56%	19	11%	181	34%
Faculty	5	5%	4	4%	15	16%	19	20%	48	50%	5	5%	96	18%
<b>Total</b>	<b>12</b>	<b>2%</b>	<b>19</b>	<b>4%</b>	<b>66</b>	<b>12%</b>	<b>86</b>	<b>16%</b>	<b>298</b>	<b>56%</b>	<b>49</b>	<b>9%</b>	<b>530</b>	

**Question 8: Support of a fee for a compostable to-go container at SU's Redhawk Dining locations if the fee would be used to support a food sustainability/security-related project at SU.**

Participants were asked if they would support a fee for compostable to-go containers at SU's Redhawk Dining Locations if the fee would support food sustainability/security – related projects at SU. Of the respondents who dine at Redhawk dining, 44% reported 'Yes, \$0.25/container', followed by 'Yes, \$0.50/container' , (25%), 'No, I would not support such a fee' . (24%) and 'Yes, \$1.00/container' , (7%).

Table 36: Respondent Support of Fee for Compostable To-Go Container at SU Dining Locations

Support Fee for Compostable to-go Container at SU's Redhawk Dining Locations										
SU Affiliation	Yes, \$1.00/container		Yes, \$0.50/container		Yes, \$0.25/container		No, I would not support such a fee		Total	
Undergraduate Student	8	7%	31	27%	44	38%	32	28%	115	35%
Graduate Student	4	8%	14	29%	19	39%	12	24%	49	15%
Staff	6	6%	28	26%	51	48%	22	21%	107	33%
Faculty	4	7%	10	18%	30	52%	13	23%	57	17%
<b>Total</b>	<b>22</b>	<b>7%</b>	<b>83</b>	<b>25%</b>	<b>144</b>	<b>44%</b>	<b>79</b>	<b>24%</b>	<b>328</b>	

**Question 9: Add any comments you wish to share with regard to your selection above**

One of the main comments related to the response in question 8 was the “concern for low income and marginalized students”, and the suggestion to structure the incentive to “encourage people to be

reusable”. Offering a reusable option was also mentioned, in addition to repeated claims that it is the University’s responsibility to fund the fee, not students.

**Question 10: Would you bring your own reusable container to SU's Redhawk Dining (Chartwells) locations to take food to-go if this were an option?**

Participants were asked to select ‘Yes’ or ‘No’ to indicate if they would bring their own reusable container to SU’s Redhawk dining locations. The most common response (85%) of all respondents answered ‘Yes’. Only 15% of respondents indicated they would not bring their own To-Go container if it were an option.

**Table 37: Respondent Use of Own To-Go Container at SU Dining**

Yes or No: Bring Own ToGo Container					
SU Affiliation	Yes		No		Total
<b>Undergraduate Student</b>	127	83%	26	17%	153 29%
<b>Graduate Student</b>	89	90%	10	10%	99 19%
<b>Staff</b>	158	89%	20	11%	178 34%
<b>Faculty</b>	66	73%	24	27%	90 17%
<b>Total</b>	440	85%	80	15%	520

**Question 11: Think about your experience over the past month. How easy or difficult do you find it to understand what to recycle or compost on campus?**

When asked to report how easy or difficult they find recycling and composting on campus, nearly half (44%) of respondents indicated ‘Very Easy’, followed by ‘Somewhat Easy’ (38%), ‘Neither Easy nor Difficult’ (10%). Only 9% of respondents indicated difficulty in recycling and composting on campus.

**Table 38: Respondents’ Ease of On – Campus Compost and Recycling**

Ease of Recycling / Composting on Campus											
SU Affiliation	Very Easy		Somewhat Easy		Neither Easy nor difficult		Somewhat Difficult		Very Difficult		Total
<b>Undergraduate Student</b>	67	44%	58	38%	14	10%	14	9%	0	0%	153 29%
<b>Graduate Student</b>	34	33%	41	40%	19	19%	8	8%	0	0%	102 19%
<b>Staff</b>	87	48%	65	36%	14	9%	13	7%	1	1%	180 34%
<b>Faculty</b>	44	46%	37	39%	8	8%	5	5%	2	2%	96 18%
<b>Total</b>	232	44%	201	38%	55	10%	40	8%	3	1%	531

**Question 12: Add any comments you wish to share with regard to your selection above:**

The main comments related to the question above include a struggle to differentiate between recyclable and compostable materials, as well as the lack of people actively paying attention. Further, many responses indicated the need for better labeling of dining hall containers and more information on how to correctly, and cleanly, dispose of waste – including stations to wash containers/recycle.



**Question 13: If you practice any sustainable behaviors, which best explains your motivation for practicing them?**

For this question, respondents had the ability to select up to three options listed to explain what motivates them to practice sustainable behaviors. As a result of question format (select more than one), we were unable to distinguish data by affiliation group. Of the total number of responses, “Protecting the environment” had the highest ranking (22%), followed by “Climate change” (20%), “It’s the right thing to do” (16%). See table 39.

**Table 39: Motivations for Sustainability**

<b>Motivations for Practicing Sustainable Behaviors</b>	
<b>Motivation</b>	<b>Count</b>
Protecting the environment	346 22%
Climate change	323 20%
It's the right thing to do	253 16%
Conserve natural resources	194 12%
Protecting human health	131 8%
Making the world better	124 8%
Saving money	88 6%
Set an example for others	51 3%
Friend / family / colleague / faculty influence	36 2%
I do not practice sustainable behaviors	3 0%
Other	19 1%

**Question 14: What would personally motivate you most to make a more sustainable choice?**

Respondents were asked what would personally motivate them to make more sustainable choices: a discount or a fee. The majority of all affiliation groups (74%) indicated a discount would encourage them to make a sustainable choice. Followed by 15% of respondents who indicated that a fee on a less sustainable choice would motivate them to act more sustainably. 11% reported that neither option would affect them.

Table 40: Respondent Personal Motivation for a More Sustainable Choice

Personal Motivations for a More Sustainable Choice				
SU Affiliation	A discount to encourage you to make a sustainable choice (for example, a discount when bringing a reusable cup)	A fee to encourage you to make a sustainable choice (for example, a fee for a plastic bag)	Neither would motivate me	Total
Undergraduate Student	122 82%	22 15%	5 3%	149 28%
Graduate Student	75 74%	19 19%	8 8%	102 19%
Staff	136 75%	21 12%	24 13%	181 34%
Faculty	57 58%	18 18%	23 23%	98 18%
<b>Total</b>	390 74%	80 15%	60 11%	530

Question 15: Are You Willing to Pay More for More Sustainable Products?

Participants were asked to indicate if they are willing to pay more for certain products. Scenarios listed include: pay more for socially responsible products, pay more for plant based instead of animal products, pay more to support small and/or locally owned businesses, pay more for products that are less harmful to the environment, pay more to offset air travel when traveling by plane. On average, half (51%) of respondents indicated that a price that is slightly more would motivate them to pay more. 33% of respondents indicated they definitely would be motivated to pay more, followed by 'No' (15%). Tables 41-45 summarize participant response to sustainable purchasing.

Table 41: Respondents' Will to Pay More for Socially Responsible Products

Willing to Pay More for Socially Responsible Products				
SU Affiliation	Yes, Definitely	Yes, If the price is just slightly more	No	Total
Undergraduate Student	33 22%	100 67%	16 11%	149 28%
Graduate Student	31 31%	59 58%	11 11%	101 19%
Staff	43 24%	129 71%	9 5%	181 34%
Faculty	40 41%	51 52%	7 7%	98 19%
<b>Total</b>	147 28%	339 64%	43 8%	529

Table 42: Respondents' Will to Pay More for Plant Based instead of Animal Products

Willing to Pay More for Plant - Based instead of Animal Products				
SU Affiliation	Yes, definitely	Yes, If the price is just slightly more	No	Total
Undergraduate Student	32 21%	65 44%	52 35%	149 28%
Graduate Student	29 29%	43 43%	28 28%	100 19%
Staff	43 24%	83 46%	55 30%	181 34%
Faculty	39 40%	34 35%	25 26%	98 19%
<b>Total</b>	143 27%	225 43%	160 30%	528

Table 43: : Respondents' Will to Pay More for Supporting Small and/or Local Businesses

Willing to Pay More for Products from a Small and/or Local Business				
SU Affiliation	Yes, Definitely	Yes, If the price is just slightly more	No	Total
Undergraduate Student	67 45%	75 50%	7 5%	149 28%
Graduate Student	41 41%	54 54%	5 5%	100 19%
Staff	80 44%	98 54%	4 2%	182 34%
Faculty	46 47%	46 47%	6 6%	98 19%
<b>Total</b>	234 44%	273 52%	22 4%	529

Table 44: Respondents' Will Pay More for Products that are Less Harmful to the Environment

Willing to Pay More for Products that are Less Harmful to the Environment				
SU Affiliation	Yes, Definitely	Yes, If the price is just slightly more	No	Total
Undergraduate Student	69 47%	68 46%	11 7%	148 28%
Graduate Student	45 45%	50 50%	6 6%	101 19%
Staff	92 51%	87 48%	3 2%	182 34%
Faculty	63 64%	30 31%	5 5%	98 19%
<b>Total</b>	269 51%	235 44%	25 5%	529

Table 45: Respondents' Will to Pay More for Offsetting Air Travel

Willing to Pay More to Offset Air Travel when Traveling by Plane							
SU Affiliation	Yes, Definitely		Yes, If the price is just slightly more		No		Total
Undergraduate Student	26	17%	81	54%	42	28%	149 29%
Graduate Student	20	20%	54	55%	25	25%	99 19%
Staff	32	18%	93	53%	51	29%	176 34%
Faculty	19	20%	54	56%	24	25%	97 19%
Total	97	19%	282	54%	142	27%	521

Question 16: If you could offset your SU-business-related air travel CO2 emissions (such as for athletics, education abroad, employee business travel, etc.) by 'opting-in' to contribute an extra \$10-\$15 per flight to an SU fund for social and environmental projects that address climate change, would you participate?

For the respondents to whom this question applies (that is, they do partake in SU business related travel), the majority (42%) answered 'Yes', followed by 'Maybe' (34%), and 'No' (24%).

Table 46: Respondent Contribution of \$10 - \$15 per Flight to SU Fund for Social and Environmental Projects that Address Climate Change to Offset SU-Related Air Travel CO2 Emissions per Flight

Contribution of \$10 - \$15 per Flight to SU Fund for Social and Environmental Projects that Address Climate Change to Offset SU-Related Air Travel CO2 Emissions per Flight							
SU Affiliation	Yes		Maybe		No		Total
Undergraduate Student	41	41%	37	37%	21	21%	99 29%
Graduate Student	18	32%	18	31%	23	39%	59 17%
Staff	46	43%	38	35%	24	22%	108 31%
Faculty	39	50%	23	29%	16	21%	78 23%
Total	144	42%	116	34%	84	24%	344

Question 17: Would you support the addition of a Sustainability Fee to your current student fees if the fee would be used for sustainability projects proposed by the campus community?

For the respondents to whom this question applies, 38% indicated 'Yes, \$10.00/quarter seems about right', followed by 'Yes, \$5.00/quarter seems about right' (27%), 'Yes, \$1.00/quarter seems about right' (13) and 'Yes, \$2.50/quarter seems about right' (7%). In comparison, 25% of respondents indicated 'No, I would not support such a fee'.

Table 47: Respondent Support of Sustainability Fee

Support of Sustainability Fee added to Student Feeds used for Projects Proposed by the Campus Community											
SU Affiliation	Yes, \$10.00/quarter seems about right		Yes, \$5.00/quarter seems about right		Yes, \$2.50/quarter seems about right		Yes, \$1.00/quarter seems about right		No, I would not support such a fee		Total
Undergraduate Student	30	23%	41	32%	13	10%	17	13%	29	22%	130 45%
Graduate Student	26	28%	22	24%	6	7%	11	12%	27	29%	92 32%
Staff	17	38%	12	27%	0	0%	8	18%	8	18%	45 16%
Faculty	8	38%	3	14%	2	10%	2	10%	6	29%	21 7%
<b>Total</b>	<b>81</b>	<b>38%</b>	<b>78</b>	<b>27%</b>	<b>21</b>	<b>7%</b>	<b>38</b>	<b>13%</b>	<b>70</b>	<b>25%</b>	<b>288</b>

### 3.4 Promoting Sustainability at SU - Feedback

#### Question 1: Extent of Agreement with Following Sustainability Related Statements

In this section, participants were asked to indicate their agreement with various statements regarding sustainability at Seattle University. Topics included: the importance of SU to be at the forefront of sustainability and climate change, increase in sustainability – supporting on campus opportunities, increase in policy changes to operate more sustainably, increase sustainability of SU’s investing and purchasing, increase the prioritization of sustainability and climate action, set a carbon neutrality date, and the call upon the SU community to take climate action by the Jesuit identity. Overall, the majority of respondents (80%) indicated agreement with the sustainability related statements. 45% of respondents indicated ‘Strongly Agree’ and 35% indicated ‘Agree’, followed by ‘Neither Agree nor Disagree’ (17%). Only 3% of participants, on average, indicated ‘Strongly Disagree’, and even fewer (2%) reported ‘Disagree’. Tables 48 – 54 below summarize participant response to sustainability statements.

Table 48: Important for SU to be at the Forefront of Sustainability and Climate Change

Important for SU to be at the Forefront of Sustainability and Climate Change											
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Undergraduate Student	80	54%	56	38%	9	6%	1	1%	2	1%	148 28%
Graduate Student	47	47%	41	41%	9	9%	1	1%	3	3%	101 19%
Staff	92	51%	75	42%	9	5%	2	1%	1	1%	179 34%
Faculty	53	55%	31	32%	7	7%	1	1%	5	5%	97 18%
<b>Total</b>	<b>272</b>	<b>52%</b>	<b>203</b>	<b>39%</b>	<b>34</b>	<b>6%</b>	<b>5</b>	<b>1%</b>	<b>11</b>	<b>2%</b>	<b>525</b>

Table 49: Increase On – Campus Opportunities to Support Sustainability Efforts at SU

Increase On-Campus Opportunities to Support Sustainability Efforts at SU												
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
Undergraduate Student	64	43%	53	36%	27	18%	2	1%	2	1%	148	28%
Graduate Student	21	21%	32	32%	38	38%	5	5%	4	4%	100	19%
Staff	41	23%	76	42%	57	32%	3	2%	2	1%	179	34%
Faculty	25	26%	29	30%	32	33%	5	5%	6	6%	97	19%
<b>Total</b>	<b>151</b>	<b>29%</b>	<b>190</b>	<b>36%</b>	<b>154</b>	<b>29%</b>	<b>15</b>	<b>3%</b>	<b>14</b>	<b>3%</b>	<b>524</b>	

Table 50: Increase Policy Changes Related to SU’s Operations that Support Sustainability

Increase Policy Changes Related to SU’s Operations that Support Sustainability												
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
Undergraduate Student	89	60%	49	33%	7	5%	2	1%	1	1%	148	28%
Graduate Student	53	53%	34	34%	10	10%	1	1%	2	2%	100	19%
Staff	79	44%	81	45%	17	10%	2	1%	0	0%	179	34%
Faculty	48	49%	29	30%	12	12%	3	3%	5	5%	97	19%
<b>Total</b>	<b>269</b>	<b>51%</b>	<b>193</b>	<b>37%</b>	<b>46</b>	<b>9%</b>	<b>8</b>	<b>2%</b>	<b>8</b>	<b>2%</b>	<b>524</b>	

Table 51: Increase Policy Changes Related to SU’s Investments and Purchasing that Support Sustainability

Increase Policy Changes Related to SU’s Investments and Purchasing that Support Sustainability												
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
Undergraduate Student	87	59%	44	30%	12	8%	3	2%	2	1%	148	28%
Graduate Student	60	60%	26	26%	11	11%	1	1%	2	2%	100	19%
Staff	78	44%	75	42%	19	11%	4	2%	2	1%	178	34%
Faculty	50	52%	27	28%	12	12%	3	3%	5	5%	97	19%
<b>Total</b>	<b>275</b>	<b>53%</b>	<b>172</b>	<b>33%</b>	<b>54</b>	<b>10%</b>	<b>11</b>	<b>2%</b>	<b>11</b>	<b>2%</b>	<b>523</b>	

Table 52: Increase Institutional Prioritization of Sustainability and Climate Action

Increase Prioritization of Sustainability and Climate Action												
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
Undergraduate Student	70	47%	56	38%	18	12%	4	3%	0	0%	148	28%
Graduate Student	41	41%	38	39%	17	17%	0	0%	4	4%	100	19%
Staff	57	32%	65	37%	47	27%	5	3%	3	2%	177	34%
Faculty	43	44%	26	27%	18	19%	5	5%	5	5%	97	19%
<b>Total</b>	<b>211</b>	<b>40%</b>	<b>185</b>	<b>35%</b>	<b>100</b>	<b>19%</b>	<b>14</b>	<b>3%</b>	<b>14</b>	<b>3%</b>	<b>522</b>	



Table 53: Seattle University Should Set a Carbon Neutrality Date

Seattle University Should Set a Carbon Neutrality Date												
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
Undergraduate Student	74	50%	41	28%	29	20%	3	2%	1	1%	148	28%
Graduate Student	42	42%	30	30%	22	22%	3	3%	3	3%	100	19%
Staff	47	27%	55	31%	66	38%	6	3%	2	1%	176	34%
Faculty	36	37%	23	24%	30	31%	2	2%	6	6%	97	19%
<b>Total</b>	<b>199</b>	<b>38%</b>	<b>149</b>	<b>29%</b>	<b>147</b>	<b>28%</b>	<b>14</b>	<b>3%</b>	<b>12</b>	<b>2%</b>	<b>521</b>	

Table 54: Our Jesuit Identity Calls Upon our Campus Community to Take Action on Climate and Sustainability

Our Jesuit Identity Calls Upon our Campus Community to Take Action on Climate and Sustainability												
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total	
Undergraduate Student	77	52%	45	30%	21	14%	2	1%	3	2%	148	28%
Graduate Student	42	42%	29	29%	24	24%	3	3%	2	2%	100	19%
Staff	86	48%	64	36%	23	13%	2	1%	3	2%	178	34%
Faculty	60	62%	19	20%	11	11%	1	1%	6	6%	97	19%
<b>Total</b>	<b>265</b>	<b>51%</b>	<b>157</b>	<b>30%</b>	<b>79</b>	<b>15%</b>	<b>8</b>	<b>2%</b>	<b>14</b>	<b>3%</b>	<b>523</b>	

### Question 2: Extent of Agreement with Impact of Sustainability at SU Statements

In this section, participants were asked to indicate their agreement with various statements regarding the impact of sustainability at Seattle University. Topics considered included: the attraction of SU’s sustainability performance to prospective students, pride found in SU’s commitments, positive impact of SU’s climate actions in the community, and the encouragement of community advocacy. Overall, more than half (57%) of participants indicated agreement with the impact related sustainability statements 36% of respondents indicated ‘Agree’, followed by ‘Neither Agree nor Disagree’ (29%). 21% of participants reported ‘Strongly Agree’. Only 9% of participants, indicated ‘Disagree’, and even fewer (6%) reported ‘Strongly Disagree’. Specifically, more than 70% of respondents agreed that SU’s commitment to climate action gives them pride and that SU’s commitment to sustainability and climate action has had a positive impact on the SU community. In contrast, 37% of respondents indicated that SU’s commitment to sustainability is a reason for joining the university. Tables 55 – 60 summarize participant response to each statement.

Table 55: SU's Sustainability Performance Helps Attract Students

SU's Sustainability Performance Helps Attract Students							
SU Affiliation	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total	
Undergraduate Student	40 27%	73 49%	25 17%	8 5%	2 1%	148 28%	
Graduate Student	19 19%	28 28%	37 37%	7 7%	9 9%	100 19%	
Staff	33 19%	90 51%	49 28%	4 2%	2 1%	178 34%	
Faculty	19 20%	39 41%	32 33%	2 2%	4 4%	96 19%	
<b>Total</b>	111 21%	230 44%	143 27%	21 4%	17 3%	522	

Table 56: Pride in SU's Commitment to Sustainability and Climate Action

Pride in SU's Commitment to Sustainability and Climate Action							
SU Affiliation	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total	
Undergraduate Student	46 31%	68 46%	22 15%	8 5%	4 3%	148 28%	
Graduate Student	22 22%	42 42%	24 24%	5 5%	7 7%	100 19%	
Staff	56 31%	76 43%	41 43%	4 2%	1 1%	178 34%	
Faculty	30 31%	44 46%	13 14%	4 4%	5 5%	96 19%	
<b>Total</b>	154 30%	230 44%	100 19%	21 4%	17 3%	522	

Table 57: SU's Commitment to Sustainability and Climate Action Positively Impacts SU Community

SU's Commitment to Sustainability and Climate Action Positively Impacts SU Community							
SU Affiliation	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total	
Undergraduate Student	52 35%	59 40%	32 22%	4 3%	1 1%	148 28%	
Graduate Student	18 18%	45 45%	24 24%	8 8%	4 4%	99 19%	
Staff	60 34%	84 47%	31 17%	2 1%	1 1%	178 34%	
Faculty	25 26%	45 47%	21 22%	2 2%	3 3%	96 19%	
<b>Total</b>	155 30%	233 45%	108 21%	16 3%	9 2%	521	

Table 58: SU's Commitment to Sustainability and Climate Action Encourages Advocacy in Community

SU's Commitment to Sustainability and Climate Action Encourages Community Advocacy											
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Undergraduate Student	30	20%	59	40%	45	30%	9	6%	5	3%	148 28%
Graduate Student	12	12%	19	19%	46	46%	11	11%	12	12%	100 19%
Staff	22	12%	60	34%	74	42%	20	11%	2	1%	178 34%
Faculty	14	15%	25	26%	40	42%	9	9%	8	8%	96 19%
<b>Total</b>	<b>78</b>	<b>15%</b>	<b>163</b>	<b>31%</b>	<b>205</b>	<b>39%</b>	<b>49</b>	<b>9%</b>	<b>27</b>	<b>5%</b>	<b>522</b>

Table 59: Likely to Recommend SU because of Sustainability and Climate Action initiatives

More Likely to Recommend SU because of its Sustainability and Climate Action Initiatives											
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Undergraduate Student	33	22%	56	38%	39	26%	10	7%	10	7%	148 28%
Graduate Student	13	13%	20	20%	47	47%	10	10%	10	10%	100 19%
Staff	28	16%	60	34%	67	38%	19	11%	4	2%	178 34%
Faculty	18	19%	34	35%	24	25%	11	11%	9	9%	96 19%
<b>Total</b>	<b>92</b>	<b>18%</b>	<b>170</b>	<b>33%</b>	<b>177</b>	<b>34%</b>	<b>50</b>	<b>10%</b>	<b>33</b>	<b>6%</b>	<b>522</b>

Table 60: The Commitment to Sustainability is a Reason for Joining SU

The Commitment to Sustainability is a Reason for Joining SU											
SU Affiliation	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total
Undergraduate Student	26	18%	45	30%	33	22%	26	18%	18	12%	148 28%
Graduate Student	6	6%	11	11%	39	39%	24	24%	20	20%	100 19%
Staff	17	10%	31	17%	69	39%	42	24%	19	11%	178 34%
Faculty	5	5%	17	18%	31	32%	29	30%	14	15%	96 19%
<b>Total</b>	<b>54</b>	<b>10%</b>	<b>104</b>	<b>20%</b>	<b>172</b>	<b>33%</b>	<b>121</b>	<b>23%</b>	<b>71</b>	<b>14%</b>	<b>522</b>

Question 3: Responses to Definition of Sustainability by the President's Committee for Sustainability.

In regards to the Participants were asked the definition of sustainability put forward by the President's Committee for Sustainability (PCS). The definition is as follows:

*Aligned with our mission, vision, and values, we at Seattle University approach sustainability with the understanding that the economy, environment, and society are an interwoven global system that must be ecologically sound and socially just for current and future generations.*

*In this work, we center the voices, lives, and humanity of those who are most vulnerable to hurt and harm from environmental degradation and injustice.*

*We recognize that loving care for planet Earth makes possible the health of all living beings, and we commit to educating, empowering and supporting leaders with the creative energy and knowledge to engage collectively in the restoration, transformation, and healing of our common home.*

When asked if the definition of sustainability from the President’s committee resonates with them, majority of respondent (72%) indicated ‘Yes’. 24% of participants indicated ‘Somewhat’, and only 4% reported ‘No’, the definition does not resonate.

**Table 61: Resonation of President’s Committee Definition**

<b>Does the Sustainably Definition from the President's Committee for Sustainability Resonate with You?</b>								
<b>SU Affiliation</b>	<b>Yes</b>		<b>Somewhat</b>		<b>No</b>		<b>Total</b>	
<b>Undergraduate Student</b>	109	75%	33	23%	4	3%	146	28%
<b>Graduate Student</b>	61	62%	29	30%	8	8%	98	19%
<b>Staff</b>	135	76%	40	23%	2	1%	177	34%
<b>Faculty</b>	68	71%	22	23%	6	6%	96	19%
<b>Total</b>	373	72%	124	24%	20	4%	517	

Participants were asked to indicate what about the draft statement they were most comfortable with, least comfortable with, what words/phrases they found most inspiring and what words/phrasing are confusing or unhelpful. The common responses for each prompt are below.

- The most common responses under “What about the draft statement are you most comfortable with” included ‘interwoven global system’ and centering the voices of those who are ‘most vulnerable’ to environmental harm. Also common was the consideration of social justice and future generations.
- The primary reason for discomfort with the draft statement includes “no direct call to action” that the university specifically commits to. Other important reasons included placing the “economy at the forefront” and “wordy” length of the statement.
- The most common words/phrases identified as “most inspiring” include “interwoven”, “common home” and “educating”, “empowering”. Participants also reported inspiration in centering the “most vulnerable” in addition to emphasis on “restoration” and “transformation.
- The most common words and phrases identified as “confusing or unhelpful” include “creative energy”, “common home” and the “centering” of voices. Many responses indicated “None”, however some participants also reported confusion in lack of specific commitment and / or direct call to action.

#### Question 4: Do you have any other recommendations not yet mentioned in this survey to advance sustainability and climate action at SU?

Among many important suggestions, the primary recommendation to advance sustainability and climate action at SU encourage the university to “take responsibility” and direct action, committing to take “immediate” action, as opposed to “inspiring future leaders”. Other important recommendations included an emphasis on “transparency”, “visibility” and “publicity”. Suggested areas for advancement included collaborating with other organizations, lessen the financial burden on students, include more sustainability – focused classes, and examine administrative and athletic air travel emissions.

#### Question 5: Additional Comments and Feedback

The most common responses listed under “Additional Comments and Feedback” included creating “tangible goals” and collaborating with the student community. Also common was a call on the University to take action, not depending on student’s individual actions.

### 3.5 Feedback on Advancing Sustainability at SU

## 4. Appendix: Survey Questionnaire

### DEMOGRAPHICS

1. Please indicate your SU affiliation
  - a. Faculty
  - b. Staff
  - c. Graduate Student
  - d. Undergraduate Student

### LITERACY, VALUES, BELIEFS

1. Are you or have you been directly affected by climate change and/or environmental injustice?
  - a. Yes
  - b. Maybe
  - c. No
2. If “yes” or “maybe”, describe your experience in a short sentence.
3. Please answer the following prompts: o Strongly disagree (1) o Disagree (2) o Neither Agree nor Disagree (3) o Agree (4) o Strongly Agree (5)
  - Abuses of the environment disproportionately diminish the wellbeing of people of color and low-income communities
  - Climate change currently is a threat to humans and to the natural environment.
  - Human behavior plays a significant part in climate change.
4. How do you perceive the impacts of climate change and how they may affect you?
  - a. I think climate change impacts will be significant, and I worry about how they might affect my life.

- b. I think climate change impacts will be significant, but I do not worry about how they might affect my life.
  - c. I think climate change impacts will be insignificant, and I do not worry about how they might affect my life.
  - d. I do not know the scale of the impacts, but I worry about how they might affect my life.
  - e. I do not know the scale of the impacts, and I do not worry about how they might affect my life
5. In your opinion, which of the following best describes 'sustainability'? (*only one can be selected*)
- a. Financially viable
  - b. Waste management
  - c. Environmental protection
  - d. Promoting social justice
  - e. Considering impacts of activity on people, planet and prosperity
  - f. Natural resource conservation
  - g. Greenhouse Gas Emission reduction to mitigate climate change
  - h. Energy efficiency
  - i. Don't know
  - j. Other (please specify)

#### AWARENESS, CAMPUS ENGAGEMENT and BEHAVIOR

1. Please indicate your level of awareness of SU sustainability (commitments, goals, policies, programs, etc).
  - a. I do not know about sustainability at SU
  - b. I have a vague understanding of sustainability at SU
  - c. I could give a few examples of sustainability at SU
  - d. I have a comprehensive understanding of sustainability at SU
2. If you have a question about sustainability at SU, where do you turn to find an answer? (Please be as specific as you can in describing the source(s) that you turn to: this could be a website, a person at SU,...)
3. Below is a list of sustainability-related initiatives/commitments SU has taken. For each, please indicate your awareness. (*Unaware; aware but little understanding; Aware and familiar; fully aware*)
  - a. In Fall 2021, SU signed on to Pope Francis' Seven-Year Journey Toward Integral Ecology, through the Laudato Si' Action Platform. This commitment is part of the foundation of SU's Reignited Strategic Directions 2022-2027.
  - b. In Fall 2018, SU's Board of Trustees voted in Fall 2018 to fully divest the marketable portion of the university's endowment from companies owning fossil fuel reserves.
  - c. Seattle University uses the United Nations Sustainable Development Goals (SDGs) as one of its frameworks for sustainability and tracks how its actions may or may not contribute to the 17 SDGs
  - d. Seattle University participates in the Sustainability Tracking, Assessment and Rating System (STARS) along 1000+ other colleges and universities.



4. Below is a list of sustainability-related goals SU has set. For each, please indicate your awareness (*Unaware (1) o Aware but little understanding (2) o Aware and familiar (3) o Fully Aware*)
  - a. It is SU's goal to become zero waste by 2025.
  - b. The University has set a 5-year goal to diversify its purchasing by 10%.
  - c. SU does not have a carbon neutrality goal. Its carbon emission reduction goal is currently 51% by 2035 (from 2009).
  - d. SU has a Climate Action Plan, adopted in 2010.
  
5. When it comes to how you act on sustainability and climate change, how often do you do the following daily behaviors? (*Answer Key: Never; Rarely; Sometimes; Often; Always; Not applicable*)
  - a. Turn off computers, lights, and other electronics when not in use.
  - b. Unplug computers, lights, and other electronics when not in use.
  - c. Wear layers to keep heater usage to a minimum.
  - d. Only wash full loads of laundry.
  - e. Air dry clothes.
  - f. Take a shower that is 5 minutes or less.
  - g. Use a reusable beverage container.
  - h. Use a reusable shopping bag.
  
6. When it comes to how you act on sustainability and climate change, how often do you do the following behaviors related to purchasing?
  - a. Intentionally purchase products that are third-party certified/verified based on environmentally or socially responsible practices (e.g., Fair Trade Certified, Rainforest Alliance Certified, B Corp certified, USDA Organic, etc.)
  - b. Choose to buy plant-based over animal-derived products
  - c. Intentionally purchase a used item over a new item
  - d. Intentionally purchase an item that is made or sold by a women-, veteran- or BIPOC-owned business. (BIPOC=Black, Indigenous, and people of color)
  
7. When it comes to how you engage with sustainability and climate change, how often do you do the following?
  - a. Take classes that have a focus on social, economic, and/or environmental sustainability when available.
  - b. Advocate for sustainable practices and initiatives at SU.
  - c. Participate in activities on campus related to sustainability.
  - d. Prioritize working for an employer that demonstrates sustainable business practices.
  - e. Financially support sustainability and climate change organizations.
  - f. Buy carbon offsets.
  
8. Would you support a fee for a compostable to-go container at SU's Redhawk Dining locations if the fee would be used to support a food sustainability/security-related project at SU?
  - a. Yes, \$0.25/container seems about right

- b. Yes, \$0.50/container seems about right
  - c. Yes, \$1.00/container seems about right
  - d. No, I would not support such a fee
  - e. Not applicable (I do not dine at Redhawk Dining Locations)
9. Add any comments you wish to share with regard to your selection above:
10. Would you bring your own reusable container to SU's Redhawk Dining (Chartwells) locations to take food to-go if this were an option? (Yes-No)
11. Think about your experience over the past month. How easy or difficult do you find it to understand what to recycle or compost on campus? *Very easy- somewhat easy - neither easy or difficult – somewhat difficult – very difficult*
12. Add any comments you wish to share with regard to your selection above:
13. If you practice any sustainable behaviors, which best explains your motivation for practicing them?  
**Select up to three.**
- a. I do not practice sustainable behaviors
  - b. Climate change
  - c. Friend/family/colleague/faculty influence
  - d. It's the right thing to do
  - e. Conserve natural resources
  - f. Making the world better
  - g. Protecting human health
  - h. Protecting the environment
  - i. Saving money
  - j. Set an example for others
  - k. Other (please specify)
14. What would personally motivate you most to make a more sustainable choice:
- a. A fee to encourage you to make a sustainable choice (for example, a fee for a plastic bag)
  - b. A discount to encourage you to make a sustainable choice (for example, a discount when bringing a reusable cup)
  - c. Neither would motivate me
15. I am personally willing to pay more: (*NO; YES IF THE PRICE IS JUST SLIGHTLY MORE; YES DEFINITELY*)
- a. For products from businesses that are socially responsible
  - b. For plant-based foods instead of animal-derived products
  - c. For products from small, local businesses

- d. For products that are less harmful to the environment
- e. When traveling by plane in order to offset my air travel

16. If you could offset your SU-business-related air travel CO2 emissions (such as for athletics, education abroad, employee business travel, etc.) by 'opting-in' to contribute an extra \$10-\$15 per flight to an SU fund for social and environmental projects that address climate change, would you participate? *O Not applicable O yes O Maybe O No*

17. Would you support the addition of a Sustainability Fee to your current student fees if the fee would be used for sustainability projects proposed by the campus community
- a. Yes, \$1.00/quarter seems about right
  - b. Yes, \$2.5/quarter seems about right
  - c. Yes, \$5/quarter seems about right
  - d. Yes, \$10/quarter seems about right
  - e. No, I would not support such a fee
  - f. Not applicable (if you are not a student)
  - g. Other. Please explain:

#### PROMOTING SUSTAINABILITY AT SU—FEEDBACK

1. To what extent do you agree or disagree with the following statements?
- Strongly disagree (1) o Disagree (2) o Neither Agree nor Disagree (3) o Agree (4) o Strongly Agree (5)*
- a. I think it is important for SU to be at the forefront of sustainability and climate change.
  - b. I would like to have more on-campus opportunities to support sustainability efforts at SU (e.g. volunteering; events,...).
  - c. I would like to see more policy changes related to SU's operations that support sustainability (e.g. more solar panels on campus; reuse rainwater;...).
  - d. I would like to see more policy changes related to SU's investments and purchasing that support sustainability (e.g. reduce plastic packaging; offer more plant-based foods, etc.).
  - e. SU should make sustainability and climate action more of an institutional priority
  - f. SU should set a carbon neutrality date
  - g. Our Jesuit identity calls upon our campus community to take action on climate and sustainability
2. To what extent do you agree or disagree with the following statements about the impact of sustainability at SU?
- Strongly disagree (1) o Disagree (2) o Neither Agree nor Disagree (3) o Agree (4) o Strongly Agree (5)*
- a. SU's sustainability performance helps attract students.
  - b. SU's commitment to sustainability and climate action gives me a sense of pride.
  - c. I feel that SU's commitment to sustainability and climate action has had a positive impact on the SU community.

- d. What I have learned at SU about sustainability and climate change has encouraged me to advocate for these issues on campus and/or in my community.
  - e. I find myself more likely to recommend SU as a place to teach, work, or study because of its sustainability and climate action initiatives.
  - f. One of the reasons why I joined SU (as a student/staff/faculty member) was because of its commitment to sustainability and climate action.
3. The President's Committee for Sustainability (PCS) has put forward the following definition of sustainability for SU.

*Aligned with our mission, vision, and values, we at Seattle University approach sustainability with the understanding that the economy, environment, and society are an interwoven global system that must be ecologically sound and socially just for current and future generations.*

*In this work, we center the voices, lives, and humanity of those who are most vulnerable to hurt and harm from environmental degradation and injustice.*

*We recognize that loving care for planet Earth makes possible the health of all living beings, and we commit to educating, empowering and supporting leaders with the creative energy and knowledge to engage collectively in the restoration, transformation, and healing of our common home.*

Does this resonate with your understanding of sustainability? *Yes-Somewhat-No*

What about the draft statement are you most comfortable with?

What about the draft statement are you least comfortable with?

What words/phrases are most inspiring?

What words/phrases are confusing or unhelpful?

4. Do you have any other recommendations not yet mentioned in this survey to advance sustainability and climate action at SU?
5. We would love to hear your comments! Please provide additional feedback here: