December 6th, 2019

John Smith
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Victoria, BC V8W 2Y2
(123) 456-7890
john_smith@uvic.com

Jason Wolting
Waste Reduction Supervisor
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear Mr. Wolting,

Please accept our feasibility report on introducing an educational program at UVic focused on sustainability. Our report includes a full evaluation of current problems and a final recommendation on how to proceed with our solution. We believe our solution will aid in increasing UVic's landfill diversion rate and decreasing the amount of plastics on campus.

The problem we addressed concerns the campus communities' lack of knowledge on recycling and waste reduction. If the community is not educated, they are far less likely to participate in waste reduction initiatives. We investigated the feasibility of implementing an educational program that will teach the campus community proper recycling and waste reduction techniques and will inform them of current issues in the recycling industry. Our recommended solution has the potential to decrease the amount of plastic on campus and increase the landfill diversion rate at UVic.

If you have any questions or concerns regarding our report, do not hesitate to contact us by email at john_smith@uvic.com. Thank you for considering our recommendation and we look forward to hearing from you.

Sincerely,

John Smith

Feasibility Report on Sustainability Education at the University of Victoria

Prepared for Jason Wolting, Waste Reduction Supervisor, University of Victoria

Prepared on December 6th, 2019 by:

Shannon Donovan
Marie Whibley
Irene Duong
Owen Thurston
Kenil Shah

TitleImage:https://www.burnabynow.com/news/audit-shows-burnaby-residents-aren-t-recycling-and-composting-properly-1.20551694

Executive Summary

This report explores the feasibility of implementing an educational program focused on sustainability at the University of Victoria with the goal of increasing the landfill diversion rate and reducing the amount of plastic waste generated on campus. The absence of such an educational program has resulted in decreased community participation in the recycling program, decreased community awareness of recycling protocols, and increased contamination rates. To investigate this topic, we surveyed Engineering 240 students and performed online research. Based on our survey, we found that a considerable number of students were unaware of basic recycling protocols. In our interview with Jason Wolting, we found that the majority of contaminated recycling is attributed to student residences and family housing; the high turnover rate each term introduces new students who are unfamiliar with recycling protocols and procedures. After performing online research and analyzing our survey results, we concluded that setting up a program is vital to make an impact on the current sustainability and recycling environment. Thus, based on our findings, we recommend short and engaging lesson for students in residences; and if such a program proves to be effective, research should be conducted to determine the feasibility of implementing such a program for all UVic community members.

Table of Contents

Tables and Figures

1. Introduction

This report examined the feasibility of implementing an educational program focused on sustainability at the University of Victoria, with the goal of providing a final recommendation to help increase the landfill diversion rate and reduce the amount of plastic waste on campus.

Background Context

The majority of UVic's landfill waste is made up of single-use plastics [1]. Hartland Landfill, where UVic sends its waste, holds the bulk of trash on the island and is projected to close in 2040 [2]. Moreover, due to major changes in global policies on importing plastic waste, the amount of plastic in the landfill will be drastically increasing [3]. These three factors are concerning UVic regarding its waste disposal.

The University of Victoria has been taking action to address this problem. Since 2009, UVic has increased its landfill diversion rate from 58% to 74% [2]. UVic has achieved this diversion rate by installing a total of 400 recycling stations across campus, as well as 275 indoor compost bins [1]. UVic's main goal is to reach a 75% landfill diversion rate by the end of 2019 while focusing on reducing the amount of plastic waste on campus [1].

2. Problem Definition

The sections below outline what our report aims to investigate.

2.1 Need Statement

The University of Victoria lacks an educational program that teaches the campus community how to recycle properly. The absence of such an educational program has resulted in decreased community participation in the recycling program, decreased community awareness of recycling protocols, and increased contamination rates.

2.2 Goal and Objectives

The goal of our research was to investigate the feasibility of implementing an educational program at the University of Victoria as a method to reduce hard-plastic waste on campus and increase the landfill diversion rate. An educational program will teach the campus community proper recycling and waste reduction techniques and inform them of current issues in the recycling industry.

2.3 Constraints

This report aims to achieve a five-year payback period while staying within a 100,000 dollar budget.

2.4 Potential Benefits

Our proposed solution aims to increase community participation in the recycling program, increase community awareness, and decrease contamination rates. Our solution will help the University of Victoria reach a 75% landfill diversion rate by the end of 2019.

3. Methodology

To assess the feasibility of educating the UVic community on recycling and sustainability we performed the following steps:

3.1 Survey

We conducted a survey to learn about students' recycling habits, their knowledge of recycling, and their opinion of the recycling system at UVic. The survey pool consisted of the Technical Writing 240 classes at the University of Victoria. We delivered the seven-part questionnaire online via Google forms between November 15th and November 21st and we received 34 responses in total. We took into account various factors that could influence the results, such as students not answering honestly and their previous education on the topic.

3.2 Client Interview

We interviewed Jason Wolting, the University of Victoria's Waste Reduction Manager, in the Q & A section on November 1st to gain insight on where we should focus the educational programs.

3.3 Online research

We conducted online research to determine the most effective way to implement an educational program at UVic by examining successful programs undertaken by other institutions such as universities, colleges, and businesses. In addition, we reviewed scholarly articles and studies to examine students' behavior and habits related to sustainable practices. This research helped us determine what approach to take to set up an educational program.

4. Results

The sections below outline and discuss the results of our research. We separated our research into three sections: a survey, an interview with client Jason Wolting, and online research.

4.1 Analysis of Results

The section below presents the findings of our research.

4.1.1 Survey

We conducted a survey to learn about students' recycling habits, their knowledge of recycling, and their opinion of the recycling system at UVic. Figures 1 through 6 below display the results of our survey. As seen in Figure 1, 88.2% of respondents felt students in residence should know how to recycle properly. The bar graph in Figure 2 shows the main reasons respondents think people do not recycle at UVic: 58.1% of students responded "too lazy", 51.6% responded "too inconvenient", and 41.9% responded "too complicated". Figure 3 shows that 66% of respondents who claimed they do not recycle but would consider recycling if it was more convenient. The pie chart in Figure 4 shows that only 11.6% of respondents correctly identified that a greasy container must be washed before it is recycled. Figure 5 shows that 38.2% of respondents said it was not easy to sort their recycling at the University of Victoria. Finally, Figure 6 shows that 50% of respondents rated the utility of current signage at recycling stations 3 on a scale of 1 to 5.

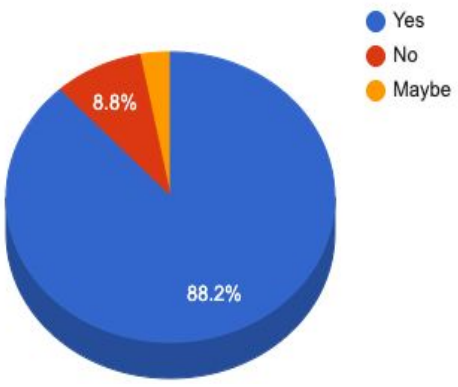

Figure 1: Do you think students living in residence should know how to properly recycle?

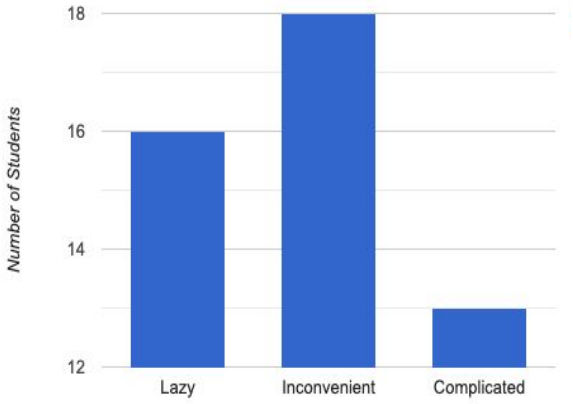

Figure 2: Why do you think people do not recycle at UVic?

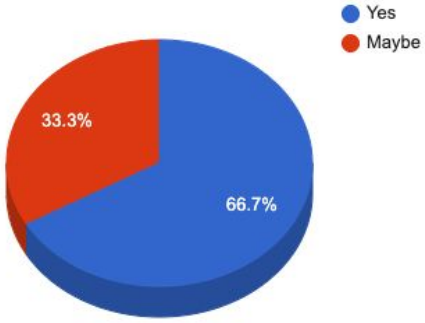

Figure 3: Would you consider recycling if it was more convenient?

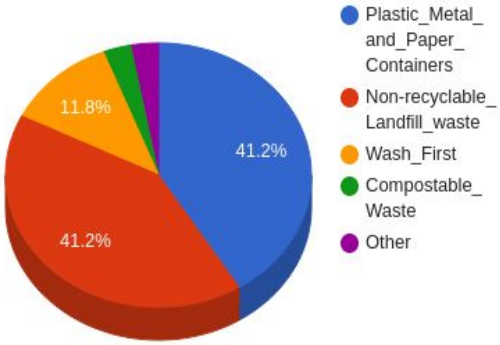

Figure 4: Where do you put used, greasy plastic containers?

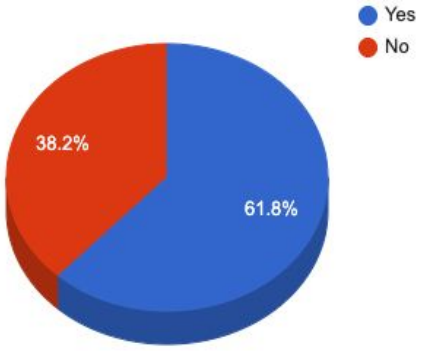

Figure 5: Do you find it easy to sort your recycling at UVic?

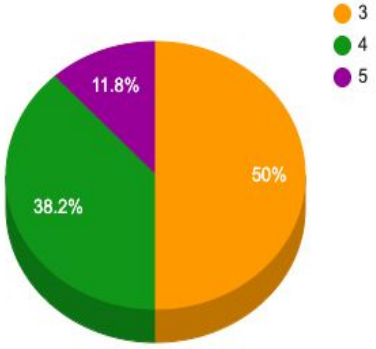

Figure 6: On a scale of 1 to 5, how useful do you find the current signage on recycling stations?

4.1.2 Client Interview

We interviewed our client, Jason Wolting, to determine where to focus the educational program. He stated that contamination rates are highest in residence and family housing due to the turnover of students each year. Mr. Wolting claimed that increasing community awareness and participation, as well as improving sorting, would be the most effective way to initiate change.

4.1.3 Online Research

We researched successful sustainability initiatives implemented by other universities such as The University of Texas, The University of Waterloo, and The University of British Columbia.

In 2018, The University of Texas (UT) was recognized for its sustainability achievements by the Association for the Advancement of Sustainability in Higher Education (AASHE) [4]. UT has implemented policies and procedures that support the decrease of the organization's ecological footprint and has made sustainability awareness and practices guiding principles [5]. One of the programs, the UT farm stand, grows and sources healthy local foods, and educates others about the journey from farm to table to waste [6]. Sustainability Info Graphics offers free info-graphic posters to residence staff to encourage efforts towards sustainability and positive lifestyle choices for residents [7].

The University of Waterloo offers a sustainability certificate program for employees, which builds on the university's goals of integrating sustainability into the university culture [8]. Each year the university participates in waste reduction week and encourages the campus community to partake in challenges [9]. In addition, they have stores on campus dedicated to selling used furniture, used clothes, and a variety of surplus items. The University has recently implemented a Green Residence program where student ambassadors run activities and provide information to encourage students to adopt a sustainable lifestyle [10].

The University of British Columbia (UBC) has increased its waste diversion rate by 14% since 2010 [11]. They supply many online resources for students, including sorting guides, posters, and information sheets regarding waste sorting. To test sorting knowledge, UBC has an online sorting game where students have the chance to win a $50 gift card to the campus bookstore [12]. As for education, SEEDS (Social Ecological Economic Development Studies Program) at UBC provides learning opportunities for students, faculty, and community partners to advance sustainability [13].

4.2 Discussion of Results

The section below provides a discussion of our research.

4.2.1 Survey

We conducted a survey to learn about students' recycling habits, their knowledge of recycling, and their opinion of the recycling system at UVic. Most respondents felt that students in residence and family housing should know how to recycle before being offered accommodation. The survey suggested that the current recycling system is too inconvenient and complicated, thus causing decreased participation. We believe that the recycling at UVic needs to be easier, as respondents claimed they would be willing to recycle if it was more convenient. Since only 11.6% correctly identified that a greasy container should be washed out before it is recycled, we can conclude that students need more education on recycling.

4.2.2 Client Interview

From our interview with Jason Wolting, we concluded that education should be focused on students in residence and family housing since these areas produce the highest contamination rates. A method to increase community awareness and participation should be implemented alongside the educational program to increase effectiveness.

4.2.3 Online Research

Before recommending educational programs as a means of increasing waste diversion, we first had to confirm that educational programs are effective for influencing campus users' behaviour; evaluate what types of education are effective; then determine what types of programs have been effective for other universities and businesses.

When looking into how much UVic campus users care about sustainability, we examined studies regarding attitudes and behaviours towards sustainable buying. Follows and Jobber [14] suggested that while purchasing a product, people take environmentally friendliness into account but might be discouraged from purchasing if the consequences to themselves are too great. Other studies by Gupta and Odgen [15], as well as Young *et al* [16], concluded the same, while a study by Michael, Younghan, and Dan [17] showed post-secondary students behave in a similar manner. Our survey results suggest similar behaviour in regards to recycling, with students declaring that recycling is burdensome.

While recycling participation may not currently be ideal, Van Liere and Dunlap [18], Samdahl and Robertson [19], and Howenstein [20] suggest that young people are generally positive towards recycling. Similarly, our survey indicates that UVic campus users who do not currently recycle would be willing to if improvements are made to the current campus recycling system. Our proposed solution aims to clarify recycling protocols, by freely providing sustainability information and education.

5. Recommendation

We recommend that UVic works to create an educational program for students in residence and family housing. Our findings show that students view the current system as too much work to effectively recycle. This should be combated by teaching students in residence and family housing the importance of recycling and how to recycle properly. We believe that during residence orientation, students should be required to attend a lesson in recycling that is short and engaging. The lesson should include challenges or activities to help engage students. We believe if this is successful, then the feasibility of implementing a short campus-wide course should be studied. We also recommend instructors discuss recycling during the first week of classes. This education will not only help improve the diversion rate at UVic, but will carry on with the students beyond their time at UVic. Through reviewing the online research, we recommend creating easy

to read and visually appealing signage to help increase participation. In addition, an easily accessible online platform available for students to access resources related to sustainability. We also recommend that the residence and family housing recycling programs be revamped to be more convenient for students. Further research is required to investigate the costs of implementing an educational program and revamping the recycling system in residence and family housing. We believe educating residence and family housing is feasible at this time, but more investigation is required to implement a campus-wide program.

6. Conclusion

In summary, our plan is to implement an educational program focused on sustainability in order to increase the landfill diversion rate and reduce the amount of plastic waste generated at UVic. The absence of such an educational program has resulted in decreased community participation in the recycling program, decreased community awareness, and increased contamination rates. Our solution will help us tackle this problem at its root.

From the information gathered in our interview with Jason Wolting, we advise on focusing our program on student residences and family housing, as they are the worst offenders in terms of recycling contamination.

The research completed for this report shows that setting up such a program is vital to make an impact. We also concluded that students prefer having a short class or a session on sustainability education, rather than being forced to take an entire course.

The survey revealed that there were a considerable number of students who were unaware of basic everyday recycling methods, but given proper information, they showed a willingness to learn. Thus, we recommend introducing a short and engaging lesson on recycling for incoming students living in residence and family housing. Depending on the effectiveness, it may also be worth researching the feasibility of implementing campus-wide course.

If the University wants to reach it sustainability goal, then acting promptly on our recommendations will be a positive move in reaching those goals.

7. References

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8. Appendices

Team Work Log

Team members (Name)	Tasks	Total # of Hours	Signature of all team members
Irene	Powerpoint, writing, research, peer review, organizing, editing	15	Owen Thurston Irene, Shannon, Kenil, Marie
Shannon	Document design, lots of writing, editing, organizing	14.5	Irene, Shannon, Kenil, Marie Owen Thurston
Kenil	Research, lots of writing, editing, survey	17	Irene, Shannon, Kenil, Marie Owen Thurston
Marie	Organizing, writing, editing, figures, milestones	15.5	Irene, Shannon, Kenil, Marie Owen Thurston
Owen	Survey, writing, editing, coordinating	14.5	Owen Thurston Irene, Shannon, Kenil, Marie

Name	Irene Duong	**Project**: Progress Report
Signature	Irene Duong	

Work Log

Enter the date, describe the *specific* work done, and specify the time spent on the work. Eg: Nov 2. Proofread and did final edits on Report. 2.5 hours.

Date	Work completed	Time spent	Total hrs
Nov 7	Progress Report Template	1hour	1 hour
Nov 8	Feedback Peer Review Template for Feasibility Report	15 mins	0.25 hour
Nov 11	Methodology (Survey, interview)	45 mins	0.75 hour
Nov 15	Timeline for progress report	30 mins	0.5 hour
Nov 15-18	Design power point file for progress report	3 hours	3 hours
Nov 17	Practice presentation	1.5 hour	1.5 hour
Nov 20-25	Research about methods to implement the education program.	1.5 hour	1.5 hour
Nov 20-25	Research about the education about sustainability in other institutions.	2 hours	2 hours
Dec 4	Research citation	30 mins	0.5 hour
Dec 5/6	Editing and Revising	4 hour	4 hour
		TOTAL	15 hours

Provide a final tally of time spent

Name	Kenil Shah	**Project**: Feasibility report
Signature	Kenil Shah	

Work Log

Enter the date, describe the *specific* work done, and specify the time spent on the work. Eg: Nov 2. Proofread and did final edits on Report. 2.5 hours.

Date	**Work completed**	**Time spent**	**Total hrs**
Nov 6	Report proof-reading/editing + Draft Survey	45 min	0.75
Nov 8	Survey Draft	75 min	1.25
Nov 15	Progress report: Client background, problem definition and methods.	60 min	1.00
Nov 16	Progress report presentation draft	120 min	2.00
Nov 17	Polishing and practicing presentation	90 min	1.5
Nov 24	Online Research	60 min	1.00
Nov 26	Online Research	120 min	2.00
Nov 29	Online Research	60 min	1.00
Dec 3	Research Citations and edit on methods section(report)	30 min	0.5
Dec 4	Report : Executive Summary, Conclusion	90 min	1.5
Dec 5	Proofreading and Editing	120 min	2.0
Dec 6	Proofreading and editing	210 min	3.5
		TOTAL	18 hrs

Name	Marie Whibley	**Project**: Feasibility Report
Signature	Marie Whibley	

Work Log

Date	**Work completed**	**Time spent**	**Total hrs**
Oct. 28	Milestone 1	45 mins	0.75
Nov. 6	Client Background/Potential Benefits	45 mins	0.75
Nov. 15	Need Statement/Problems slide on Progress Report	60 mins	1.00
Nov. 15	My progress report presentation section	90 mins	1.50
Nov. 17	Working on and Practicing Progress Report	90 mins	1.50
Dec. 1	Cover Letter	90 mins	1.50
Dec. 3	Analysis of online research	100 mins	1.67
Dec. 5	Editing and figures	120	2.00
Dec. 6	Editing and Revising	330 mins	5.5
		TOTAL	15.5

Name	Owen Thurston V00944754	**Project**: ENGR Feasibility Report
Signature		

Work Log

Date	Work completed	Time spent	Total hrs
2019-10-28	Organizing & meeting notes	1h	1
2019-11-08	Meeting notes	30 mins	0.5
2019-11-09	Edit recycling survey	3h	3
2019-11-27	Analyze survey & process graphs	1h	1
2019-12-05	Synthesize research	2h	2
2019-12-06	Edit report	7h	7
		TOTAL	14.5

Name	Shannon Donovan	**Project**: Feasibility report
Signature	*Shannon Donovan*	

Work Log

Enter the date, describe the *specific* work done, and specify the time spent on the work. Eg: Nov 2. Proofread and did final edits on Report. 2.5 hours.

Date	Work completed	Time spent	Total hrs
Nov 2	Made report template	45 mins	0.75 hrs
Nov 6	Topic + purpose statement / editing	45 mins	0.75 hrs
Nov 15	Wrote expected outcomes for progress report	30 mins	0.5 hrs
Nov 17	Practiced progress report and refined progress report	60 mins	1 hr
Nov 27	Worked on survey information for feasibility report	45 mins	0.75 hrs
Nov 29	Worked on survey discussion points for report	45 mins	0.75 hrs
Dec 4	Formulated the discussion section and worked on editing	120 mins	2 hrs
Dec 5/6	Editing and revising		7.5 hours
		TOTAL	14.5

Provide a final tally of time spent

ENGR Meeting Notes

Recorder: Owen Date: 25th October

This meeting was entirely spent organizing the team and assigning roles.

Action Items:
Read your article before 2019-10-28.

Marie	12 tips
Kenil	google
Shannon	Tallent gear
Irene	mit
Owen	Whatever is left over

ENGR Meeting Notes

Recorder: Kenil Date: 6th Nov

This meeting was spent deciding on education as our topic of investigation.

Discussion:
The topics we discussed are listed below:

1. Focus on education as our report's topic of investigation
    a. Conduct survey distributed to engr students
    b. Get data on res
    c. Research educating large group of people for quick, lasting results
    d. Complete res test to be offered a room
2. Bring a draft to Monika's office hours for feedback
    a. Use "should" vs "will" and "we" for convincing?
    b. Use past tense like samples?

Action Items:
Each member's work topic is listed below:

Marie	Potential Benefits Section
Kenil	Survey
Shannon	Topic & Purpose
Irene	Progress Report Slides
Owen	Worklog & Meeting Notes

ENGR Meeting Notes

Recorder: Marie Date: 15th Nov

This meeting was spent working on the progress report and discussing methodology

Discussion:

The topics we discussed are listed below:

1. Separating the progress report into sections we can each work on
    a. Who will work on what section
    b. Who will present what section
2. Discuss methodology
    a. What are important research questions we should ask
    b. What research will we conduct to answer these questions
3. Discuss format of progress report
    a. How many slides for each main point
4. Date of next meeting?
    a. We will meet Sunday Nov 17 3:00 - 5:00
    b. We will meet Wednesday Nov 20th 3:00 - 4:00 in study room A103

Action Items:

Each member's presentation topics are listed below:

Marie	Client Context & Problem Definition
Kenil	Methods & Timeline
Shannon	Work Remaining & Expected Outcomes
Irene	Work Completed & Problems?
Owen	Title Slide & Overview

ENGR Meeting Notes

Recorder: Shannon Date: 5th Dec

This meeting was spent writing and editing the feasibility report

Discussion:

The topics we discussed are listed below:

1. Case by case discussion of particular parts of the report
2. Review project requirements
3. Arrange meeting with Monika tomorrow
4. Lots of editing

Future Items:

1. Agree to visit Monika at 13:00 to receive feedback and advice

ENGR Meeting Notes

Recorder: Irene Date: 6th Dec

This meeting was spent receiving advice from Monika and editing the report democratically and painfully slowly.

Items:

1. Visited Monika's office hours to review the results section of the report
2. Reviewed the report line-by-line and discussed every change before commiting
3. Finished the document design and added appendix content

Future Items:

1. Submit report at 11:50 pm