Office of Sustainability Initiatives 2015 SUSTAINABILITY LITERACY SURVEY

Part I. Your Sustainability-Related Behaviors

During the 2014-2015 academic year, how often did you act in the following ways? (See examples provided for each item).

- Q1.a Reduce energy use (turn off lights when exiting a room; turn off computer monitors when not in use).
- Q1.b Conserve water use (shorter showers, turn off faucet while brushing teeth).
- Q1.c Reduce waste (carry your own shopping bag or carry purchases without a bag; recycle or compost).
- Q1.d Avoid driving alone or riding in a car (walk, ride a bike, take public transit).
- Q1.e Make dietary choices for sustainability reasons (choose organic food, buy Fair Trade, eat less meat, reduce portion size to avoid waste).
- Q1.f Engage in Emory sustainability-related activity (club, volunteer activity, Green Networking night, movie-showing).
- Q1.g Seek out a course because of its sustainability-related focus.

Part II. About You

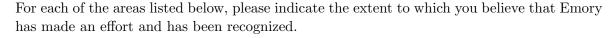
How "true" of you are each of the following statements?

Not at all true of me

2 3 4 5 6 7
Completely true of me

- Q2.a Engaging in sustainability-related (?green?) behavior (as described in Part I) is important to me.
- Q2.b I think of myself as a part of nature, not separate from it.
- Q2.c Being a part of the ecosystem is an important part of who I am.
- Q2.d I feel that I have roots to a particular geographical location that had a significant impact on my self development.
- Q2.e Behaving responsibly toward the earth?living a sustainable lifestyle?is part of my moral code.
- Q2.f I spend a lot of time in natural settings (woods, mountains, desert, lakes, ocean).
- Q2.g I believe that learning about the natural world should be an important part of every child's upbringing.
- Q2.h My own interests usually seem to coincide with the position advocated by environmentalists and those concerned about sustainability.
- Q2.i It is important to me that my friends think of me as someone who is responsible about sustainability issues.

Part III. Emory's Commitments and Behaviors



- Q3.a Build green buildings (construction that reduces energy and water use, reduces harmful impacts on the environment, and promotes healthy interior spaces).
- Q3.b Encourage transportation alternatives to private cars (shuttle system, park/ride buses, biking encouragement, walking encouragement).
- Q3.c Encourage waste reduction (through recycling, composting, move-out donations, zero-waste events).
- Q3.d Provide local and sustainably-produced foods in dining halls and through Emory Farmers Market.
- Q3.e Reduce energy consumption and greenhouse gas emissions (computer habits, use of stairs vs. elevators).
- Q3.f Maintain tree canopy and forest biodiversity.
- Q3.g Offer good working conditions for all employees (at least living wages, benefits).
- Q3.h Support a diverse and thriving campus community (efforts to end racial, gender, sexuality discrimination; encourage leadership and ethical engagement).

Part IV. Knowledge of Sustainability Issues and Behavior Change

Please indicate the extent to which you agree or disagree:

1 2 3 4 5 Strongly Disagree Disagree Neural Agree Strongly Agree

- Q4.1.a If I have questions about sustainability-related issues on campus, I know how to find out more.
- Q4.1.b If I want to be more involved in sustainability-related activities on campus, I know where to get information about how to be involved.
- Q4.1.c I know about Emory?s water reclamation facility, called the WaterHub.
- Q4.1.d The Emory Farmers Market has helped me appreciate the importance of local and/or sustainable food.
 - Q4.2 Overall, how much has your knowledge of sustainability issues grown since you started at Emory?

Q4.3 Overall, how much has your sustainability-related behavior grown since you started at Emory?

Q4.4	How much has	your awaren	ess of	socia	l justice issue	s incre	ased since	e coming to Emory?
		Not at all	2	Son	3 ne increase	4	A great	deal
To what	extent are you	familiar with	n the	follow	ing sustainab	oility co	oncepts?	
		Not at	all	2	3 Moderately	4	5 Very	
Q4.5.a	Carbon footpr	int						
Q4.5.b	Bio-diversity							
Q4.5.c	Inter-generation	nal equity						
Q4.5.d	Precautionary	principle						
Part V. I	Demographic	information	n (to	let u	s be sure w	e have	e a cross	s-section of students)
Q5.1	Do you conside	er yourself:						
	1 an interna	tional studen	ıt					
	2 from the U	J.S.						
Q5.2	What is the hi	ghest level of	schoo	ol that	your mother	or fen	nale guare	dian has completed?
	1 High school	ol graduate,	GED,	or les	s than high s	chool		
	2 Technical or vocational training							
	3 Some college or Associate?s degree							
	4 Bachelor?s degree							
	5 Master?s degree (MA, MBA, MPH, MSW)							
	6 Professional school degree (MD, JD, DVM, DDS)							
	7 Doctorate	degree (PhD	, EdD)				
	8 Not Appli	cable						
Q5.3	What is the hi	ghest level of	schoo	ol tha	t your father	or mal	e guardia	an has completed?
	1 High school	ol graduate, o	GED,	or les	s than high s	chool		
	2 Technical	or vocational	train	ing				
	3 Some colle	ege or Associa	ate?s	degree	,			
	4 Bachelor?	s degree						
	5 Master?s	degree (MA,	MBA,	MPE	I, MSW)			
	6 Profession	al school deg	ree (N	ID, Jl	D, DVM, DD	S)		
	7 Doctorate	degree (PhD	, EdD)				
	8 Not Appli	cable						

- Q5.4 How would you describe your racial/ethnic background?
 - 1 Asian, Asian-American, or Pacific Islander
 - 2 Hispanic, Latino, or Chicano
 - 3 African-American or Black
 - 4 Caucasian or White
 - 5 Native American, American Indian, or Alaskan Native
 - 6 Multiracial, Multiethnic
- Q5.5 What is your gender?
 - 1 Male
 - 2 Female
 - 3 Other/Transgender