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Southern Sustainability: An Examination of Waste Management Mechanisms within the University of Mississippi Community

Haley Clift

Southern Sustainability: An Examination of Waste Management Mechanisms within the University of Mississippi Community

By:
Kathryn Haley Clift

A thesis submitted to the faculty of The University of Mississippi in partial fulfillment of the requirements of the Sally McDonnell Barksdale Honors College.

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Approved by

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Advisor: Professor Chris Sparks

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Reader: Dr. R.J. Morgan

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Reader: Kendall McDonald

ABSTRACT

The purpose of this thesis is to analyze and study local mechanisms surrounding waste management at The University of Mississippi. The research study gathers quantitative and qualitative research to make conclusions about sustainability and recycling practices on The University of Mississippi's campus. The thesis discusses whether those practices are effective for those in The University of Mississippi's community based on the data collected and research conducted. The researcher also offers proposals for the University of Mississippi community based on the research conducted.

The gap that exists in the waste management processes at The University of Mississippi was addressed by blending primary research, conducting surveys and interviews, and applying integrated marketing communications campaign tactics. The researcher analyzed 20 sources for the literature review. Since the overall aim of the research study is to analyze and assess the local mechanisms surrounding waste management at The University of Mississippi, an electronic survey link conducted by Qualtrics via email to 33% of the UM population included a range of both general and specific questions from which anonymous data was collected. Nine hundred forty-three surveys were completed providing a response rate of 14.5%. The survey gauged the effectiveness of waste management practices on the University of Mississippi's campus. In contrast, interview data from sustainability experts on campus compared and articulated the "why" behind the community infrastructures and the account of what real improvements should be made locally from a personal lens with individual anecdotes.

Specifically, the state of Mississippi ranks number 50 of the 50 United States regarding sustainability, which motivates this thesis research. However, if there was one recycling bin for each waste bin, would that provide a more sustainable society and induce a habit loop within the community? This thesis considers a rebranding of waste management by reconsidering its position within The University of Mississippi's community. The thesis aims to promote environmental awareness and extend opportunities for communication among University of Mississippi community members. The researcher analyzes the local mechanisms toward waste management and considers how integrated marketing communications tactics could enhance sustainability practices within the University of Mississippi's community. The research considers if integrated marketing communications tactics could enhance sustainability practices within the Ole Miss community.

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LIST OF ABBREVIATIONS

CME……Center for Manufacturing Excellence

EDHE……..Ole Miss First-Year Experience Course

EPA…….The United States Environmental Protection Agency

EPP……..Environmentally Preferable Purchasing or Green Purchasing

HDPE……Plastic Number 2 – High-Density Polyethylene

HEI(s)…….Higher Education Institutions

IMC……Integrated Marketing Communications

JHU……Johns Hopkins University

Ole Miss…….The University of Mississippi

PETE/PET……...Plastic Number 1 – Polyethylene Terephthalate

SDGs……Sustainable Development Goals

SDSN…….Sustainable Development Solutions Network

SP……Sustainable Products

UM……..The University of Mississippi

UN……United Nations

USC…….University of South Carolina

LIST OF FIGURES

INTRODUCTION

SECTION 1.1 *Motivation for Research*

The contemporary world is a consumer-heavy, high-waste-producing society. In 2018 alone, the Environmental Protection Agency (EPA) reported that the United States generated 292.4 tons of trash; 146.1 tons of that trash was landfilled (*National Overview: Facts and Figures on Materials, Wastes and Recycling*, 2022). The waste equates to about 4.9 pounds per person per day (EPA, 2022). Municipalities and private providers often offer more opportunities for waste disposal than they do for recycling. There are often more opportunities to dispose of waste than to recycle materials provided by municipalities and private providers. However, if there was one recycling bin for every single waste bin, would that provide a more sustainable society and change the world for generations? Furthermore, how environmentally aware are communities? Waste management requires a rebrand. What if, as a community, the members at the University of Mississippi stopped considering "taking out the trash" as a conventional chore and genuinely engaged in a proper re-education on how to manage waste and, an additional consideration, in the growing age of technological consumerism, e-waste?

In 2021, the Sustainable Development Solutions Network (SDSN) launched the *2021 State Index Project,* which measured each U.S. state based on its progress toward achieving all the Sustainable Development Goals (SDGs) set by the United Nations (UN) (Lynch et al., 2021). SDSN ranked each state according to the Index; Mississippi ranked 50 out of the 50 U.S. states (Lynch et al., 2021). The index highlights measurable gaps in how states deliver sustainability to areas and where they are headed in the right or wrong

direction (Lynch et al., 2021). Recycling practices and controls vary by state. Mississippi ranks last in the ranking, which leads to this thesis research and question (SDSN).

SECTION 1.2 *Purpose for Place*

The research focused on the University of Mississippi campus and its community members. The University of Mississippi community inspired the research since Ole Miss, like many other college campuses, provides a small community for a population of individuals. For example, students, faculty, alumni, and visitors gather on a college campus (which becomes their "bubble") from various places across the world and engage in day-to-day activities. On a college campus, individuals follow everyday routines, customs, and rules, however, exercising independence all the while. College campuses like The University of Mississippi become hubs for students, faculty, and alums, who gather to study, work, and socialize (Gasperina et al., 2022).

THE IMPORTANCE OF SUSTAINABILITY

SECTION 2.1 *Reliance on Sustainability*

To lead a sustainable lifestyle is to meet the current generation's needs without compromising the needs of the generation to come. Sustainability is important because it improves the quality of life for the present generation and sustains life for the generations to come. Sustainability practices also can help decrease individual carbon footprints. Living life sustainably considers and accommodates the needs of the current and future generations (Meadowcroft, 2023). Even small initiatives and personal improvements can affect change in society. Sustainable societies exist when community members adapt to the established ecological limits (Meadowcroft, 2023). Sustainability ties living and learning to ecological awareness. Humans rely on natural resources for survival. Therefore, there is a responsibility to sustain the Earth for generations to come. Likewise, commitments and attributes linked to environmentally sustainable products may only be helpful to the proper community mindset in alignment with it (Cho, 2019).

SECTION 2.2 *Sustainability Ethos*

Moreover, there is an ethical responsibility behind environmental actions and human behavior. The humans who live on the Earth and take from it should therefore sustain the Earth based on environmental precepts. Being environmentally conscious and committing to sustainability is the responsibility of those who live on the Earth. Why should a campus community care about sustainability? Thomashow speaks to the "sustainability ethos" (*The Nine Elements of A Sustainable Campus,* 2014). Presenting the sustainability dialogue to the college community presents challenges from a moral

perspective, yet it is justified and has merit and many aspects. Sustainability applies to the legacy of the University (Thomashow, 2014).

ENVIRONMENTALLY PREFERRED PURCHASING (EPP)

SECTION 3.1: *Green Practices*

Environmentally Preferred Purchasing (EPP) or green purchasing is to purchase a product that has either a decreased negative effect or an increased positive effect on the environment (The National Association of Purchasing Officials, 2023). Green purchasing considers sustainable products (SP), which have a lesser effect on the environment when purchased, as compared to other products. Opting for sustainable products and services benefits the environment, can save money, and improves efficiency (The National Association of Purchasing Officials, 2023). Green purchasing can also have positive health and environmental impacts, as green products are lower in toxic waste and harmful chemicals (*Why Buy Greener Products,* 2023).

The United States Environmental Protection Agency (EPA) highlights a marketplace of sustainable resources, recommendations, and standards for green purchasing. According to the EPA, the U.S. federal government is the single-largest purchaser in the world, spending more than $650 billion annually on products on services (*Recommendations of Specifications, Standards, and Ecolabels for Federal Purchasing,* 2022). With such an immense global influence, the U.S. federal government has an opportunity to improve sustainability efforts for all. Furthermore, the resource document contains recommendations of where and how to buy environmentally preferable products. The EPA recognizes environmentally preferable products on packages and products, as shown in Figure 3.1 A.

Figure 3.1 A *shows EPA Ecolabels. These Ecolabels recognize environmentally-preferred products.*

SECTION 3.2: *Employing Sustainability*

According to an international study that analyzed college students and campus sustainability, college students are often environmentally conscious, willing to consume green products and services, and often called the "green generation" (Cho, 2019). Additionally, 70% of those surveyed respondents agreed to pay extra for goods and services from sustainability-committed companies; the trend is global (Cho, 2019). The study showed retail behavior from manufacturers who prioritize organic and sustainable

products made to last. Green purchasing is evidently a simple and efficient behavior that is considered to be an "easy" form of environmental protection behavior comparable to recycling.

Likewise, this brings up the argument of convenience: when consumers have the convenience or availability of green activities, like green purchasing, community members will purchase what is available based on the rules of supply and demand. That is why it is crucial to promote green production so that green purchasing will follow. Marketing these concepts is essential to spreading awareness. Consumers visualize self-image related to environmental concerns toward environmental sustainability (Kumar, 2017). The ultimate way to support environmental sustainability is to align self-image with environmental concerns; the Earth can only produce resources and sustain itself for so long.

HIGHER EDUCATION INSTITUTIONS (HEIs)

SECTION 4.1: *College Campuses As Hosts for Sustainability Dialogue*

Traditionally, college students spend four years at a college or university, a median of 52 months for females and a median of 55 months for males (Velez et al., 2019). Therefore, the college campus culture, education plans, and the institutions set by the University can affect the community. Colleges and universities draw a community beyond students: faculty, staff, administration, alums, and visitors engage with the community and participate in daily campus activities. This aspect is essential to understand regarding waste management practices because upholding sustainability is not the responsibility of one community group. Instead, the community may increase a collective knowledge of sustainability and its concepts via greater access to and awareness of sustainability practices.

Moreover, as educational exemplars in society, higher education institutions play multiple roles in environmental sustainability (Thomashow, 2014). Colleges and universities have the ability to pave the way for sustainability practices by defining an educational narrative inside classrooms and within campus communities. Thomashow explains, "Colleges and universities lead the way by implementing these practices on their campuses, working with the larger community to mobilize regional impacts, and building societal awareness of the necessity of a sustainability ethos" (2014). Universities may also create an atmosphere for conversations about sustainability by promoting environmental signage that enhances education and awareness.

Understanding that, first and foremost, the university campus is a living and learning community grants that the campus provides an opportunity to share and transfer knowledge through generations of students, faculty, and staff (Thomashow, 2014). Today, universities have the opportunity to serve their respective campus communities and surrounding communities, as well (Mohammed et al., 2022). Sustainability leadership includes priming dialogue within the educational community that can explain, interpret, and communicate the challenges that face sustainability and waste management (Thomashow, 2014). To this end, work that begins on college campuses can have a ripple effect globally as those communities disperse over time.

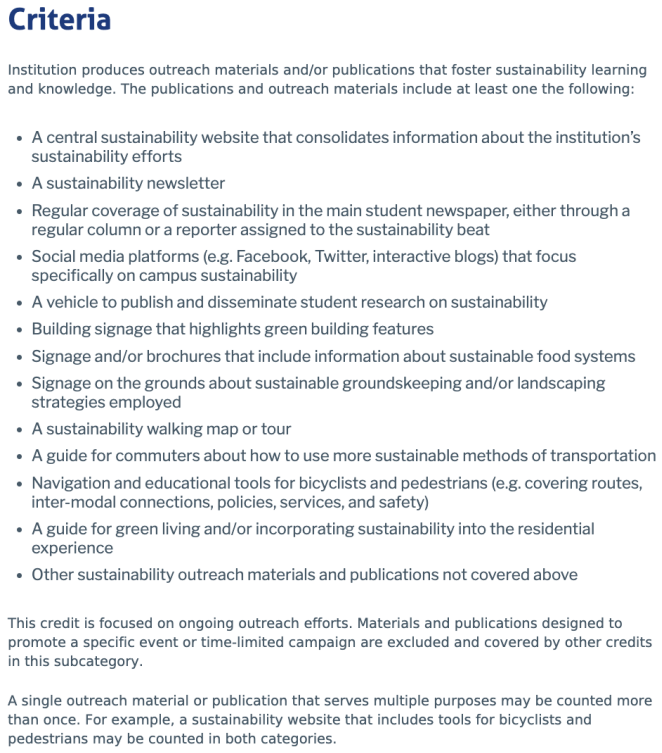
SECTION 4.2. *An Analysis of the University of Mississippi*

There are several reasons why sustainability matters for the UM campus community. As higher education institutions, universities promote the development of communications, development, and learning (Dalla et al., 2022). In 2019, the University of Mississippi received a 36.72 (bronze) rating on a bronze-silver-gold scale from The Sustainability Tracking, Assessment & Rating System (STARS) (STARS, 2019). Though the rating expired in 2022, the report detailed many low sustainability performance measures at the University of Mississippi and areas where the University may improve.

The UM received 1.20/4.00 for the campus being a living laboratory (STARS, 2019). The information was self-reported by an Associate Director in the UM Office of Sustainability. Ole Miss noted many sustainable leadership actions toward water and dining; however, there is progress to be made in ultimately every other category. Furthermore, no brief description of the student or faculty projects was provided, nor how

they contribute to understanding campus sustainability challenges. The University did not provide information about available programs or initiatives other than the 2018 Campus Water Footprint Baseline Report.

Another category of interest from the STARS Report is Outreach Materials and Publications. Ole Miss scored 1.75/4.00 in this category. The credits in this category are awarded based on whether the institution produces outreach materials and publications that facilitate sustainable learning and knowledge. The outreach materials and publications must include the following criteria efforts denoted in Figure 4.2.A (STARS, 2019).



Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Figure 4.2. A further explains the technicalities behind the Ole Miss score of 1.75.

The UM has the opportunity to capitalize on green practices and achieve smart campus status. These opportunities come from the changing role of higher education institutions that play a significant role in harnessing knowledge beyond the classroom and employing innovation in the campus community (Mohammed et al., 2022). Universities like Ole Miss can shift values from being "place-based institutions" to becoming a "driving force of knowledge" (Mohammed et al., 2022). Ultimately, the smart community concept with employed green practices would reduce maintenance costs for the UM Community and improve the relationship among the community itself, the community environment, and community members (Mohammed et al., 2022).

SECTION 4.3. *Campus Signage and Campaigns*

Integrated marketing communications tactics–traditional or digital–can boost environmental interest and awareness at the University of Mississippi by integrating environmental considerations across marketing platforms and promoting environmental awareness. For example, the campus could provide the community with knowledge inside and outside the classroom to thrive and sustain awareness (Dalla et al., 2022).

How do marketing and communications positively influence consumer behavior? According to an integrated model of college students' recycling behavior on campus, communication planners and message strategies enhance college students' recycling behavior (Cho, 2019). Ergo, universities should capitalize on the concept of a "smart campus" by all means and appeal to the community. Students usually find "student areas" attractive because available facilities focus on their needs. (Mohammed et al., 2022).

Moreover, “studentified areas” or “student areas” can urbanize the area around the campus positively (Mohammed et al., 2022).

The South Carolina Sustainable Universities Initiative at the University of South Carolina is an example of a significant boost that information sharing and integrated marketing communications give to schools: the Initiative is a mechanism that one school notifies the other of what sustainability measures it is doing, assists faculty in finding allies either within their school or at other schools across the state, and bring like-minded individuals together for workshops and meetings (Sustainability on Campus: Stories and Strategies for Change, 2004). The University of South Carolina (USC) also deemed nine sections of English 101 environmental sections with a community service component to promote sustainability awareness inside and outside the classroom (Sustainability on Campus: Stories and Strategies for Change, 2004).

Additionally, to increase awareness and education before Earth Day, the committee and facilities staff at Johns Hopkins University (JHU) designed signage that outlined the current programs and achievements, provided information on individual actions for recycling, green purchasing, and alternative transportation (Sustainability on Campus: Stories and Strategies for Change, 2004). The brochures were distributed to all incoming students and are available to current staff and faculty members (Sustainability on Campus: Stories and Strategies for Change, 2004). Find a contemporary example of a

marketing campaign from JHU in **Figures 4.3 A-B.**

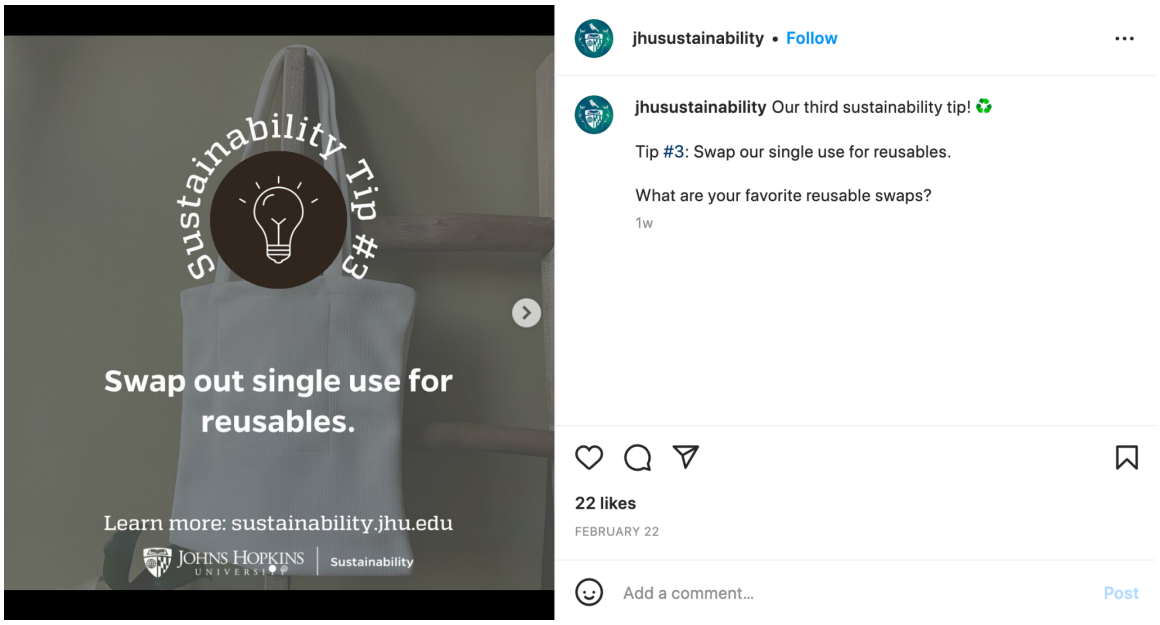


Figure 4.3 A. JHU integrates sustainability tips online to make tips more accessible to the community and to promote sustainability.

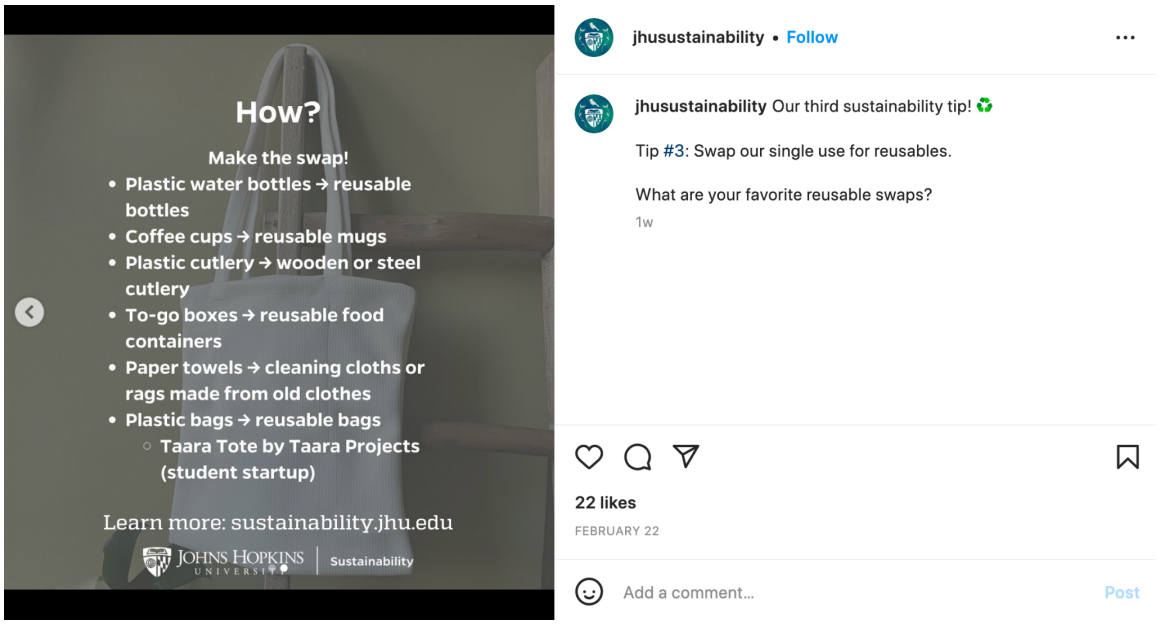


Figure 4.3 B. JHU explains how to swap single-use items for reusables on social media.

RECYCLING

SECTION 4.1 *Recycling*

Recycling is sustaining the lifeline of a product by considering the end-of-life treatment of waste (Wang et al., 2022). Recycling is divided into formal and informal categories (Wang et al., 2022). Formal recycling refers to government-authorized recycling enterprises with standardized procedures and appropriate waste management (Wang et al., 2022). Recycling promotes a circular economy (Wang et al., 2022). Informal recycling refers to small-scale recycling enterprises that employ low-technology and low-cost operations (Wang et al., 2022). Informal recycling practices often pose a risk to the environment but could increase a community's sustainability if integrated into formal collection services (Wang et al., 2022). By integrating the formal and informal recycling sectors, communities can jointly contribute to a greener recycling solution (Wang et al., 2022). Recycling contributes to the "circular economy," which is an economy that functions under the principles of reducing, reusing, and recycling (Wang et al., 2022).

A SURVEY OF WASTE MANAGEMENT IN OXFORD, MISSISSIPPI

SECTION 6.1. *Survey Overview*

Subjects submitted voluntarily and anonymously to the survey. Respondents received no direct benefits from participating in this research study. However, the responses benefited the research study by aiding in learning how to improve and learn more about how to improve waste management processes on the campus of the University of Mississippi. There were no foreseeable risks involved in participating in this study other than those encountered in day-to-day life. The survey answers were initially stored with Qualtrics in a password-protected electronic format. Data were aggregated and analyzed to determine patterns of response.

Six thousand four hundred ninety-one surveys were distributed on February 17, 2023. Nine hundred ninety-three surveys were started. Nine hundred twenty-two responses were collected. The survey had a total of 93% completion rate. The survey included 39 questions in total. The survey closed on March 5, 2023. The audience size for this survey was 33% of the Ole Miss community. An anonymous survey link was distributed through Qualtrics to 6491 members of the Ole Miss population via email. The Sally McDonnell Barksdale Honors College shared the survey. The School of Journalism and New Media shared the survey in the Monday Memo in early February 2023.

The purpose of the survey was to research local attitudes and mechanisms surrounding waste management at the University of Mississippi. The survey was also helpful in gaining new information on how the community feels toward waste

management practices, particularly sustainability, and recycling. The survey provided an outlet for dialogue and conversation across campus and within the UM community.

SECTION 6.2. *Survey Results*

A.

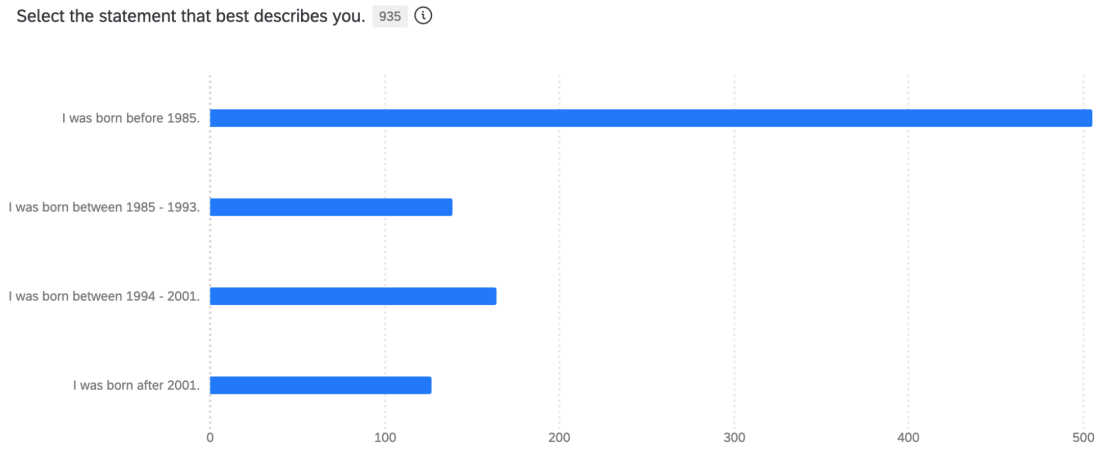


Figure 6.2.A. 935 respondents answered this question. The leading response was the before-1985 age group, with 505 participants (54%). 139 participants (14.9%) selected the 1985-1993 age group. 164 participants (17.5%) selected the age group 1994-2001. 127 participants (13.6%) selected the age group after 2001.

B.

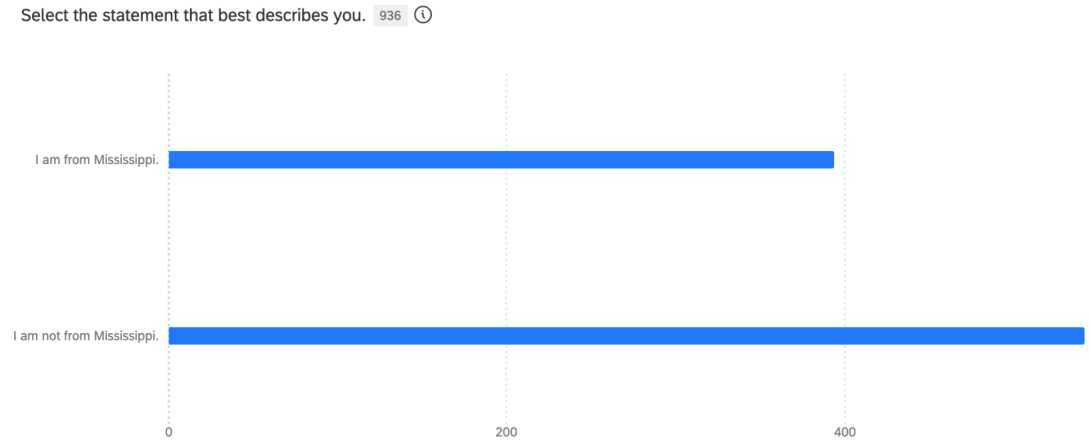


Figure 6.2.B. 936 respondents answered this question. The majority of survey respondents were not from Mississippi. 394 participants (42.1%) selected that they were from Mississippi, while 542 participants (57.9%) selected that they were not from Mississippi.

C.

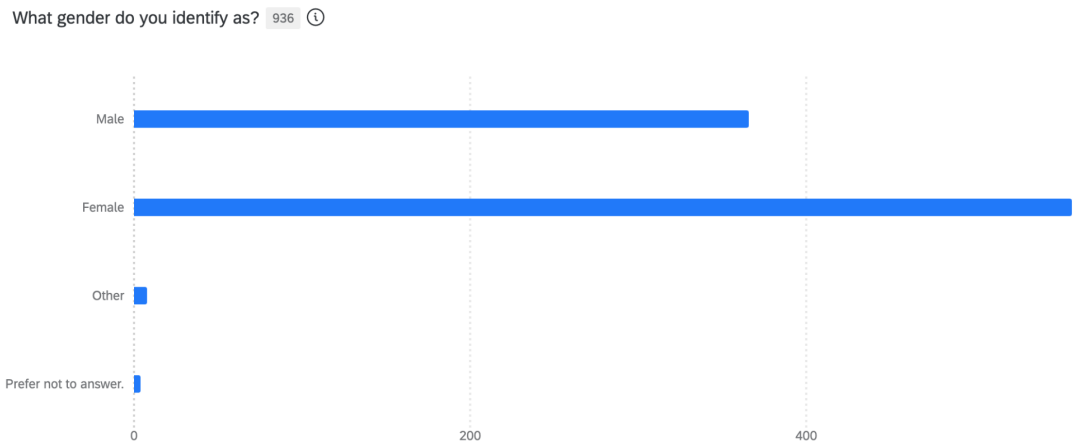


Figure 6.2.C. 936 respondents answered this question. 366 respondents (39.1%) identified as male. 558 respondents (59.6%) identified as female. 8 respondents (0.9%) identified as other. 4 respondents (0.4%) preferred not to answer.

D.

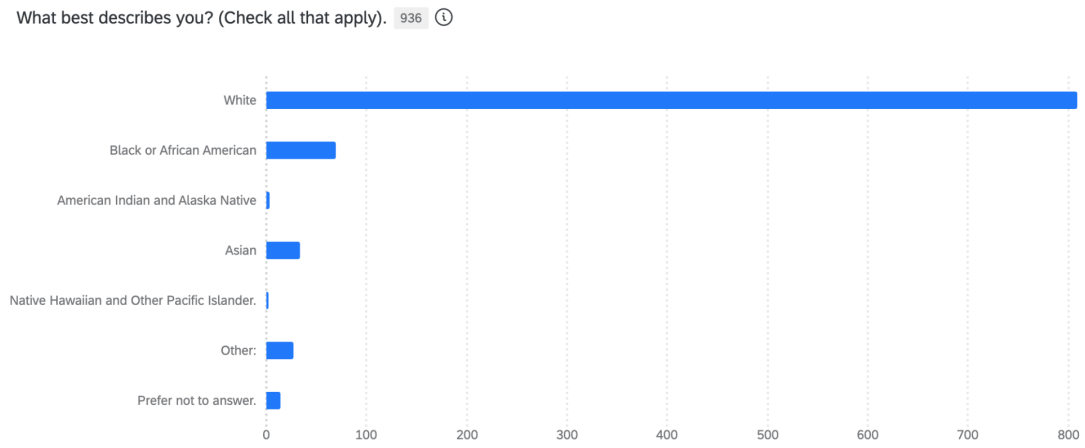


Figure 6.2.D. 936 participants responded to this survey question. The respondents selected all descriptions that apply to them. A total of 957 descriptions were selected. 809 respondents (86.4%) described themselves as white. 69 respondents (7.4%) described themselves as black or African American. 3 respondents (0.3%) described themselves as American Indian or Alaska Native. 34 respondents (3.6%) described themselves as Asian. 1 respondent (0.1%) chose the description "Native Hawaiian or Other Pacific Islander." 27 respondents (2.9%) chose "Other." 14 respondents (1.5%) selected that they preferred not to answer.

E.

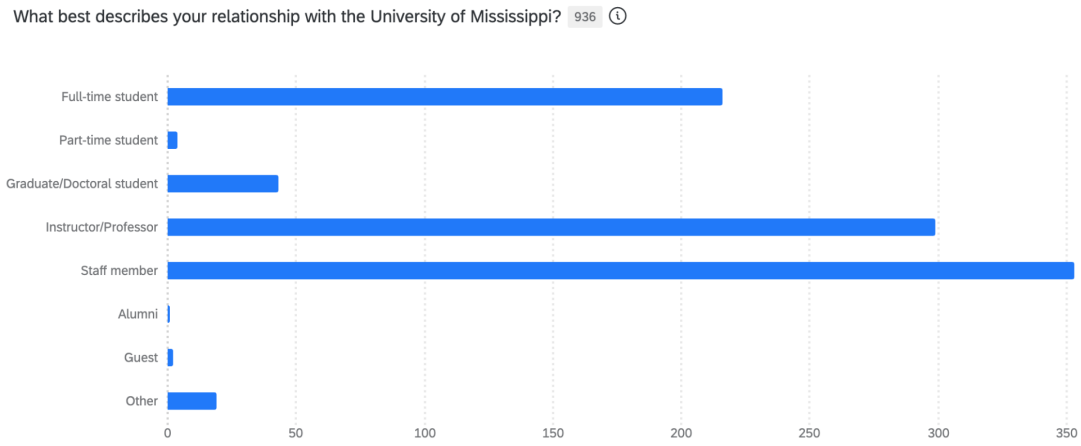


Figure 6.2.E. 936 respondents described their relationship with the University of Mississippi. The population included 216 full-time students (23%), 4 part-time students (0.4%), 43 graduate/doctoral students (4.6%), 299 instructors/professors (31.9%), 353 staff members (37.7%), 0 alumni (0%), and 2 guests (0.2%). 19 respondents (2%) selected other options.

F.

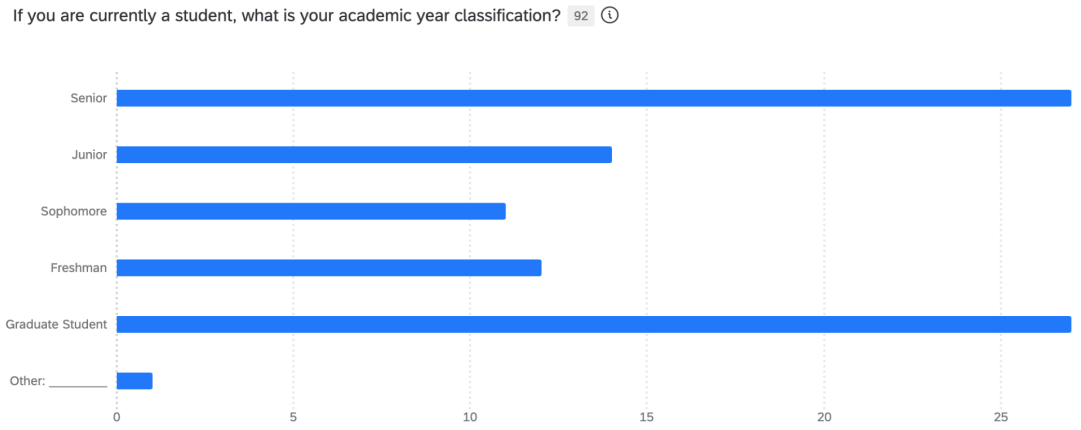


Figure 6.2.F. 92 participants were students and classified themselves by academic year. Senior students (29.3%) and graduate students (29.3%) were the most likely respondents and were tied with 27 responses to the survey question. 14 respondents (15.2%) classified themselves as junior students. 11 respondents (12%) classified themselves as sophomore students. 12 respondents (13%) classified themselves as freshmen. One outlier (1%) responded that the respondent would be a Ph.D. student in Fall 2023.

G.

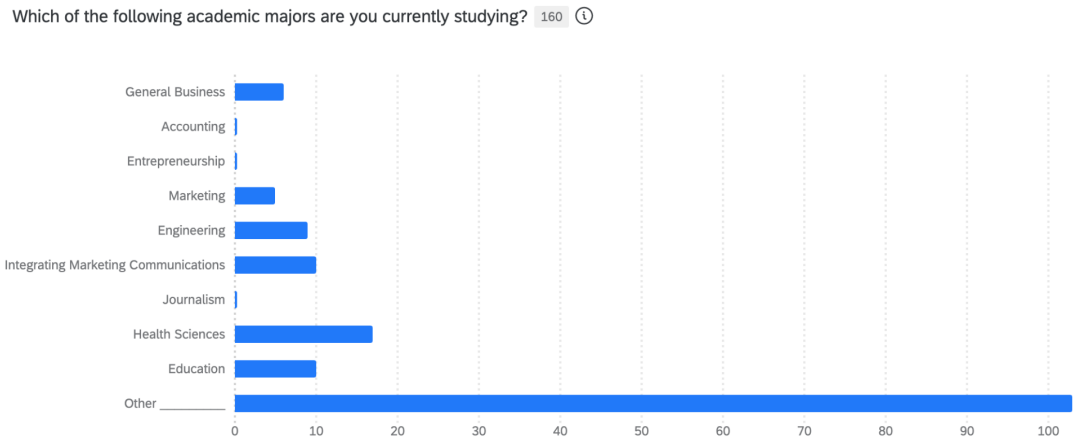


Figure 6.2.G. There were 160 responses to this survey question. The leading response was the other category, with over 100 responses.

H.

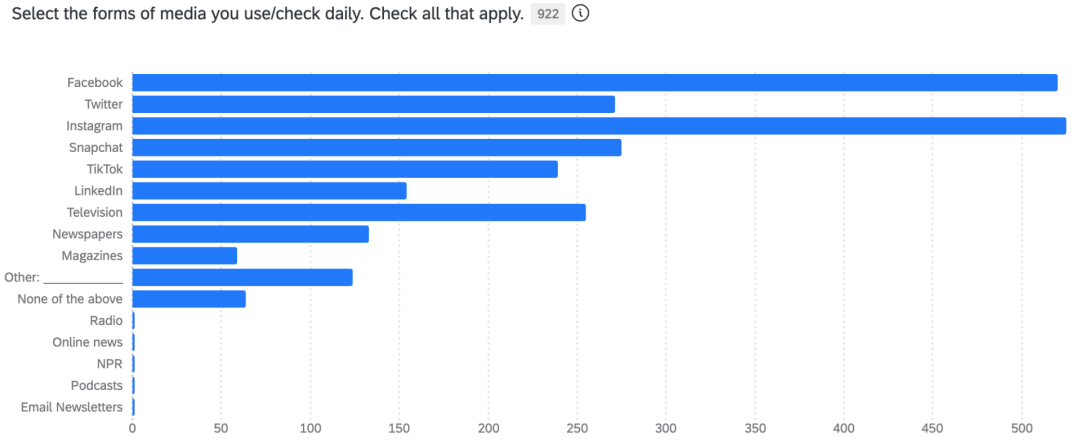


Figure 6.2.H. Respondents selected the forms of media used and checked daily. Instagram took the lead with 525 counts, followed by Facebook with 520. According to the survey results, Facebook and Instagram receive the most attention.

I.

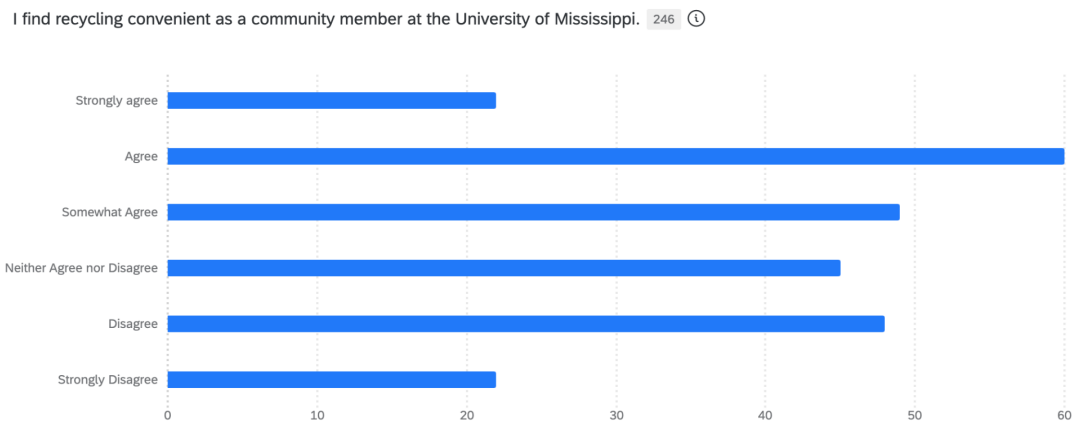


Figure 6.2.I. Respondents selected whether they believe recycling to be convenient as a community member at the University of Mississippi. 246 community members responded. There was a variance of 2 in the responses. 22 respondents (8.94%) strongly agreed. 60 respondents (24.4%) agreed. 49 respondents (19.9%) somewhat agreed. 45 respondents (18.3%) neither agree nor disagree. 48 respondents (19.5%) disagree. 22 respondents (8.94%) strongly disagree.

J.

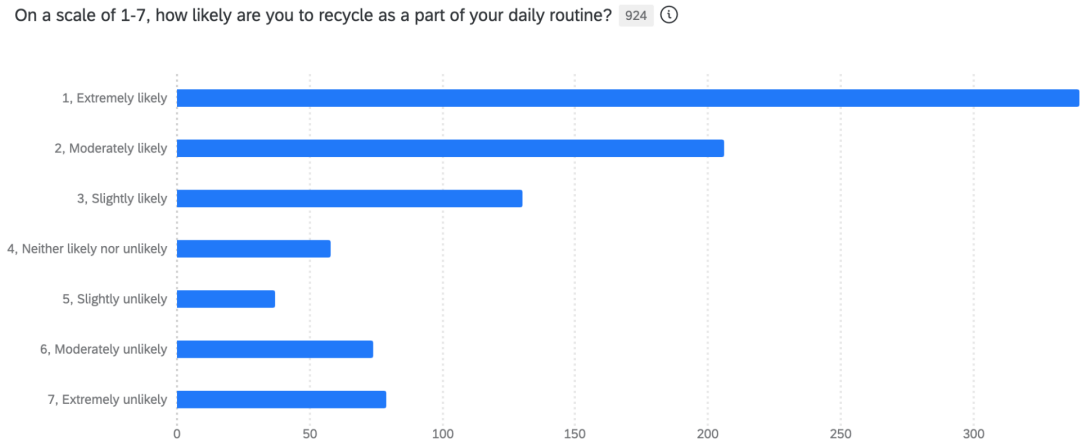


Figure 6.2.J. On a scale of 1-7, 924 respondents selected how likely they are to recycle as a part of their daily routine. There was a variance of 4 in the responses. 340 respondents (36.8%) said they are extremely likely to recycle. 206 respondents (22.3%) said they are moderately likely to recycle. 130 respondents (14.1%) said they are slightly likely to recycle. 58 respondents (6.3%) said they are neither likely nor unlikely to recycle. 37 respondents (4%) said they are slightly unlikely to recycle. 74 respondents (8%) said they are moderately unlikely to recycle. 79 respondents (8.55%) said they are extremely unlikely to recycle.

K.

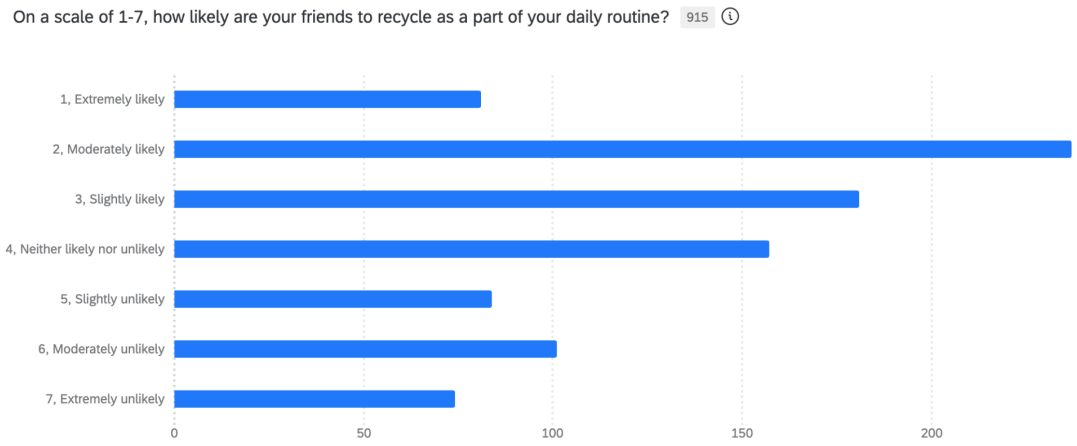


Figure 6.2.K. On a scale of 1-7, 915 respondents selected how likely their friends are to recycle as a part of their daily routine. 81 respondents (8.9%) selected that their friends are extremely likely to recycle. 237 respondents (26%) selected that their friends are moderately likely to recycle. 181 respondents (19.8%) selected that their friends are slightly likely to recycle. 157 respondents (17.2%) selected that their friends are neither likely nor unlikely to recycle. 84 respondents (9.2%) selected that their friends are slightly unlikely to recycle. 101 respondents (11%) selected that their friends are moderately unlikely to recycle. 74 respondents (8.1%) selected that their friends are extremely unlikely to recycle.

L.

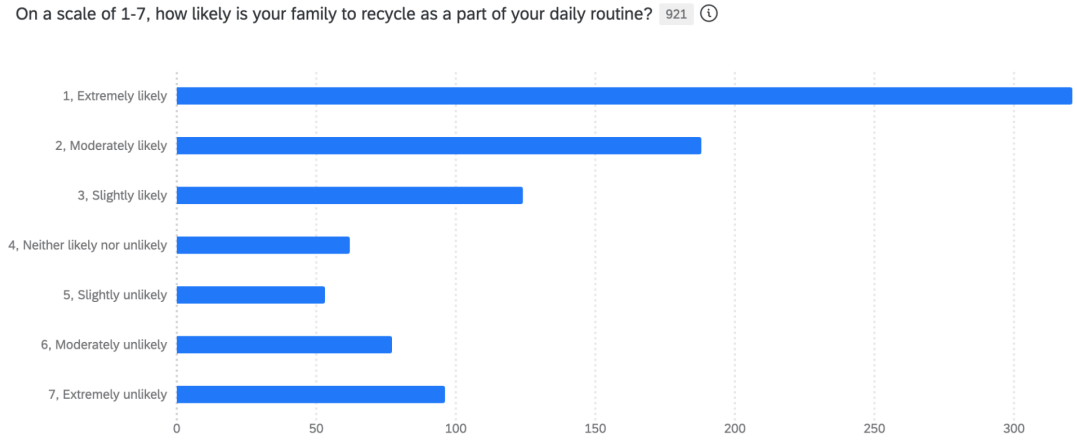


Figure 6.2.L. On a scale of 1-7, 921 respondents selected how likely their families are to recycle as a part of their daily routine. 321 respondents (34.9%) selected that their families are extremely likely to recycle. 188 respondents (20.4%) selected that their families are moderately likely to recycle. 124 respondents (13.5%) selected that their families are slightly likely to recycle. 62 respondents (6.7%) selected that their families are neither likely nor unlikely to recycle. 53 respondents (5.8%) selected that their families are slightly unlikely to recycle. 77 respondents (8.4%) selected that their families are moderately unlikely to recycle. 96 respondents (10.4%) selected that their families are extremely unlikely to recycle.

M.

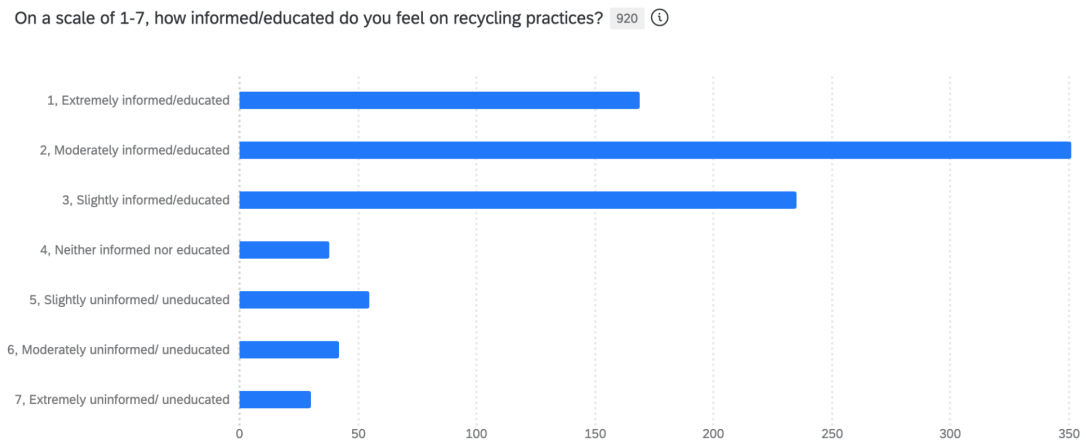


Figure 6.2.M. On a scale of 1-7, 920 respondents selected how informed/educated they feel on recycling practices. 169 respondents (18.4%) selected that they feel extremely informed/educated on recycling practices. 351 respondents (38.2%) selected that they feel moderately informed/educated on recycling practices. 235 respondents (25.5%) selected that they feel slightly informed/educated on recycling practices. 38 respondents (4.13%) selected that they feel neither informed nor educated on recycling practices. 55 respondents selected that they feel slightly uninformed/uneducated on recycling practices. 42 respondents (5.98%) selected that they feel moderately uninformed/uneducated on recycling practices. 30 respondents (3.26%) selected that they feel extremely uninformed/uneducated on recycling practices.

N.

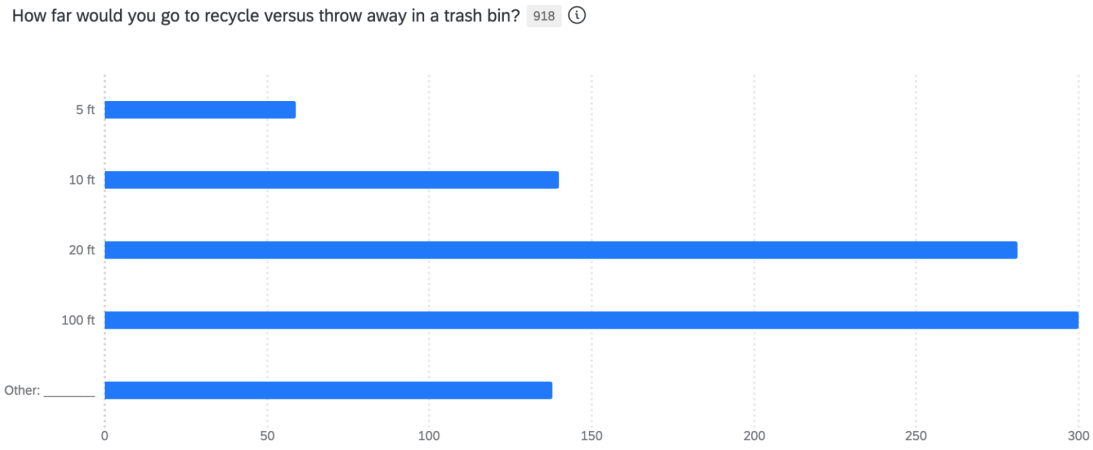


Figure 6.2.N. 918 community members responded to how far they would go to recycle versus throw away in a trash bin. 59 respondents (6.42%) selected 5 ft. 140 respondents (15.2%) selected 10 ft. 281 respondents (30.5%) selected 20 ft. 300 respondents (32.7%) selected 100 ft. 138 respondents (15%) selected "Other."

O.

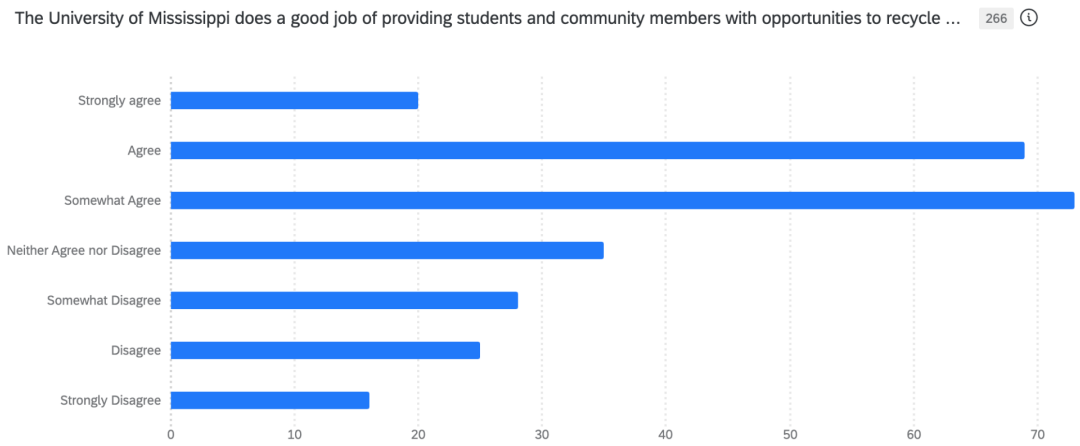


Figure 6.2.O. 266 respondents expressed an opinion on whether The University of Mississippi does a good job of providing students and community members with opportunities to recycle materials. 20 respondents (7.52%) selected that they strongly agree. 69 respondents (25.9%) selected that they agreed. 73 respondents (27.4%) selected that they somewhat agreed. 35 respondents (13.1%) selected that they neither agreed nor disagreed. 28 respondents (10.5%) selected that they somewhat disagreed. 25 respondents (9.4%) selected that they disagreed. 16 respondents (6.02%) selected that they strongly disagree.

P.

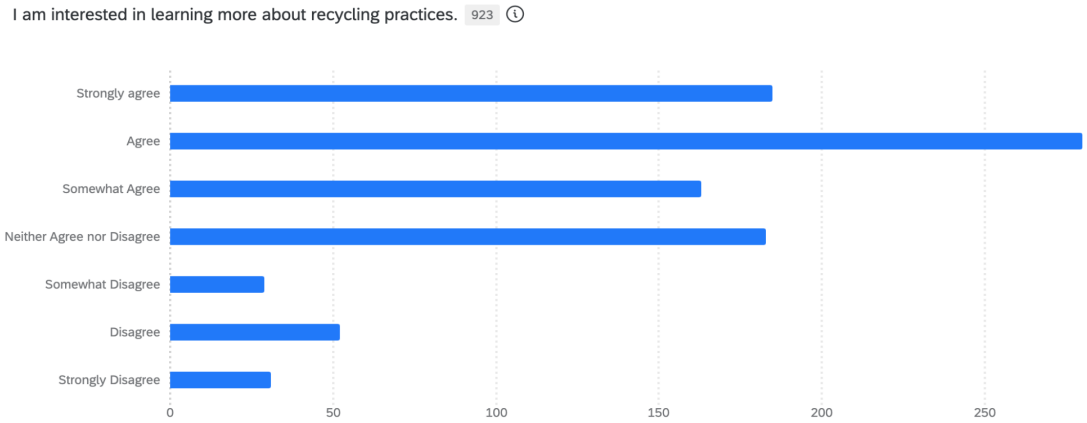


Figure 6.2.P. 923 community members responded to whether they were interested in learning more about recycling practices. 185 respondents (20%) strongly agreed that they were interested in learning more about recycling practices. 280 respondents (30.3%) agreed that they were interested in learning more about recycling practices. 163 respondents (17.7%) somewhat agreed that they were interested in learning more about recycling practices. 183 respondents (19.8%) neither agreed nor disagreed that they were interested in learning more about recycling practices. 29 respondents (3.14%) somewhat disagreed that they were interested in learning more about recycling practices. 52 respondents (5.63%) disagreed that they were interested in learning more about recycling practices. 31 respondents (3.36%) strongly disagreed that they were interested in learning more about recycling practices.

Q.

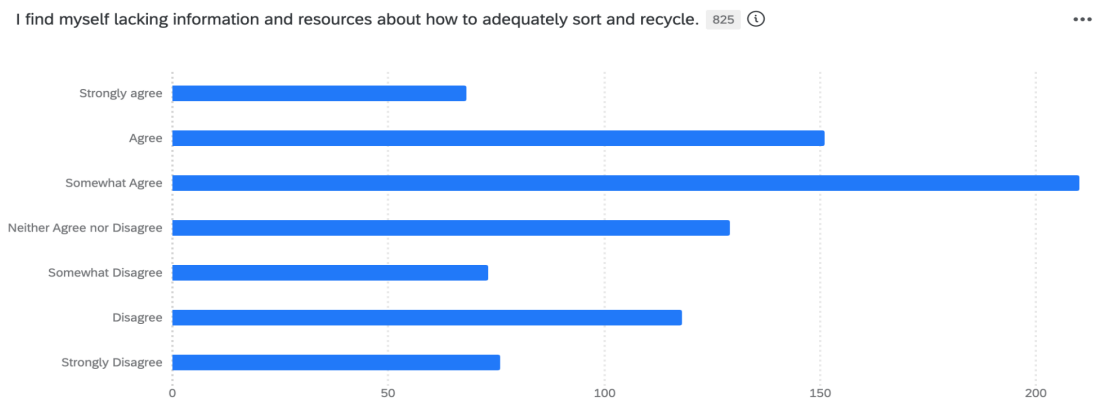


Figure 6.2.Q. 825 community members responded to whether they lack information and resources about sorting and recycling adequately. 68 respondents (8.24%) strongly agreed that they lacked information and resources about adequately sorting and recycling. 151 respondents (18.3%) agreed that they found themselves lacking information and resources about how to sort and recycle adequately. 210 respondents (25.5%) somewhat agreed that they lacked adequate information and resources about sorting and recycling. 129 respondents (15.6%) neither agreed nor disagreed that they lacked information and resources about how to adequately sort and recycle. 73 respondents (8.85%) somewhat disagreed that they lacked information and resources about how to sort and recycle adequately. 118 respondents (14.3%) disagreed that they found themselves lacking information and resources about sorting and recycling adequately. 76 respondents (9.2%) strongly disagreed that they found themselves lacking information and resources about how to sort and recycle adequately.

R.

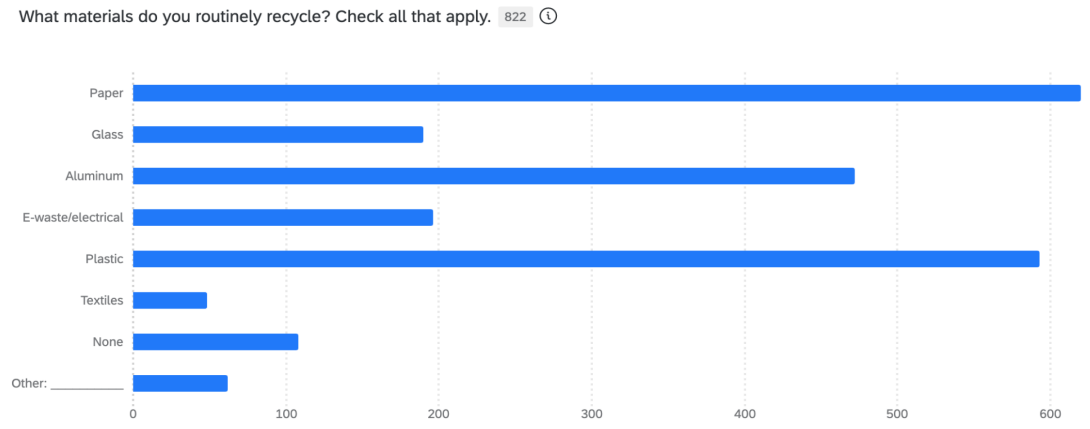


Figure 6.2.R. 822 community members responded to which materials they routinely recycle and selected all materials that they routinely recycle. Paper received 620 responses. Glass received 190 responses. Aluminum received 472 responses. E-waste/electrical received 196 responses. Plastic received 593 responses. Textiles received 48 responses. None received 108. The "Other_____" category with a text response option received 62 responses.

S.

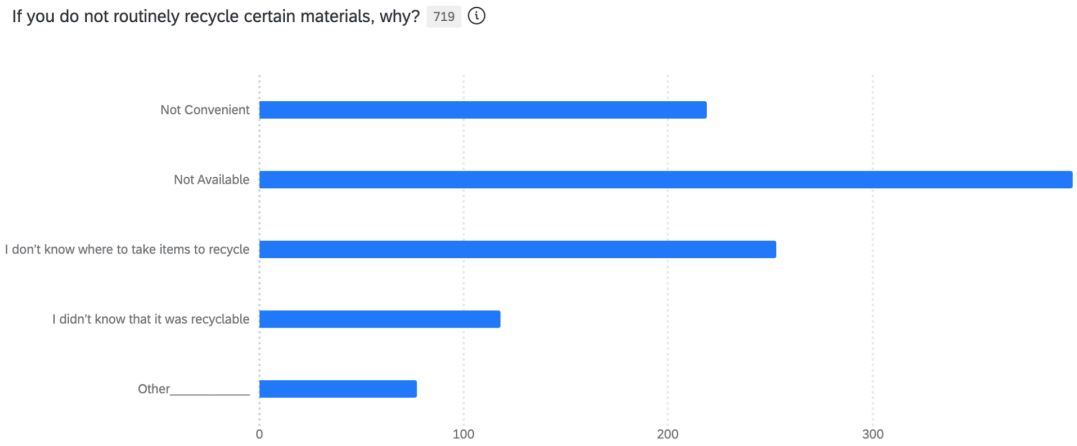


Figure 6.2.S. 719 survey respondents answered to why they do not routinely recycle certain materials. 219 respondents (30.5%) selected that routinely recycling certain materials is not convenient for them. 398 respondents (55.4%) selected that routinely recycling materials is not available for them. 253 respondents (35.2%) selected that they do not know where to take items to recycle. 118 respondents (16.4%) selected that they did not know that an item was recyclable. 77 respondents (10.7%) selected "Other" as their reason for not routinely recycling certain materials.

T.

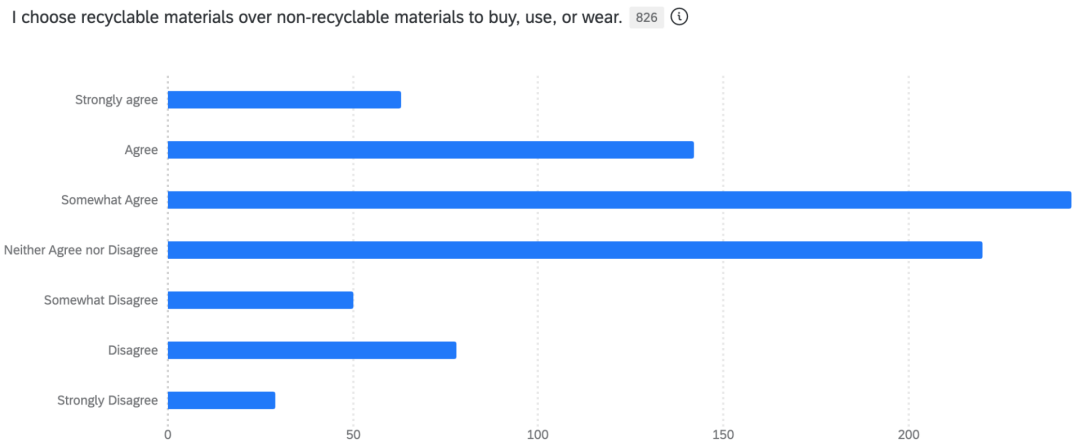


Figure 6.2.T. 826 participants responded to whether they agree to choose recyclable materials over non-recyclable materials to buy, use, or wear. 63 respondents (7.6%) strongly agreed that they choose recyclable materials over non-recyclable materials to buy, use, or wear. 142 respondents (17.2%) agreed that they choose recyclable materials over non-recyclable materials to buy, use, or wear. 244 respondents (29.5%) somewhat agreed that they choose recyclable materials over non-recyclable materials to buy, use, or wear. 220 respondents (26.6%) neither agreed nor disagreed that they choose recyclable materials over non-recyclable materials to buy, use, or wear. 50 respondents (6.1%) somewhat disagreed that they choose recyclable materials over non-recyclable materials to buy, use, or wear. 78 respondents (9.4%) disagreed that they choose recyclable materials over non-recyclable materials to buy, use, or wear. 29 respondents (3.5%) strongly disagreed that they choose recyclable materials over non-recyclable materials to buy, use, or wear.

U.

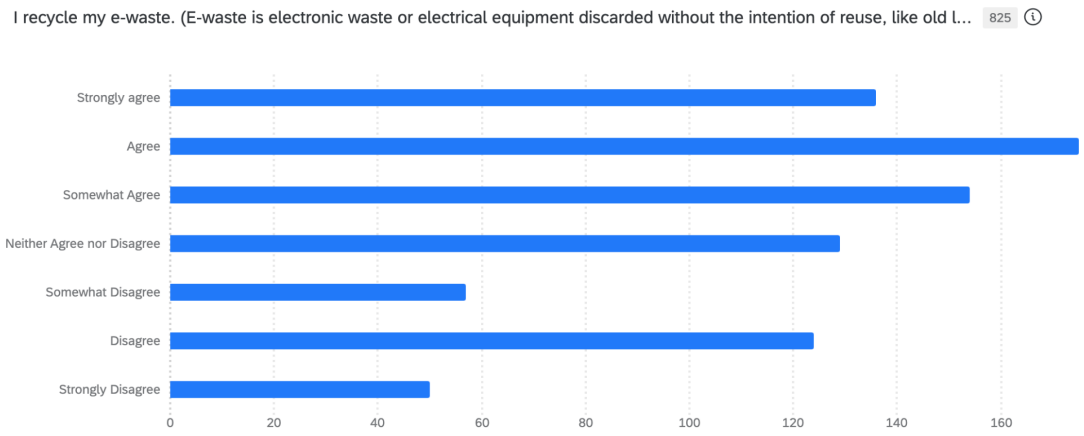


Figure 6.2.U. 825 participants responded to whether they recycle e-waste. (*E-waste is electronic waste or electrical equipment discarded without the intention of reuse, like old laptops, phones, televisions, radios, computers, machines, and other electronics with harmful chemicals that harm the environment).* 136 respondents (16.5%) strongly agreed that they recycle their e-waste. 175 respondents (21.2%) agreed that they recycle their e-waste. 154 respondents (18.7%) somewhat agreed that they recycle their e-waste. 129 respondents (15.6%) neither agreed nor disagreed that they recycle their e-waste. 57 respondents (6.91%) somewhat disagreed that they recycle their e-waste. 124 respondents (15%) disagreed that they recycle their e-waste. 50 respondents (6.1%) disagreed that they recycle their e-waste.

V.

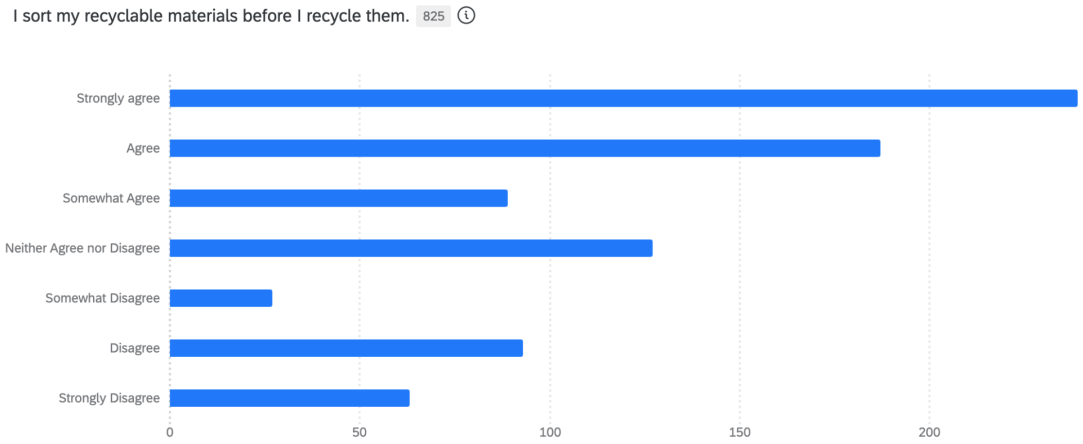


Figure 6.2.V. 825 community members responded to whether they sort recyclable materials before recycling them. 239 respondents (29%) strongly agreed that they sort recyclable materials before recycling them. 187 respondents (22.7%) agreed that they sort recyclable materials before recycling them. 89 respondents (10.8%) somewhat agreed that they sort recyclable materials before recycling them. 127 respondents (15.4%) neither agreed nor disagreed that they sort recyclable materials before recycling them. 27 respondents (3.3%) somewhat disagreed that they sort recyclable materials before recycling them. 93 respondents (11.3%) disagreed that they sort recyclable materials before recycling them. 63 respondents (7.64%) strongly disagreed that they sort recyclable materials before recycling them.

W.

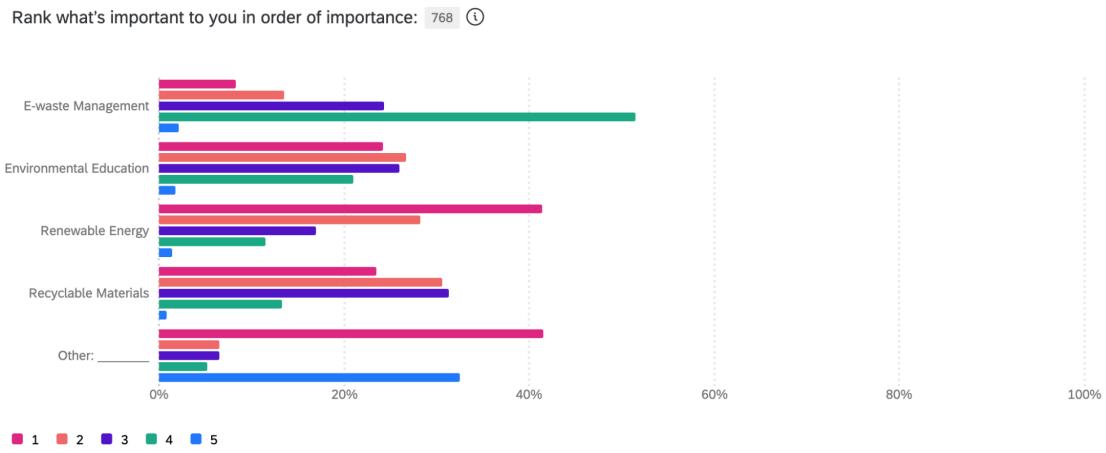


Figure 6.2.W. Respondents ranked what environmental issues are important to them in order of importance on a scale of 1-5. 310 respondents ranked renewable energy as the #1 most important issue. 231 respondents ranked recyclable materials as the #2 most important issue. 236 respondents ranked recyclable materials as the #3 most important issue. 386 respondents ranked e-waste management as the #4 most important environmental issue. Environmental education received many responses; however, the responses did not outrank every other category.

X.

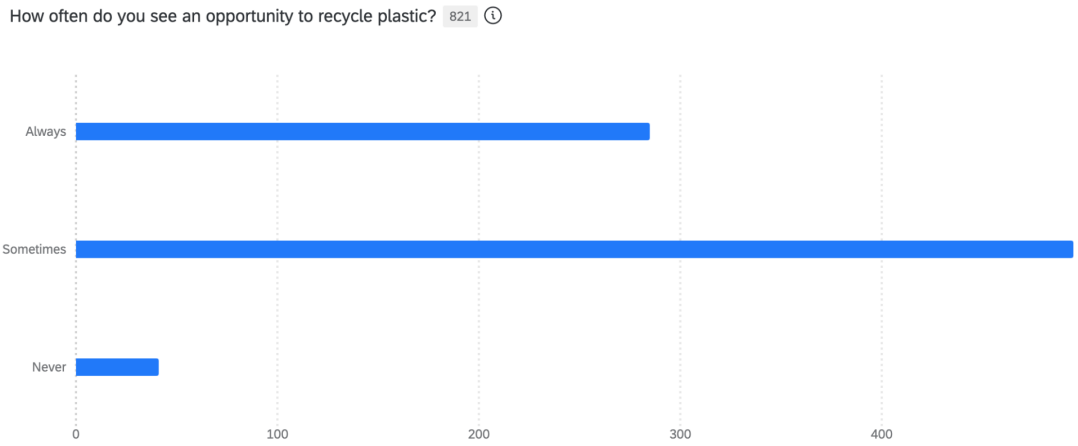


Figure 6.2.X. 821 participants responded about how often they see an opportunity to recycle plastic. 285 respondents (34.7%) selected that they always see an opportunity to recycle plastic. 495 respondents (60.3%) selected that they sometimes see an opportunity to recycle plastic. 41 respondents (4.99%) selected that they never see an opportunity to recycle plastic.

Y.

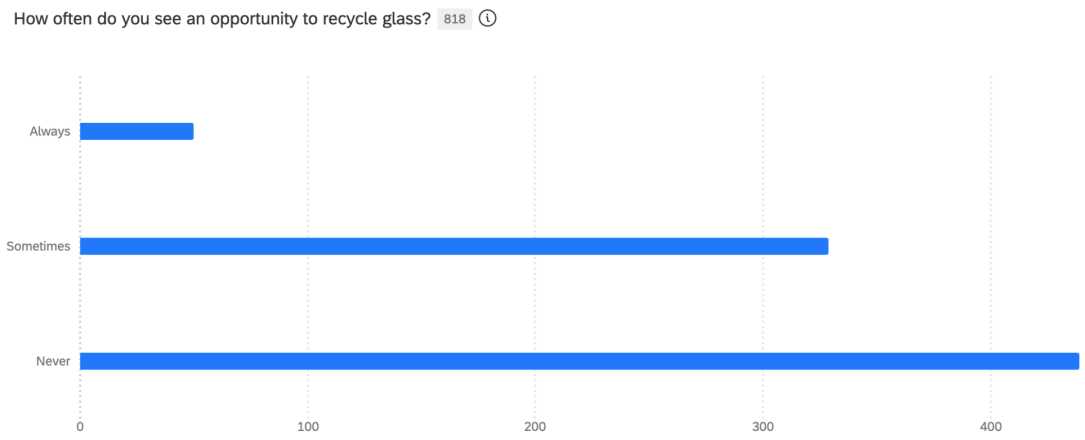


Figure 6.2.Y. 818 participants responded about how often they see an opportunity to recycle glass. 50 respondents (6.11%) selected that they always see an opportunity to recycle glass. 329 respondents (40.2%) selected that they sometimes see an opportunity to recycle glass. 439 respondents (53.7%) selected that they never see an opportunity to recycle glass.

Z.

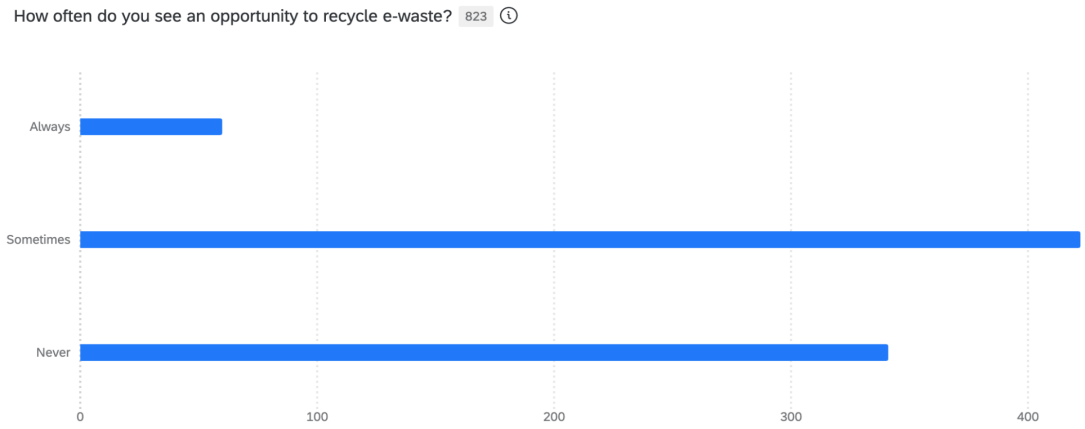


Figure 6.2.Z. 823 participants responded about how often they see an opportunity to recycle e-waste. 60 respondents (7.3%) selected that they always see an opportunity to recycle e-waste. 422 respondents (51.3%) selected that they sometimes see an opportunity to recycle e-waste. 341 respondents (41.4%) selected that they never see an opportunity to recycle e-waste.

AA.

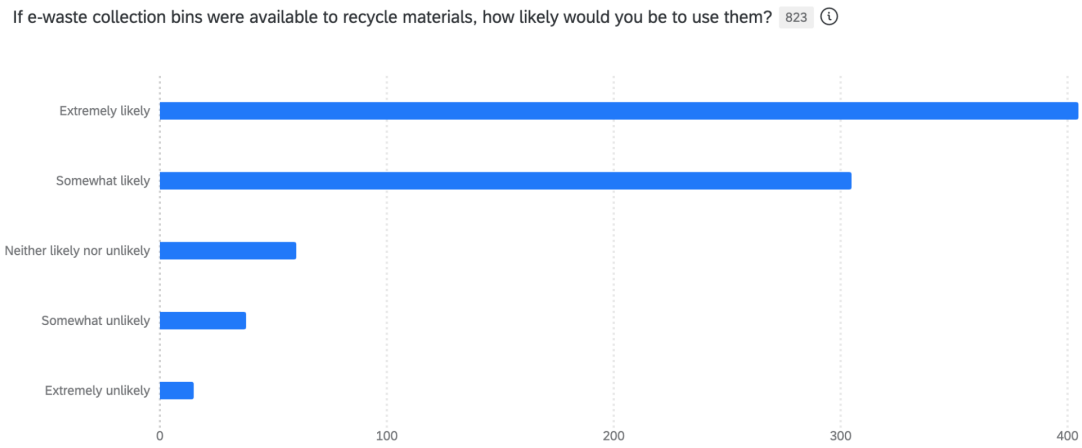


Figure 6.2.AA. 823 participants responded to how likely they would be to use e-waste collection bins if they were available to recycle materials. 405 participants (49.2%) responded that they would be extremely likely to use e-waste collection bins if they were available to recycle materials. 305 participants (37.1%) responded that they would be somewhat likely to use e-waste collection bins if they were available to recycle materials. 60 participants (7.29%) responded that they would be neither likely or unlikely to use e-waste collection bins if they were available to recycle materials. 38 participants (4.62%) responded that they would be somewhat unlikely to use e-waste collection bins if they were available to recycle materials. 15 participants (1.82%) responded that they would be extremely unlikely to use e-waste collection bins if they were available to recycle materials.

BB.

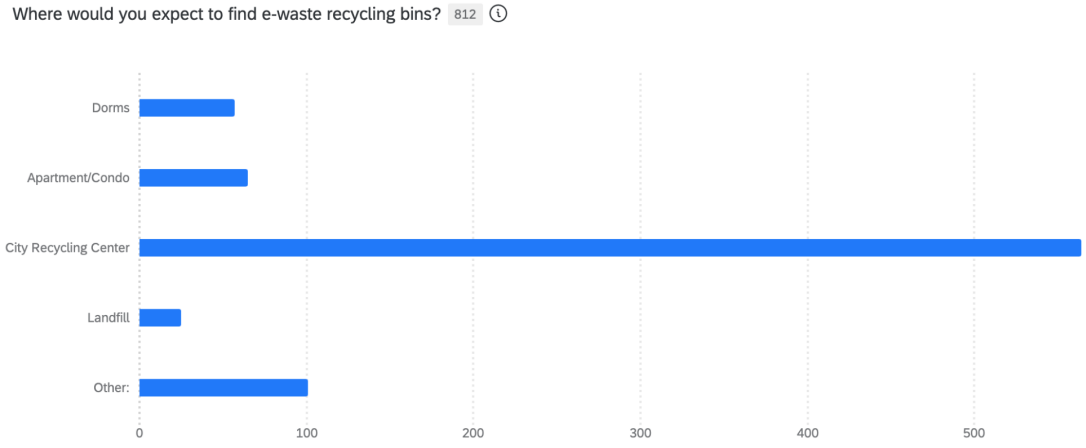


Figure 6.2.BB. 812 participants responded about where they would expect to find e-waste recycling bins. 57 respondents (7.02%) expected to find e-waste recycling bins in dorms. 65 respondents (8%) expected to find e-waste recycling bins in apartments/condos. 564 respondents (69.5%) expected to find e-waste recycling bins at landfills. 101 respondents (12.4%) expected to find e-waste recycling bins at other locations.

CC.

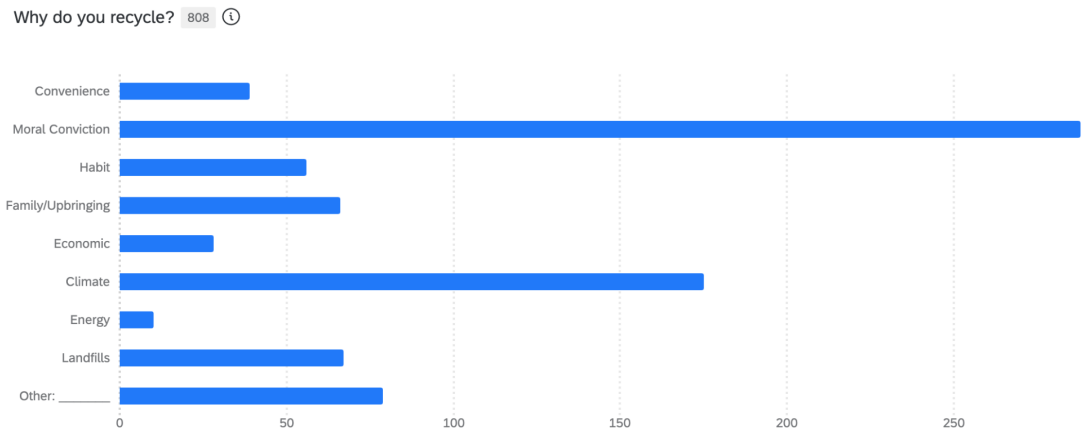


Figure 6.2.CC. 808 participants responded to why they recycle. 39 respondents (4.82%) selected "Convenience." 288 respondents (35.6%) selected "Moral Conviction." 56 respondents (6.93%) selected "Habit." 66 respondents (8.17%) selected "Family/Upbringing." 28 respondents (3.47%) selected "Economic." 175 respondents (21.7%) selected "Climate." 10 respondents (1.24%) selected "Energy." 67 respondents (8.29%) selected "Landfills." 79 respondents (9.78%) selected "Other."

DD.

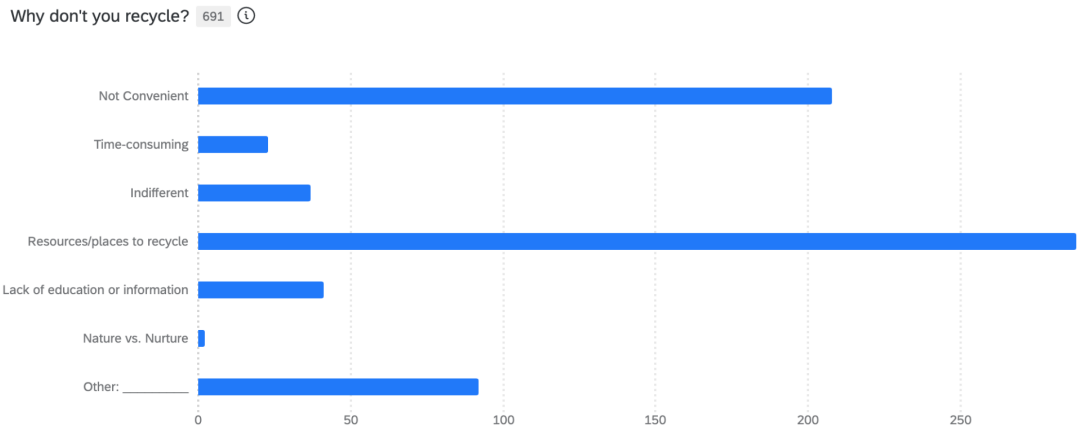


Figure 6.2.DD. 691 participants responded to why they recycle. 208 respondents (30.1%) selected "Not Convenient." 23 respondents (3.33%) selected "Time-consuming." 37 respondents (5.35%) selected "Indifferent." 288 respondents (41.7%) selected "Resources/places to recycle." 41 respondents (5.93%) selected "Lack of education or information." 2 respondents (0.3%) selected "Nature vs. Nurture." 92 respondents (13.3%) selected "Other."

EE.

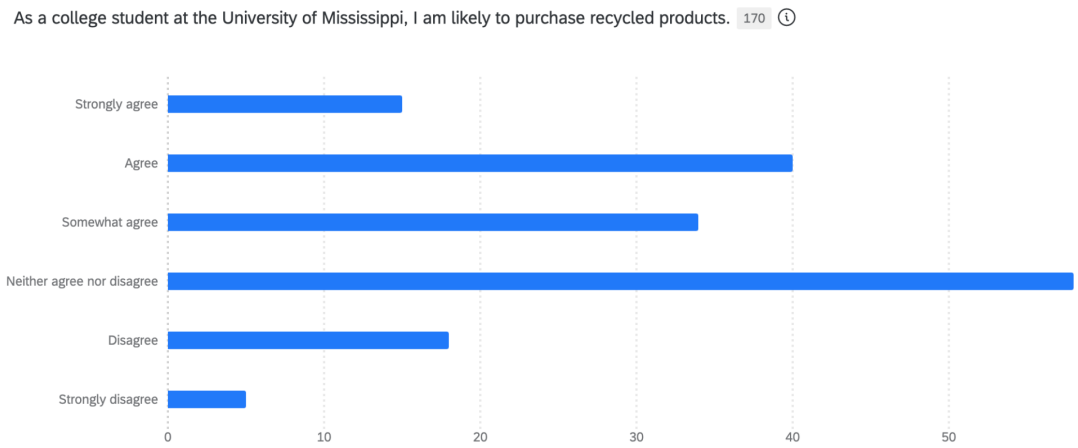


Figure 6.2.EE. 170 respondents selected whether, as college students at the University of Mississippi, they are likely to purchase recycled products. 15 respondents (8.82%) strongly agreed that they are likely to purchase recycled products. 40 respondents (23.5%) agreed that they are likely to purchase recycled products. 34 respondents (20%) somewhat agreed that they are likely to purchase recycled products. 58 respondents (34.1%) neither agreed nor disagreed that they will likely purchase recycled products. 18 respondents (10.6%) disagreed that they are likely to purchase recycled products. 5 respondents (2.94%) strongly disagreed that they are likely to purchase recycled products.

FF.

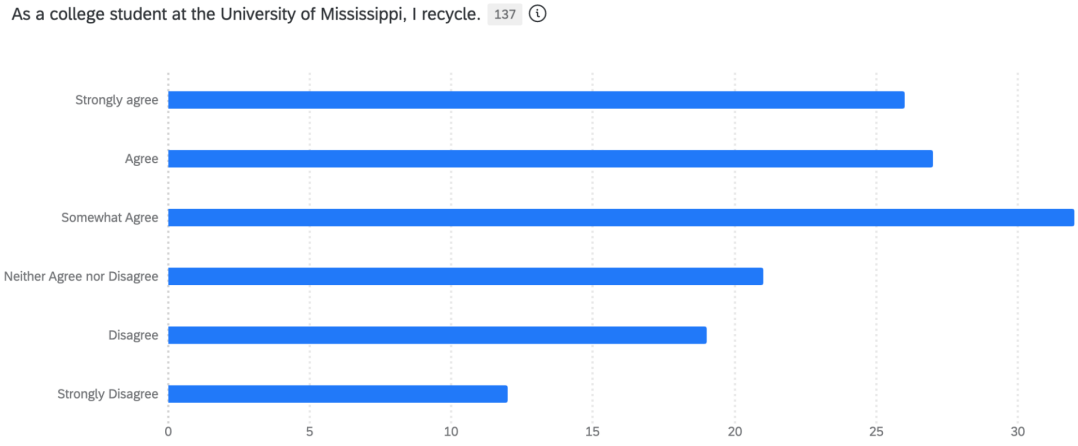


Figure 6.2.FF. 137 respondents selected whether, as college students at The University of Mississippi, they are likely to recycle. 26 respondents (19%) strongly agreed. 27 respondents (19.7%) agreed. 32 respondents (23.4%) somewhat agreed. 21 respondents (15.3%) neither agreed nor disagreed. 19 respondents (13.9%) disagreed. 12 respondents (8.8%) strongly disagreed.

GG.

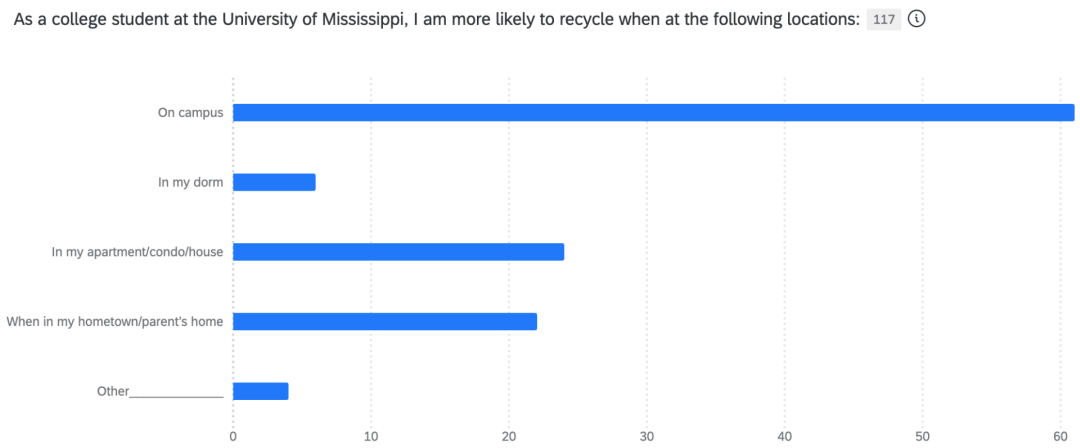


Figure 6.2.GG. 117 respondents selected which locations, as college students at the University of Mississippi, they are most likely to recycle. 61 respondents (52.1%) selected that they are more likely to recycle on campus. 6 respondents (5.12%) selected that they are more likely to recycle in their dorm areas. 24 respondents (20.5%) selected that they are more likely to recycle in their apartment/condo/house. 22 respondents (18.8%) selected that they are more likely to recycle when in their hometown/parent's home. 4 respondents (3.42%) selected the "Other" option.

HH.

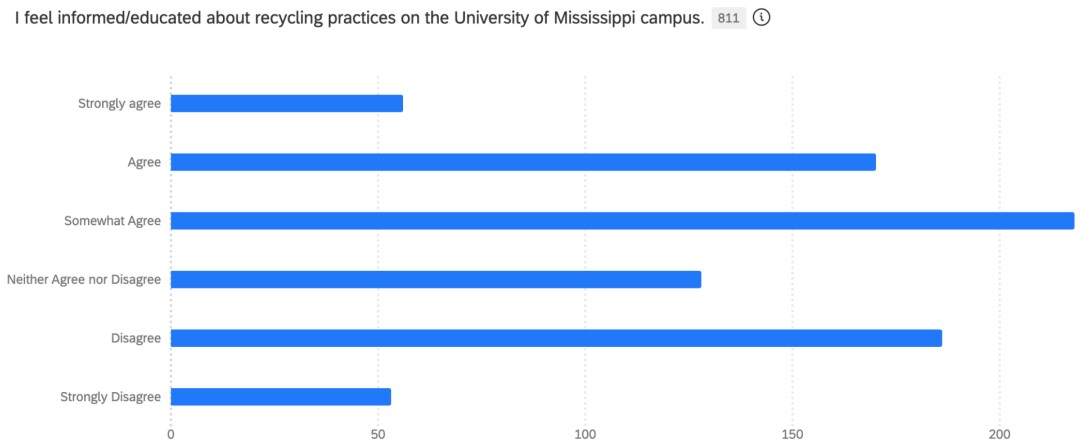


Figure 6.2.HH. 811 respondents selected how informed/educated they feel about recycling practices on the University of Mississippi campus. 56 respondents (6.91%) selected they strongly agreed that they feel informed/educated about recycling practices on the University of Mississippi campus. 170 respondents (21%) selected they agreed that they feel informed/educated about recycling practices on the University of Mississippi campus. 218 respondents (26.9%) selected they somewhat agreed that they feel informed/educated about recycling practices on the University of Mississippi campus. 128 respondents (15.8%) selected they neither agreed nor disagreed that they feel informed/educated about recycling practices on the University of Mississippi campus. 186 respondents (22.9%) selected they disagreed that they feel informed/educated about recycling practices on the University of Mississippi campus. 53 respondents (6.54%) selected they strongly disagreed that they feel informed/educated about recycling practices on the University of Mississippi campus.

II.

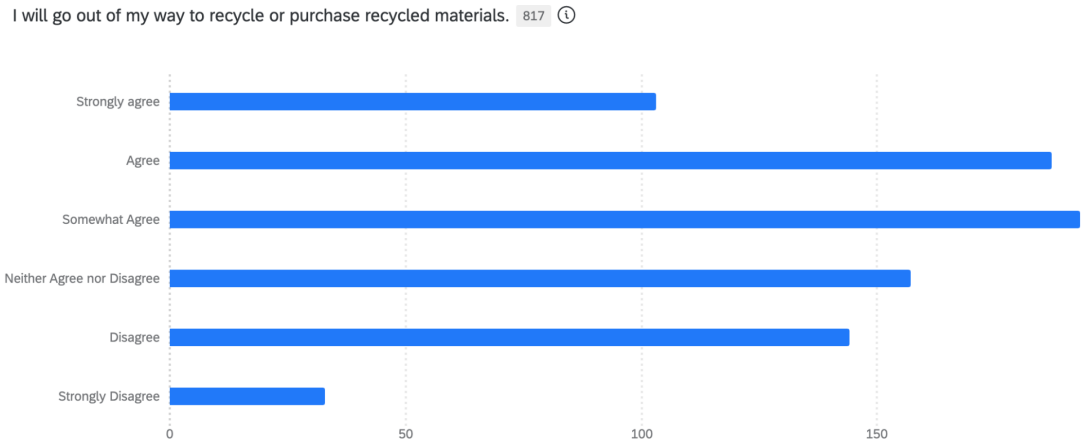


Figure 6.2.II. 817 participants responded about whether they will go out of their way to recycle or purchase recycled materials. 103 respondents (12.6%) strongly agreed that they will go out of their way to recycle or purchase recycled materials. 187 respondents (22.9%) agreed they would go out of their way to recycle or purchase recycled materials. 193 respondents (23.6%) somewhat agreed that they will go out of their way to recycle or purchase recycled materials. 157 respondents (19.2%) neither agreed nor disagreed that they will go out of their way to purchase recycled materials. 144 respondents (17.6%) disagreed that they will not go out of their way to recycle or to purchase recyclable materials. 33 respondents (4.03%) strongly disagreed that they would not go out of their way to recycle or to purchase recyclable materials.

JJ.

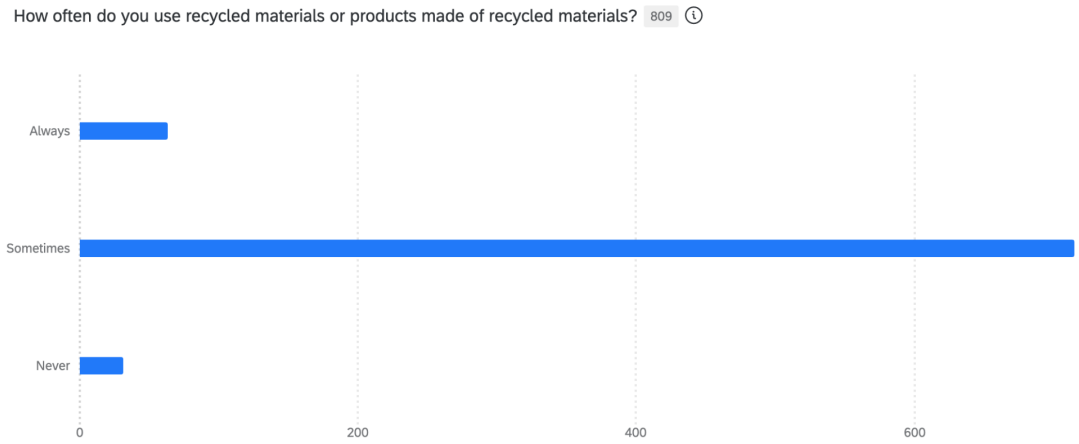


Figure 6.2.JJ. 809 participants selected how they use recycled materials or products made of recycled materials. 63 respondents (7.89%) selected that they always use recycled materials or products made of recycled materials. 715 respondents (88.4%) selected that they sometimes use recycled materials or products made of recycled materials. 31 respondents (3.83%) selected that they never use recycled materials or products made of recycled materials.

KK.

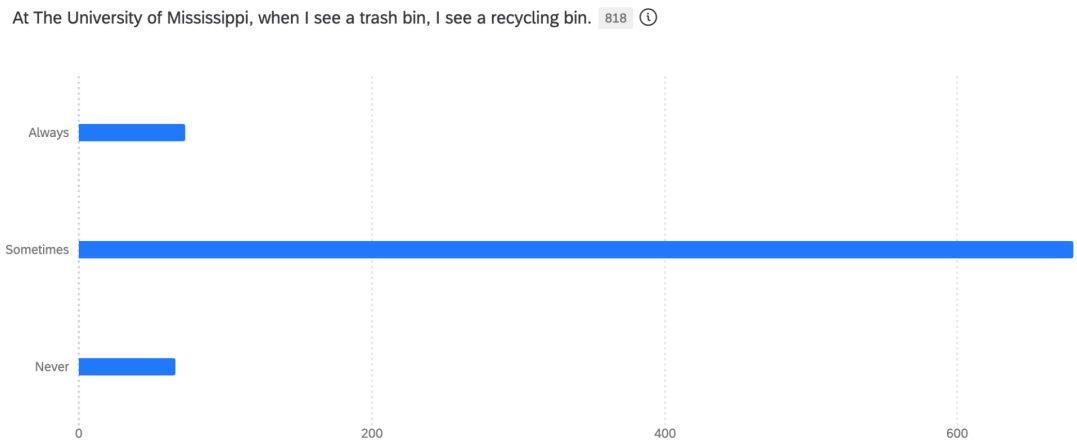


Figure 6.2.KK. 818 respondents at The University of Mississippi selected whether they see a recycling bin when they see a trash bin. 73 respondents (8.92%) selected that they always see a recycling bin when they see a trash bin. 679 respondents (83%) selected that they sometimes see a recycling bin when they see a trash bin. 66 respondents (8.1%) selected that they never see a recycling bin when they see a trash bin.

LL.

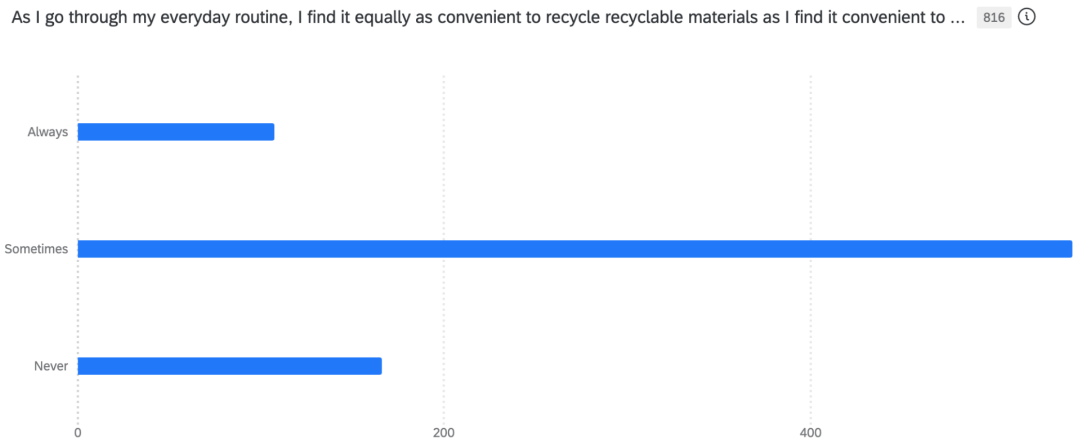


Figure 6.2.LL. 816 respondents selected whether, as they go through their everyday routines, they find it equally as convenient to recycle recyclable materials as they find it convenient to discard trash on the UM campus. 107 respondents (13.1%) selected that they always find it equally as convenient to recycle recyclable materials as they find it convenient to discard trash on the UM campus. 543 respondents (66.5%) selected that they sometimes find it equally as convenient to recycle recyclable materials as they find it convenient to discard trash on the UM campus. 166 respondents (20.3%) selected that they never find it equally as convenient to recycle recyclable materials as they find it convenient to discard trash on the UM campus.

MM.

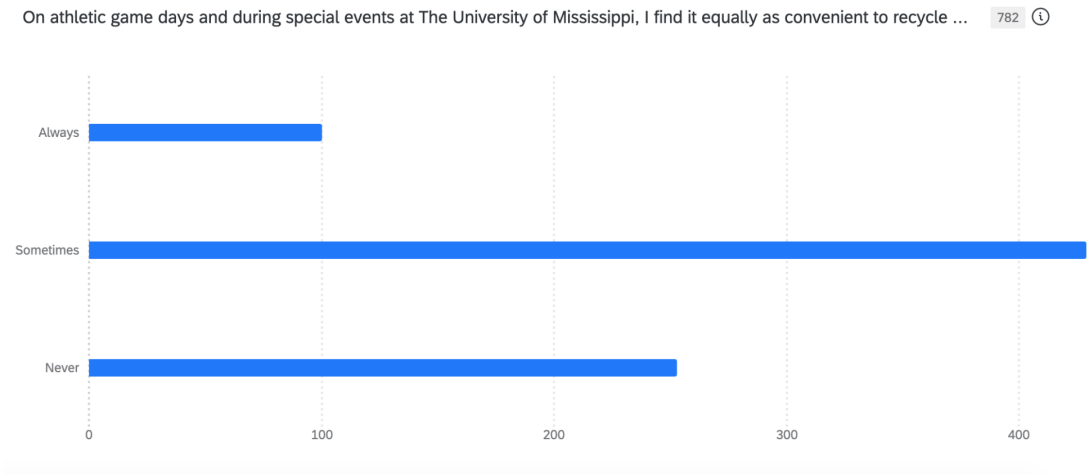


Figure 6.2.MM. 782 respondents selected whether they find it equally convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus. 100 respondents (12.8%) selected that they always find it equally as convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus. 429 respondents (54.9%) selected that they sometimes find it equally as convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus. 253 respondents (32.4%) selected that they never find it equally as convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus.

SECTION 6.3: *Analysis and Conclusion*

Overall, this survey raised important questions about sustainability among the Ole Miss community and therefore spread great environmental awareness during the course of the survey distribution period. Even without an updated campaign–one with assets, graphics, and other integrated marketing communications tactics–attached to the survey, the survey stirred many sustainability issues. Community members across campus reached out to the researcher with follow-up questions, wondering where to recycle and how to learn more about sustainability practices. Evidently, the survey response rate and buzz created by the survey proved the significance of the project.

Overall, respondents ranged from wide backgrounds; however, the underlying interest remained the connection to the University of Mississippi. Respondents shared the forms of media they check daily; the responses ranged from traditional media to digital media. Essentially, integrating these methods or even capitalizing on both traditional and digital media to promote environmental awareness would be extremely beneficial for the University. By the same token, community members opt to recycle and partake in environmental tasks due to moral conviction. Though they do not see an opportunity to recycle each time they may see an opportunity to dispose of waste, the majority of respondents selected that they would recycle if they had the opportunity to do so, because of that moral conviction. Therefore, it would be beneficial for the University of Mississippi to provide more opportunities to recycle so that the community members may optimize sustainability and recycle within the community, just as often as they may dispose of waste.

Additionally, many community members do not recognize the opportunities to recycle on athletic game days and during special events at The University of Mississippi. 782 respondents selected whether they find it equally convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus. 100 respondents selected that they always find it equally as convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus. 429 respondents selected that they sometimes find it equally as convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus. 253 respondents selected that they never find it equally as convenient to recycle their recyclable materials on athletic game days and during special events at The University of Mississippi as they find it convenient to discard trash on campus. Ole Miss should make game day and special event waste management protocols a priority since these days are when the most waste is produced. Move-in days and move-out days should also be prioritized because of the mass entrance and exodus of both students and waste.

Q&A TRANSCRIPTS AND ANALYSES OF THE INTERVIEWS

SECTION 7.1: *Interview Transcript: Kendall McDonald, Associate Director, the University of Mississippi Office of Sustainability*

Q: "Why is recycling important?"

A: "In order to fully contextualize why recycling is important, one should understand sustainability in terms of systems. Sustainability aims to better understand and map the many different relationships we have with our environment. In those relationships, we have different dimensions of the environment, human society, and the economy. We interact with these different dimensions every day. They are interdependent in the sense that the environmental dimension permeates everything that we do, everything that we need, and everything that we consume. Sustainability seeks to create relationships between these dimensions that can be continued into the future without having a detrimental impact on the elements in the environment. Recycling is an important tool as a tiny piece in the broader context to address a unique feature of our current system that is not sustainable. We currently extract and produce more materials than we need and a lot more materials than we can safely return to the environment. Recycling is one way that we can take some of those materials that we have generated and extend the life of them so that we can delay the deposit of them in landfills. Recycling is helpful when looking at the full picture of a material's life. We have the ability to recycle, but we also have the ability to refuse and reduce. In sustainability, we talk a lot about the three R's–reduce, reuse, and recycle. Repurpose is another great sustainability practice. Reduction is reducing the amount of single-use activity whenever possible. Limit the use

of disposable products when you do not need them. I think about the pandemic as a great example. We did not have a great way to recycle masks. A lot of disposable single-use masks had to be used for health reasons. That was one example of when recycling or refusal were not options, so we used reusable masks when we could. A lot of things that we consider needs are not actually needs. Our culture really does reinforce this idea that we need more than what we actually need and that the effects of our consumption are not that detrimental or real. It does us an injustice because anything that we produce exists now, even if we do not see it. Recycling is important because we generate so much waste on a daily basis because we cannot get back to a level that is sustainable without putting some of those materials back into the environment in a sustainable way. We have a lot of data on the waste that is generated on campus. We generate about 12 tons of waste every single day. That is just on a normal day of classes on campus. On football game days, we generate up to and around 100 tons of waste on campus. I spoke to Athletics and Landscape Management about game day clean-up, and they said that they fill up eight 30-yard dumpsters on game days, and then they continue to fill up four more dumpsters the following day when cleaning out the stadium."

Q: "What should students/guests visiting campus know about waste management/recycling?"

A: "I think it is really important to know what is recyclable. We can recycle Plastic Number 1 – Polyethylene Terephthalate (PETE/PET) and Plastic Number 2 – High-Density Polyethylene (HDPE). You can look at your item, whatever it is, if it is a water bottle, the classification is usually on the bottom, find a triangle with a one or a two designating the plastic classification number on the bottom of the bottle. We can also

recycle aluminum and mixed paper on campus, and miscellaneous e-waste. We can recycle paper that does not have oil or plastic film on it. We can recycle cardboard. We cannot recycle contaminated items. We cannot recycle liquids. We cannot recycle items that have a lot of food waste on them. We cannot recycle glass."

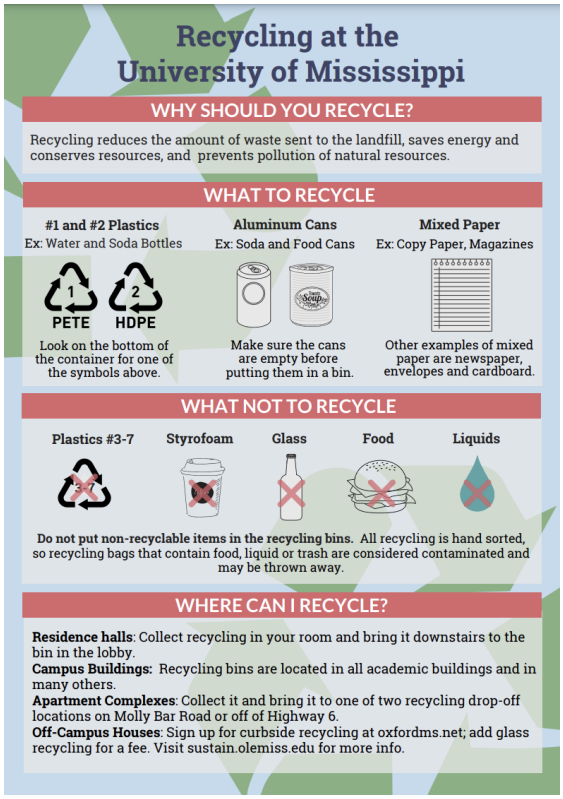


Figure 7.1 A. UM 2019 Recycling Brochure

Q: "What is your biggest concern or frustration with waste management on campus?"

A: "I think my biggest frustration is that there is a lot of mistrust, and it is hard to get through that mistrust to address the variables that we need to address. As I have explained, recycling is a tool that is used within a system. There are systemic elements that go into making a recycling system work really well. We need to adequately prepare

participants, people who pass by recycling bins, to recycle correctly; we need more signage. We also need to train our staff to handle recycling correctly. We have several different facilities and entities on campus, between Campus Facilities Management, Athletics, and Housing, each of these departments has different facilities and teams and also different domains and areas that they are responsible for. We have to make sure that these different micro-systems on campus are consistent with each other. There are a lot of different things to manage. Historically, we have had a lack of resources regarding recycling. As we have implemented it on campus, we have tried to address a series of issues in a whack-a-mole kind of way, piece by piece. I think that sometimes our campus community members see that and, understandably, they have mistrust and have mistrust in the recycling program. They worry that it [products put in recycling bins] are not ultimately being recycled. Because someone might come in behind them and put something that is not recyclable in a bin that their recycling is not going to be recycled, so they do not participate. Those are all understandable apprehensions to have, but when you have something on a systemic level, you try to do what you can do. The entire system altogether depends on participation. I would say it is not so much a frustration directed toward our campus community, but it is about putting messaging out there that is informative, honest, transparent, and encouraging. It is easy for misinformation to disrupt the system. It is difficult when trying to reduce waste, a lot of campus operations are built without waste in mind. We are having to go in after the fact to implement something that is not fully integrated into the way that we do things."

Q: "What local or Mississippi nonprofit organizations are you involved with or have previously been involved with? Describe the role you play within the organization and the tasks you're involved with."

A: "We partner really closely with the Oxford Recycling Center. The Oxford Recycling Center manages all recycling, except for e-waste. On campus, we partner closely with Facilities Management and Facilities Planning. Facilities Management manages and maintains all buildings, and Facilities Planning holds all the architects on campus. We work closely with Ole Miss Housing, Ole Miss Athletics, and Ole Miss Landscape Services. We have an upcoming glass drive with an organization based out of Madison, Mississippi. We partner with Ole Miss Dining to compost all of their kitchen waste. We are a small office with two full-time workers, so our partnerships are what our work depends on."

Q: "What creative or communication needs do you perceive would benefit the University of Mississippi in waste management efforts?"

A: "I know that we need a comprehensive signage project. Internally, we have discussed providing an SMS phone number to text to ask about the recyclability of certain items, as an automatic response. We could use more signage and an SMS text messaging service. I think that more material could be useful around a central communications campaign around recycling from the University of Mississippi, and not just our office."

Q: "How do students get involved with your organization and support/help your efforts?"

A: “Students are a big part of the work we do, like I said, we are two people. We have an intern staff, it is a paid intern program. We hire student interns by the semester. I think we have about four interns this semester. We also have a lot of volunteer opportunities. We do a lot of academic collaborations. We work with different faculty on campus. We give presentations or actually help with assignments that treat the University campus like a living laboratory. Assignments include implementing signage projects. We also have worked with the Center for Manufacturing Excellence (CME) to build tools that we can use for our compost program. Our office advises several student groups. Students can get involved through the UM Green Fund. It is a grant program for students to get plugged into what we’re doing.”

Figure 7.1 B. UM 2019 Brochure with Green Partners

Q: "How would the University of Mississippi benefit from greater environmental efforts?"

A: "There are many different ways. The University is actually undergoing an energy-performance savings contract. Over the next 20 years, the University is projected to implement wide-reaching energy-efficient upgrades. The University will be decreasing emissions. That, in and of itself, will support campus and community health by promoting cleaner air and cleaner water. It will be a cleaner way of powering our operations. We also would benefit from more robust food sustainability. Our office will be hosting an entire month of sustainability in April called, 'Earth Month.'"

Q: "What education efforts would help in campus waste management and recycling endeavors?"

A: "I think that there are ways we could embrace recycling and waste reduction education directly in classrooms. We are included in the Ole Miss First-Year Experience (EDHE) Curriculum. With those efforts, we are not reaching the full student population. I would like to see an integration of waste reduction education into the first-year experience. I would like Green Grove, the game day recycling program, to be some sort of fully-internalized first-year experience. If we had our first-year students participating with this group as a part of the introduction to campus, I think it would be much more effective and integrated, and we would reduce a lot more waste from campus and game days with insight into how campus really works, how that experience of the game day comes to be, some of that behind-the-scenes information is vital for the community to really understand why this is so important. I would like to see that happen in the next

three years. We are trying to work toward that. I think more education for faculty and staff would be really useful. We sometimes need to remember that students are not the only group of people on campus who generate waste and are actively learning. We have an educational need there."

SECTION 7.2 *Interview Analysis and Comments*

Kendall McDonald is the Associate Director at the UM Sustainability Office. McDonald provided incredible insight into the current sustainability status at Ole Miss, and she shared her opinions on where both the community members and leaders could help Ole Miss grow in terms of sustainability. The UM Sustainability Office has many opportunities for growth across the UM community; however, the Office is limited by a lack of resources and a small team. The Office is fairly new and is run by a small team of both part-time and full-time staff members. Nonetheless, it has the opportunity to partner with even more organizations and student volunteers across campus to maximize growth and promote sustainability via modes like updated signage.

Many of the mentioned obstacles the Office faces regarding sustainability could be addressed with solutions like integrated marketing communications campaigns with a larger team or volunteers and modifications to the annual budget. The Office of Sustainability's website page, social media pages, and graphics are outdated, leaving community members without resources regarding the most current sustainability practices.

SECTION 7.3: *Interview Transcript: Phoebe Goodwin, Greek Sustainability Chair*

Q: "What recycling resources are available specifically regarding waste management on the UM campus?"

A: "I know there are different recycling and trash bins in the different academic buildings where you can, for example, dispose of or recycle "aluminum" or "plastic" materials. Then, there is the Green Grove Group which distributes the larger recycling bins across campus where community members can drop off recyclable materials, which is what I do. I drop off my materials from my apartment in those places. Other than that, that is all I can think of regarding recycling resources."

Q: "Why is it important to recycle?"

A: "It is important to recycle for a lot of reasons. A few years ago, many people were excited and driven to recycle based on convenience–in the 70s, 80s, and 90s. When I think of recycling, I think about plastic bags. Before, people would grow their own food and use less styrofoam. Every single that has ever been made is still on Earth. The world really cannot handle any more waste. So, that is why it is important to recycle. Recycling allows us to take care of our planet, be mindful of future generations, and use plastic and other materials in ways other than the single-use ways that generate mass amounts of waste."

Q: "How would you describe the presence of recycling on the University of Mississippi campus? How do you feel this differs on typical days versus special occasions/game days?"

A: “I think those bins on campus, like the trash bins with differentiated trash-versus-recycling ports, are available; however, these bins are not everywhere, and community members do not necessarily know how to recycle, how to use these bins, or even what to recycle. A lot of times, you cannot recycle things that have food on them, or things that have the residue of something, like a drink. Sometimes, people put materials that cannot be recycled inside a recycling bin, which tampers the process. There is a lack of knowledge of what to recycle and how to recycle. On game days, The University of Mississippi has special bins for patrons' recyclable cans. The Green Grove Group places these bins out on game days. However, there are probably at least one-half or one-third of the recycling bins as there are trash cans on game days, and they are always overflowing, which is interesting to me.”

Q: “Describe the access to recycling across the University of Mississippi. Are you content with access to recycling? Is there an adequate recycling bin to trash can ratio? Are there areas on campus where access to recycling could be enhanced? Where? How?”

A: “In The Grove, everyone drinks out of bottles or cans or cups. There are not enough recycling bins across campus for the number of bottles, cans, and cups used and consumed by the UM community on normal and game days. There should be more recycling bins than trash cans. In every building, in every bathroom, in every food center, in every community center, there should be an opportunity to recycle. My organization does not recycle. Across campus, we have *certain* recycling bins. However, the bins across campus and Oxford are not very well-marked, and sometimes you must go “hunting” for them. Some bins are only for certain materials, so you feel like you are

going to extreme lengths to recycle certain materials. Then, many organizations utilize tons of materials that are not recyclable, like styrofoam, which is a great barrier that we face. Also, I cannot remember a single opportunity to recycle in the Union Food Court, which is where people are eating, but there are opportunities to recycle in Lamar, where people are not eating. I am glad there are recycling bins across campus, where they are, but it does not make sense to have bins where people are not using plastic forks and materials to a great extent like they would in the Student Union. We need more recycling bins. The bins are overflowing. What is coolest to me is seeing how people *are* recycling. It is not like people are here on game days and each day *not* recycling; in fact, they are partaking in sustainability practices to such an extent that they run out of opportunities and places to recycle materials. Therefore, we need more recycling bins."

Q: "Through what methods does the University of Mississippi advocate for and educate students on waste management and recycling?"

A: "In my time as a student at the University of Mississippi, I have never been sat down and told what sustainability and recycling mean. However, I am familiar with the Green Grove Group. They were tabling one day in front of the Union, and they gave me a metal straw. It was so cute. They pick up trash, and they have student volunteers. Other than that, I know they have some recycling bins, which I would say advocates for and promotes sustainability. However, I would not say there have been many efforts by the University of Mississippi."

Q: "How important is marketing regarding the success of waste management and recycling protocols? Do you owe much of your habits to other marketing or other methods?"

A: "I think an opportunity to enhance campus sustainability and recycling would be increased signage. The University of Mississippi can advocate for what you can and cannot recycle. At Whole Foods, there is signage of what visitors can and cannot place inside of waste/recycling bins. Regardless of whether I know the rules, I am prone to forget them. I think these communication efforts could enhance how much people recycle and how much people recycle correctly. Truly, I do not think that people reject sustainability efforts because of negativity toward the environment; I think it is because they do not know what they are doing. People are not going to go out of their way, so bring it to them."

I also think marketing is *so* important. Signage is everything. It is how I figure out where I am going, where I need to be, and there is *so* much signage at the University of Mississippi–like, it is absurd how much marketing there is, especially being in the School of Journalism and New Media. There are televisions *all* across Farley, with information about internships, college opportunities, guest speakers–there is so much marketing. With that, I find out about things. That is how I found out about Rebel Radio, because of the marketing and creative communications. I think that when it comes to waste management, because there has not been much marketing or creative communications, besides the recycling bins in the Grove during game days, people just have not been doing it. However, that is evidence that good marketing and creative communications has the power to bring people to recycle if it has the power and potential to bring people to do

other things across campus and across the Ole Miss community. It is not hard. That brings us to think about how do we effectively and simply communicate, “Hey, this is what you recycle:” Because communicating those points can be the difference for the University of Mississippi, its sustainability, and its recycling environment. It does not have to be some elaborate banner that costs millions of dollars. People need to be told what to do, always, no matter what their age. Signage and communications efforts could create the most significant long-term impact.”

Q: “Is waste management an issue that concerns you? What are your goals?”

A: “Guests and new students should know about the waste management practices in place. We are very simple creatures as college students. My goal is to educate my community and beyond. I want to raise awareness. I want to implement access to composting, access to recycling and remove styrofoam from my community. I think that the more often people practice sustainability practices, the more likely they are to utilize sustainable conventions regularly without even having to think about it. A lot of great leaders in the nation have come from Greek life. If I can influence great sustainable habits within my community, hopefully, my community members will take the sustainable habits to the next place that they live.”

Q: “How do you feel about the waste management services in place? Are you willing to pay more for improved recycling practices?”

A: “I think the UM would benefit from greater environmental efforts. I think it is so important today to minimize the environmental footprint each person makes and to leave the smallest environmental footprint. UM has the potential to pride itself on leading the

way with sustainability; many people think to themselves, "Oh–it is just a fork." But how many forks are you using in a day, week, month, or year that could have been recycled and ended up as the next coolest product in the Center of Manufacturing Excellence (CME)? Capitalizing on sustainability and its practices can be a cool opportunity to keep its materials within the University and have a recycling plant here and even educate students. The CME needs supplies, so what if we bring it full circle and turn the recyclable products into supplies? We have really, really smart people here, so there is no point in just throwing away our valuable resources. I disagree with being wasteful. I think even at the Rebel Market, we could use a glass plate to be more resourceful, and even that could save the University so much money. These sustainable practices have a double effect."

Q: "How do you feel about the education about waste management issues and minimization at the University of Mississippi?"

A: "On every syllabus, there is potential for sustainability to be added to the narrative. I do not think this is something that people would be opposed to; I just do not think that this is something on people's radars. If sustainability topics were to come into the conversation *at least once,* maybe that awareness could spark the change we hope to find. Even if it is 50 people who begin to recycle for their four years of college, that is still a considerable difference. Even if additions to syllabi cannot happen, seminars are another way to drive conversation and education. Seminar topics include how to compost, recycle, and live a low-waste life as a college student. Learning practical life skills while in college drives that mindset that I do not have to move out to the country to grow my own food while in college; a sustainable lifestyle is achievable, even as a college student.

We can dispel the sustainability stigma and eliminate some of those fears and stereotypes that many college students have by educating ourselves and simply talking about sustainability."

Q: What barriers do you see to campus waste management?

A: "Greek Life. The amount of waste that the Greek Community produces is disturbing, which is why I wanted to be sustainability chair. The amount of waste–styrofoam cups and plates, plastic forks–we are using is not okay. I think the reason it is so easy to not recycle is that we are not seeing it go into landfills. We put our trash in the dumpster, and it goes away to this mysterious land. That is why it is so easy for people because it goes away. If you were to put the amount of styrofoam I have used in my life, it would probably fill this room, which is terrifying. My biggest concern is the lack of care. If people do not care, they will not do anything about it. I see a lot of barriers to fulfilling sustainability measures on this campus because we do not *see* the waste we produce."

SECTION 7.4: *Interview Analysis and Comments*

Phoebe Goodwin, a third-year college student, is currently the sole sustainability Panhellenic chair at the University of Mississippi as of April 2023. Goodwin is a member of Delta Delta Delta Sorority and advocates for sustainability practices both inside of her Panhellenic Chapter. Goodwin envisions her position producing great change within the UM community by creating a conversation around sustainability and implementing recycling practices within the Greek Community at Ole Miss.

As a result of this interview and sustainability discussion, the Chi Chapter of Delta Delta Delta developed a plan to eliminate styrofoam use by 2024 and employ more sustainable practices to decrease the chapter's waste footprint. Goodwin also acknowledged that her communities and organizations do not recycle or practice sustainability conventions and therefore wants to implement adequate measures to help the UM community.

Goodwin noted that integrated marketing communication tactics would help the University of Mississippi be more aware of sustainability practices on campus. She compared how well the University of Mississippi's School of Journalism and New Media utilizes and integrates media across campus to promote various organizations and events. The UM Office of Sustainability could benefit from similar strategies and tactics as the School of Journalism and New Media has employed over the years and integrating communications.

CAMPUS CAMPAIGN PROPOSAL

The UM community can maximize sustainability practices, grow a green-focused higher-education community, and capitalize on constituents' love for its beautiful campus. There is no straightforward answer to improve the larger UM community's sustainability status; however, several simple–even daily–modifications can affect significant change across the Ole Miss community. By taking intentional steps toward prioritizing and sustaining the campus, community, and culture that Ole Miss and its community members already know, cherish, and love, the university will continue to reciprocate members who will give back to the community for years to come.

First, environmental issues and sustainability should be discussed and considered inside and outside of the classroom to build and maintain trust in green practices. 811 survey respondents selected how informed/educated they feel about recycling practices on the University of Mississippi campus. Only 56 of those respondents strongly agreed that they feel informed/educated about recycling practices at the University of Mississippi. However, of the 923 community members who responded to whether they were interested in learning more about recycling practices, 68% agreed that they were interested in learning more about recycling practices.

Building an environment of trust that is legitimate and valuable provides true opportunities for students and other community members. Sustainability issues should be added to the annual curriculum in creative, strategic ways that appeal to each community member's niche. Additional opportunities for environmental service should be promoted both inside and outside of the classroom and boardroom to create conversation and

provide further enrichment. This level of communication will promote awareness and ignite a necessary conversation about sustainability that will stretch beyond each community member's time at Ole Miss.

Perhaps, students and community members alike will even begin to wonder whether the University has a greenhouse. Other questions may include whether the community has an opportunity to compost and where the nearest recycling centers are. Members interested in engineering may question the sustainability of the buildings and invest ideas in building structures with the most sustainable materials. How can Ole Miss integrate these topics into classrooms and beyond the classroom?

Next, signage and social media should be updated to build upon the increased awareness and potentially answer those questions kindled by the sustainability dialogue. A combination of print and digital media would provide for flexibility in the areas of promotion, whether that be physically on recycling/waste bins or on digital banners in the Ole Miss Student Union. Students may even volunteer to help design banners in a way that is understandable and up-to-date with the current standards, which would be equally beneficial for the students to help them build their portfolios.

Much of the current signage regarding sustainability and recycling are outdated or nonexistent. For example, 818 respondents at The University of Mississippi selected whether they see a recycling bin when they see a trash bin. 73 respondents selected that they always see a recycling bin when they see a trash bin. 679 respondents selected that they sometimes see a recycling bin when they see a trash bin. 66 respondents selected that they never see a recycling bin when they see a trash bin.

An integrated marketing communications campaign that employs simple marketing tactics to exemplify the convenience of recycling and sustainability on campus would benefit the University of Mississippi community, The Office of Sustainability, and the state of Mississippi over time. Overwhelmingly, respondents selected that on game days and day-to-day, they sometimes recycle if they can. However, if there were more opportunities to recycle and increased signage, the likelihood that community members would be educated on how to recycle, aware of how to recycle, and actively recycle on campus would be greater than the current rate.

CONCLUSION

The research considers if integrated marketing communications tactics could enhance sustainability practices within the Ole Miss community. In conclusion, integrated marketing communication tactics can enhance waste management mechanisms within the University of Mississippi community regarding sustainability practices and enhance the current educational field. The blend of communication and education regarding sustainability can potentially reposition and enhance the Ole Miss community and beyond. Rebranding sustainability practices like recycling and sustainability would instill trust in green systems and address the gaps in the waste management processes at The University of Mississippi. The University of Mississippi can grow as a higher-education institution and invest in the campus to put Ole Miss and Mississippi first. The stride toward green initiatives would be a valuable investment that would put both Ole Miss and Mississippi forward regarding sustainability.

Motivated by "Moral Conviction," the majority of the University of Mississippi's community respondents want to sustain the UM community and learn more about sustainability practices. With almost 1,000 survey results, respondents shared opinions on waste management at the University of Mississippi. Many survey respondents shared that they would partake in sustainability practices–or have taken part in sustainability practices in their previous community–but do not know what to do within the Ole Miss community. This is where limitations like access to recycling resources and education on sustainability measures come into play.

The University of Mississippi, the UM Sustainability Office, and student volunteers specializing in graphic design should collaborate to coordinate integrated, updated, cohesive, and widespread sustainability campaigns for the UM campus. For every trash bin, there should be a waste bin. Additionally, signage should be readily available, apparent, simple, and clear for community members and campus visitors. Extra signage and waste management protocols should be on game days and special events. The signage should also be displayed on the waste/recycling bins as an additional motivation and reminder. Reminders to sort and clean recyclable materials before disposing of them should be apparent.

Understanding the community members' motivations for participating in waste management practices is vital. If it is convenient, clear, or morally convicting for a community member to partake in sustainable waste management protocols, it is hypothesized that the member will participate, based on the survey results. Therefore, that is how UM should frame the campaign and approach the refreshed sustainability campaign.

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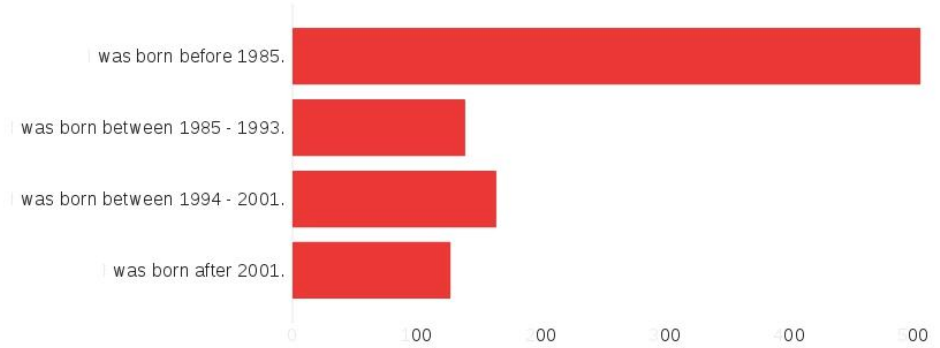
APPENDIX

1 - Select the statement that best describes you.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Select the statement that best describes you.	1	4	2	1	1	935

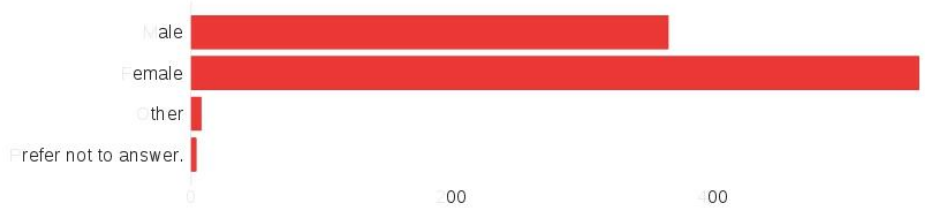
Field	Choice Count
I was born before 1985.	505
I was born between 1985 - 1993.	139
I was born between 1994 - 2001.	164
I was born after 2001.	127
Total	935

2 - Select the statement that best describes you.

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Select the statement that best describes you.	1	2	2	0	0	936

Field	Choice Count
I am from Mississippi.	394
I am not from Mississippi.	542
Total	936

3 - What gender do you identify as?

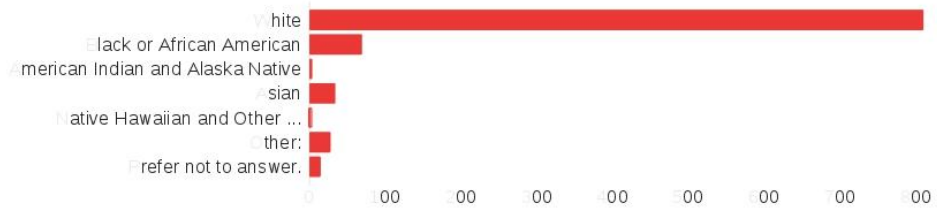


Field	Min	Max	Mean	Standard Deviation	Variance	Responses
What gender do you identify as? - Selected Choice	1	4	2	1	0	936

Field	Choice Count
Male	366
Female	558
Other	8
Prefer not to answer.	4
Total	936

Other - Text
Non-binary
BOLOGNA
female is a term for sex; my gender is woman
enby
Non-Binary

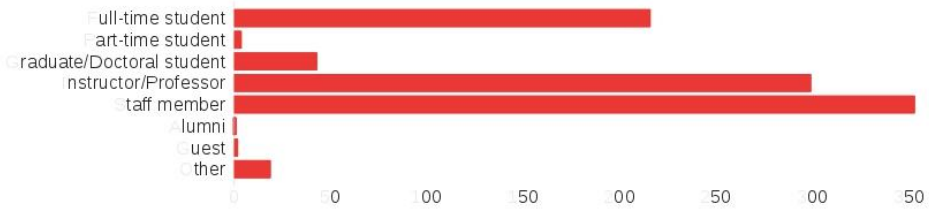
4 - What best describes you? (Check all that apply).



Field	Choice Count
White	809
Black or African American	69
American Indian and Alaska Native	3
Asian	34
Native Hawaiian and Other Pacific Islander.	1
Other:	27
Prefer not to answer.	14
Total	957

Other: - Text
Black American
Half white, half Italian
Biracial White and Black
Hispanic
Hispanic

5 - What best describes your relationship with the University of Mississippi?



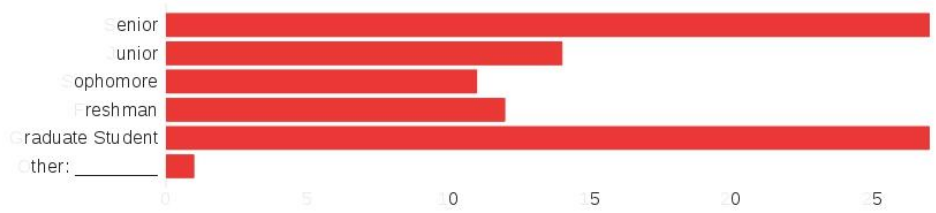
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
What best describes your relationship with the University of Mississippi? - Selected Choice	1	8	4	2	3	936

Field	Choice Count
Full-time student	216
Part-time student	4
Graduate/Doctoral student	43
Instructor/Professor	299
Staff member	353
Alumni	0
Guest	2
Other	19
Total	936

Other - Text

Staff member and graduate student
Seniour Research Scientist
Adjunct Instructor and Staff
Museum Director
Staff Member and a Part-time Graduate Student

6 - If you are currently a student, what is your academic year classification?

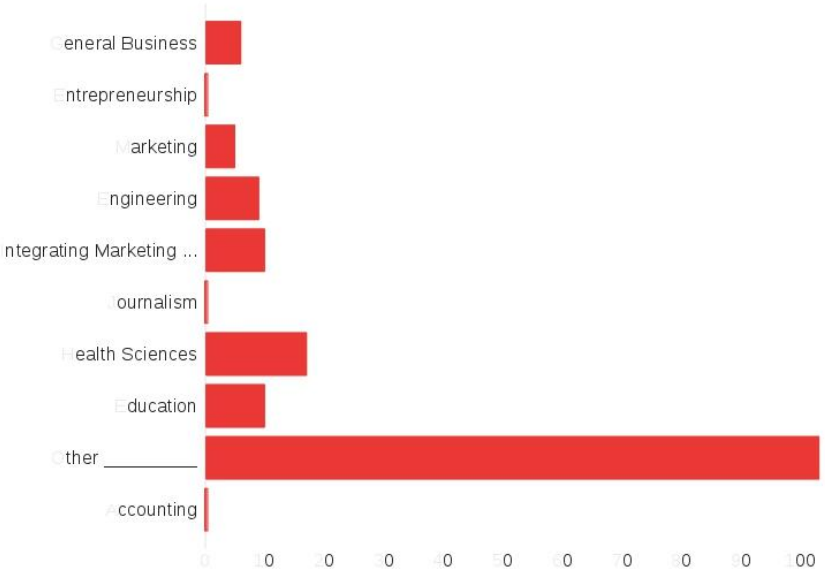


Field	Min	Max	Mean	Standard Deviation	Variance	Responses
If you are currently a student, what is your academic year classification? - Selected Choice	1	6	3	2	3	92

Field	Choice Count
Senior	27
Junior	14
Sophomore	11
Freshman	12
Graduate Student	27
Other: _____	1
Total	92

Other: _____ - Text
Will be a PhD student in Fall 2023

7 - Which of the following academic majors are you currently studying?



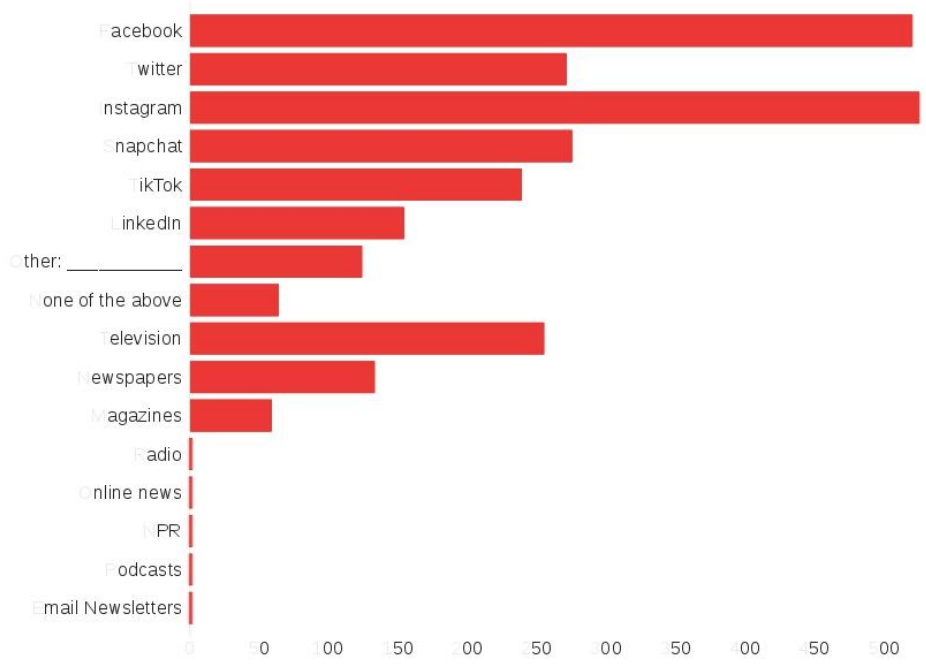
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Which of the following academic majors are you currently studying? - Selected Choice	1	9	8	2	5	160

Field	Choice Count
General Business	6
Entrepreneurship	0
Marketing	5
Engineering	9

Integrating Marketing Communications	10
Journalism	0
Health Sciences	17
Education	10
Other _____	103
Accounting	0
Total	160

Other _____ - Text
N/A
Law
NA
none
Applied Science

8 - Select the forms of media you use/check daily. Check all that apply.

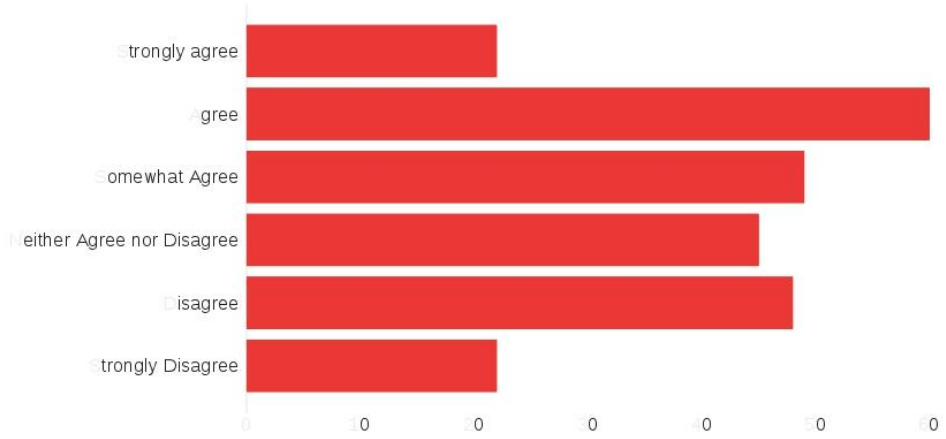


Field	Choice Count
Facebook	520
Twitter	271
Instagram	525
Snapchat	275
TikTok	239
LinkedIn	154
Other: _____	124

None of the above	64
Television	255
Newspapers	133
Magazines	59
Radio	0
Online news	0
NPR	0
Podcasts	0
Email Newsletters	0
Total	2619

Other: _____ - Text
mastodon
media websites
Telegram, WeChat
News on the Internet
online news publications

9 - I find recycling convenient as a community member at the University of Mississippi.

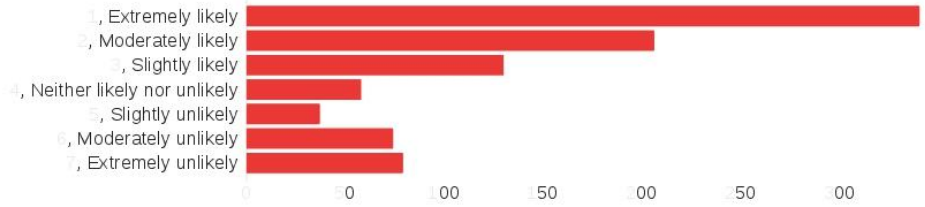


Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I find recycling convenient as a community member at the University of Mississippi.	1	6	3	1	2	246

Field	Choice Count
Strongly agree	22
Agree	60
Somewhat Agree	49
Neither Agree nor Disagree	45
Disagree	48
Strongly Disagree	22

	13
Total	246

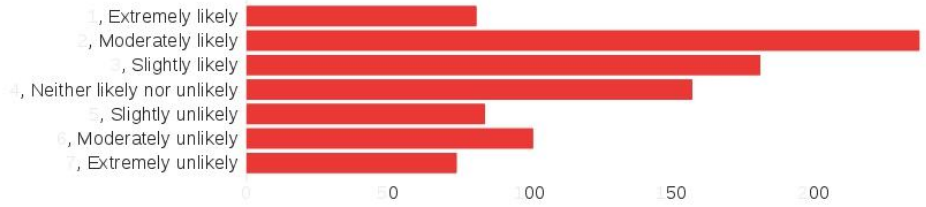
10 - On a scale of 1-7, how likely are you to recycle as a part of your daily routine?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
On a scale of 1-7, how likely are you to recycle as a part of your daily routine?	1	7	3	2	4	924

Field	Choice Count
1, Extremely likely	340
2, Moderately likely	206
3, Slightly likely	130
4, Neither likely nor unlikely	58
5, Slightly unlikely	37
6, Moderately unlikely	74
7, Extremely unlikely	79
Total	924

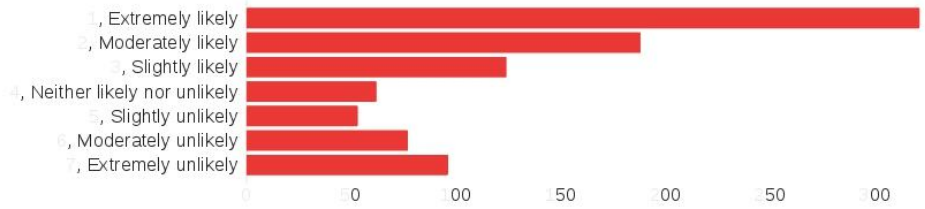
11 - On a scale of 1-7, how likely are your friends to recycle as a part of your daily routine?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
On a scale of 1-7, how likely are your friends to recycle as a part of your daily routine?	1	7	4	2	3	915

Field	Choice Count
1, Extremely likely	81
2, Moderately likely	237
3, Slightly likely	181
4, Neither likely nor unlikely	157
5, Slightly unlikely	84
6, Moderately unlikely	101
7, Extremely unlikely	74
Total	915

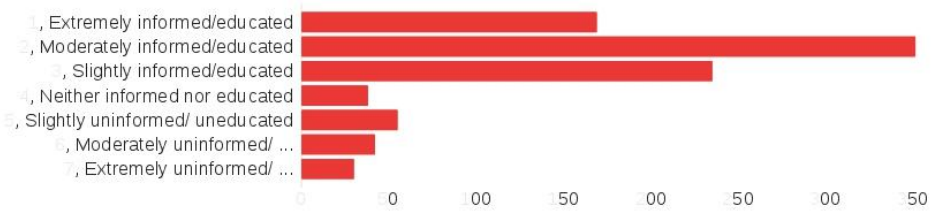
12 - On a scale of 1-7, how likely is your family to recycle as a part of your daily routine?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
On a scale of 1-7, how likely is your family to recycle as a part of your daily routine?	1	7	3	2	4	921

Field	Choice Count
1, Extremely likely	321
2, Moderately likely	188
3, Slightly likely	124
4, Neither likely nor unlikely	62
5, Slightly unlikely	53
6, Moderately unlikely	77
7, Extremely unlikely	96
Total	921

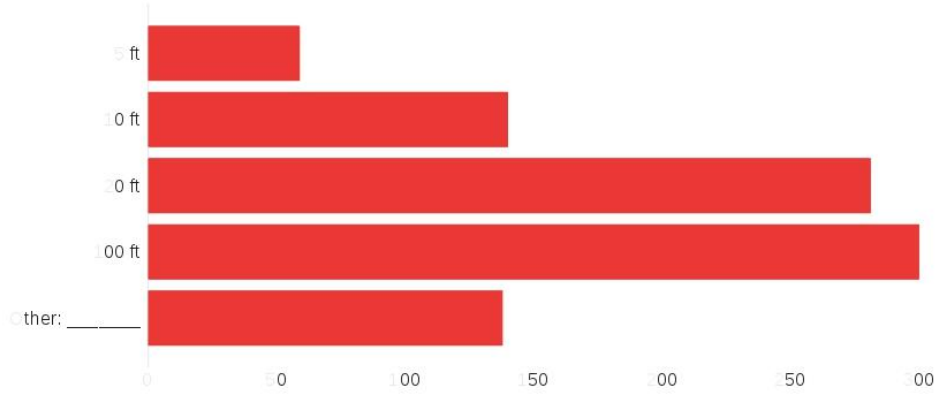
13 - On a scale of 1-7, how informed/educated do you feel on recycling practices?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
On a scale of 1-7, how informed/educated do you feel on recycling practices?	1	7	3	1	2	920

Field	Choice Count
1, Extremely informed/educated	169
2, Moderately informed/educated	351
3, Slightly informed/educated	235
4, Neither informed nor educated	38
5, Slightly uninformed/ uneducated	55
6, Moderately uninformed/ uneducated	42
7, Extremely uninformed/ uneducated	30
Total	920

14 - How far would you go to recycle versus throw away in a trash bin?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How far would you go to recycle versus throw away in a trash bin? - Selected Choice	1	5	3	1	1	918

Field	Choice Count
5 ft	59
10 ft	140
20 ft	281
100 ft	300
Other: _____	138
Total	918

Other: _____ - Text

19

50

depends on where I am

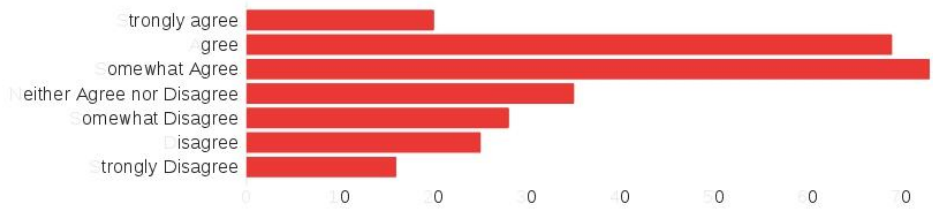
300

I bring things home to recycle if no depository is available

i have picked up plastic / cans and put in my car until i could get to a recycle bin or home

20

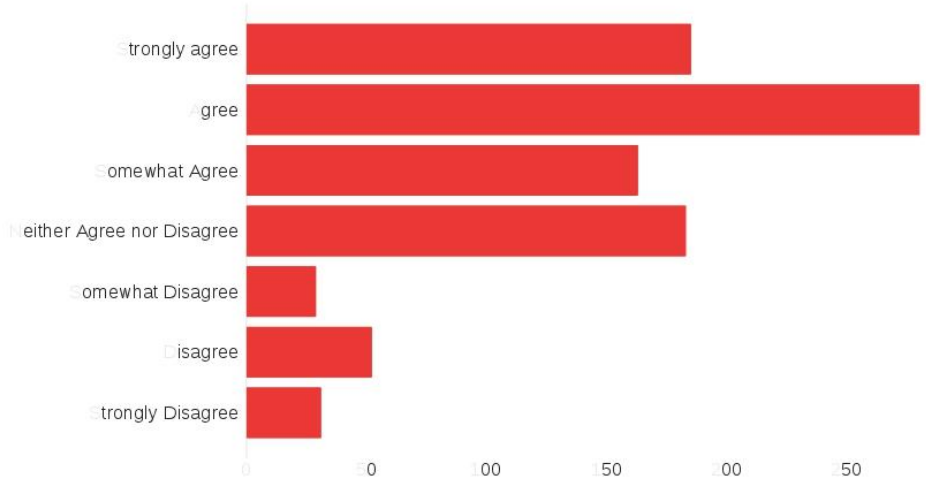
15 - The University of Mississippi does a good job of providing students and community members with opportunities to recycle materials.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
The University of Mississippi does a good job of providing students and community members with opportunities to recycle materials.	1	7	3	2	3	266

Field	Choice Count
Strongly agree	20
Agree	69
Somewhat Agree	73
Neither Agree nor Disagree	35
Somewhat Disagree	28
Disagree	25
Strongly Disagree	16
Total	266

16 - I am interested in learning more about recycling practices.

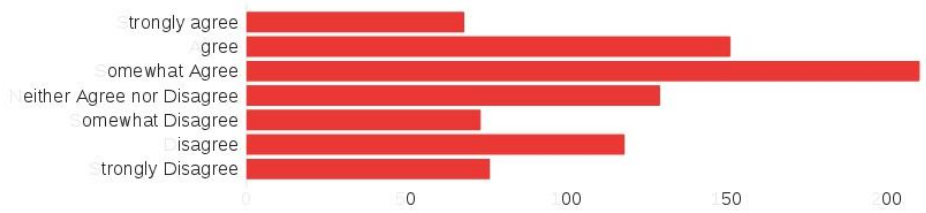


Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I am interested in learning more about recycling practices.	1	7	3	2	2	923

Field	Choice Count
Strongly agree	185
Agree	280
Somewhat Agree	163
Neither Agree nor Disagree	183
Somewhat Disagree	29
Disagree	52

	22
Strongly Disagree	31
Total	923

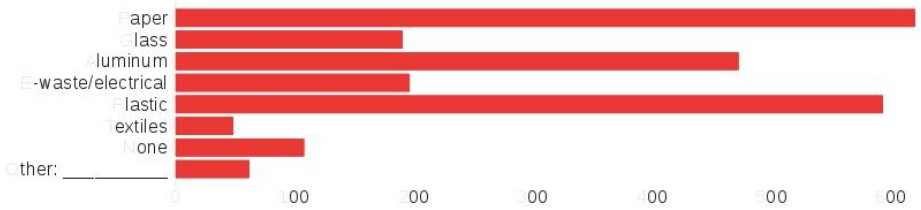
17 - I find myself lacking information and resources about how to adequately sort and recycle.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I find myself lacking information and resources about how to adequately sort and recycle.	1	7	4	2	3	825

Field	Choice Count
Strongly agree	68
Agree	151
Somewhat Agree	210
Neither Agree nor Disagree	129
Somewhat Disagree	73
Disagree	118
Strongly Disagree	76
Total	825

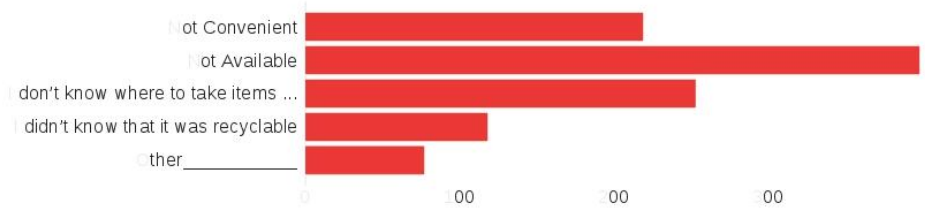
18 - What materials do you routinely recycle? Check all that apply.



Field	Choice Count
Paper	620
Glass	190
Aluminum	472
E-waste/electrical	196
Plastic	593
Textiles	48
None	108
Other: _____	62
Total	2289

Other: _____ - Text
Cardboard
cardboard box
It is better for the environment to throw these in the garbage.
Cardboard
Print cartridges

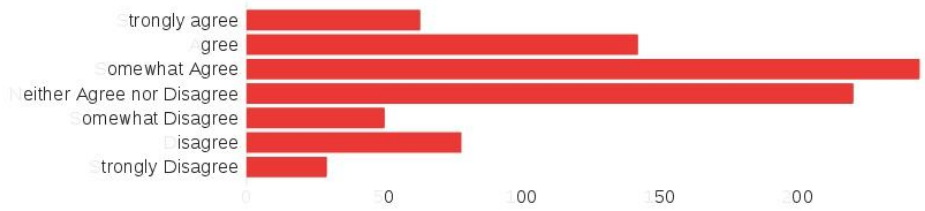
19 - If you do not routinely recycle certain materials, why?



Field	Choice Count
Not Convenient	219
Not Available	398
I don't know where to take items to recycle	253
I didn't know that it was recyclable	118
Other_____	77
Total	1065

Other_____ - Text
I recycle on campus but do not recycle at home. It's my understanding Oxford cannot process glass recycling, which is a huge inconvenience.
It's not convenient, and for many recyclables, it used more resources to recycle them than to make new ones.
I recycle
I wish Oxford recycled bottles, so I don't buy bottles. Not sure which answer that was. Lol! That was the next question. Good survey :)
eg for glass

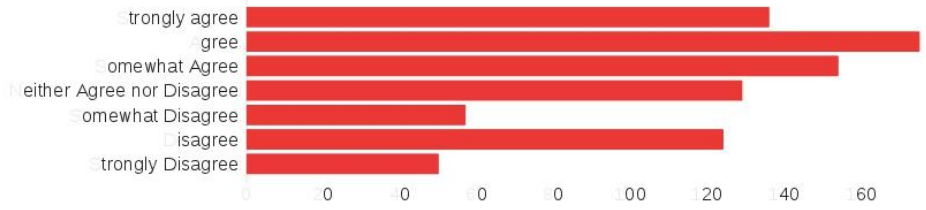
20 - I choose recyclable materials over non-recyclable materials to buy, use, or wear.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I choose recyclable materials over non-recyclable materials to buy, use, or wear.	1	7	3	1	2	826

Field	Choice Count
Strongly agree	63
Agree	142
Somewhat Agree	244
Neither Agree nor Disagree	220
Somewhat Disagree	50
Disagree	78
Strongly Disagree	29
Total	826

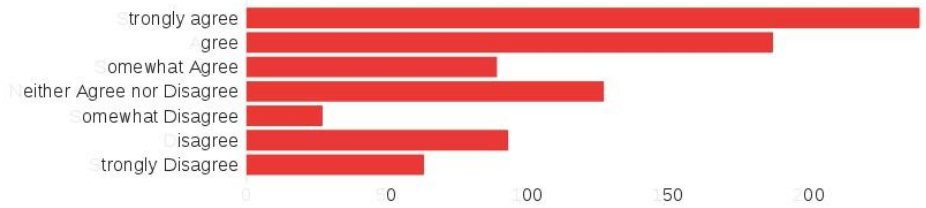
21 - I recycle my e-waste. (E-waste is electronic waste or electrical equipment discarded without the intention of reuse, like old laptops, phones, televisions, radios, computers, machines, and other electronics with harmful chemicals that harm the environment).



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I recycle my e-waste. (E-waste is electronic waste or electrical equipment discarded without the intention of reuse, like old laptops, phones, televisions, radios, computers, machines, and other electronics with harmful chemicals that harm the environment).	1	7	3	2	3	825

Field	Choice Count
Strongly agree	136
Agree	175
Somewhat Agree	154
Neither Agree nor Disagree	129
Somewhat Disagree	57
Disagree	124
Strongly Disagree	50
Total	825

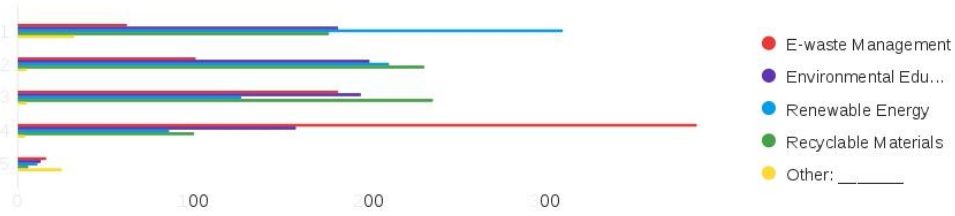
22 - I sort my recyclable materials before I recycle them.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I sort my recyclable materials before I recycle them.	1	7	3	2	4	825

Field	Choice Count
Strongly agree	239
Agree	187
Somewhat Agree	89
Neither Agree nor Disagree	127
Somewhat Disagree	27
Disagree	93
Strongly Disagree	63
Total	825

23 - Rank what's important to you in order of importance:

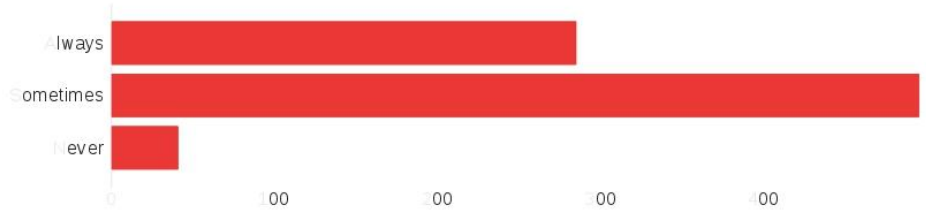


Field	Min	Max	Mean	Standard Deviation	Variance	Responses
E-waste Management	0	8	3	1	1	750
Environmental Education	0	9	2	1	1	751
Renewable Energy	0	7	2	1	1	748
Recyclable Materials	0	54	2	2	5	755
Other: _____	0	1234	19	139	19438	77

Field	1	2	3	4	5	Total
E-waste Management	62	101	182	386	16	747
Environmental Education	182	200	195	158	13	748
Renewable Energy	310	211	127	86	11	745
Recyclable Materials	177	231	236	100	6	750
Other: _____	32	5	5	4	25	71

30

24 - How often do you see an opportunity to recycle plastic?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How often do you see an opportunity to recycle plastic?	1	3	2	1	0	821

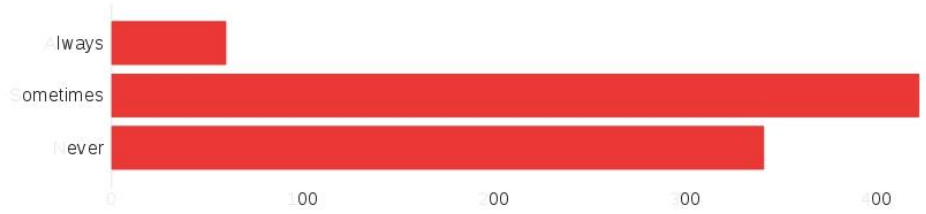
Field	Choice Count
Always	285
Sometimes	495
Never	41
Total	821

25 - How often do you see an opportunity to recycle glass?

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How often do you see an opportunity to recycle glass?	1	3	2	1	0	818

Field	Choice Count
Always	50
Sometimes	329
Never	439
Total	818

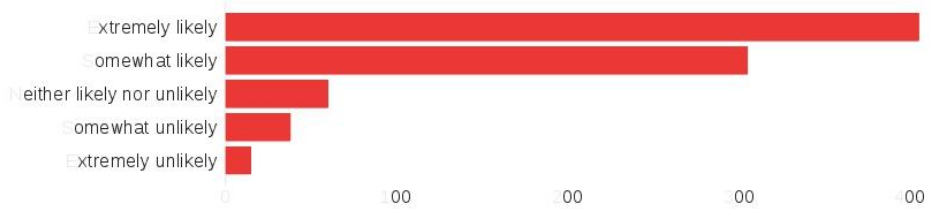
26 - How often do you see an opportunity to recycle e-waste?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How often do you see an opportunity to recycle e-waste?	1	3	2	1	0	823

Field	Choice Count
Always	60
Sometimes	422
Never	341
Total	823

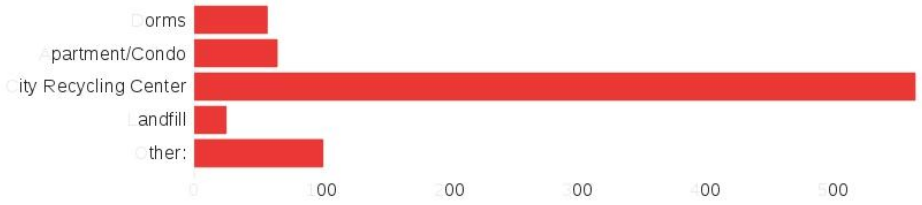
27 - If e-waste collection bins were available to recycle materials, how likely would you be to use them?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
If e-waste collection bins were available to recycle materials, how likely would you be to use them?	1	5	2	1	1	823

Field	Choice Count
Extremely likely	405
Somewhat likely	305
Neither likely nor unlikely	60
Somewhat unlikely	38
Extremely unlikely	15
Total	823

28 - Where would you expect to find e-waste recycling bins?



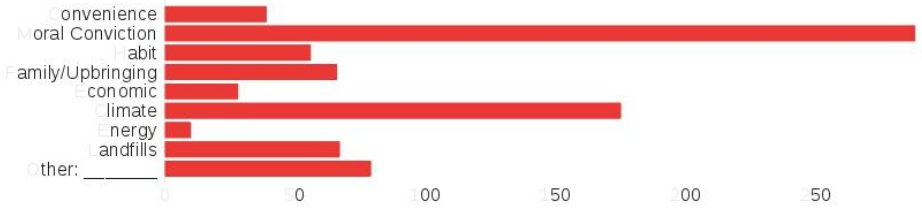
Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Where would you expect to find e-waste recycling bins? - Selected Choice	1	5	3	1	1	812

Field	Choice Count
Dorms	57
Apartment/Condo	65
City Recycling Center	564
Landfill	25
Other:	101
Total	812

Other: - Text
UM building
Office Buildings
Academic buildings.
ideally in every dept on campus and every living space, including off campus housing

on campus

29 - Why do you recycle?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Why do you recycle? - Selected Choice	1	9	4	3	7	808

Field	Choice Count
Convenience	39
Moral Conviction	288
Habit	56
Family/Upbringing	66
Economic	28
Climate	175
Energy	10
Landfills	67
Other: _____	79
Total	808

Other: _____ - Text
several of these reasons

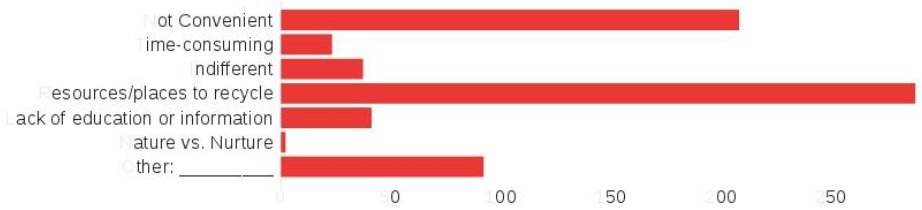
No reason

I don't because I am not brainwashed.

I don 't

I don't

30 - Why don't you recycle?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Why don't you recycle? - Selected Choice	1	7	3	2	4	691

Field	Choice Count
Not Convenient	208
Time-consuming	23
Indifferent	37
Resources/places to recycle	288
Lack of education or information	41
Nature vs. Nurture	2
Other: _____	92
Total	691

Other: _____ - Text
Not convinced of its value. There is evidence to suggest some recycling practices are counterproductive.
I recycle.
Not available

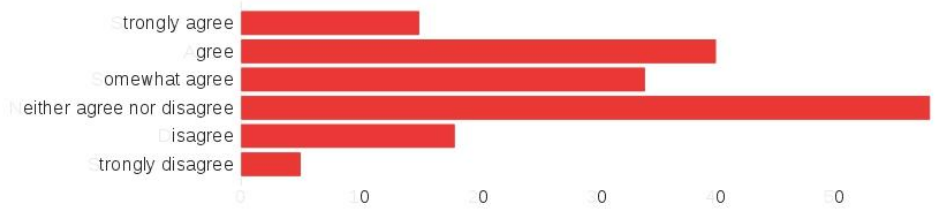
39

No reason

It will end up in a landfill in Laos

40

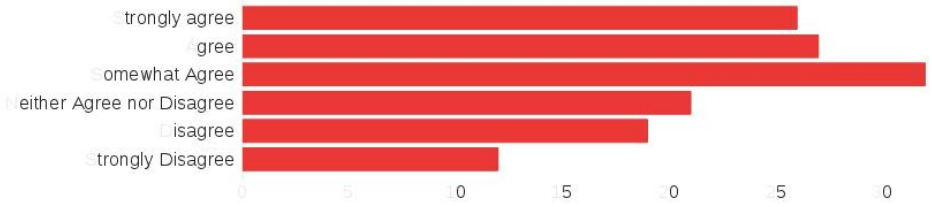
31 - As a college student at the University of Mississippi, I am likely to purchase recycled products.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
As a college student at the University of Mississippi, I am likely to purchase recycled products.	1	6	3	1	2	170

Field	Choice Count
Strongly agree	15
Agree	40
Somewhat agree	34
Neither agree nor disagree	58
Disagree	18
Strongly disagree	5
Total	170

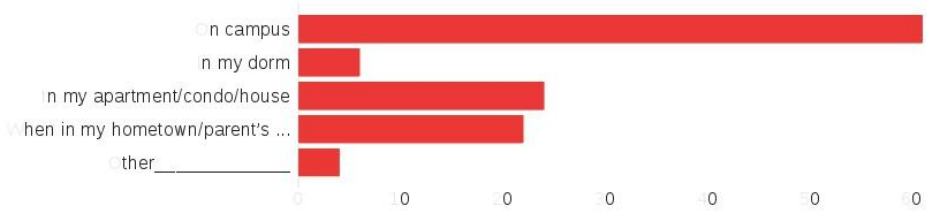
32 - As a college student at the University of Mississippi, I recycle.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
As a college student at the University of Mississippi, I recycle.	1	6	3	2	2	137

Field	Choice Count
Strongly agree	26
Agree	27
Somewhat Agree	32
Neither Agree nor Disagree	21
Disagree	19
Strongly Disagree	12
Total	137

33 - As a college student at the University of Mississippi, I am more likely to recycle when at the following locations:



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
As a college student at the University of Mississippi, I am more likely to recycle when at the following locations: - Selected Choice	1	7	3	2	5	117

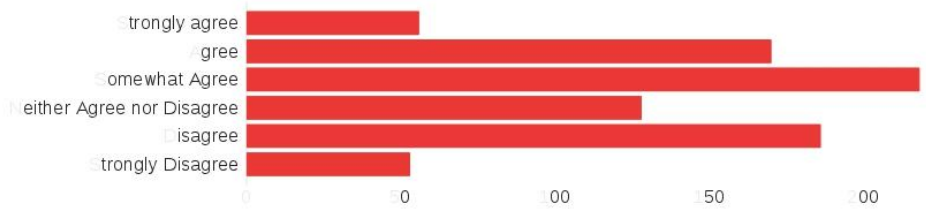
Field	Choice Count
On campus	61
In my dorm	6
In my apartment/condo/house	24
When in my hometown/parent's home	22
Other_____	4
Total	117

Other_____ - Text
at all places available
both on campus and in my home

43

All of the above

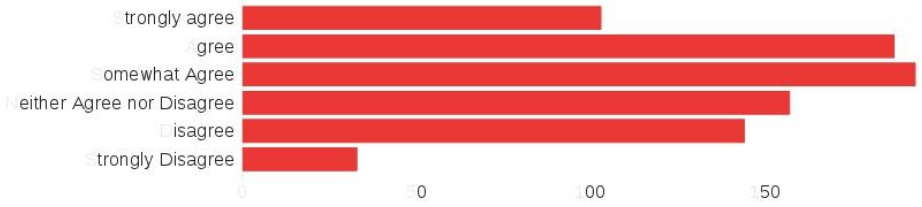
34 - I feel informed/educated about recycling practices on the University of Mississippi campus.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I feel informed/educated about recycling practices on the University of Mississippi campus.	1	6	3	1	2	811

Field	Choice Count
Strongly agree	56
Agree	170
Somewhat Agree	218
Neither Agree nor Disagree	128
Disagree	186
Strongly Disagree	53
Total	811

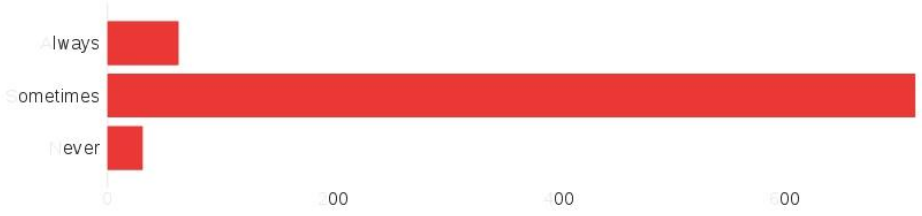
35 - I will go out of my way to recycle or purchase recycled materials.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
I will go out of my way to recycle or purchase recycled materials.	1	6	3	1	2	817

Field	Choice Count
Strongly agree	103
Agree	187
Somewhat Agree	193
Neither Agree nor Disagree	157
Disagree	144
Strongly Disagree	33
Total	817

36 - How often do you use recycled materials or products made of recycled materials?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How often do you use recycled materials or products made of recycled materials?	1	3	2	0	0	809

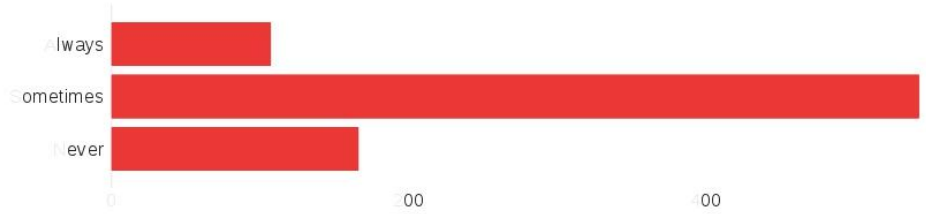
Field	Choice Count
Always	63
Sometimes	715
Never	31
Total	809

37 - At The University of Mississippi, when I see a trash bin, I see a recycling bin.

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
At The University of Mississippi, when I see a trash bin, I see a recycling bin.	1	3	2	0	0	818

Field	Choice Count
Always	73
Sometimes	679
Never	66
Total	818

38 - As I go through my everyday routine, I find it equally as convenient to recycle recyclable materials as I find it convenient to discard trash on campus.



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
As I go through my everyday routine, I find it equally as convenient to recycle recyclable materials as I find it convenient to discard trash on campus.	1	3	2	1	0	816

Field	Choice Count
Always	107
Sometimes	543
Never	166
Total	816

39 - On athletic game days and during special events at The University of Mississippi, I find it equally as convenient to recycle my recyclable materials as I find it convenient to discard trash on campus.

Field	Min	Max	Mean	Standard Deviation	Variance	Responses
On athletic game days and during special events at The University of Mississippi, I find it equally as convenient to recycle my recyclable materials as I find it convenient to discard trash on campus.	1	3	2	1	0	782

Field	Choice Count
Always	100
Sometimes	429
Never	253
Total	782

Classification

Classification
Freshman
Graduate I
Senior
Early Entry 1 (EE1)
Senior

ETHNICITY

ETHNICITY
WHITE
WHITE
WHITE
WHITE
WHITE

FIRST.NAME

FIRST.NAME
Lydia
Timothy
Alexander
Anna
Lauren

FULLTIME.PARTTIME

FULLTIME.PARTTIME
Full-time
Full-time
Full-time
Full-time
Full-time

GENDER

GENDER
MALE
FEMALE
MALE
FEMALE
MALE

HOME ORG NAME

HOME ORG NAME
Biology
Modern Languages
Finance
Magee Ctr for AOD and Wellness Education
Law Library

IHL NAME

IHL NAME
Hom,Erik F Y
Ochiai,Kaoru
Walker,Milan M
Elston,Sierra Elizabeth
Waldo,Jacob Kyle

IPEDS ACAD_RANK

IPEDS ACAD_RANK
ASSOCIATE PROFESSOR
INSTRUCTOR
ASSOCIATE PROFESSOR
PROFESSOR
PROFESSOR

IPEDS ETHNIC GROUP

IPEDS ETHNIC GROUP
ASIAN
ASIAN
WHITE
BLACK OR AFRICAN AMERICAN
WHITE

IPEDS FACULTY STATUS

IPEDS FACULTY STATUS
TENURED
NOT ON TENURE TRACK
TENURED
TENURED
NOT ON TENURE TRACK

IPEDS FTPT

IPEDS FTPT
FULL-TIME
FULL-TIME
FULL-TIME
FULL-TIME
FULL-TIME

PROGRAM

PROGRAM
BS in Communication Sciences & Disorders
M.A. in Higher Educ/Student Personnel
B.S.Ch.E. in Chemical Engineering
B.S. in Pharmaceutical Sciences
B.A. in Biochemistry

PROGRAM.TYPE

PROGRAM.TYPE
Undergraduate
Graduate
Undergraduate
Undergraduate
Undergraduate

RESIDENCE

RESIDENCE
Non-Resident
Non-Resident
Resident
Non-Resident
Resident

SCHOOL

SCHOOL
SCHOOL OF APPLIED SCIENCES
SCHOOL OF EDUCATION
SCHOOL OF ENGINEERING
SCHOOL OF PHARMACY
COLLEGE OF LIBERAL ARTS