

Implementing cultural change to minimize waste at University of Idaho

Reporting Period: May 1st, 2010 – June 30th, 2012

Financial Assistance Agreement ID: X1-00J08001-0

Grantee information: University of Idaho Sustainability Center
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Original budget and Project Period: \$26,254 and May 1, 2010- June 30, 2012

1. Brief description of project:

This project will implement an outreach program to change UI culture towards more sustainable practices and behaviors targeting e-waste, paper and food waste. These targeted campaigns will reinforce general messages about reducing the overall waste stream and encourage better waste minimization and recycling behaviors, thereby reducing the overall volume and impacts of the UI waste stream.

2. Tasks to be accomplished with this grant:

Task 1: Identify the barriers and benefits

Task 2: Design strategies for changing behaviors

Task 3: Pilot the strategies

Task 4: Broadly implement strategies

Task 5: Evaluate success of strategies

3. Accomplishments / milestones to date for this project:

Task 1: Identify the barriers and benefits

We have completed Task 1.

Outputs

- 1) Vandal Solutions, a student-directed marketing group within the UI College of Business and Economics conducted a survey during fall of 2010 of 235 students at UI to identify attitudes and obstacles to recycling. See attachment #1 'Vandals Solutions Survey.' [see attachment CD. Directions: 1) look up file code associated with appendix number for desired appendix in UISC Appendix Index, 2) open appropriate folder (documents folder for appendix 1-19, recycling folder for P1-P192, composting folder for P200-P219, and E-Waste for P300-P312, 3) open file with file name that corresponds with desired appendix or poster #].
- 2) Completed survey on paper use, waste and recycling on campus. Received 550 responses. Responses helped identify 6 buildings for the pilot recycling program expansion. Completed June 2011. See attachment #2 'Final Report_Paper Waste.'
- 3) UI Sustainability Center student employees, the Environmental Club (an independent student group on campus) and Residence Hall student leaders, surveyed students in the residence halls about attitudes and beliefs about recycling and obstacles. See attachment #3 'Res Halls Survey Results.'
- 4) Sustainability Center student staff launched a petition effort to request better recycling services from UI leadership that by March of 2011 had gathered 2,965 signatures. See attachments # 4 'Recycling Petition' and # 5 'Recycling Program – final -.'
- 5) Business 378 students surveyed approximately 950 students about recycling attitudes and obstacles, including about composting, paper use and e-waste. See attachment # 6 'SponsorReport_RecyclingSurvey_Sp11_final (3).'
- 6) Project staff, in collaboration with the UI law students group, completed a survey of staff, faculty and students in the Law School, since the Law School (Menard Building) intended to stop

using the UI Facilities recycling program. See attachments #7 & #8 'Menard Staff Survey Results,' and Menard Student Survey Results.'

- 7) Interviews, meetings and other informal information gathering.

Main barriers identified

- 1) Inadequate recycling program—not enough bins, poorly placed bins, lack of signage and other information, recycling staff throws recycling away due to contamination.
- 2) Uncertainty that recycling, composting, e-waste are significant issues. Small minority of students think recycling is unimportant.
- 3) Lack of understanding of contamination and willful contamination of food composting program.
- 4) Facilities recycling management thinks UI students are not capable of recycling properly and all efforts to improve the program are a waste of time.
- 5) Lack of policy framework within institution for management of e-waste. Large electronics is a staff and faculty issue, with very limited student need for large electronics recycling.
- 6) No program or data relevant to tracking and collecting small e-waste (cell phones, batteries, etc.).

Task 2: Design strategies for changing behaviors

We have completed Task 2.

Four student groups in a 400 level graphics design course developed visual components of a marketing campaign for recycling. We took these designs and other options identified through the literature review and survey of what other schools were doing to develop several possible campaign graphical themes as represented in the posters developed by the project.

In addition, students in a 400/500 level Communications Theory class developed overall marketing plans for the project, especially focused on paper use and e-waste. They came up with numerous ideas that can be blended into the campaign. See attachments #9 'UI Dorm Recycling Campaign Summary,' # 10 'Talking points for UISC to RAs and RAs to students,' and # 11 'UI Dorm Recycling Pledge Form.' Sustainability Center project staff developed a synthesis campaign outline as well, see attachment # 12 'Recycling Campaign Outline.'

Sustainability Project staff met with staff from Housing, Facilities, and representatives from 6 of the main buildings where teaching occurs to develop a strategy for implementation of an extensive social marketing campaign that was implemented Fall 2011-Spring 2012. They also developed plans to pilot a greatly expanded recycling program in six teaching buildings, in the Residences and at sport events at our Kibbie Dome.

Task 3: Pilot the strategies

We have completed Task 3.

Starting in August 2011, UI Housing implemented a pilot recycling program on all floors of the residence halls, more than doubling their recycling effort from the previous year. Project staff designed signage

for the effort. We conducted multiple focus group meetings with residence hall advisors and students and received feedback. See attachments P50-57, P63-65, and P82-P86 [see attachment CD. Directions: 1) look up file code associated with appendix code for desired poster (P) in UISC Appendix Index, 2) open appropriate folder (recycling folder for P1-P192, composting folder for P200-P219, and E-Waste for P300-P312, 3) open file with file name that corresponds with desired P#].

Project staff (students) worked with occupants in 6 buildings on campus to assess their waste streams and develop a more comprehensive recycling program in each building. They are buying additional bins, developing outreach materials and have formed a Campus Recycling committee (made up mostly of students with some staff representation) to oversee the pilots. All bins are being purchased by the colleges using their own funding. They also developed and advertised for credit internships to help with the pilots, and have requested and been given 20 hours per week of an AmeriCorps member placed with the Sustainability Center to help with the program.

Task 4: Broadly implement strategies

We have completed Task 4.

Throughout this grant, we released social marketing material including posters, banners, table toppers, flat screen messages, social media, stickers, signage, and promotional email messages for our campaigns for campus recycling, composting, and e-waste. Some materials were geared towards generating more participation, while others provided educational facts. We also presented to various groups around campus in order to encourage more participation among faculty, housing, staff, and administration.

We expanded our campaigns for the campus recycling, e-waste, and composting programs. We began releasing the posters throughout campus during August and September 2011, coupled with promotional email messages to all faculty, staff, students, and administration. We also began using select posters as ads in the campus newspaper, the Argonaut (see P19-21). We presented to faculty, housing, and Greek living on increasing education and participation among these groups, as well as hosting a question and answer session. Sustainability Center student staff started and coordinated two student committees, one for main campus and the other for the Greek system to try to improve the overall recycling system on campus. Specific outreach campaigns developed during Fall 2011 include for athletic events recycling (P1-18), general recycling awareness (P19-44), residence hall (P50-65, P82-86), paper (see Appendices P75-79), composting (P58, P66-68, and P200-219), e-waste (P300-306), signage and wayfinders for recycling, composting, e-waste and paper receptacles on campus (P80), and Recycling awareness posters for a 4-H summer youth camp at University of Idaho which included a week stay in the residence halls.

During Fall 2011, we released posters for our campaigns for the campus recycling (P19-21, P71, P74, P82-86), and composting (P200-214) programs throughout campus. We also wrote regular articles for the campus newspaper, the Argonaut (see Appendices #13-#15). Specific outreach campaigns employed throughout Fall of 2011 and Spring of 2012 included messages pertaining to general recycling awareness (see Appendices P22-44, P58-62, P66-70, P72-73, P75-81), composting (P215-219), e-waste (P303-306), signage and wayfinders for recycling, composting, e-waste and paper receptacles on campus (P80), and sporting events recycling (P1-P18).

Throughout 2012 we completed activities aimed at all three issue areas. Campaigns were launched for Propaganda|Keep Calm and Straight Forward for general recycling awareness (see Appendices P22-32, P69, P76-79, P87-92), Gameday for sporting events recycling (P5, P15), Propaganda|Keep Calm for composting (P218-219) and signage and wayfinders for composting (P58 and P216-217), and E-waste (P307-312).

We planned an expanded recycling program with the College of Education, College of Law, and College of Business and Economics, and Athletics. We developed inventories and identified collection sites, and routes. We expanded Tailgate Recycling into Gameday Recycling to include inside the Kibbie Dome at football games in addition to in the tailgating areas, and to now include basketball and Jazz Festival. We are assessing the feasibility of also including other sports events such as volleyball; we are excited to continue these programs beyond the endpoint of this grant.

In addition, we have launched our recycling campaign, with an emphasis on the incoming freshman class.

- We included an electronic brochure in the orientation materials for new freshmen, and
- We included additional materials for the residence halls orientation packet that went out to all incoming freshmen end of July 2011.
- We put up posters in the residence halls and continue to refresh them weekly.
- We developed two planning committees to expand recycling on campus and another one to expand recycling in the Greek system. We launched a pilot recycling effort in the Greek system and 20 out of 27 houses joined the pilot.

E-Waste

We expanded the small electronics recycling program including expanding our collection points to 12 sites during the course of the grant. In addition we developed plans with our Environmental Health and Safety staff for expanding the program to include other small electronics and batteries waste stream, which will pick up any staff e-waste not currently captured by either our inventoried electronics system or the small scale e-waste system the students have set up. We have initiated the e-waste recycling marketing campaign with a poster campaign that included physical posters, campus-wide emails and website and Facebook components. Several of the e-waste posters are featured in our marketing materials on the Sustainability Center website--
<http://www.uidaho.edu/sustainability/uisustainabilitycenter/marketing>.

Food Waste

Based on this year's experience, the Commons Food Court will no longer be serving food on disposable (compostable) serving ware and plates. They switched to plastic plates and metal servingware, and washing dishes. This should reduce both the compostable and landfilled waste coming out of food service in the Commons. We continue to explore what will be needed to expand composting to the coffee shops on campus. More than 200 volunteers helped with the composting program, helping with person to person outreach and helping to reduce contamination.

Paper Minimization and Recycling

We launched the paper reduction and recycling campaign in October 2011. We began releasing posters throughout campus during October 2011 (see Appendices P19-21). We also began using the developed posters as ads in the campus newspaper, the Argonaut (see P19-21) in October 2011. Additionally, advertisements regarding paper minimization and recycling were cycled on campus flatscreens.

Outputs

See the excel file 'UISC Appendix Index_092612_final report' for an index of surveys and other documents, and of posters and other outreach materials developed for this project. To date, we have created over 120, flyers, tabletop and flat screen advertisements and signage for bins (Appendices P1-92, P200-219, and P300-312). We have also developed 19 other surveys and documents (see Appendices #1-#19).

Task 5: Evaluate success of strategies

We have completed Task 5.

We have a solid baseline on attitudes and beliefs about the various project areas from earlier data collection efforts as described in Task 1. A campus-wide evaluation survey was distributed in Spring 2012 after the project social marketing activities were conducted and the media campaign was concluded. Over 600 responses from students, faculty, and staff at the University of Idaho were received on the campus-wide evaluation survey.

Additionally, we held campus-wide focus groups in Spring 2012 in order to determine effectiveness of campaign materials. Over 50 campus community members participated in the campus-wide focus groups. Feedback from these focus groups will be used to inform the design, production, and distribution of subsequent media.

The following are some noteworthy responses and statistics from the post-campaign survey.

- 42% of survey respondents said they were more encouraged to recycle on campus after seeing campaign material.
- More specifically, 25% of survey respondents said they had changed one or more of their behaviors in response to seeing recycling messages on campus.
- 72% of respondents that saw campaign material noted seeing it in the form of printed posters.
- VandalMail (email) and printed posters are considered two of the best ways to distribute future resource-reduction messages by 62% and 60% of survey respondents, respectively.
- 51% of survey respondents identified a lack of appropriate bins on campus as an obstacle barring their resource-use reduction including recycling.

Our survey also asked questions specific to different material types to evaluate overall resource-use reduction that may result from our media campaign.

- 33% of survey respondents felt more encouraged to reduce their personal paper use and 25% of respondents changed one or more of their paper-use behaviors as a result of our messages.
- 30% of survey respondents felt more encouraged to compost and 21% of respondents changed one or more of their composting behaviors as a result of our messages.
- 26% of survey respondents felt more encouraged to recycle their e-waste and 13% of respondents changed one or more of their e-waste recycling behaviors as a result of our messages.

A complete summary of the post-campaign survey results can be found in an appendix 16.

Focus Group Results and Feedback

On April 16 and 17, 2012, we conducted two focus groups each day to assess what students thought about campaign materials. The afternoon sessions consisted of a mixed population of students, and the evening sessions consisted of mainly residence hall students. A total of thirty-two students participated on April 16, and twenty on April 17. A complete summary of the focus group results can be found in an appendix 18 and 19.

Using randomly chosen posters from each campaign (recycling, e-waste, composting, paper waste), we asked students to vote (using color coded stickers) for their favorite posters. We also asked students to fill out a 10-question survey to comment on various aspects of the different campaigns. A majority of the students responded positively to the campaign posters, and 83% of students who took the surveys reported having seen our posters around campus. Students commented on poster design aspects and shared their thoughts regarding what posters they preferred, why, and suggested improvements. Additionally, students provided feedback suggesting that media outlets, such as Facebook (65%), would be the best way to reach students in order to improve dissemination of information in the future. With such a broad range of poster styling and layout, we had the opportunity to reach out to many different students, depending on their preferences in media design. Many told us they were reminded to recycle from our posters, and we assessed a 58% improvement in campus participation from respondents who completed the survey.

Memorable Quotes from students:

Bessie Composting Campaign:

"Great graphic and clear/humorous message. Excellent."

"Bessie certainly brings you in, makes you interested in what's said on the poster. The joke at the end really gives the point a chance of being remembered."

Keep Calm and Compost Campaign:

"Love this one a lot. Simple but with a point. Playing on pop culture."

"I want it on a shirt."

E-Waste Doesn't Delete-Africa:

"Excellent graphic that made me want to read the poster..."

"It gives a shock factor."

E-Waste: Cell Phones/Car

"Gives a good perspective on the problem."

"As a car owner and a cell phone owner I really liked this."

Oh the Places We Will Throw (Kibbie Dome)

"The doctor Seuss reference is great, makes me want to read the poster."

"Grabs attention and makes you want to read it."

Gameday Recycling

"It gives a great summer feeling. Great picture, great logo."

4. Linkage to EPA's Strategic Plan:

This project directly supports EPA Goal 3, which includes "to preserve and restore the land by using innovative waste management practices." More specifically this project addresses Goal 2 Objective 1.1, which is to reduce waste generation and increase recycling. This project addresses this goal and objective by minimizing paper, electronics and food waste and by increasing recycling of paper, electronics and food waste, as well as providing increased overall recycling efforts.

Outcomes

1) Reduced overall amount of paper in the waste stream by 100 tons (through minimization and recycling).

- a. *Paper Recycled:* There have been 83.17 tons (166,333lbs) of white ledger paper and newspaper recycled during the project period.
- b. *Paper Use Minimization:* Precise measurements for paper-use minimization could not be made with the resources available to the UISC. Paper at the University of Idaho is purchased through de-centralized means. The university's purchasing department, for example, only handles paper orders that exceed \$5000. Those orders are placed primarily through two vendors. Those vendors sell paper in units that are not readily comparable. Furthermore, the units used by the vendors do not translate into weight, quantity, or other quantifiable units of paper due to the differences in paper composition and size. For example, we calculated a reduction of 5524 reams of paper ordered from one vendor but an addition of 1967 "packages" of paper ordered without knowing the weight, size, or quantity of those items. Therefore, paper-use minimization cannot be precisely calculated.
- c. *Overall Paper Waste Reduction:* Our best estimate yields a reduction in paper purchased and therefore used on the UI campus during the two-year project period as compared to the two-year period prior to the project. This reduction paired with 83.17 tons of paper recycled during the project period yields an overall reduction in the amount of paper in the waste stream of nearly 100 tons.

2) Reduced food waste by 88 tons (through minimization and composting)

- a. There was an 18.57% increase in composted materials for the 2011-2012 school year from the 2010-2011 school year.
- b. There have been 87.74 tons (175,477lbs) of food waste composted during the project period.

3) Complete diversion of e-waste into recycling

Due to a policy change at University of Idaho effective January 1, 2010, all E-waste should be considered surplus and procedures for disposing of E-waste should follow the standard University of Idaho surplus guidelines. E-waste material is now sent to a vendor who will recycle and certify that all E-waste generated from the University of Idaho's main campus is handled in an environmentally friendly manner and according to all local/state/federal guidelines.

In support of the above policy, we applied for this grant project to focus on implementing a community-based social marketing campaign, in an effort to implement an outreach program to

change University of Idaho culture towards sustainable practices and behavior targeting E-waste, paper, and food waste.

Due in-part to our vigilant outreach effort, inventoried electronics are now 100% recycled. Trash sorts in April and May 2011 found no electronics in the dumpsters other than a few small batteries. This was accomplished in-part through our support of the policy change and most importantly, our outreach effort to change University of Idaho community behavior. In gathering information about e-waste at University of Idaho for the marketing campaign, it was determined that a simple policy change would be effective to address most of this waste stream and change the behavior of the University of Idaho community.

4) 80% of students, staff and faculty aware of main campaign messages

From the post-campaign evaluation survey, 80% of respondents including students, staff, and faculty, indicated seeing main campaign messages.

5) 25% of students, staff and faculty have changed one or more behaviors

Averaged across all campaigns and resource-use reduction methods, 21% of survey respondents acknowledged changing one or more of their behaviors as a result of our messages. 25% of respondents changed one or more behaviors regarding both recycling and paper-use reduction.

Outputs

1) Face to face interactions

As a result of our media campaign efforts and subsequent evaluations, we had face-to-face interactions with many campus community members. Details regarding activities that involved face to face interactions follow:

- Multiple focus group meetings with residence hall advisors and students to collect feedback on campus barriers to recycling, composting, and e-waste reduction.
- Presentations to various groups around campus including faculty, housing, and Greek living in order to increase education and encourage more participation among faculty, housing, staff, and administration.
- Hosted a question and answer session on recycling, composting, and e-waste reduction.
- Sustainability Center student staff started and coordinated two student committees, one for main campus and the other for the Greek system to try to improve the overall recycling system on campus.
- Tailgate recycling in the tailgating areas and Gameday recycling inside the Kibbie Dome at football games, basketball games, and Jazz Festival.
- More than 200 volunteers helped with the composting program during the course of the grant, helping with person to person outreach to reduce contamination.
- Two focus group sessions each on April 16th and 17th, 2012 for a total of 52 participants over three hours and forty-five minutes. Focus groups were held at the University of Idaho Commons Building and near Bob's Cafeteria (University Dining).

2) Hard Copy Media

Freshman orientation materials were developed and distributed via USB drive through a program offered by the Dean of Students office. The UISC submitted campaign material to

be embedded on the flash drives in order to encourage incoming freshman to reduce their resource-use while on campus and beyond. Students could then print any posters they found appealing. Additionally, over 120 media items were drafted to convey messages about resource-use reduction, many of which were printed on posters and banners and displayed around campus.

5. Explain any changes in the work plan and why the changes were made. These must be discussed with the EPA Project Officer.

The project was completed as detailed in the original project proposal.

6. Problems or difficulties encountered, and how they were handled.

This campaign revolved largely around printed media distributed throughout campus bulletin boards. At first, poster distribution was difficult due to an outdated poster distribution list and no protocol established within the UISC for printing, archiving, and distributing media files. In response to this challenge, a work-study student at the UISC created a media campaign guidelines sheet which outlines media type and their respective logistics (cost, display time, contact information), an updated list of approved bulletin boards, and a suggested distribution route map. This guidelines sheet can be found in appendix 17 on the attachment CD in the Documents folder.

7. Additional challenges that are now foreseen.

One issue pointed out during the campaign evaluation was the amount of resources used to raise awareness about resource use reduction. Resources used included various paper and posters, ink, a least one large-format vinyl banner, tape and other adhesives used to display these materials, and other resources used to actually create these materials. At one of the focus group sessions, one student commented,

"I like the simplicity of this one, however the dark background poses some questions about sustainability itself, meaning, what kind of ink do you use? The more ink used, the more waste, which is the opposite of what you may be going for...."

This is an interesting and appropriate comment. While the UISC tries to purchase and use recycled or recyclable material whenever possible, it is not always possible. While these materials may seem insignificant, they did raise questions about the best way to distribute campaign materials in the future.

Although the amount of resources used to produce and distribute paper campaign materials is noteworthy, the success of the campaign was substantial with 72% of respondents that saw campaign material noted seeing it in the form of printed posters. Consequently, 25% of survey respondents said they had changed one or more of their behaviors in response to seeing recycling messages on campus.

Campaign evaluation provided information to help us address this challenge. In the campaign evaluation survey, VandalMail (email) and printed posters were identified as two of the best ways to distribute future resource-reduction messages by 62% and 60% of survey respondents, respectively.

Considering that email is considered by respondents as being an equally successful means of distributing future resource-reduction messages, we may attempt to send future messages through this media outlet. All campaign feedback will be considered when planning for future media campaigns.

8. Summary of expenditures to date. (Amount of Federal funds spent, remaining.)

Budget Activity

Category	Revised Budget		Expensed to date	Remainder
Personnel	\$18,682.43		\$18,664.34	\$18.09
Fringe Benefits	\$1,497.57		\$1,497.55	\$0.02
Travel				
Equipment				
Supplies				
Other				
Total Direct Costs	\$20,180.00		\$20,161.89	\$18.11
Indirect Costs	\$6,074.00		\$6,068.69	\$5.31
Total Project Costs	\$26,254.00		\$26,230.58	\$23.42

9. Are funds available to complete the project? Is there budget for this project to continue?

Additional long-term funds have been recruited and are being applied starting summer 2012, which will give the project an added boost and will ensure its continuation now that the EPA funds have been expended.

10. Do you consider the activities completed during this time-period successful? Please explain how you measured or judged their success.

Although it is too early to decipher any long-term behavior change from the media campaign, 25% of survey respondents said they had changed one or more of their behaviors in response to seeing recycling messages on campus. Several additional positive outcomes occurred as a result of the social marketing campaign. First and foremost, the distribution of messages increased visibility both for the Sustainability Center and for important messages regarding waste reduction, which was the overall intent of the EPA grant. Secondly, the campaign enabled interaction between UISC staff and students through presentations, Gameday Recycling, composting volunteers, focus group participation, and email survey. This enabled two-way communication and increased awareness between UISC, students, faculty, and staff. Completion of the social marketing campaign also enhanced working relationships with UI Housing and Vandal Athletics through partnership on Residence Hall Recycling and Gameday Recycling, respectively. Finally, a substantial improvement was noted in the quantity of materials recycled in UI residence halls during the 2011-2012 academic school year as well as material recycled, composted, and reduced elsewhere on campus.

The UISC is a fairly new entity on campus. Established in 2007, the UISC is only now just beginning to develop a brand through use of the circular logo and establishing a presence on campus through programs like Food and Farm Composting and Gameday Recycling. This is largely because of the limited resources available to the center and the “competition” for student engagement and involvement with many other organizations on campus. The social marketing campaign helped the cause by distributing many messages through many different media venues on campus. Messages regarding resource use reduction were distributed through color posters, vinyl banners, newspaper advertisements, flatscreen advertisements, Facebook, Twitter, and Flickr uploads, tabletop advertisements, and email. The intent behind using such a broad media list was to saturate the campus with material so that students, staff, and faculty would be confronted with waste reduction messages and be encouraged to assess their own behaviors regarding recycling and resource use.

When asked whether or not students had seen UISC material on campus, they responded with comments such as:

“Yes, I have seen campaign materials in many of the buildings on campus.”

“Yes, I see them frequently on campus.”

“Yes, I have seen posters for each of (the campaigns).”

These and other positive responses affirm that the campaign was successful at reaching many of the students polled. Hopefully, the response rate noted in the EPA Focus Group Reports (Appendix 18 and 19) is representative of the student population on whole and that our messages reached students that were not reached through our campaign evaluation efforts.

Interaction between UISC staff and UI students was also enhanced through the social marketing campaign evaluation. Not only did EPA funding allow us to communicate messages to students, but implementation of the Focus Groups and email surveys allowed UI students to send messages back to the UISC, which will help inform future media campaigns.

The focus groups in particular facilitated two-way, face-to-face communication regarding resource use reduction that is not readily available through other UISC activities. Students in one focus group, for example, made the case for the distribution of UISC t-shirts printed with messages regarding resource

use reduction. The students said that they and all their friends would wear t-shirts with messages related to recycling, composting, and e-waste if they were produced. This media venue should strongly be considered for future message distribution as it would further raise awareness for the UISC as well as serve a functional purpose for students.

Recyclables collected in residence halls during September and October 2011 alone totaled over 1.3 tons in weight. This total marks a significant increase in residence hall recycling over past efforts. One student noted that “(materials were seen) by Bob’s and Wallace Basement.” It can only be assumed that the presence of UISC material in residence hall areas contributed to this increase in material recycled. While recycling behavior campus-wide cannot be readily assessed at this point, the increase in residence hall recycling should be considered an accomplishment of the social marketing campaign. Additionally, nearly 100 tons of paper were removed from the campus-wide waste stream and nearly 90 tons of food were composted campus-wide during the project period.

Residence Hall Recycling and Gameday Recycling allowed the UISC to develop stronger working relationships with UI Housing and Vandal Athletics, respectively. As noted, UI Housing recycled significantly more materials this year than in previous years and some part of that can likely be attributed to the partnership with the UISC. Not only did the UISC distribute media throughout the residence halls to educate and inform students about resource use reduction, but UISC staff also facilitated workshops with residents’ assistants to teach them about the recycling program so that they could pass that information along to all residents. The UISC also partnered with Vandal Athletics to facilitate recycling opportunities at sporting events like home football and basketball games. This partnership helped quell some of the concerns that Vandal fans voiced about the lack of such provisions in the past as well as enhanced resource use reduction at these events.

11. Do you expect to be able to complete the project during the project period?

We completed the project during the project period on time and within budget.

12. Percent of project completed.

100%

13. Will the project take longer than the approved project period? If so, have you formally requested an amendment in writing?

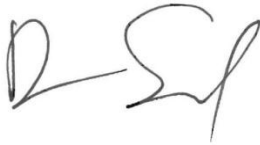
No

14. If equipment was purchased, how is it being managed and accounted for?

No equipment was purchased.

15. What are the lessons learned from this project?

- A. UI Housing was much more willing to expand recycling than originally anticipated.
- B. Athletics was much more willing to work with us than anticipated. Their willingness to share cost-savings will help create a long-term funding stream for sports recycling on campus.
- C. Focus group participation was greater than expected and should be elicited in the future with highly publicized incentives and in locations with high traffic flow.
- D. The development, archival, printing, and distribution of hard-copy media developed during the course of this grant was a great success and should be followed for future campaigns.
- E. Future campaigns should be clearly outlined for all students and staff working on the project to maximize efficacy and efficiency of UISC resources. Information such as campaign goals, timeline, and available resources should be provided to all relevant parties at the beginning of any campaign.
- F. Future campaigns should utilize sustainably-produced resources for all hard copy media as well as consider alternative media including electronic media to reduce expenditure of paper and other resources needed for hard-copy distribution of messages.



Signed by: _____
Project Manager

Organization Head / Division Manager

Recycling

Gameday Recycling-18 plus drafts (Code Letter: B)

"Oh the places you will throw"-3 (Code Letter: C)

Propaganda-24 (Code Letter: D)

Res Hall Recycling-22 (Code Letter: H)

Straightforward-19 (Code Letter: F)

Recycling Survey-1 (T. Lee class) (Code Letter: J)

Wayfinders-10 (Code Letter: K)

Composting

Bessie Posters-15 (Code Letter: M)

Res Halls-2 (Code Letter: H)

Keep Calm-2 (Propaganda, Code Letter: D)

E-Waste (Code Letter: O)

Doesn't Delete-3

Mac Computer-3

Black Halfsheet - 6

Phone Box Header- 1

Paper

Res Hall Recycling-2 (Paper Composting) (Code Letter: H)

Paper Waste Survey-1 (B. Carr) (Code Letter: J)