

TRANSCRIPT

Webinar: Student Sustainability Educators: A Guide to Creating and Maintaining an Eco-Rep Program on Your Campus

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Operator: Welcome to today's National Wildlife Federation conference call, hosted by Ms. Kristy Jones, entitled: Student Sustainability Educators - A Guide to Creating and Maintaining an Eco-Rep Program on your Campus. During the presentation, all lines will be in a listen only mode. A question and answer session will follow the presentation, and instructions for asking questions will be given at that time. Additionally, you are welcome to submit questions via the text chat box, located in the lower portion of your screen, during the presentation. These questions will be addressed during the Q&A session at the end of today's call. If at any time you experience technical difficulties during the presentation, please press *0 and an operator will assist you privately. Again, that is *0 for operator assistance. Thank you for your attention. Please allow me to introduce your host, Ms. Kristy Jones.

Kristy: Hello everyone! This is Kristy Jones from National Wildlife Federation. Thank you for joining us today for our webinar: Student Sustainability Educators. Today's webinar will be one hour, including a question and answer session, and today's webinar is being hosted in partnership with AASHE, the Association for the Advancement of Sustainability in Higher Education. If you get disconnected from the conference, simply dial back in using the 1-800 number. If you are having trouble with the web conferencing portion please call TelSpan at 1-800-937-7726. The conference is being recorded and will be available at www.campusecology.org in about one week. Today's presentation will celebrate our new guide - Student Sustainability Educators - that was co-published by NWF and AASHE in late March. The new guide features examples from eighteen campuses highlighting their efforts to design, implement, and evaluate Eco-Rep programs. We will

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spotlight five campus programs today. Our joint goal for this new resource is to highlight student leadership on campus in the field of sustainability, and feature the different strategies students are using to promote and demonstrate sustainable living. Our facilitator for today's conference is **Christina Erickson, author of Student Sustainability Educators, and the Sustainability Director at Champlain College in Vermont.** As Sustainability Director, Christina works on integrating sustainability concepts, and practices into the operations, academics, and culture of the campus, including starting up their Eco-Reps program. Prior to Champlain, she ran the Eco-Rep program at the University of Vermont as a graduate fellow in their office of sustainability for four years. Before University of Vermont, she worked as a Sustainability Coordinator at Sterling College. Christina has a PhD in Natural Resources, with a focus in Sustainability Education from the University of Vermont. I'll go ahead and turn it over to you, Christina.

Christina: Hello everyone and welcome! I wanted to just welcome everyone today, and you get to see a picture of my sweet little baby there on the screen! And this little girl, Iris, was born on my graduation day actually, two years ago, spring, May 23rd, 2010. 2010 was a very big year for me. I graduated with my doctorate, I had a baby, and I got a job all in one year, and it was very exciting. And all of this is important, because in the outset of doing and starting my doctoral work, I really wanted to do something that was going to make an impact broader than just my own personal and professional goals. And so in doing the work related to the Eco-Reps program, not just at UVM, but wanting to make that broader. And so I finished my dissertation, and even during that process, I started to get involved with a lot of, you know, fielding calls nationally. People always calling or emailing and saying, "Well what do I do with our Eco-Reps program? How do I start one? What do I do with it now that I have one?" So I've facilitated a number of conference workshops and things of the like, and calls, and setting up a directory on the AASHE website...and wanted to take that to the next level. And so I had pitched the idea to both AASHE and to Campus Ecology to see if they might be interested in turning in my very "academic" dissertation into something usable. I am just so pleased at the result of this guide and really appreciate the assistance and the opportunity to make this happen. And so I wanted to share just a glimpse even though the Eco-Rep program at Champlain College is not included in the guide, I wanted to just show as an example of applying my own findings, but that I didn't necessarily take or listen to my own advice. And so

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what happened is that I tried to do what I did at the University of Vermont at Champlain, but I realized really late that I didn't necessarily take my own advice and that I needed to adapt the program to the campus. Champlain is very different from UVM in many ways, and I needed to create a program that would better fit our culture and our physical campus. So this current year we started a pilot project with just six students, and it's been a very successful year. How it didn't work in the beginning is I set out my recruiting materials and only had one application. So I had to kind of go back, re-figure what I was doing, re-figure out the timeline, and then move forward. And in moving forward, I was able to recruit more and we've had a very successful pilot year; so successful that we're actually doubling the program for next year and adding a student manager. And I'm able to rationalize that and pitch the idea financially in that in one month of offering a kilowatt challenge, an energy savings challenge, we've saved an estimated \$2,100 dollars in one month. And we've also seen increased recycling and composting rates, which means that our waste hauling rates for trash have decreased, and so that makes the pitch to the finance office that much easier for additional funding. But today is really about hearing from some of the campuses featured in the guide, including several student Eco-Reps themselves. **And first, we will hear from the University of Pennsylvania and hear from Eco-Reps Samantha and Liz about their program. So I turn it over to you, Samantha and Liz.**

Samantha: Alright... Hi everyone! My name is Samantha Lieberman, I'm a junior at Penn, and I'm the Student Coordinator of our Eco-Reps program, which you'll hear a little bit more about and...

Elizabeth: And my name is Elizabeth Qian. I'm a senior here at Penn, and I'm on the Exec Board of our Eco-Reps program.

Samantha: Yeah, so you'll hear a little bit more about our organization - the way that we organize or program; but first a little bit about Penn. We are a private institution with about 10,000 undergraduate students right in the heart of Philadelphia. Our program was founded in 2009, and it started off completely different from the way that it is now. We have about 130 students in the program across, right now, three different sections. We're launching athletics in the fall of 2012, which we're really excited about. And our program is a volunteer based program, so we market it as a leadership program that students have to apply for. So that's something really unique and successful about our program, and then

there's a link if you want to check it out.

Elizabeth: And now about our program structure... So currently we have programs in the Hillel Community, the Greek Chapters which are very prominent on campus, and in college houses. And about 50% of Penn's students live in college houses, so that's about 5,000 students that we're able to target right away. And then hopefully - or actually - in fall of 2012, we actually have the program up and going, plans for the athletics division we'll be launching.

Samantha: Yeah, so as you can see, for our Hillel and college house groups we have different positions. So just keep that in mind as we go through our presentation a little bit. So our organizational structure; we have a Staff Director, his name is Julian Gresco, he works in the facilities and real estate office at Penn, and then I am on the second level, I'm one of the paid Student Coordinators, so I am a work-study student. My job, I started as an Eco-Rep my freshman year, the first year of the program, and I was in the right place at the right time to move up in the program. Liz...

Elizabeth: And I am one of twelve Student Exec Board members, and we all each have distinct responsibilities. You can see that we're divided up in to four silos, so there are two Exec members that lead group leaders within the college houses and also for the Hillel community. There are three Exec members responsible for general body meetings, which happen every month during the semester, and it's just to bring all Eco-Reps together to update them about the happenings and goings on in the sustainability community at Penn. We also have positional Exec members who are responsible for educating the community and arts managers that are housed in the Hillel and college house communities. And finally we have two Exec members who are responsible for the Greek Eco-Reps. We have about twenty to thirty Greek Chapters on campus involved in this program. We're really excited about it, and they do a fantastic job with their programming.

Samantha: So we're going to talk about some successes that we've seen in our program. So one is program growth and development. So as I said, we started in 2009, and the program is completely different today than it was back then. We started in three college houses and now we're in all twelve on campus, at least twenty Greek Chapters, Hillel Community, and the athletic community. So we really encourage groups to seek other communities to involve to create an Eco-Reps program in. And one of the ways that we've done this is we've adapted National Wildlife Federation - 04/18/12

to student feedback. By limiting ourselves to only the college houses, we really were losing students, and we really wanted to keep them involved and everything. How can we do this? How can we keep students who are really passionate about the environment and about behavior change involved in our program? Another thing that we've done really successfully is kicking off the year. So we start the year with a community service event, which connects all of our new Eco-Reps to the city of Philadelphia, in an environmentally friendly way. Then we also do a [inaudible]-based training. So based on whatever job or position you have in Eco-Reps, you have a training. If you're exact, you have a retreat. If you're a positional Eco-Rep, you have a specific training that enables you to better fulfill your job.

Elizabeth: So to continue the energy throughout the fall semester when we first recruit the students, throughout the college house system, there is a very successful energy reduction competition between the twelve college houses. This year we were able to see reductions of up to 20%. So the quad is where the freshman at Penn live, and throughout the programming by our Eco-Reps and the freshman dorms, they were able to reach 20% reduction, which to us is just amazing. So it's all really them tabling, getting the word out to their peers about the competition, and just daily reminders about turning off your lights has really resulted in absolutely amazing results. And then with the Greek Community, which resides off campus, so it was a way for us, again, to continue to program with students who may not be living on campus in the college houses stem, we continued with large scale Greek initiatives. So in the past three weeks, we had a large outdoor concert festival for the Greek Community. We had bands play, we had recycling bin giveaways, we had educational tables to tell people this is what you recycle, we gave out light bulbs; we really try to maintain the energy as much as possible throughout the semester and all parts of...all communities throughout the campus.

Samantha: Yeah, and as we close out the year, last year we saw a 60% retention rate of student's returning from last year to this year, and we're really excited about it. We're extremely happy that students want to come back to our program and want to keep making a difference. So we're aiming to keep that 60% rate or higher, and we're just really excited about it. And our final success of many is top-down support. So we love that our program is supported from a lot of different angles; we have support from the sustainability office like Julian,

and then we have college health support and the Dean's [inaudible]'s. But also for our Greek Chapters we have Chapter Presidents have all signed off on the program. We have...also have PanHel and ISE, these are the big organizations on campus that run the Greek Community, and they all meet with us periodically and have given us a lot of support for the program. So we're really excited about that.

Elizabeth: Well we have had many successes, we also have met challenges that I think many of you can identify with as well. One of our main challenges is keeping participation in prioritization with our peer leaders. So keeping students involved throughout the semester, keeping their passion and commitment to sustainability initiatives has been a challenge, but we do believe that we're able to combat this by requiring mandatory attendance at certain events. So, making people accountable for showing up to our [GDM] to make sure that they are pushing through programming in their respective communities with their peers. We just want to make sure that throughout the semester, not just at the start of the fall of the school year, that we try to maintain the energy level and the passion for sustainability on campus.

Samantha: Absolutely! And going with that is finding the right balance of the growing program. So as our program grew from three college houses to twelve college houses, many Greek Chapters, and two other groups, we really had to change our meeting structures. We had to figure out what is the most effective way to use our students' time. Because we're Penn students, we're extremely busy; we don't want our students to feel like their time's being wasted. We've played around a lot with meeting structures over the past few years. We've used student feedback to do so. We've also changed our leadership structure. So when we started the Eco-Reps program, Julian was the only person on the top. Now we have the two Student Coordinators and the entire Executive Board, and it's been an extremely, extremely successful transition and if you guys are having issues with some top-down support, I definitely recommend getting an Exec Board. Giving a student face to the program has been really rewarding.

Elizabeth: So in addition to that, because our program is volunteer based, we tried to cultivate leadership in all our peer volunteers and peer leaders, and in doing that we hope to empower the students to act independently on their own, on their own in their respective communities with their programming, being dynamic, adapting to whatever it is that they feel like their communities need. And we

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believe that in cultivating the leadership, reminding student leaders of the big picture of institutional sustainability at Penn, then they'll in turn be able to educate their peers in their respective communities.

Samantha: Absolutely, and the final challenge that we want to talk to you guys about today is tracking successes. Though we have tons of Eco-Reps all over campus, it's really hard to keep track of everything that they're doing. So this year we kind of realized that this was an issue, and we decided to make some Google forms for our students to fill out throughout the year as they complete different accomplishments. And then at the end of the year we can compile them into a report that we can give to our stakeholders. We hope that that works. And then our advice to others... So first, accountability; we pride ourselves in being transparent about our successes and challenges. When we don't think that something's going right in our program, we ask first what they think that we can do better, and how they think that we can further our program and enhance it for future years. I think that being consistent with our program plans is also important. While the actual structure has transformed over the years, we've always kept the same direction. So it's always about fulfilling the Climate Action Plan at Penn, and then providing students with mentorship to succeed. So through our tiered top-down support, there's a lot of different avenues for students that are having challenges in the program to seek advice. So if they want to talk to talk to Julian they are more than welcome to do that, but they can also talk me or the other Student Coordinator, or they can talk to Liz or any of the other Exec members, or any peers that they have in the Eco-Reps program.

Elizabeth: So our second piece of advice is empowering our student leaders. We want our students to feel like they're providing value to the university's greater sustainability goals, and we do that by allowing them to act independently with the programming that they feel is best for their respective communities. We also want our student leaders to feel that they're providing value, and taking on responsibility in the program, so we get as much feedback as possible from them, and we try to adapt the program as a whole to what they feel like would be best strategically for the direction of the program.

Samantha: Yes, and finally, be open to change. So think about ways to

effectively evolve your program each year. If you are really happy about the way that your program's going, think about how to make it better. There's always room for improvement, and you can also listen to student feedback on ways to improve, because they're the ones on the front line of your program and they really know what will work in their communities. Also, finally, consider inroads to new communities. So we started in just the college house community, and we realized that there are so many other places that can really use an Eco-Reps group, so we've - what am I trying to say?

Elizabeth: Branched out...

Samantha: Yeah, we've branched out our program into these communities and it's been really successful and rewarding. So that's it from us.

Christina: Excellent! Thank you so much Samantha and Liz! **And we're going to jump right next to Babson College with Dallase and Felipe. So we'll turn it over to you all.**

(pause)

Christina: Dallase and Felipe are you there...?

Dallase: Hello!? Can you hear us!?

Christina: Dallase, are you there?

Dallase: Yeah I am!

Christina: Excellent! Your turn...

Dallase: Great! So, hello everybody! I am the Sustainability Program Manager here at Babson College, and I have a student here with me.

Phillipe: Hi, my name's Felipe [Topcha] and I'm a sophomore here at Babson College.

Dallase: We're going to be doing an overview of our Eco-Rep program today. And before I pass it off to Felipe, who's going to be doing the majority of the overview, I just wanted to kind of let everyone know the way Babson structures its Eco-Rep program is a little different than a lot of other programs. We focus on - we don't really focus within the residential halls or in the dorms, we - the students
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- work as a group to focus in on one project that can be accomplished in a year and that'll be institutionalized by the college. The idea is that if they were to all disappear that there is going to be something that they can pass on to the school for the following years. So with that said, here's Felipe.

Phillipe: So to begin with, we are a group of fourteen Eco-Reps, and there are two Coordinators, one of whom is me, and one of whom is currently a senior at Babson College. And together, as Dallase said, we work on a yearlong project. Our Eco-Rep program is paid, as you can see, and so that definitely helps keep our reps motivated throughout the year. So to start out talking, we're going to mention some of our successes. Last year, we developed a FYS program, or first-year seminar program, for all incoming students to Babson College. What we did was we reached out to the freshman Dean in order to develop a one-hour course that everyone coming into Babson College would take; introducing them to the concepts of sustainability, and how to be sustainable living on Babson College. The goal of this program was to make it institutionalized so that this program could be run without the help of Eco-Reps in the sustainability office in the future. Also, this helped in our initiative to re-brand sustainability at a business college. A lot of times business students might see being sustainable as too Liberal or just an extra step to take along the way. But we're marketing it as being entrepreneurial, or innovative, or business smart. We're really incorporating sustainability into the campus culture here at Babson College. What we're doing this year is working on diversion rates of move out waste at the end of the year. We have brought together heads of facilities, Res Life, and the Senior Week Committee in order to discuss this issue. What we'll be working on is increased ads, signage, and targeted marketing towards specific individuals who are the biggest culprits of this move out waste. In doing so - targeting some of these culprits - we found that seniors were the biggest wasters at the end of the year, as they a lot of times see no need for a lot of the belongings that they have kept throughout their college career. So for example, we have bridged the gap between facilities and the Senior Week Committee, in order to advocate sustainability to the peers and help encourage and motivate the seniors to clean out their dorms at the end of the year. Moving on to talk about our challenges... One of the biggest challenges we face is a creation of a year-long project. To begin with, we have to create a project at the beginning of the year that we think is achievable within the timeframe

that we have. This involves us to be realistic with the time and be flexible with our project ideas while we're working on it. In addition, we have to make sure that any project that we take on has to be able to be institutionalized. This means, as Dallase had said, that our programs that we create can be run by Babson College as a whole without the help of the Eco-Reps or the sustainability office. Another challenge that we face is coordinating cross-departmental meetings. A lot of times departments don't really talk with each other that much, and have their own schedules and agendas. Sustainability is a way to bring these departments together, but coordinating these meetings can sometimes be a challenge that we as Eco-Reps in the sustainability office face. Another challenge that we have is keeping consistent work amongst each of the Eco-Reps. When we hire our Eco-Reps, we make sure that we have a very diverse team. This diverse team may have skills in graphic designing, or advertising, or marketing. But that means that their skill set might not be used at every single time throughout the year. So keeping consistent work might be difficult with them. Another challenge that we face is communicating to business students. As I had said, business students sometimes have a notion that being sustainable is an extra step along the way. And so we have to make sure that we use the terms such as entrepreneurship and innovation here at Babson College to engage the students in being sustainable and to change the campus culture. This becomes even more difficult when trying to engage off campus students. Since off campus students don't necessarily feel as part of the campus culture, and so we need to find ways to talk to them. So a lot of times we'll hire Eco-Reps that are friends with a lot of students who live off campus. Or we will do some smaller initiatives that are in locations that will engage off campus students in order to communicate the same message as part of Babson College. And lastly, one of the biggest challenges we face, is mid-semester student burn out among the Eco-Reps. Halfway through the semester, students become overwhelmed with work or have midterms, and morale tends to drag a little low and work tends to slow down a little bit. It's very important during this time to keep up the morale of the Eco-Reps and really push forward towards progressing on the project, and coming up with new, innovative ideas. Now I'll pass it on to Dallase to talk about advice.

Dallase: I've been working with the Eco-Reps here at Babson for the last two years and have been able to think of the ups and downs and the learning lessons throughout that time and have definitely made adjustments along the way. Some advice that I would have for others

is definitely start the year out with training. You know we usually get a handful of really eager students to get out there and want to be helpful and be a part of change on campus. But what we do find is they don't necessarily have the skill sets as of yet to be good communicators or change agents on campus. Depending on the culture of your campus, if you're wanting to connect with the students and connect with the staff and faculty, it's knowing when's the right time to approach someone, you know, what is the stakeholder mapping, has this project happened before in the past...? A lot of those things are really key to know about when you're planning on creating some real change on campus. Another area that is important is to make sure that there's a way to have everyone accountable for the tasks they're given. I use the Eco-Rep coordinators and their involvement to be a part of this process. You know, there's usually this process of somebody should do this, and then people start pointing fingers at everyone else, or there's assumption that it's already gotten covered, and then a couple weeks down the line it's easy to realize that nobody took on that task. So being very straightforward about who is accountable for what is always important. Another thing is the environment that you foster amongst the Eco-Reps. The Babson Eco-Reps, it's easy to say, they're also great friends, and they didn't start off that way. They're from all over campus, but at the very beginning, we really set the tone of the level of respect of showing up on time for meetings, and being positive. They learn about behavioral change during their training. So they learn about the benefits of positive reinforcement. So there's a lot of high fives and "great jobs" and "keep it going," and that really helps with that, you know, the mid semester craziness that happens on every campus to keep everyone motivated and moving forward. We also like everyone to be realistic in timing of the events. You know, it is... I always have the Eco-Reps back time their projects. You know, if they need to get something done by the end of the month, what needs to be happening from the start of the month to make sure that can happen. What I've realized is it's just if you've never put on an event before, or if you've never had to try to connect with the Dean of the First Years, you don't know that...usually it takes more time than you think. So being realistic about that and what you can accomplish in a specific time frame, as I like to say is, you know, set the bar low but leap over it. You know, we want our students to learn how to win and create great programs. Another important thing that I tried to pass on to the Eco-Reps is focus on the goal. Don't get attached to an idea. For instance, the Eco-Reps this year had a goal of reducing end

of the year waste. And there was a mountain of ideas of how we could do that. Being a business school, one was to have a business competition amongst students of...you know, every year they would be able to figure out a new way to reduce the waste and it would be right on par with the entrepreneurial spirit, but that is a bunch of legal work and a whole bunch of other things that they weren't expecting. So they had to shift gears and see, okay, if this isn't something we can do, what's another idea that can get us down to the same goal that we're looking at? And because they're focusing on the goal and not the idea, there's never a dead end. An idea can be altered or, you know, brought to a different light, and talked to a different person, and reshaped to eventually meet that goal. And I think that is something that really keeps the Eco-Reps on their toes, and as entrepreneurs, they all like that challenge. So those are the general advice that I have to everybody, and I'd like to thank you all for listening.

Christina: Thank you Dallase and Phillipe! **Now we are going to go back to Pennsylvania and hear from our friends at Lehigh University with Delicia and Lauren, who I am hoping got reconnected.**

Lauren: Yes, we are back on!

Christina: Good! Welcome!

Delicia: Thank you! So, my name is Delicia. I am the sustainability coordinator at Lehigh University and also on the phone is...

Lauren: Hi! I am Lauren Zell. I am a senior here at Lehigh University.

Delicia: Lauren was actually one of the founding members of the Eco-Rep Program. We are a very young program. We started in 2010 at Lehigh, which is in Bethlehem, Pennsylvania. Lehigh is a private school with about 7000 students and Lehigh is about an hour and half away from [sic] and New York City. So, it is very interesting post-industrial town.

Lauren: To start, our Eco-Rep Program did begin in 2010 as Delicia said, but it was started through the Green Fund, which is a chunk of money that the sustainability department and our school set aside for students to apply for any kind of sustainable projects. So, we got 2000 dollars in seed money to get started and first started in freshman residence halls and have expanded from there.

Delicia: Currently we have a sustainability coordinator, myself, who oversees the program. We then have 3 probe student program coordinators, each focusing on the different living styles we have on campus. So, there is one first year residential hall program coordinator, one upperclassmen apartment style program coordinator, and one Greek program coordinator. We then have building coordinators, one per residence hall, apartment style or Greek house. Then, we have general Eco-Reps, and although we are only in our second year, what has tended to happen is those Eco-Reps that have been going through the program and feel comfortable taking on leadership positions are the ones that will apply to be building coordinators and will also interview to be a program coordinator. As Lauren mentioned, we did start in 2010 as a result of pilot money from the Green fund. We started in two residential first year houses with 14 Eco-Reps who were mostly sophomores and there were a couple of seniors.....a couple of juniors like Lauren and a senior who graduated. We are now in our second year at searching residential halls, about 14 Greek houses, and between 35 and 40 Eco-Reps totaled throughout all the different living styles. After the first year's expect of the program, residential services and the sustainability department was able to fund the Eco-Rep program as a permanent program on campus rather than just a piloted program on campus. What that has resulted in is actually some very wonderful measurable resource use reductions on campus. So, we have seen a reduction in energy usage on campus. Lauren will talk a little bit about a program that highlights that, but we have seen somewhere between 5 and 10% over the course of an academic year in resource...I'm sorry, in energy reduction. We have also seen an increase in our single stream recycling rates of about 5% over just the past year with the Eco-Rep program growing, so we are hoping within the next year to actually be an all residential houses and Greek houses. So, we hope that those numbers will increase. Also, part of the Eco-Rep program is a community based social marketing project component in which Eco-Reps not only put on events and activities focused on topics throughout the academic year, but they also independently...or as a building, if they choose to focus on one behavior focused initiative...so that could anything from [sic] residential halls to bold-swap[?] to school supply reused boxes. That has allowed the Eco-Reps to pick up on specific passionate topics that are interested in seeing changed or implemented and being able to shepherd those projects throughout the course of the year. With the growth of the Eco-Rep program, we have also seen some more targeted events occur and we have found these to be really successful. So,

being able to have all Eco-Reps focus on recycling is always a goal, but how we do a recycling program for residential halls is going to be very different than apartment style versus Greek houses, both because of the types of students that live in those buildings but also the sizes and how the building themselves are built. So, are there common areas in which [sic] get together versus very kind of suite-oriented rooms? Lastly, what the Eco-Rep program has done for Lehigh University over the past couple of years is really started to put to the forefront sustainability initiatives where departments before were not considering them. For example, two years ago, facility services were highly focused on recycling efforts. It is not that we weren't doing a good job, but what the Eco-Rep program was able to do through waste audits would illustrate that there were other areas and much larger areas that could increase our recycling rate such as composting. So, now the university is not only considering composting but they are actually...they have actually established goals by when we hope to see composting in residential halls and Greek houses. So, there is funding that comes along with that.

Lauren: As Delicia mentioned, we have been targeting our events to different audiences. So, I would like to talk for a minute about some of those events that we have done. The first few...."Do it in the Dark" and "Organic Lemonade Stand" were for the entire campus. All the Eco-Reps worked together but energy competition was between all the Greek houses, all the apartments, and all the residential halls that had an Eco-Rep in them. During this time, it was the first week in December of last semester. We were able to see a 10% reduction in energy use during the month of December compared to the last 4 Decembers, which to me is a really good sign that people are paying attention and that our outreach did work. One of the things that made that so successful is that all of the Eco-Reps went around door to door during that time and handed out information, or just talked to people about what was going on...[audio distortion]...just really tried to hype that up. The Organic Lemonade was on the front lawn, and it was to promote organic and local foods. So, we just got a bunch of reasonable plastic cups and made our own lemonade and handed it out to everybody with "Fax"[?] written on it. Inside the door was one of the best things...or best events that we have had where you can take recycle bins. Each dorm has recycling on the halls but not in every individual room, so we gave the students a chance to come down and decorate old boxes to make recycle bins for their room and learn what could be put in it. Apartment style living, programs such as "Make &

Take" don't really get people to come out of their room. It is just not really the way the buildings are laid out, so some of the more successful things for apartment style have been going door to door and saying things or hanging up flyers. One event that we had this semester is that we made a transportation brochure, with information about all the published transportation options around campus, on campus, how many calories you burned, walking to different places on campus, and we had a pizza party and people came. They picked up the brochures, learned a little bit, met some new people...so that worked really well for apartment style. In the Greek houses, we have a lot of flexibility and it is great because when you are a Greek, you are mostly in a house with people that you understand. So, you can put it on events that you think that they want to come to. So, we have done Zero Waste Barbecue. We hang up installments in the bathroom stalls with information about different topics and then have trivia about them. Some of the houses have hung up whiteboards where you put your class schedule and try and carpool getting down to class if you don't feel like chugging down the mountain that day. Sorry. Some of our challenges though have, as we said, and I am sure every school has attendance and events but through during our different targeting efforts, we really have seen an increase this semester. Another challenge has been leadership development of the Eco-Reps. We are constantly sending out surveys where at least once a semester to figure out what it is that younger Eco-Reps, leadership and Eco-Reps need to learn so that when we do make our trainings for the next semester, we try to include those different things. Some of the current school policies make it a little bit difficult to accomplish some of our big goals, but as we have continued working with residential services in the residential halls, some of these policies have begun to change. We used to have trouble and went through a [inaudible - audio distortion]...and now we have found a way of working with them that they have led us to start to post more freely. So, that is something that we are slowly getting over. Accountability of Eco-Reps is...I am sure it is something everybody sees as well, but one way that we have tried to fix that is by making this a class. It is one credit or two credits and with that...the students get to use Core-Sight and we try and always have assignments so that they can get small grades to move on.

Delicia: Lastly, in terms of advice to others, we always encourage other schools that call us and want advice and we always say to take it slow. You should not be afraid to spend time on thinking about a

structure for your program, thinking about what worked really well last year, what would work better for future years, and for us...we have found that spending a long time on training Eco-Reps and training a trainer has resulted in many more successful events...and has resulted in higher retention rates. Part of keeping Eco-Reps involved is not only holding them accountable but also finding the right incentive for Eco-Reps to stay Eco-Reps and also finding the right incentives for other residents to participate in Eco-Rep events and change their behavior. We have talked about targeting our program and events. I can't emphasize enough how successful that has been for us. Targeting our tipping point groups...for us that was the Greek system. Some schools have been really nervous about going into the Greek system...for us it has been really successful considering how many students live in the Greek houses. So, getting those students on board is really for Lehigh that cultural shift that we are really looking for. Lastly, keeping it fun, keeping it fun for Eco-Reps, and keeping it fun for the residents that go to Eco-Rep activities and programs.

Christina: Excellent. Thanks so much Delicia and Lauren! We are going to zoom across to the west coast of the country to hear from **Rachel Worthy from the Western Washington University**. Over to you Rachel...

Rachel: Hi! Can everyone hear me? Alright. I will assume "yes". So, my name is Rachel and I am the coordinator for the resident resource awareness program at Western Washington University. So, our Eco-Rep program is very specific to the residence halls on campus. On average, between about 9 different communities of residence halls, we have on average about 40 Eco-Reps per year. This is the 5th year of our program. It started in 2007. Our Eco-Rep program is volunteer based. Our Eco-Reps volunteer for about 2-3 hours per week. They spend on direct programming...there is one paid student coordinator and one paid student assistant. They.....myself and my assistant Hayden coordinate the program for the Eco-Reps. We are in Bellingham[?] so it is a pretty environmentally friendly neighborhood. People tend to enjoy in our passion about the environment here so we have a lot of students who are really interested in the Eco-Rep program in general. So, that has definitely been crucial for our success. In 2011, some of our successes, we found on average about 21% electricity reduction on our campus which is great. One thing that we do that is the major focus of our program is to go for the green challenge, which is an annual challenge in waste reduction between all of our residence halls on campus for electricity, water, natural gas, and landfill waste.

Last year, 50% of our residents signed the Green Pledge, which is dedicated to sustainability within the residence halls. This year, our actual celebration to award the winner for 2012 is actually tonight, so I can't give anything away yet, but we saw some great reductions for this year as well. One of our biggest successes is also our support for university residences. They sponsor the program and their success and support for us allows to do everything that we do, including just programming for our students on campus and our actual statistical reductions and the support of the program has been really fantastic from university residences. Some of our challenges have been the initial startup, establishing our program as a definitive part of on-campus life was a big challenge at first. It took a lot to sort of make it a standard to be on campus every year. There would be the Eco-Rep program and there would be the Go for the Green program. Another challenge we have is some pretty rapid staff turnovers. Students who are Eco-Reps become our staff but the staff is usually gone between 1 to 2 years, assuming that they graduate and so it means we sort of have to continually be training and reevaluating how the program works based on our new staff. We also have new residence directors every couple of years, which means reintroducing the program to them and helping them bring them up to speed on how the program works every couple of years or so. We also have a challenge in occasion of equal participation from all the halls. We have certain halls that are really enthusiastic about sustainability in other halls that we have challenge to get our Eco-Reps to consistently attend. So, that has definitely been a challenge that we have had over the past few years and we just continue to move forward and try and keep our Eco-Reps excited and passionate about the work that they are doing on campus. So, some of my advice would definitely be that there is a lot of value in coordinating with your university residence staff, with Res Life, with your resident directors and advisors.....this program can't exist without them. Your students need to participate. For instance, like student government or be involved in their community, in their residence hall, and not just within the Eco-Rep program coordinating with URes and Res Life. It is just extremely valuable in getting your program off the ground and continuing to have it be supported. Our funding from university residents sort of helps make our program sort of a standard of care and everyone knows that every year the Go for the Green Program will potentially be put on. So, if university residents sort of make it very official on our campus instead of just a group of students who are doing things for the environment. It sort of becomes the standard which is really helpful for us. We definitely

think that recruiting our students very early and fostering a relationship between the Eco-Rep program and the student government is extremely effective. We want to make sure Hall council feels involved and they feel that they have a participatory voice in how the Eco-Rep program functions. So, that has been really effective for us. We do a lot of raising a lot of awareness for recruiting our Eco-Reps at the beginning of the year. My assistants and I have made countless recycled cardboard posters supporting sustainability in the Eco-Rep program over the years. So, we definitely think that really getting the word out of the program as early as possible is really important. Also, just making sure that the Eco-Reps grasp the mission of what we are doing.....a lot of our Eco-Reps will miss meetings week to week. So doing follow-ups with them is really important. Just making sure that they understand the core of our values and the mission that we have for our program is just really valuable and really important. Yeah, that is all I have.

Christina: Excellent. Thank you so much Rachel and thank you to all of our speakers this afternoon. I think the beauty of these types of programs is that there is a wide variety and I think the big lesson is that it is something that can evolve and adapt to campuses...to individual campuses and to campuses as they change and grow. I think we have seen that through the examples through these four groups. One thing that I really admire about people that I've worked with over the past four to five years with Eco-Reps, is that everyone is very open sourced, meaning you can...and we will have contact information for all of these presenters today, so if we don't get to your questions, please do contact them directly. There is also a lot of very specific advice about how to find funding, how to evaluate, how to quantify some of these things in the guide. So please do look for those details there. But I also want to bring attention to two upcoming opportunities; a west coast opportunity and an east coast opportunity in the fall. There is a group proposing a workshop regarding Eco-Reps at the upcoming AC 2012 Conference in L.A. in October. This will also be I think the Third Annual Eco-Reps Symposium. This year it will be held at Brown University. This is really for and by student Eco-Reps. It's a fantastic opportunity that the folks at Tufts hosted this...a couple years ago, and Babson hosted last year, a really awesome opportunity for students to get together and talk to each other one-on-one about what they're doing and how they can keep building on that success. So I'm going to turn it back to Kristy to take us through the last bit here.

Kristy: Great! Thanks Christina. Yeah let's go ahead and open for the question and answer session. Kellen, if you could give instructions how to ask a question by phone.

Operator (Kellen): Certainly, thank you. At this time we will begin the question and answer session. To ask a live question, please press "0" followed by a "1" on your touch-tone phone. Questions will be answered in the order they are received. Again if you have a question, please press "0" followed by a "1" now, and please hold briefly while our system compiles your responses. Again, to ask a question press "01" now.

Kristy: We actually have two questions in the discussion area. So we'll take one of those first, and then we'll go back to the phone. Go ahead...

Jen: This question comes from Justin from Louisville, Kentucky. Wondering for the Penn State folks, "Is there any organizational connection to the Penn student government?"

Elizabeth: We don't have any direct connection with Penn student government, but we do have Eco-Reps that are on the undergraduate board. So that's helpful. Did everyone hear me? Sorry...

Kristy: We did. Thank you. (laughter) Are there any questions on the phone?

Operator (Kellen): Currently we have no questions in the queue. As a reminder to ask a live question, please press "01" now.

Kristy: Alright, we do have a couple more questions in the discussion area.

Jen: This question comes from Rosemary from Florida State University. And the question is, "How do you initiate some of these changes? The students from Penn State said that they had changes in the structure of their meeting, and she's wondering what was changed, and how the meetings were run.

Samantha: I just want to clear up any confusion. We aren't from Penn St., so I don't even know if Penn State has an Eco-Reps Program. Oh no it's totally okay, I just don't want anyone to like try and look up

our program and get it wrong or anything like that. So the way that we do that is we just tell them. So if we're going to change a meeting, we just send an email that says, "You know, we listened to your feedback and we decided that we're going to make these meetings less frequent but longer. Or we're going to cancel these meetings all together, something like that. As far as...I'm sorry there was a second half of that question that we missed... How are the meetings run? Okay, so do you want to take that Liz?

Elizabeth: Yeah sure. So sometimes, depending on what's going on throughout the semester, if the Power Down Challenge is going on, then we'll focus the meetings more towards what strategies our group leaders, our student leaders, can employ to be more effective with their peers. So that is responsibility on the Exec members to try and bring in speakers or to have material to disseminate to our student leaders so then they can pass on to their peer leaders. So it's a lot of education. It's a lot of focusing on what skills would make them an empowered leader and also good at communication. So we try to focus a lot on the fluffy stuff, but at the same time we believe it's really effective in helping our student leaders communicate to their peers because that's ultimately our greatest goal.

Samantha: Yeah, another note is that our Exec members are the people that actually run the meetings. So we have bi-weekly meetings with our Executive Board. So Julian, the Student Coordinator...me and the other Student Coordinator and the entire Exec Board and that's when we talk about big, sort of [pervamatic] [?] directional changes. We talk about how things are going in our respective roles, and then on our own time, we meet with the Exec people...the Student Coordinators will meet with the Exec people. I have weekly meetings with Julian, and that's where we really get to the nuts and bolts of agenda planning and sort of the more specifics of the meeting being run. But as for the actual meetings, those are run by our Exec members.

Kristy: Thank you. We have another question from the discussion area.

Jen: Yep, this comes from Justin, and this is for any of the speakers. "Do you have any advice for starting an Eco-Reps Program on a college that is comprised mostly of commuters?"

(pause)

Christina: I guess I can...this is Christina...I can jump in on that question. And I have to say, most of the...I will admit that most of the work that I've done, and most of the contact that I've had, have been primarily residential campuses. So I think this is really the next frontier, is about how do we take these types of programs, and evolve them and adapt them to reaching a different audience, and that audience being either commuter students or off-campus student body. So I think we're seeing examples of that. Example...through connecting to the Greek community as one. I know at the University of Vermont there is an Office of Student and Community Relations and they've used some of the techniques and events and programs that we've done as Eco-Reps in the off-campus community. So I think that's something that is definitely growing and needs to grow, and I would love to have, you know, perhaps that's the next webinar session, is about how do we really target those off-campus students.

Dallase: I would like to jump in too. This is Dallase from Babson. It's sort of like one of the things I think about is sort of re-envisioning what an Eco-Reps program can be. I know that typically it definitely is from the residential halls and dorms and a lot of them are very specific to students that live on campus, but I know that the Eco-Reps I work with, they could easily be commuters because the work that they do is usually within the school timeframe that they would be on campus anyways. And they're...instead of focusing only on the residential halls, they're focusing on working with facilities and, you know, Res Life, and other campus's that do one project throughout the year. So that could be a solution too, just thinking of a different way to format what your Eco-Rep Program would look like.

Samantha: I don't know if that covers your question, but I also have another sort of piece of advice. So you could look at other communities that the commuter students are involved in. So our Athletics Eco-Reps Program and our Hillel Eco-Reps Program are not run in residential communities, but they're just run in communities that are really strong on campus that we think are a good outlet for an Eco-Reps Program.

Kristy: Thank you. I think we have time for maybe one or two more questions. Kellen, are there any questions on the phone?

Operator (Kellen): Yes ma'am we do have one question in queue coming from Emily Scarborough. Please go ahead Emily.

Emily: Hi! Yes this is Emily Scarborough from Georgia College and State University. I just had two quick questions for most of the presenters. How did you measure the change in your energy efficiency? Was there a specific measurement that you used or something else?

(pause)

Presenter: I'm sorry could you repeat the question?

Emily: Yes, how did you guys actually do the measuring for the changing in your energy use? Is there a specific formula that you used? Or is there something that you just looked at past and previous usage?

Presenter: Well what we did was we compiled a baseline between...from previously before our Eco-Rep Program began, pre-2007, and we took just the meter readings from facilities management, and created a baseline from about 2005 to 2007, and then we based our reductions off of that baseline that we'd set at the beginning of the program.

Emily: Okay, and I guess my second question is for Liz and Samantha. Who conducted the training? And was this something that was developed by your team, or was this an outside source?

Elizabeth: So the training was completely put together by Sam and our other Student Coordinator, and they did those over the summer. But the whole training was conducted by all of the Exec members. So we had come in before school had begun, we had had a retreat and we had gone through our own training to make sure that, you know, we would be effective the day of. And for me, and the other group leader Exec member, we weren't one-on-one with a lot of the group leaders the day of. We made sure that we met everyone, and the same thing for the Greek Eco-Reps; Exec members who were there who met their respective [Greek Eco].

Samantha: Yeah Amelia and I were lucky enough to have summer internships at the Facilities and Real Estate Office last summer, so we had a lot of time to plan these trainings and get everything up and ready. So I guess another thing that we have that benefits us are those summer internship positions that allow us to plan for the year during the summer.

Emily: Alright that was great thank you!

Kristy: Alright, let's take...we're right at 3 o'clock...but let's take one more question from the discussion area and then we'll close. Go ahead...

Jen: Sure, this is from Kathleen from East Tennessee State. And this is for all the schools, "Are the Eco-Reps Programs considered a student organization? And are they eligible for student organizational funding? And where are they based? Whether that's facilities, or Res Life....?"

Delicia: This is Delicia; I can start talking about Lehigh University. Part of the funding comes from residential services, which has Res Life kind of...also provides funding to Res Life, who runs our Residential Hall Association. So [inaudible] comes from a similar places as Res Hall funding, but it is also funded by, well, my budget, which is the sustainability budget, but I technically house, at the moment, in facilities services and campus [inaudible], so it's a mixture.

Dallase: At Babson College the funding comes through facilities as well. I just wanted to chime in there and let you know.

Rachel: Like I said for Western Washington, we are sponsored through University residences, which also coordinates Res Life. And then our program is run through the Office of Sustainability but our funding will come from University residences.

Samantha: And our funding at Penn is from facilities as well.

Kristy: Great, thank you. I think we'll go ahead then and close because we are right a little bit past 3 o'clock. Thank you for joining us. I just wanted to highlight...because we had one other question...highlight again our new guide Student Sustainability Educators. If you have not already, please go to NWF.org/EcoRep to download the guide. It is a free download, so please go ahead and do that. I wanted to highlight a few other resources in the area of student leadership. The Student Peer-to-Peer Sustainability Outreach Programs, and the Raise the Funds Campus Action Toolkit from AASHE. Both of those are available online at AASHE.org, and there's specific

locations. This webinar will be recorded and online so you can...by next week...so you can find a location and you can contact me, Kristy Jones, as well. Two other resources...National Wildlife Federation resources you might be interested in... We hosted a webinar last year on this topic. Students and Staff, Facilitating Sustainability Through Peer-to-Peer Education, was also recorded, and we also have a guide, Generation E - Students Leading for a Sustainable Clean Energy Future. Both of those are available at campusecology.org. A special thanks to our speakers for joining us and sharing all your great information, and our participants. As Christina said, please feel free to contact us. There's contact information on the presentation if you want to get in touch with the individual speakers. Just connect with one of us or you can email campus@nwf.org and we will get you in touch with that person. We also...I wanted to highlight our next webinar. It is coming up next Wednesday, which is April 25th at 3pm Eastern. It's focused on Campus Conservation Nationals 2012. We'll find out who the winning campuses are for this year, so that will be really exciting. And you can register for that at campusecology.org as well. Thank you for joining us. Again, please feel free to contact us with any more questions, and have a good afternoon!

Operator (Kellen): Thank you all for your attention. This concludes today's conference call. All participants may now disconnect.

END OF TRANSCRIPT