

Green My Campus

A Research Project by College Students About College Students
Syracuse University S.I. Newhouse School of Public Communications

An environmental research project sponsored by the U.S. Green Building Council (USGBC) and conducted by the students in Syracuse University's "Public Relations Research" course, PRL 315, taught during the fall 2008 semester by Jean Vincent, SU Adjunct Professor of Public Relations Research and President of Vincent McCabe, Inc.



Conducted by:
Syracuse University
Students in PRL 315,
"Public Relations Research"

Sponsored by:



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I. Introduction

- **Green My Campus is a research study conducted in the fall 2008 by students in the Public Relations Research Class PRL 315 at Syracuse University’s S.I. Newhouse School of Public Communication on behalf of the U.S. Green Building Council.**
- **In one semester (15 weeks) 14 students learned about the many facets of public relations research and developed and executed this research project. All the students in this research class are required to have junior or senior status.**
- **The student researchers are:**
 - **Abigail Bedecs**
 - **Je Hyun Cho**
 - **Alison Cohen**
 - **Zachary Freidman**
 - **Eve Kenny**
 - **Jessica Martin**
 - **Ann McCarthy**
 - **Brittany Nims**
 - **Alexandra Parkinson**
 - **Danielle Rayzberg**
 - **Hannah Risler**
 - **Samantha Rush**
 - **Matthew Schwarts**
 - **Gabriella Zorrow**

II. Acknowledgements

- **The U.S. Green Building Council**
 - **Provided guidance and the goals and objectives for the research**
 - **Presented background information on the U.S. Green Building Council and its initiatives for Green Campus Campaign**
 - **Judged the students recommendations concerning the research methods**
 - **Funded the out-of-pocket project expenses – online recruiting and the auxiliary expenses for the research (focus group refreshments, thank you)**
- **Vincent McCabe, Inc. assisted in the completion of the project by allowing students to use its resources:**
 - **Design and data collection software package SNAP**
 - **SPSS software and statistical analysis staff support**
 - **Design and report development staff.**
- **Syracuse University’s Institutional Review Board (IRB)**
 - **All the student-designed research instruments were approved by the SU IRB. IRB approval was required because research was being conducted with underage human subjects – students.**

III. Goals and Objectives

Overall Goal

- To develop information to assist the U.S. Green Building Council in its Green Campus Campaign.

Objectives

- To determine what motivates students to participate in green movements on campus.
- To determine which messages will be most powerful to communicate the U.S. Green Building Council message of the importance of green campuses, including green buildings.
- To determine what media will be most effective in reaching college students.
- To understand how the U.S. Green Building Council can work with student leaders understanding the dynamics of such organizations and how they deal with changing leadership situations.
- To determine the U.S. college environment as it pertains to green initiatives and how the U.S. Green Building Council can best approach higher education markets.

IV. Research Design

Project Development Process

- **Students formed three consulting groups and made competitive presentations, which detailed the students recommendations for the research**
 - **The Triton Agency**
 - **The Wonder Agency**
 - **The Fifth Degree Agency**
- **These presentations were judged by the U.S. Green Building Council staff.**
 - **All the presentations included initial secondary research developed by the students. The winning presentation included a review of case histories of colleges that have implemented active environmental programs.**
- **The winning presentation from the Wonder Agency became the foundation for the study, adjusted to include best practice research science, time constraints and incorporate the powerful ideas from each of the student teams.**

IV. Research Design

Overall Research Design

- The students recommended both qualitative and quantitative methodologies using a cross-sectional, snapshot in time design

Methodology

- **Phase One: Secondary/Library Research**
 - The students evaluated databases and other library sources of information
 - Case histories from various universities were developed.
- **Phase Two: Qualitative – Descriptive research**
 - The three student teams each conducted 2 focus groups (6 groups of approximately 10 students) and each student did two in-depth, exploratory personal interviews
- **Phase Two: Quantitative – Predictive research**
 - The students designed a quantitative survey that was implemented on the internet. Respondents were invited to complete the survey through the FaceBook internet site outreach, student telephone invitations and e-mail blasts from a college student list source.

V. Sample - Overview

- **More than 150 students participated in the research.**
- **Universities across the United States are represented in the sample.**
- **Students from 4-year private and public colleges and universities are included in the study. Some students from 2-year schools are also included in the sample.**
- **Students from a broad cross-section of interests and degree programs are included in the sample.**
- **Freshmen, sophomores, juniors and seniors are included in the sample.**
- **Respondents live in a variety of housing arrangements from on campus, university-provided housing to off-campus apartments and from commuters to greek housing.**
- **Students of all races were included.**
- **Visuals for all the sample descriptions for the quantitative research are available in section VII of this report.**

VI. Findings: Secondary Research

- Student case histories on universities included studies of University of California at Merced, Tufts University and Harvard University.
- Conclusions:
 - University environmental initiatives typically had some or a great deal of administrative buy-in and support
 - Tufts has an Office of Sustainability.
 - Harvard – “it is essential to have a service organization within the university that can provide the [coordinating] services...”
 - Harvard – an environmental mission statement, “...make Harvard University a living laboratory and learning organization for the pursuit of campus sustainability.
 - Student involvement in programs centered on things the students could be involved in such as:
 - Recycling
 - Water conservation
 - Accessibility to electric and hybrid vehicles or other transportation initiatives
 - Local or organic food programs
 - Course work
- More details of the case histories are provided in the Appendix.

VI. Findings: Focus Groups

- The purpose of the focus groups was to better understand students' feelings and beliefs concerning environmental issues.
- The results of the focus group were primarily used to provide background from which the quantitative research was designed.
- Focus Groups Some General Findings
 - For some students environmental issues were lower on their minds than other concerns:
 - *“I care about the environment but I guess when it comes down to it, I don't think of it as being one of the biggest concerns of my life. I'm pre-med right now and I have enough on my plate.” “If my friends were involved, I'd be interested.”*
 - For some students concern for the integrity of their university buildings was important
 - *“Part of the schools appeal is these great buildings. It would be a shame to harm these buildings if that were part of a green building initiative.”*
 - For some students, they wanted to help or be environmentally concerned but needed some guidance as to how to do it.
 - *“...it's necessary to make the environment a priority but it's hard to determine exactly how...if there was a clear cut way to do this it would have already been done.”*
 - *“I do little things every day to conserve.” “If the university could show me how to recycle, I'd participate in a program. I can't do this on my own.”*

VI. Findings: Quantitative Study

- The quantitative survey involved an online survey. The survey included the following major study segments:
 - World Affairs – investigating levels of importance and priority.
 - Factor and Cluster Analysis developed
 - Green Ideas – what green initiatives mean to students
 - Belief’s about college and university green initiatives.
 - Opinions about environmental causes, motivations and influencing factors
 - Factor and Cluster Analysis developed – core questions to determine motivational profiles.
 - Opinions about the U.S. Green Building Council initiatives.
 - Interest levels in U.S. Green Building Council campus initiatives
 - Review of ideas for the U.S. Green Building Council campus promotional activities

VI. Findings: Quantitative Study

- The quantitative survey uses factor and cluster analysis to determine subconscious motivation.
- This method involved developing a list of statements that includes the many possible ways the respondents may feel about the subject.
- The respondents read each statement and score whether they agree or disagree with the statement.
- Based on these responses, the statistician analyzes the data using a type of multivariate statistics.
- First the factors are developed. These are the ways that the respondents look at the items we asked. The analysis combines things that respondents think about in the same way.
- Next the statistician again works the data to determine how the individual respondents are related or correlated to the factors and develops the unique clusters or segmentation.
- To better understand factor and cluster analysis, consider personality profiling tests. Such tests and systems show you your dominant personality trait. What the factor/cluster analysis demonstrates is the “personality profile” for the narrow field of study of the project. In this case, environmental issues.

VI. Findings: Opinions on Environmental Issues

▪ **RESPONDENTS WERE ASKED:**

Q19, Q20, Q21. Indicate how strongly you agree or disagree with each of these statements using a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree.

This list of opinions on environmental issues was developed from information gained at the student focus groups. Every attempt was made to cover the many ways that students might view environmental issues.

- *I consider myself an activist when it comes to environmental causes.*
- *I always try to recycle.*
- *If there were a rally on environmental issues at my campus, I would attend it.*
- *I don't have time for environmental causes right now.*
- *Doing well in school is my most important concern.*
- *If Green were part of my curriculum, I would be (am) interested in it.*
- *If we don't act on Green initiatives or sustainable environments now, it's not a big deal because there is little immediate impact.*
- *It is expensive to go Green.*
- *If it's convenient, I would participate in Green initiatives at my campus.*
- *If my friends were involved, I would participate in Green initiatives at my campus.*
- *I make an effort to reduce my personal carbon footprint.*
- *Green buildings can actually save money by reducing energy costs.*
- *I would be interested in an internship or a job with an environmental organization.*
- *Continued next page...*

VI. Findings: Opinions on Environmental Issues

▪ **RESPONDENTS WERE ASKED:**

Q19, Q20, Q21. Indicate how strongly you agree or disagree with each of these statements using a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree. (Continued)

- *If my professor made Green concerns a requirement or an assignment, I would definitely participate in Green activities.*
- *Being eco-friendly is very important to me.*
- *I am very worried about global warming.*
- *I could use some guidance as to what activities will help the environment.*
- *I'd be more interested in Green initiatives if they helped reduce my tuition and living expenses.*
- *I'd be more interested in Green initiatives if internships in the field were available.*
- *I'd be more interested in Green initiatives if they were fun to participate in.*
- *I'd be concerned if the natural environment was being damaged on my campus.*
- *I'd be worried about Green initiatives if they altered the historic character of the campus.*
- *I want to be involved in programs that have international clout.*
- *I want to be involved in national Green programs that many people participate in.*

List Continued

This list of opinions on environmental issues was developed from information gained at the student focus groups. Every attempt was made to cover the many ways that students might view environmental issues.

VI. Findings: Opinions on Environmental Issues

Student Scoring

This chart demonstrates the statements that students were most in agreement with.

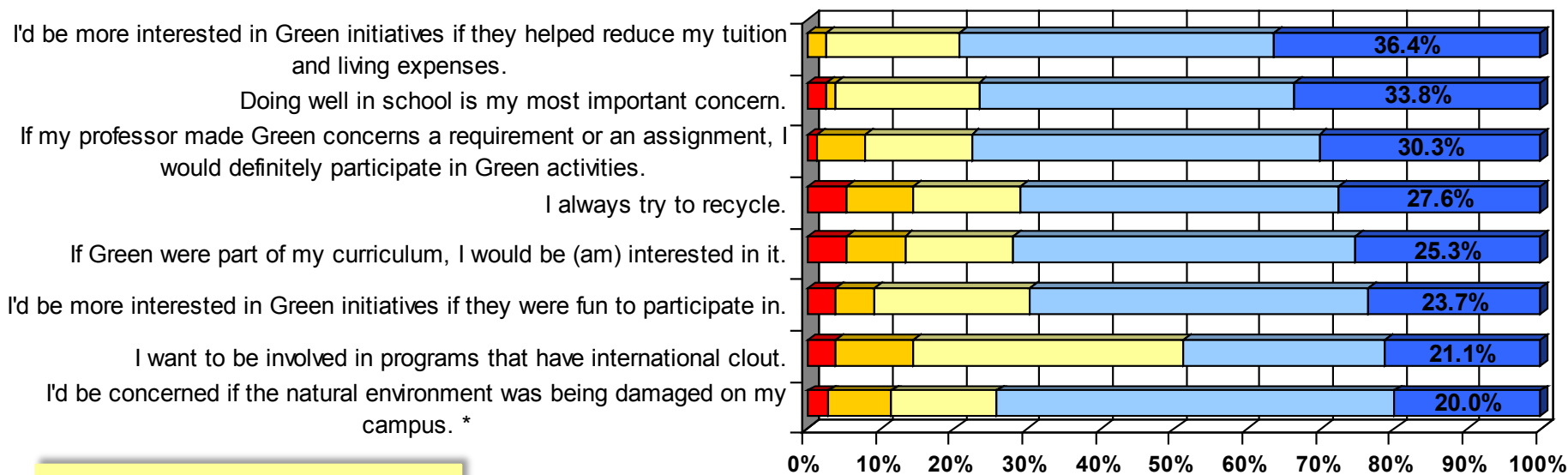
■ **RESPONDENTS WERE ASKED:**

Q19, Q20, Q21. Indicate how strongly you agree or disagree with each of these statements using a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree.

Top-Rated Views

Percentage of Respondents Giving Each Score

■ 1 - Strongly disagree ■ 2 - Disagree ■ 3 - Neither disagree nor agree ■ 4 - Agree ■ 5 - Strongly agree



The dataset of respondent scores was used to develop the factor analysis..

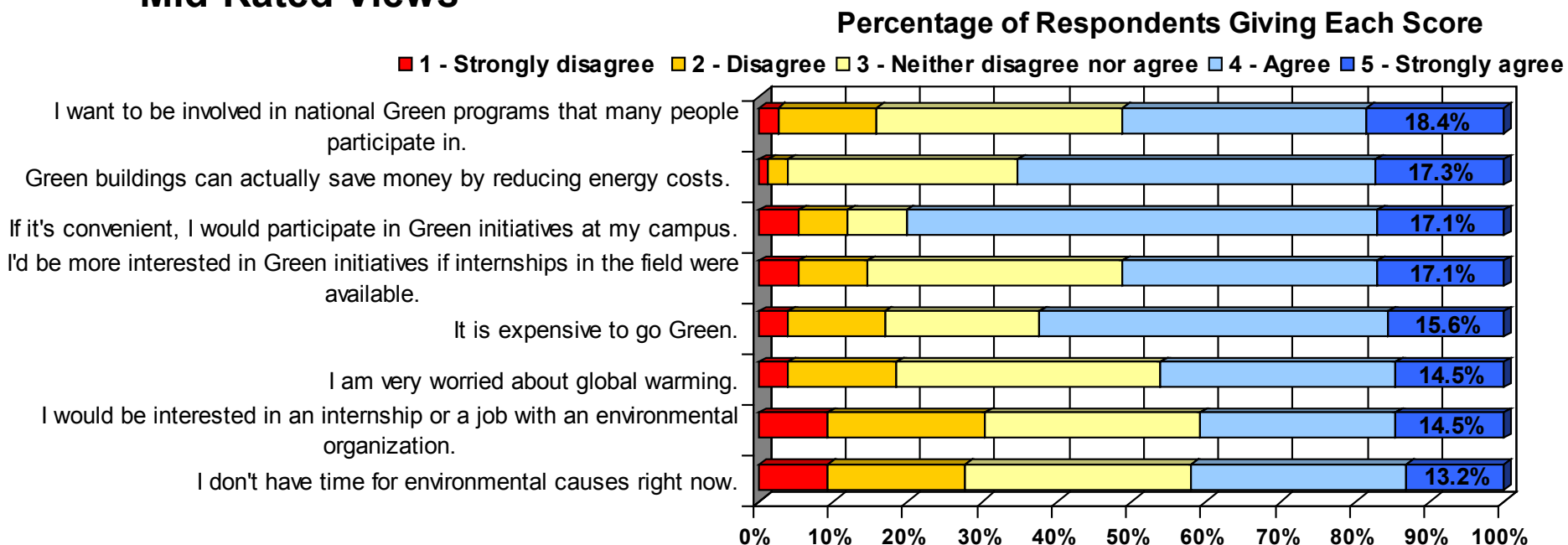
(N= 75-77, except for item with an “*” that appeared only on later versions of the survey and for which N=34)

VI. Findings: Opinions on Environmental Issues

■ **RESPONDENTS WERE ASKED:**

Q19, Q20, Q21. Indicate how strongly you agree or disagree with each of these statements using a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree.

Mid-Rated Views



VI. Findings: Opinions on Environmental Issues

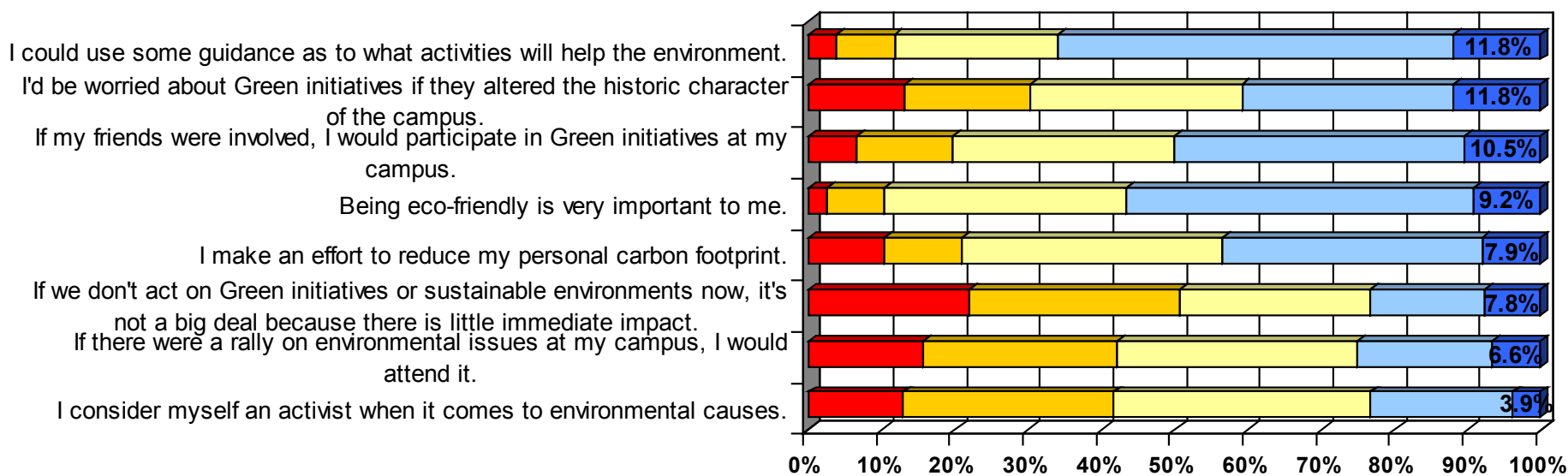
RESPONDENTS WERE ASKED:

Q19, Q20, Q21. Indicate how strongly you agree or disagree with each of these statements using a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree.

Lower-Rated Views

Percentage of Respondents Giving Each Score

■ 1 - Strongly disagree ■ 2 - Disagree ■ 3 - Neither disagree nor agree ■ 4 - Agree ■ 5 - Strongly agree



(N= 76-77)

VI. Findings: Opinions on Environmental Issues

- **Factor and Cluster Analysis of the Questions Surrounding Opinions on Environmental Issues indicate that there are the following primary factors.**
 - **Interest in green initiatives and activism**
 - **Concerned about activism but from the sideline**
 - **Needs the help of friends or environmental groups to get involved**
 - **Interested in green initiatives if required; believes it's expensive to do**
 - **Doesn't see immediate impact; doing other things now**
 - **Influence of green initiatives – green trumps historic buildings (or not)**
- **These six factors capture the essence of the 25 individual statements studied.**

VI. Findings: Opinions on Environmental Issues

Statistical analysis determined that there are four distinct student clusters:

**Student
Cluster
One**

**Too
Expensive**



**Student
Cluster
Two**

**Needs
Motivation**



**Student
Cluster
Three**

No Changes



**Student
Cluster
Four**

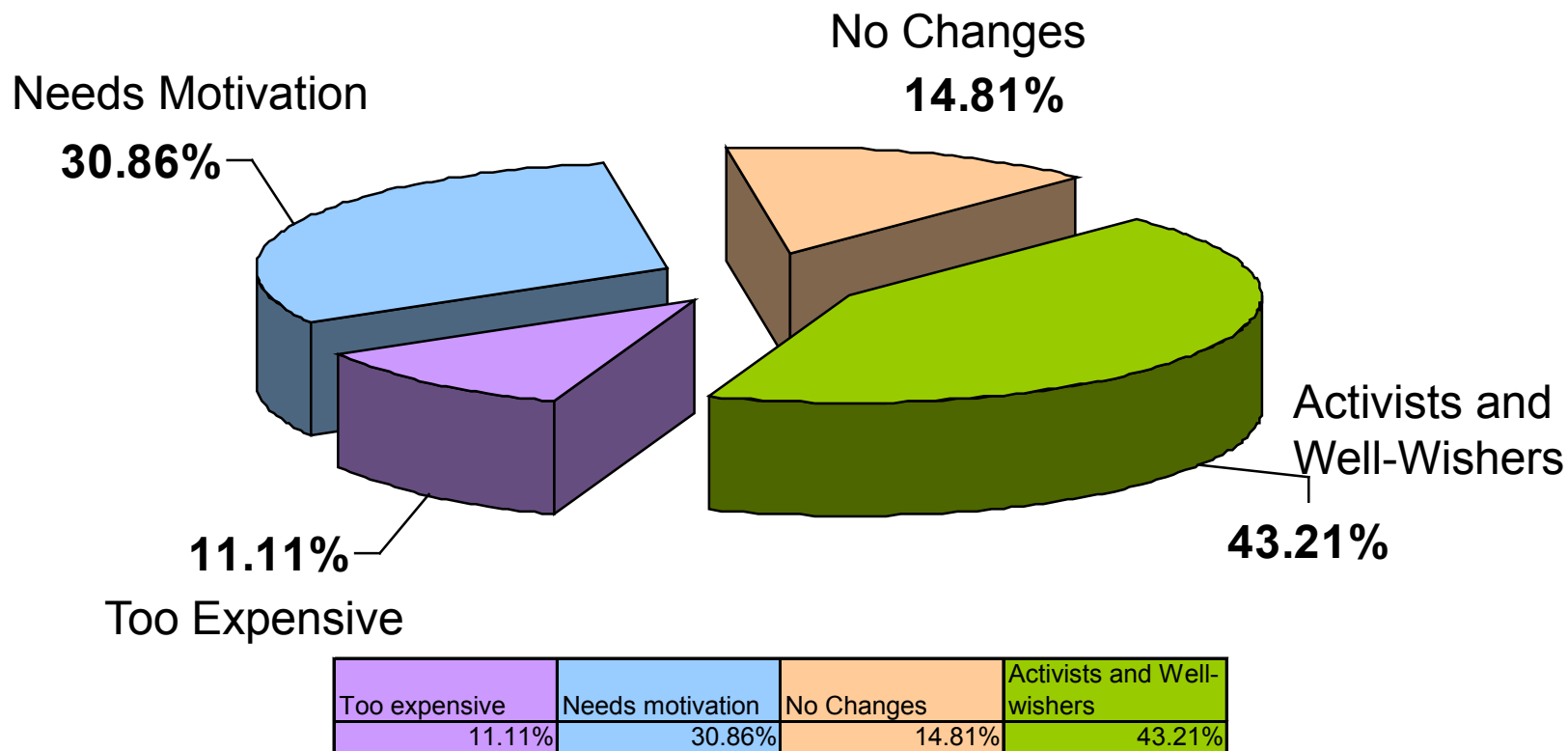
**Activists &
Well-wishers**



Too expensive	Needs motivation	No Changes	Activists and Well-wishers
11.11%	30.86%	14.81%	43.21%

VI. Findings: Opinions on Environmental Issues

The percent of student respondents in each cluster is shown below:



VI. Findings: Opinions on Environmental Issues

Too Expensive

Student
Cluster
One

Too Expensive



What's important to Too Expensive?

- The Too Expensive cluster has some environmental concerns, but believes that the cost of implementing environmental programs, such as green buildings, will negatively impact them directly or their school.
- Rising tuition costs, disruptions on campus, worries about jobs, and a sense of futility about environmental issues and large environmental project were recurring themes of the comments made by members of this cluster.
- Students in this category were more likely to attend public 4 year colleges - 62% compared to 54% generally.

11.11%

VI. Findings: Opinions on Environmental Issues

Too Expensive

Student
Cluster
One

Too Expensive



What's important to them in their own words.

- *Don't know what its called, but always see people handing out fliers.*
- *I bought a Green water bottle, but not enough people bought them so I didn't end up getting one.*
- *I like the idea of grants and the plan but I wouldn't get involved unless there were big incentives (ie monetary)*
- *I don't think it's possible. It's too expensive and ambitious.*
- *I think it is a good plan, however it concerns me when there is a lot of construction on campus at one time.*
- *No one will do it because people are too lazy and fat*
- *Too expensive. Just educating students about the initiative/spreading the word about it would be a waste of time, energy and money .*
- *You should focus on the smaller things you can do first like updating old appliances/lights in buildings before you begin to completely reconstruct and renovate buildings.*

11.11%

VI. Findings: Opinions on Environmental Issues

Statistical analysis determined that there are four distinct student clusters:


Student Cluster One

Too Expensive




Student Cluster Two

Needs Motivation




Student Cluster Three

No Changes



Student Cluster Four

Activists & Well-wishers



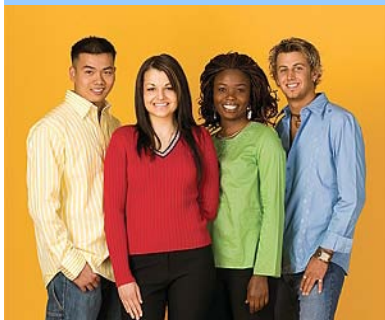
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VI. Findings: Opinions on Environmental Issues

Needs Motivation

Student
Cluster
Two

Needs Motivation



30.86%

What's important to Needs Motivation?

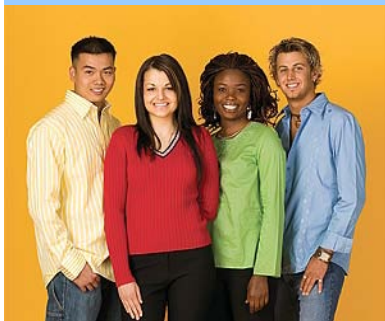
- The Needs Motivation cluster will not become involved in green movement initiatives, indeed any movement or program or project without a motivator, be it positive or negative reinforcement; a scholarship or course mandate, a chance to get job credits or peer pressure.
- Concerns of routine and pressures from existing workloads were frequently mentioned, as were feelings that time was too scarce and valued to undertake activities which did not directly respond to reinforcing motivators.
- This group of students were dramatically more likely to be concerned about job prospects (48%) compared to the overall population (28%)

VI. Findings: Opinions on Environmental Issues

Needs Motivation

Student
Cluster
Two

Needs Motivation



30.86%

What's important to them in their own words.

- *I think it sounds like it could be a good idea, but I'm not sure why it's necessary. If it would be able to bring tuition down for me I think it's a good idea.*
- *It sounds like a good cause, but how will it effect my normal routines?*
- *If it was teacher enforced, provided financial benefit, was beneficial for resume, or extra credit...*
- *If it would really reduce tuition and make it cheaper to go to school*
- *Make it so that the students will get something out of it if they join*
- *Perhaps if it was required for my sorority*
- *Free booze.*
- *If friends were interested and there was a social aspect to everything.*
- *When I hear "Green", I think of the frequently used term "Go Green" which means to act in accordance with protecting the environment, saving energy, etc.*
- *It is another way to say environmental issues without having it sound bad.*

VI. Findings: Opinions on Environmental Issues

Statistical analysis determined that there are four distinct student clusters:

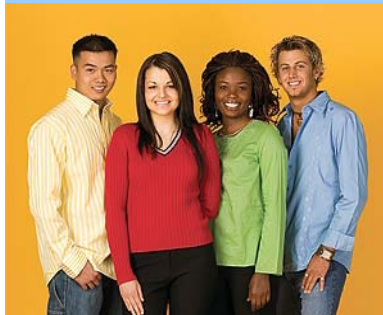
**Student
Cluster
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**Too
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Cluster
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Motivation**



**Student
Cluster
Three**

No Changes



**Student
Cluster
Four**

**Activists &
Well-wishers**



Too expensive	Needs motivation	No Changes	Activists and Well-wishers
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VI. Findings: Opinions on Environmental Issues

No Changes

Student
Cluster
Three

No Changes



What's important to No Changes?

- The students in the No Changes cluster are typified by poor to no awareness of environmental issues, and lacking interest to develop such awareness. Environmental issues are seen in politicized terms and negatively.
- Concerns of these students were related to the lack of perceived benefits of environmental issues / green building and to perceptions of student apathy and as an appeal that was only relevant to students who are in environmental majors or social groups identified with green movements (i.e. hippies)
- No Changes cluster members are more likely than the population to be concerned about the weak economy, 50%, compared to 44% generally

14.81%

VI. Findings: Opinions on Environmental Issues

No Changes

Student
Cluster
Three

No Changes



14.81%

What's important to them in their own words.

- *Being "green" means making sure I try to turn my computer off at night, unplug things when I am not using them, maybe getting a hybrid car.*
- *Nothing big.. Probably occasionally recycling.*
- *Sounds like a good idea but also sounds difficult. never heard of any of these before.*
- *Is LEED a sub-division of the USGBC? And do they deal with emissions very much?*
- *My generation doesn't care enough about the environment*
- *[Not] Getting necessary amount of people on board to make an impact.*
- *Not many people will be interested in furthering their effort*
- *Only hippie students will want to join.*
- *They would have to explain to me and prove to me that the USGBC is much more important at this point in time than trying to improve our economy and the end the war in Iraq*
- *Nothing they told me would compel me to join.*

VI. Findings: Opinions on Environmental Issues

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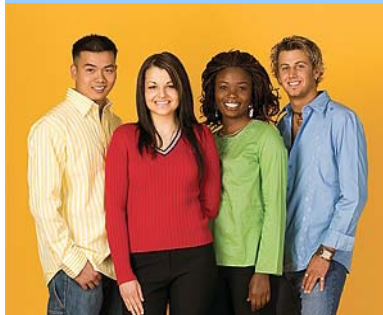
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**Student
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**Activists &
Well-wishers**



Too expensive	Needs motivation	No Changes	Activists and Well-wishers
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VI. Findings: Opinions on Environmental Issues

Activists & Well-wishers

Student
Cluster
Four

Activists & Well-wishers



What's important to Activists & Well-wishers?

- The Activist & Well-wisher group are comprised of those genuinely concerned about ecological issues who are either directly involved in ecological movements or are at the margins supporting with good will but not yet mobilized.
- Concerns of this group included motivating students, the response of administration, and being personally responsible for green living.
- Immediately of note is that this groups feelings towards the USGBC LEED program are dramatically more positive, with 41.4% scoring the program a "5" compared to 26.4% so scoring it generally.
- Also of note is that Activists and Well-wishers were more likely to believe that their College or University policies were more in line with good ecological practices, with 31% scoring their college a 5, compared to an average of 20% generally.

43.21%

VI. Findings: Opinions on Environmental Issues

Activists & Well-wishers?

Student
Cluster
Four

Activists & Well-wishers



43.21%

What's important to them in their own words.

- *Being "Green" means doing every little thing I can personally do to be more environmentally friendly by reducing pollution, conserving energy, conserving water, reusing products and recycling.*
- *Means being conscious of your actions and making sure you are doing everything in your ability to protect the environment.*
- *Being green means being able to live off of the land, and not needing certain so called necessities or commodities that people think they need nowadays, [green] transportation and alternatives to [fossil] fuel, etc.*
- *This sounds like a great idea. There definitely needs to be more people who push LEED certification to make sure that it gets done.*
- *I think its interesting that it plans to provide student the resources to form their own USGBC groups*
- *I definitely think buildings need to be updated to be more environmentally friendly, especially in terms of energy saving. This will benefit everyone.*
- *Making sure students are motivated and take personal responsibility; make sure they take it seriously.*

VI. Findings: Opinions on Environmental Issues

- The following material on the next three pages is the statistician worksheets. You may wish to review these materials for an in-depth understanding of the factors and clusters.
- Please note that the numbers on these worksheets refer to correlation coefficients. A significant correlation between the statements exist if the correlation coefficient is above .50 or below -.50. These numbers are continuous and can move in either direction.
- Individuals will be “loaded” on a given factor meaning they are highly correlated with that factor.
- If you prefer not to see the background statistics, you may wish to skip the next three pages.

VI. Findings: Opinions on Environmental Issues

▪ **RESPONDENTS WERE ASKED:** **Q19, Q20, Q21. Factor Analysis**

	Green involved activist	Concerned Eco sideline	Needs the help of Eco Group to motivate	Wants to be involved	Only if required, its expensive	Do it later but do it	Green trumps historic
I make an effort to reduce my personal carbon footprint.	0.8						
I am very worried about global warming.	0.7						
I want to be involved in national Green programs that many people participate in.	0.6						
Being eco-friendly is very important to me.	0.6						
Green buildings can actually save money by reducing energy costs.	0.6						
I want to be involved in programs that have international clout.	0.6						
I'd be concerned if the natural environment was being damaged on my campus.		0.7					
I always try to recycle.		0.7					
If Green were part of my curriculum, I would be (am) interested in it.		0.5					
If my friends were involved, I would participate in Green initiatives at my campus.			0.7				
I could use some guidance as to what activities will help the environment.			0.7				
I'd be more interested in Green initiatives if they helped reduce my tuition and living expenses.			0.6				
If it's convenient, I would participate in Green initiatives at my campus.			0.6				
I would be interested in an internship or a job with an environmental organization.				0.7			
I consider myself an activist when it comes to environmental causes.				0.6			
I'd be more interested in Green initiatives if they were fun to participate in.				0.6			
If there were a rally on environmental issues at my campus, I would attend it.							
If my professor made Green concerns a requirement or an assignment, I would definitely participate in Green activities.					0.8		
It is expensive to go Green.					0.8		
I don't have time for environmental causes right now.						0.8	
Doing well in school is my most important concern.						0.8	
If we don't act on Green initiatives or sustainable environments now, it's not a big deal because there is little immediate impact.				0.5		0.7	
I'd be worried about Green initiatives if they altered the historic character of the campus.							-0.9

VI. Findings: Opinions on Environmental Issues

- **RESPONDENTS WERE ASKED:**
Q19, Q20, Q21. Indicate how strongly you agree or disagree with each of these statements using a scale of 1 to 5, where 1 means strongly disagree and 5 means strongly agree.
- **Variance**

	Total	% of Variance	Cumulative %
Green involved activist	3.135	13.061	13.061
Concerned Eco from the sideline	2.644	11.017	24.078
Needs the help of Eco Group to motivate	2.636	10.985	35.062
Wants to be involved	2.525	10.522	45.584
Only if required, its expensive	2.309	9.620	55.204
Do it later but do it	2.050	8.541	63.745
Green trumps historic	1.837	7.655	71.400

DISCUSSION:

A 71.4 variance as show above indicates that we covered 71.4% of the things that concern students concerning green initiatives. This is a typical variance. The other 28.6% represents unknowable and typically highly personal factors. .

C

VI. Findings: Opinions on Environmental Issues

▪ **RESPONDENTS WERE ASKED:** **Q19, Q20, Q21. Cluster Analysis**

	Too expensive	Want to, but its expensive	Needs motivation from a group	No change, do nothing	Activists and Well-wishers
Green involved activist	0.3	-1.1	-0.6	-0.2	0.5
Concerned Eco from the sideline	-0.1	-5.0	-0.1	-0.3	0.4
Needs the help of Eco Group to motivate	-1.5	-1.0	0.7	-0.5	0.0
Wants to be involved	-1.0	2.3	-0.6	0.2	0.5
Only if required, its expensive	1.1	2.0	-0.2	-0.6	0.0
Do it later but do it	-0.1	1.2	0.2	-1.3	0.3
Green trumps historic	0.5	-2.1	0.1	-0.5	0.0

DISCUSSION:

The green boxes represent negative loading – meaning the people in the cluster do not agree with the factor. The yellow boxes indicated positive loading – meaning the people in the cluster agree with the factor.

VI. Findings: Opinions on World Affairs

- The students designed a question to better understand the relative importance of environmental concerns as compared to other world issues.
- The items of concern in order of importance are:
 - Weak economy
 - Availability of jobs
 - High cost of gas and fuel
 - High taxes
 - Depleting natural resources
 - Wars
 - Government overspending
 - Terrorism
 - Healthcare availability
 - Environmental sustainability
 - Global warming and climate change
 - Crime
 - Pollution
 - Uncontrolled carbon emissions

DISCUSSION:

Economic considerations headed the list of concerns.

RECOMMENDATION:

Programs that tie-in economy –based ideas such as internships and jobs will garner more student attention.:

VI. Findings: Opinions on World Affairs

▪ **RESPONDENTS WERE ASKED:**

Q7. Rate these items on how important they will be in your future using a scale of 1 to 5, where 1 means very unimportant to me in the future and 5 means very important to me in the future.

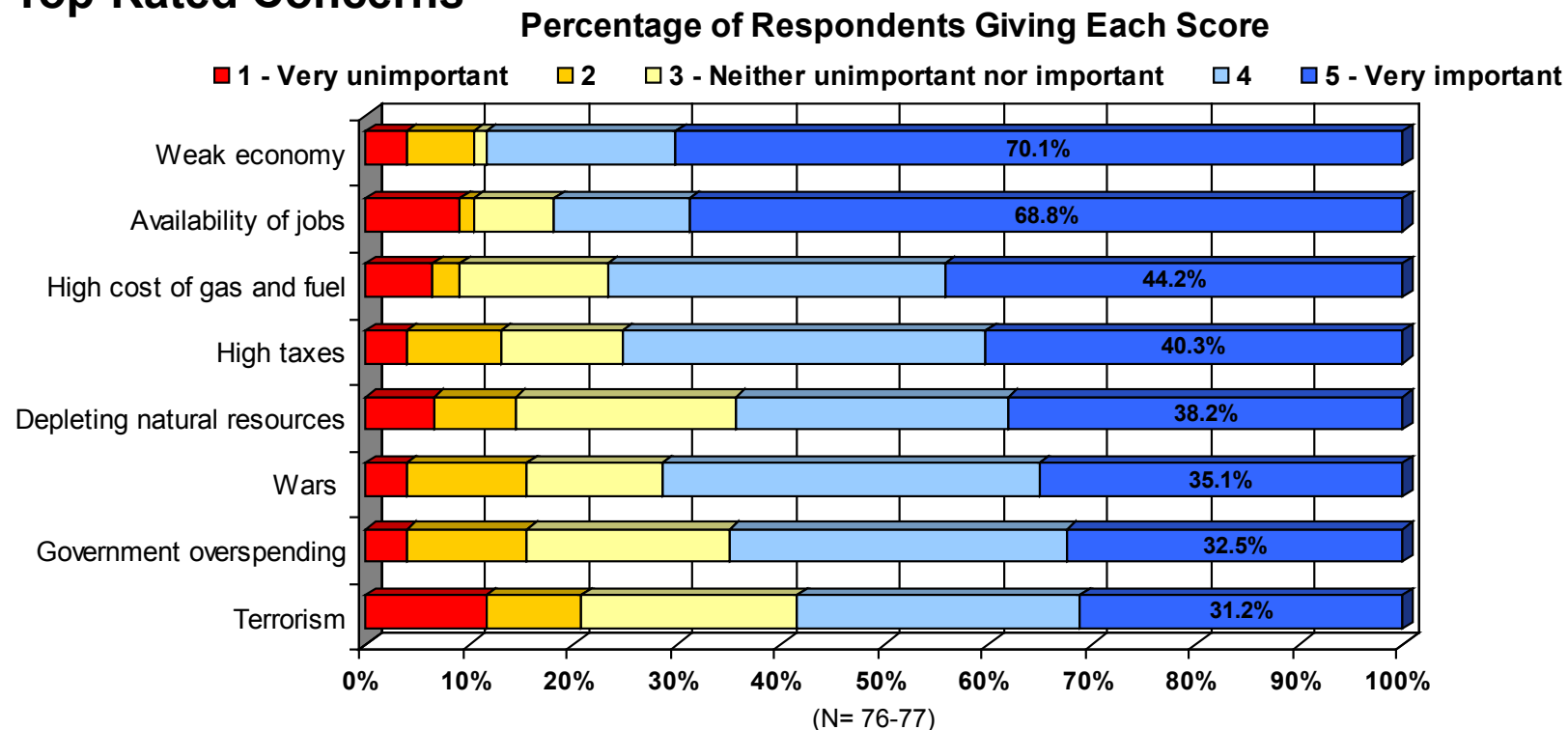
- | | |
|--|--------------------------------------|
| ▪ <i>Weak economy</i> | ▪ <i>Government overspending</i> |
| ▪ <i>Terrorism</i> | ▪ <i>Wars</i> |
| ▪ <i>Global warming and climate change</i> | ▪ <i>Crime</i> |
| ▪ <i>Healthcare availability</i> | ▪ <i>Availability of jobs</i> |
| ▪ <i>Pollution</i> | ▪ <i>Depleting natural resources</i> |
| ▪ <i>Environmental sustainability</i> | ▪ <i>High cost of gas and fuel</i> |
| ▪ <i>Uncontrolled carbon emissions</i> | ▪ <i>High taxes</i> |
| | ▪ <i>OPTIONAL - Other</i> |

VI. Findings: Opinions on World Affairs

■ RESPONDENTS WERE ASKED:

Q7. Rate these items on how important they will be in your future using a scale of 1 to 5, where 1 means very unimportant to me in the future and 5 means very important to me in the future.

Top-Rated Concerns

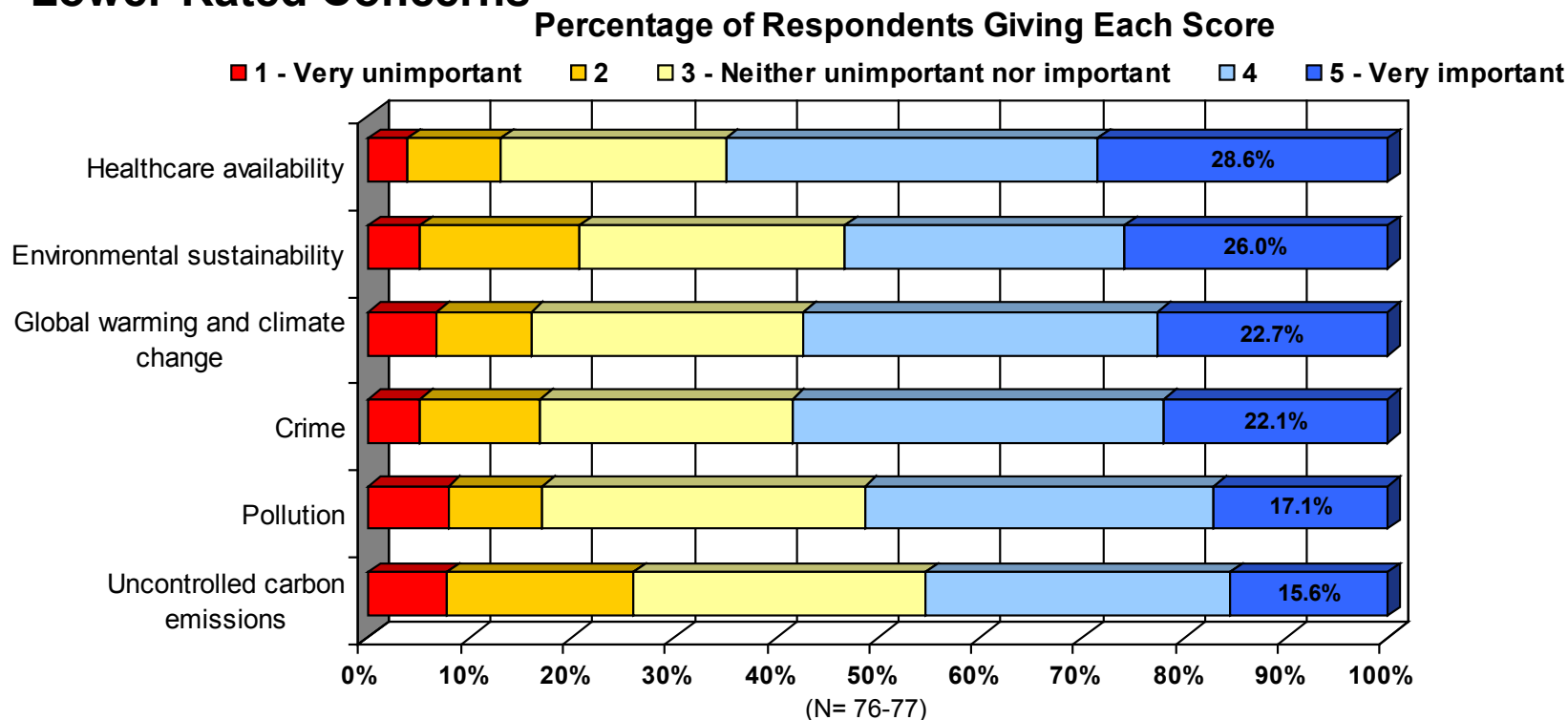


VI. Findings: Opinions on World Affairs

■ RESPONDENTS WERE ASKED:

Q7. Rate these items on how important they will be in your future using a scale of 1 to 5, where 1 means very unimportant to me in the future and 5 means very important to me in the future.

Lower-Rated Concerns

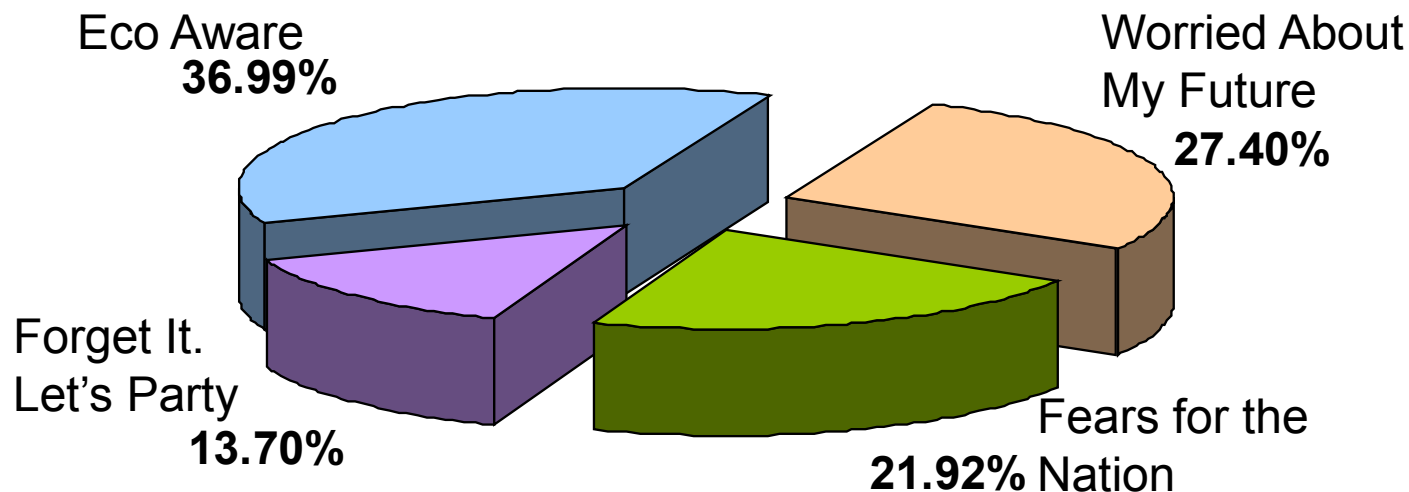


VI. Findings: Opinions on World Affairs

▪ **RESPONDENTS WERE ASKED:**

Q7. Rate these items on how important they will be in your future using a scale of 1 to 5, where 1 means very unimportant to me in the future and 5 means very important to me in the future.

Cluster Analysis



Forget it, Let's Party	Eco Aware	Worried about my Future	Fears for the Nation
13.70%	36.99%	27.40%	21.92%

(N= 76)

VI. Findings: Opinions on World Affairs

- The following material on the next three pages is the statistician worksheets. You may wish to review these materials for an in-depth understanding of the factors and clusters.
- Please note that the numbers on these worksheets refer to correlation coefficients. A significant correlation between the statements exist if the correlation coefficient is above .50 or below -.50. These numbers are continuous and can move in either direction.
- Individuals will be “loaded” on a given factor meaning they are highly correlated with that factor.
- If you prefer not to see the background statistics, you may wish to skip the next three pages.

VI. Findings: Opinions on World Affairs

▪ **RESPONDENTS WERE ASKED:**

Q7. Rate these items on how important they will be in your future using a scale of 1 to 5, where 1 means very unimportant to me in the future and 5 means very important to me in the future.

Factor Analysis

	Eco-Awareness	Way of Life	Terrorism, Crime, Wars	Government Overspending
Environmental sustainability	0.9			
Global warming and climate change	0.8			
Pollution	0.8			
Depleting natural resources	0.8			
Uncontrolled carbon emissions	0.7			
High cost of gas and fuel		0.8		
Weak economy		0.7		
Availability of jobs		0.7	0.6	
High taxes		0.7		0.6
Healthcare availability		0.5		
Terrorism			0.8	
Crime			0.8	
Wars			0.5	0.5
Government overspending				0.9

(N= 76-77)

VI. Findings: Opinions on World Affairs

▪ **RESPONDENTS WERE ASKED:**

Q7. Rate these items on how important they will be in your future using a scale of 1 to 5, where 1 means very unimportant to me in the future and 5 means very important to me in the future.

Variance

	Total	% of Variance	Cumulative %
Eco-Awareness	3.638	25.986	25.986
Way of Life	2.862	20.443	46.430
Terrorism, Crime, Wars	2.540	18.140	64.570
Government Overspending	2.309	16.495	81.065

Cluster Analysis

	Forget it, Let's Party	Eco Aware	Worried about my Future	Fears for the Nation
Environmental Issues	-0.6	0.9	-1.1	0.3
Way of Life	-1.9	0.2	0.7	0.0
Terrorism, Crime, Wars	-0.9	-0.2	0.1	0.7
Government Overspending	0.1	0.4	0.2	-1.0

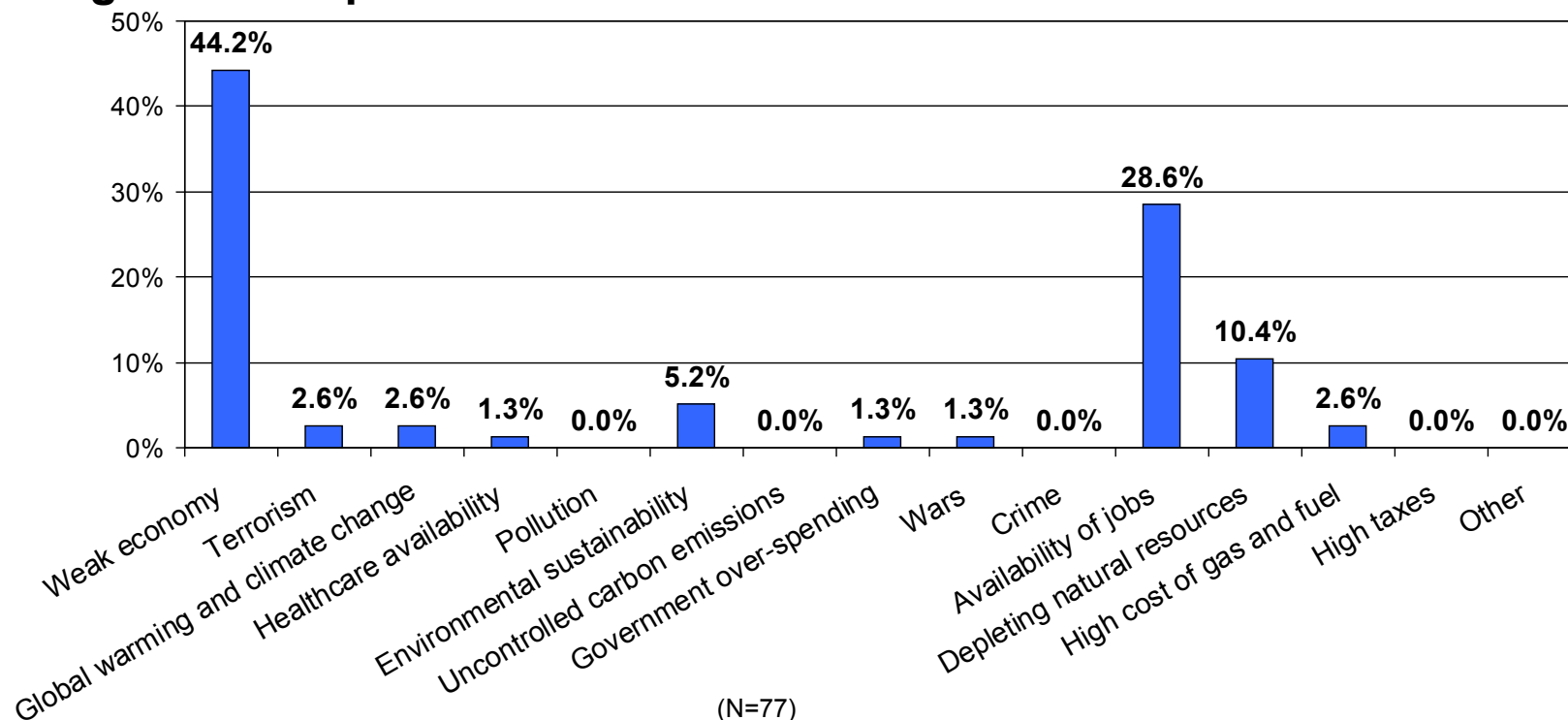
(N= 76-77)

VI. Findings: Opinions on World Affairs

■ **RESPONDENTS WERE ASKED:**

Q8. Of the items you just rated in Q7 above, and any "other" you added, which single item do you think will be most important to you in your future? *Check one.*

Single Most Important Concern



Green My Campus

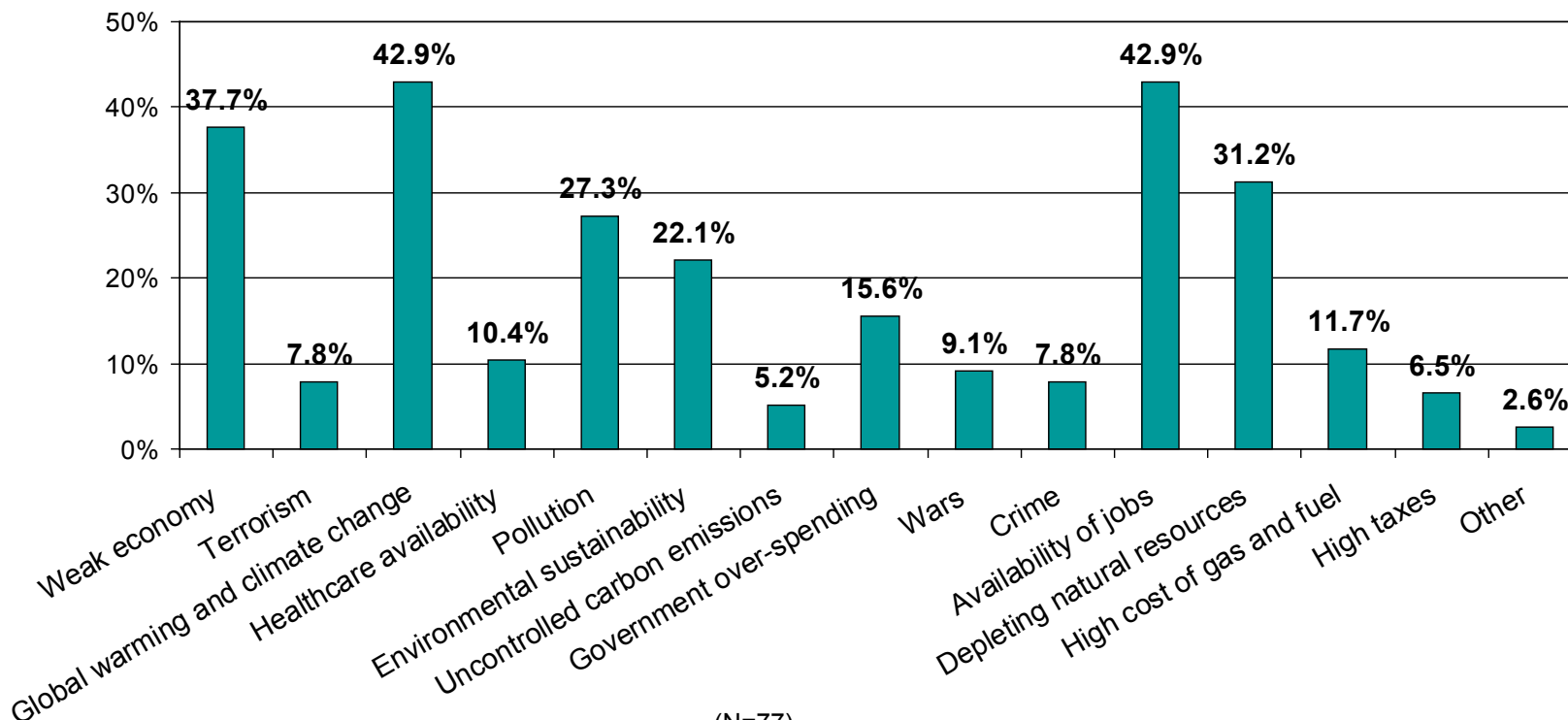
College Students and Green Initiatives on Campus

VI. Findings: Opinions on World Affairs

■ RESPONDENTS WERE ASKED:

Q9. Of the items you just rated in Q7 above, and any "other" you added, which items are the "top three" items that you think students and the administration at your college/university should be working to help solve now? *Check three.*

“Top Three” Most Important Concerns



Note: Will not add to 100% due to multiple responses.

(N=77)

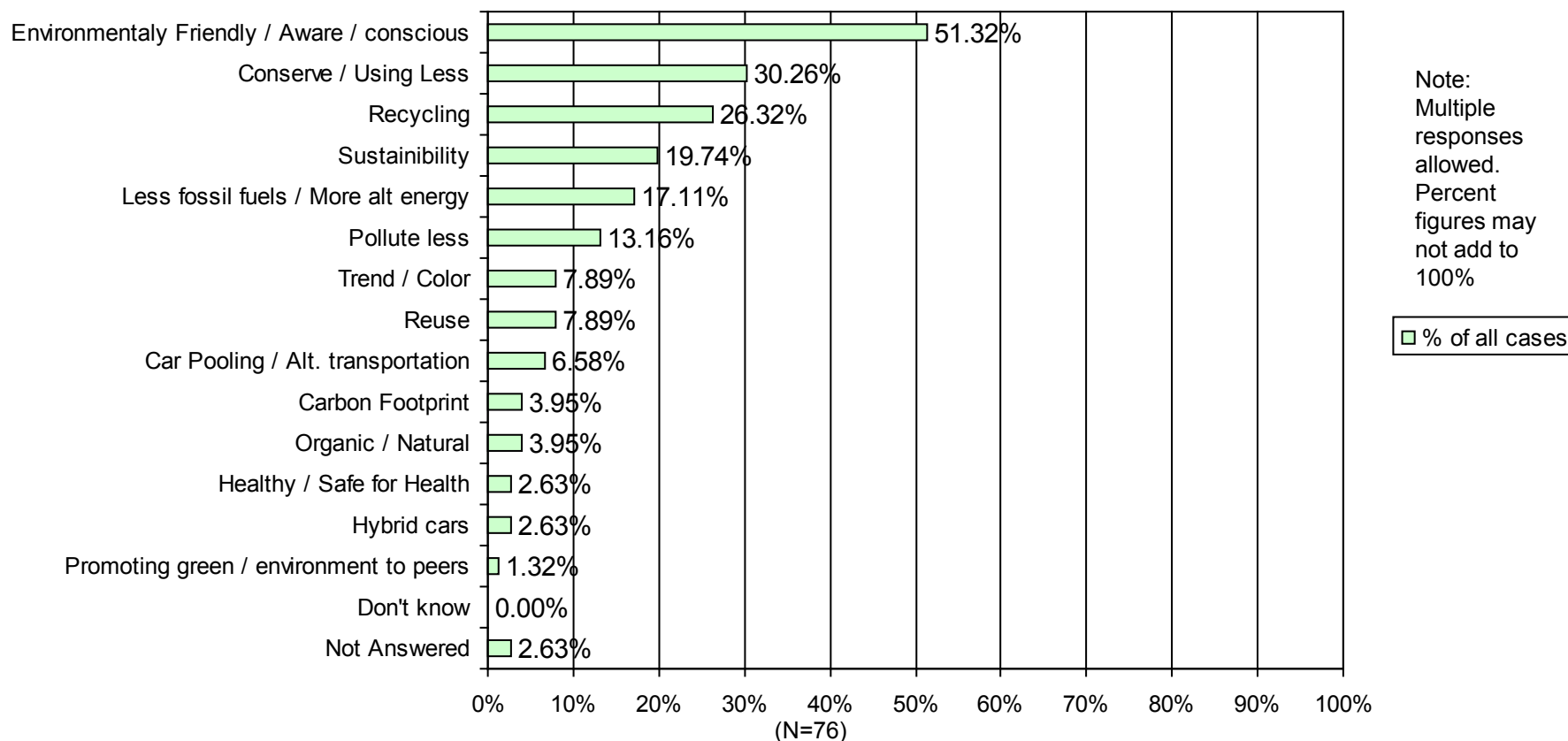
Green My Campus

College Students and Green Initiatives on Campus

VI. Findings: Opinions on Green Ideas

■ RESPONDENTS WERE ASKED:

Q10. What does being "Green" mean to you? For this question, you may define "Green" as broadly or as narrowly as you wish.



VI. Findings: Opinions on Green Ideas

▪ **RESPONDENTS WERE ASKED:**

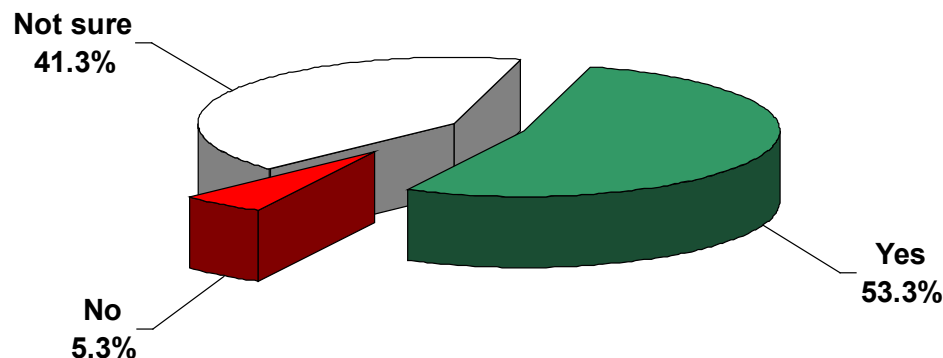
Q10. What does being "Green" mean to you? For this question, you may define "Green" as broadly or as narrowly as you wish. Verbatim Comments:

- *Green means being environmentally friendly and being aware of the natural resources you are using and taking steps to preserve the future of the environment.*
- *Preventing wasting energy, using alternative forms besides fossil fuels and "clean coal" because there is no such thing as clean coal, these things can help save the environment*
- *Something organic.*
- *Being "green" means to care about the environment and do things each day to help the environment. For example, recycling, car pooling, using less paper, etc.*
- *Green is a new trend for people who want to appear environmentally friendly.*
- *Being green means being able to live off of the land, and not needing certain so called necessities or commodities that people think they need now a days, transportation, alternatives to fuel, etc.*
- *Um... "green" to me seems like a trend, but it can be done by doing small things, like turning off your lights and recycling, things like that.*
- *Green to me is making sure that our waste is being properly and effectively disposed of. Most of our waste comes from packaging, and I think that says a lot about our economy. We need to focus now on what it is we've done by becoming so 'technologically advanced'.*
- *It is another way to say environmental issues without having it sound bad.*
- *To me, being "green" means that ,whatever the subject of analysis is, it is sustainable, or minimizing the use of resources so that it will not infringe on the amount of resources available for future needs. It also has to be environmentally friendly.*

VI. Findings: Opinions on Green Ideas

▪ **RESPONDENTS WERE ASKED:**

Q11. Does your college/university campus have any Green initiatives, such as environmental protection, sustainability, carbon footprint reduction, Green building, eco-friendliness or renewable energy initiatives, of which you are aware?



(N=76)

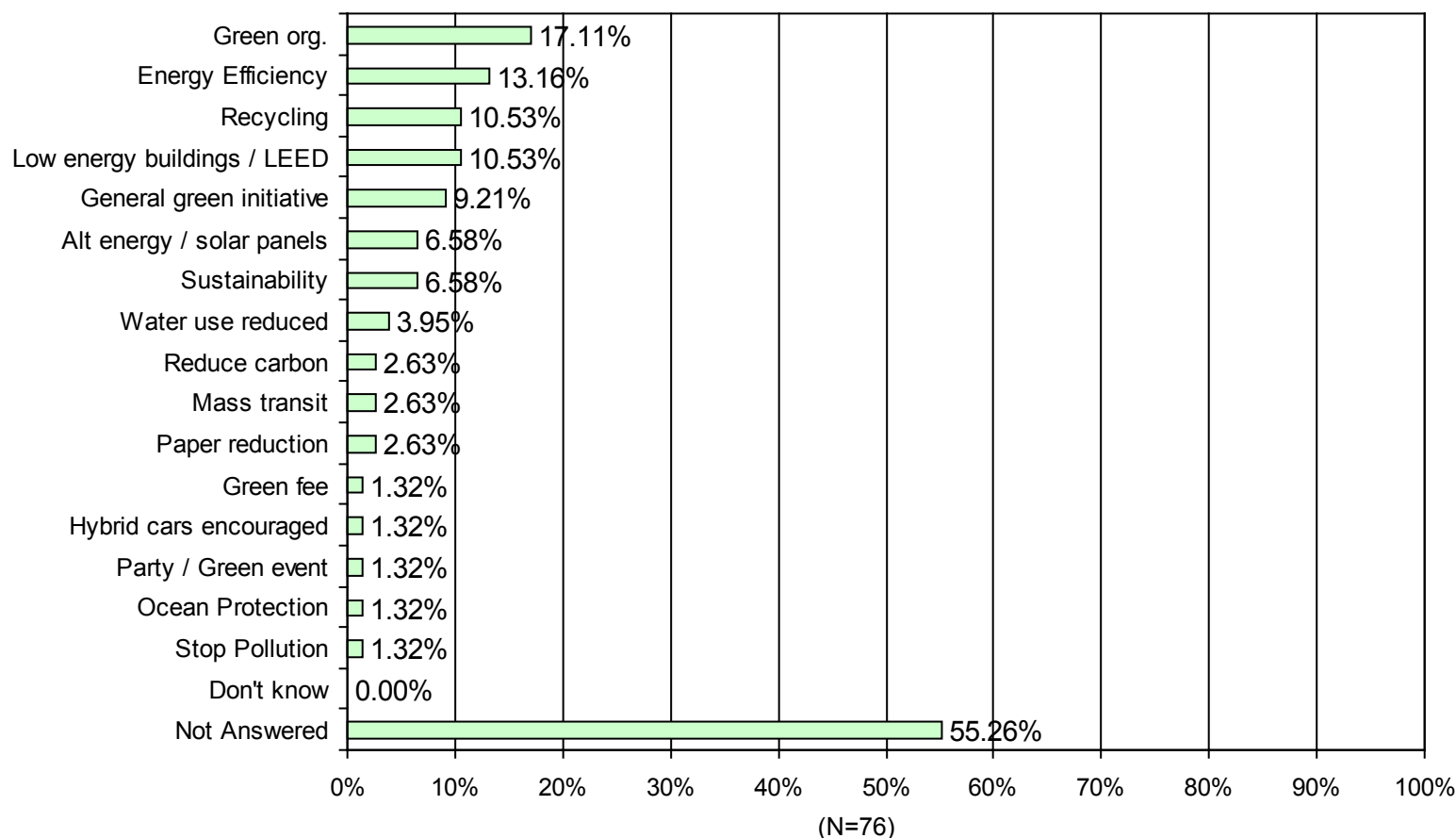
Green My Campus

College Students and Green Initiatives on Campus

VI. Findings: Opinions on Green Ideas

■ RESPONDENTS WERE ASKED:

Q11a. Tell us a little about these initiatives at your campus.



Note:
Multiple
responses
allowed.
Percent
figures may
not add to
100%

■ % of all cases

VI. Findings: Opinions on Green Ideas

▪ **RESPONDENTS WERE ASKED:**

Q11a. Tell us a little about these initiatives at your campus. Verbatim Comments:

- *There are several clubs that my school has focusing on the environment. The school also works towards "becoming green."*
- *I just read flyers about them everywhere. I'm not sure.*
- *By giving out recycling bins and energy saving light bulbs to students*
- *Go green in Greek life*
- *Recycling set up*
- *Green Challenges, encourage walking to work or school*
- *I know that they encourage public transportation*
- *Recycling organizations.*
- *Increased recycling initiatives. We participated in Recyclemania. UMD is hosting Powershift. Signed the President's Climate Commitment. Every new building will be LEED certified. Buses that run on "clean natural gas."*

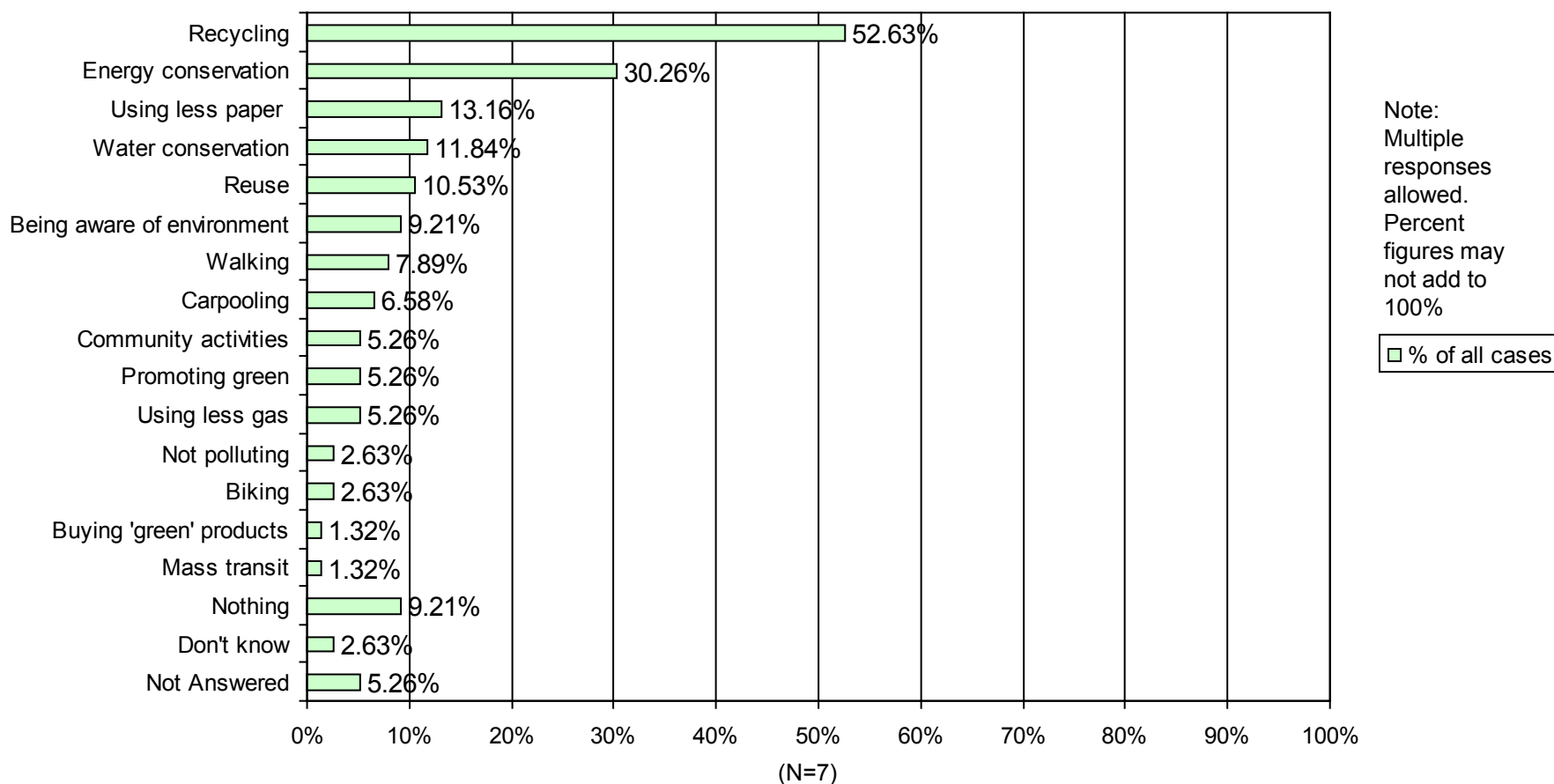
Green My Campus

College Students and Green Initiatives on Campus

VI. Findings: Opinions on Green Ideas

▪ RESPONDENTS WERE ASKED:

Q12. What are you currently doing to be "Green" at your campus?



VI. Findings: Opinions on Green Ideas

▪ **RESPONDENTS WERE ASKED:**

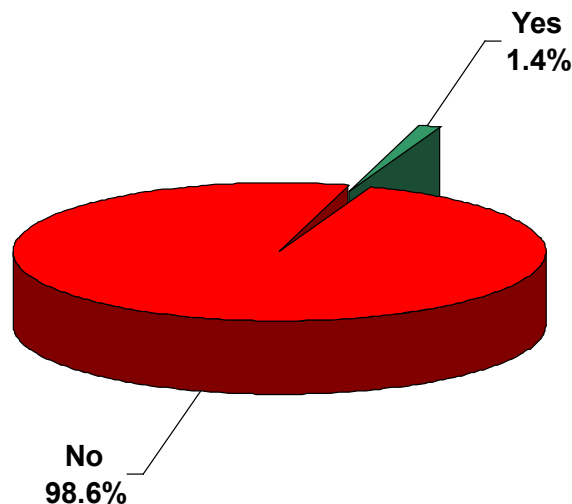
Q12. What are you currently doing to be "Green" at your campus? Verbatim Comments:

- *Not using as much gas, mostly to save money though, shut off lights when not there, not use as much water by using the dishwasher*
- *I recycle on a daily basis. I try to make an effort to use less electric energy.*
- *Walking everywhere or carpooling on campus. Avoiding driving.*
- *Recycling plastic bottles and paper. Turn off the lights.*
- *I ride my bike to and from my apartment to campus instead of driving. I also recycle.*
- *My sorority house is very green. WE have motion sensor lights, we recycle, we try to turn out lights of when not using them, our disposable silver ware is made out of corn starch, we have recycled garbage bags, and we used recycled paper products.*
- *Really, not a whole lot. I always am recycling and have participated in environmental community service that Eckerd offer, like trail work, work on national parks community parks. And I am also studying it to try and become more aware and knowledgeable about what is going on and how I can help.*
- *Well, I'm an RA, so I try to inform my residents about things as much as I can...*
- *I am currently recycling in the bins provided around campus, I also use less paper by printing on both sides, and our cafeteria doesn't use trays to try and stop people from filling their plates with food to waste and eliminating that much water usage to clean them.*
- *The bills and course books are all online, teachers utilize email and websites to send in assignments so as not to waste paper.*
- *I think they have recycle bins but I'm not sure what else*
- *Nothing*

VI. Findings: Opinions on Green Ideas

▪ **RESPONDENTS WERE ASKED:**

Q13. Are you a member of an organization where the primary focus of the organization is Green initiatives, such as environmental protection, sustainability, carbon footprint reduction, eco-friendliness, Green building or renewable energy initiatives?



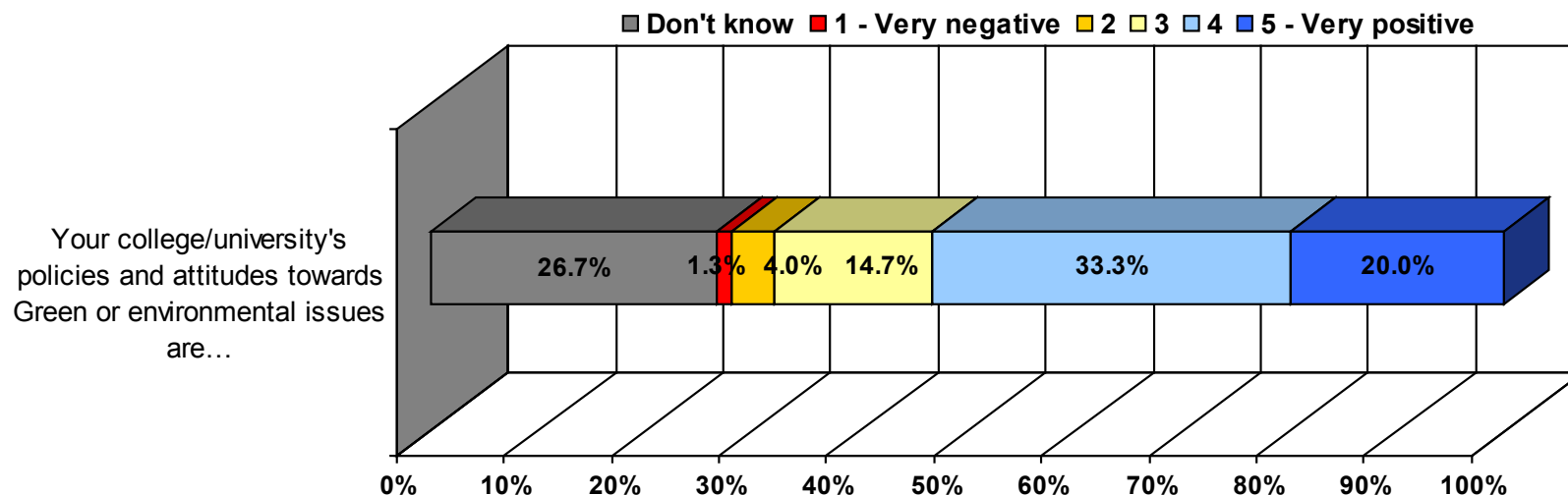
(N=72)

VI. Findings: Opinions on Green Ideas

▪ **RESPONDENTS WERE ASKED:**

Q14. Rate your college/university's policies and attitudes towards Green or environmental initiatives. Use a scale of 1 to 5, where 1 means very negative toward Green or environmental initiatives and 5 means very positive toward Green or environmental initiatives. If you don't know about your college or university's policies, check the "Don't know" box below.

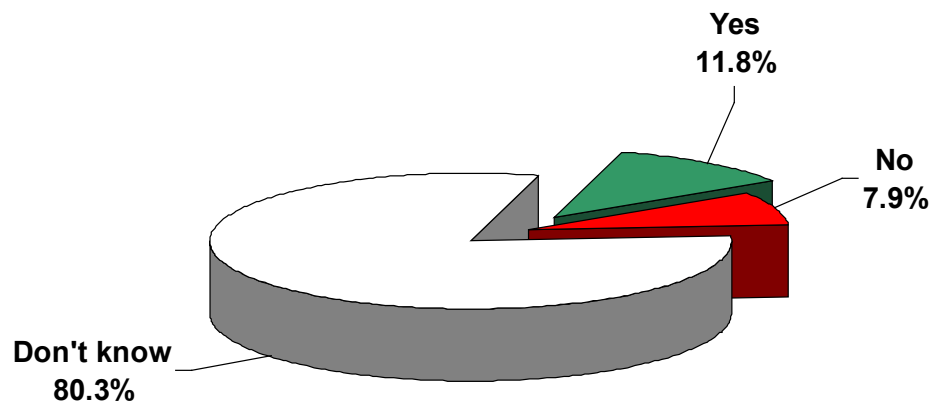
Percentage of Respondents Giving Each Score



(N=75)

VI. Findings: Opinions on Green Ideas

- **RESPONDENTS WERE ASKED:**
Q15. Does your college/university have an Office of Sustainability or Office for Green Campus Initiatives?

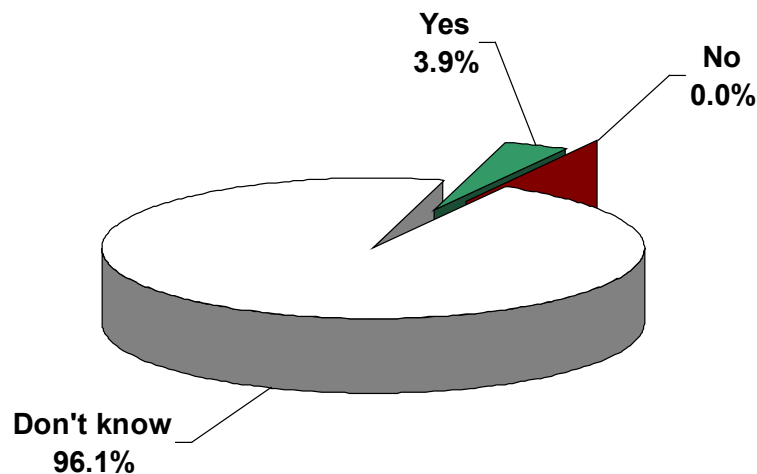


(N=76)

VI. Findings: Opinions on Green Ideas

- **RESPONDENTS WERE ASKED:**

Q16. Is your college/university a member of the American College & University Presidents' Climate Commitment?



(N=76)

VI. Findings: Opinions on Green Ideas

▪ **RESPONDENTS WERE ASKED:**

Q17, Q18. Rate your college/university's policies and attitudes towards the following initiatives. Use a scale of 1 to 5, where 1 means not at all proactive and 5 means very proactive. If you don't know about your college or university's policies, check the "Don't know" box below.

- *Green building*
- *Carbon footprint reduction*
- *Renewable energy policy*
- *Clean indoor air*
- *Creating a sustainable campus*
- *Water efficiency*
- *Energy efficiency*
- *Protecting local ecosystems*
- *Sustainable curriculum*
- *Alternative energy usage such as solar panels*
- *Certification for Green buildings*
- *Recycling of paper materials and composting*
- *Energy saving appliances - such as motion sensors and timers*
- *Dining halls offer paper or reusable containers*
- *Dining halls use organic and locally grown foods*
- *Public transportation on campus*
- *Green transportation options available (bikes, electric vehicles, etc.)*

VI. Findings: Opinions on Green Ideas

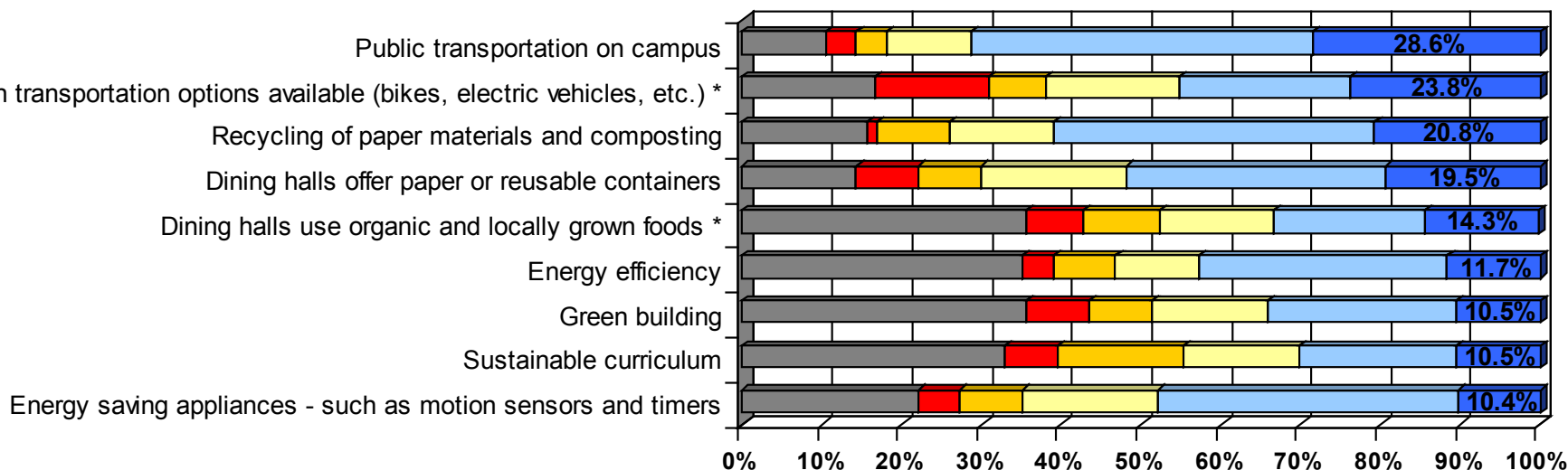
▪ **RESPONDENTS WERE ASKED:**

Q17, Q18. Rate your college/university's policies and attitudes towards the following initiatives. Use a scale of 1 to 5, where 1 means not at all proactive and 5 means very proactive. If you don't know about your college or university's policies, check the "Don't know" box below.

Top-Rated Institutional Attitudes

Percentage of Respondents Giving Each Score

■ Don't know ■ 1 - Not at all proactive ■ 2 ■ 3 - Neither ■ 4 ■ 5 - Very proactive



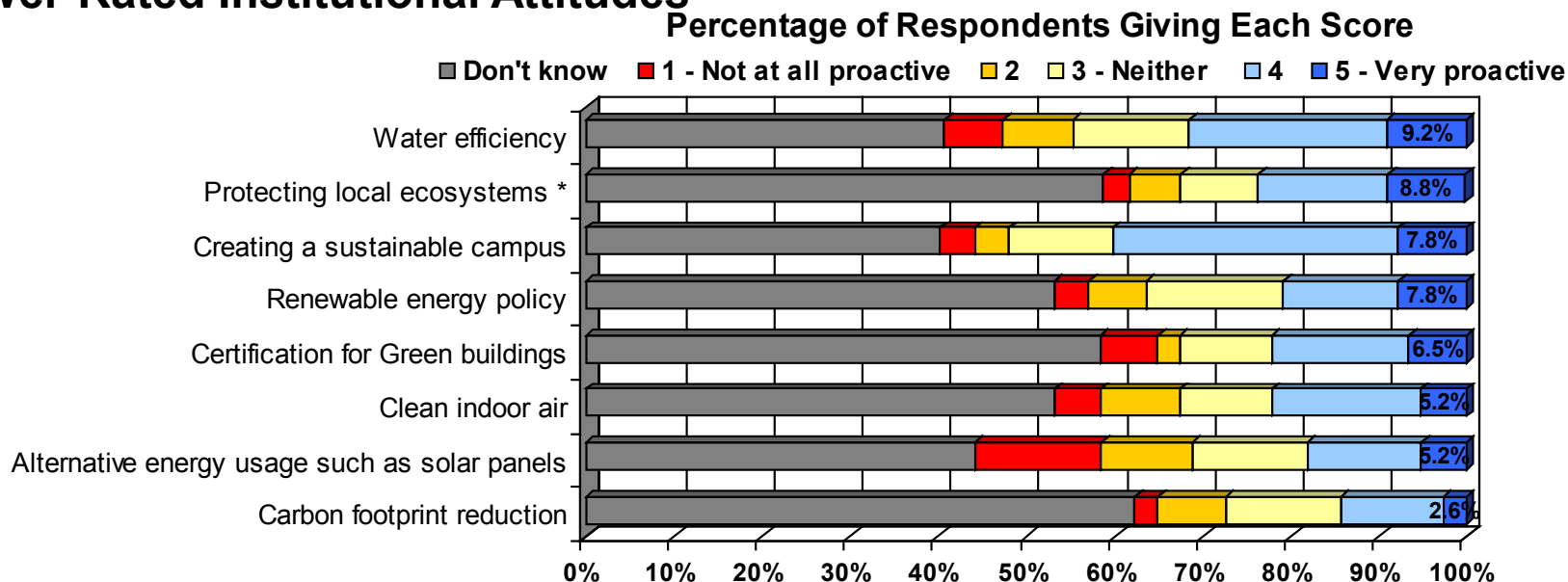
(N= 76-77, except for items with an "*" that appeared only on later versions of the survey and for which N=42)

VI. Findings: Opinions on Green Ideas

■ RESPONDENTS WERE ASKED:

Q17, Q18. Rate your college/university's policies and attitudes towards the following initiatives. Use a scale of 1 to 5, where 1 means not at all proactive and 5 means very proactive. If you don't know about your college or university's policies, check the "Don't know" box below.

Lower-Rated Institutional Attitudes



(N= 76-77, except for item with an “*” that appeared only on later versions of the survey and for which N=34)

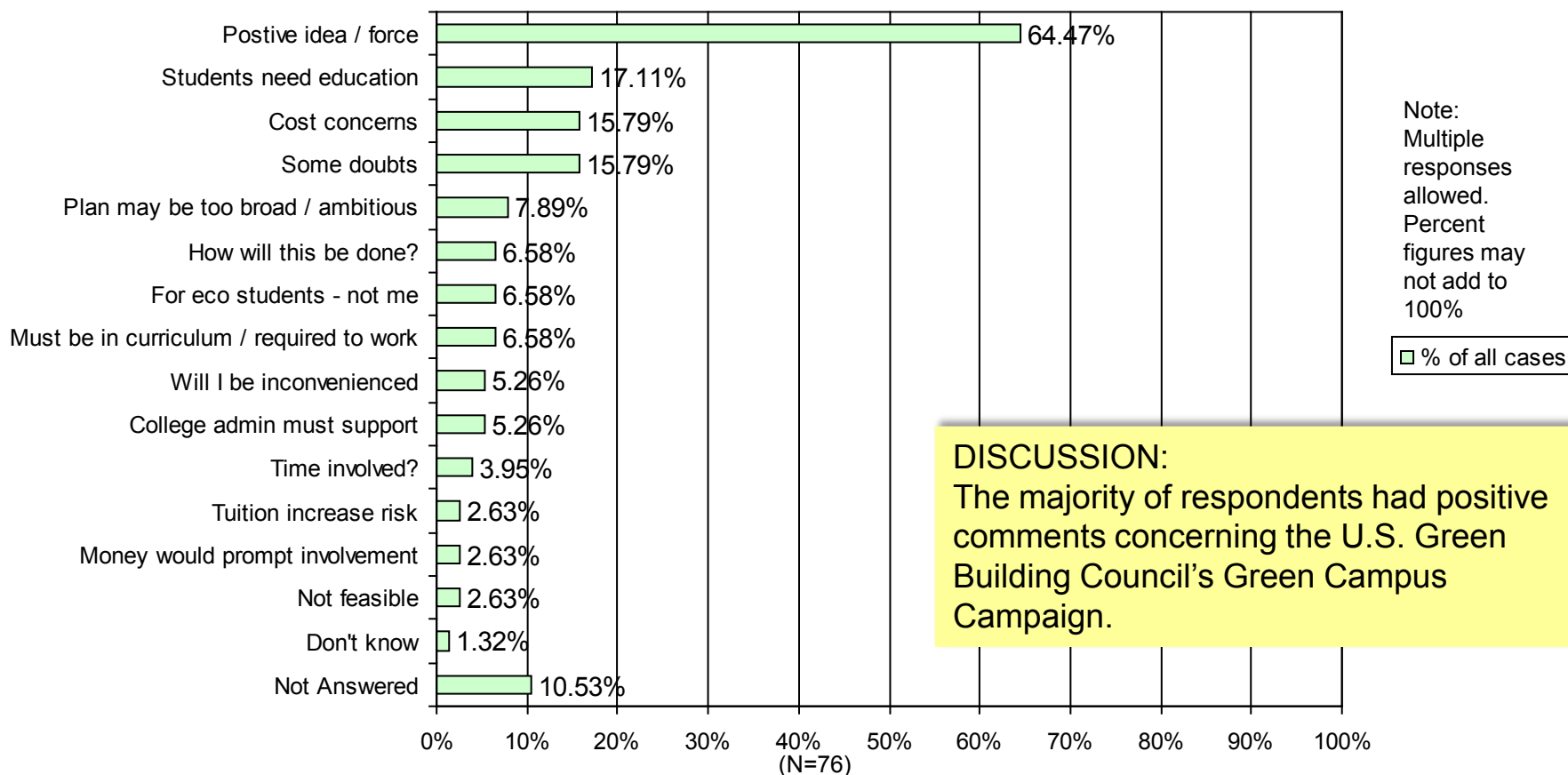
Green My Campus

College Students and Green Initiatives on Campus

VI. Findings: U.S. Green Building Council

■ RESPONDENTS WERE ASKED:

Q22. What is your initial reaction to the USGBC's Green Campus Campaign?



VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q22. What is your initial reaction to the USGBC's Green Campus Campaign?

Verbatim Comments:

- *I like the idea of grants and the plan but I wouldn't get involved unless there were big incentives, (monetary)*
- *This sounds like a great idea. There definitely needs to be more people who have incentives to push LEED certification to make sure that it gets done.*
- *It is a big project. I think it might take time to get this program to all the universities in the U.S. However, it is always good to have more supports to get students' interest in green activities.*
- *The USGBC sounds like a good campaign for helping the environment, and creating LEED buildings sounds like a good plan as long as it does not increase tuition or interfere with students' lives too much.*
- *Sounds like a very good organization and a very important one to have for our environment.*
- *it's good that the government is getting involved and that they're targeting college students*
- *I think it sounds like it could be a good idea, but I'm not sure why it's necessary. If it would be able to bring tuition down for me I think it's a good idea.*
- *I think that USGBC should work on the smaller things first like making sure every college in the country is doing everything they can to recycle, etc. before they start going to all these schools and proposing that all the buildings be rebuilt.*
- *I think that it is very proactive and that it will be an efficient way to get college students involved in the cause.*
- *Well I have a hard time understanding all of the words because I don't know what they all mean or why.*
- *It seems very interesting, and that it will inform many people about their environmental impact if they are not aware already.*
- *It seems like it has a lot of plans for the future. Many of these plans involve education and resources.*

(N=76)

VI. Findings: U.S. Green Building Council (USGBC)

■ RESPONDENTS WERE ASKED:

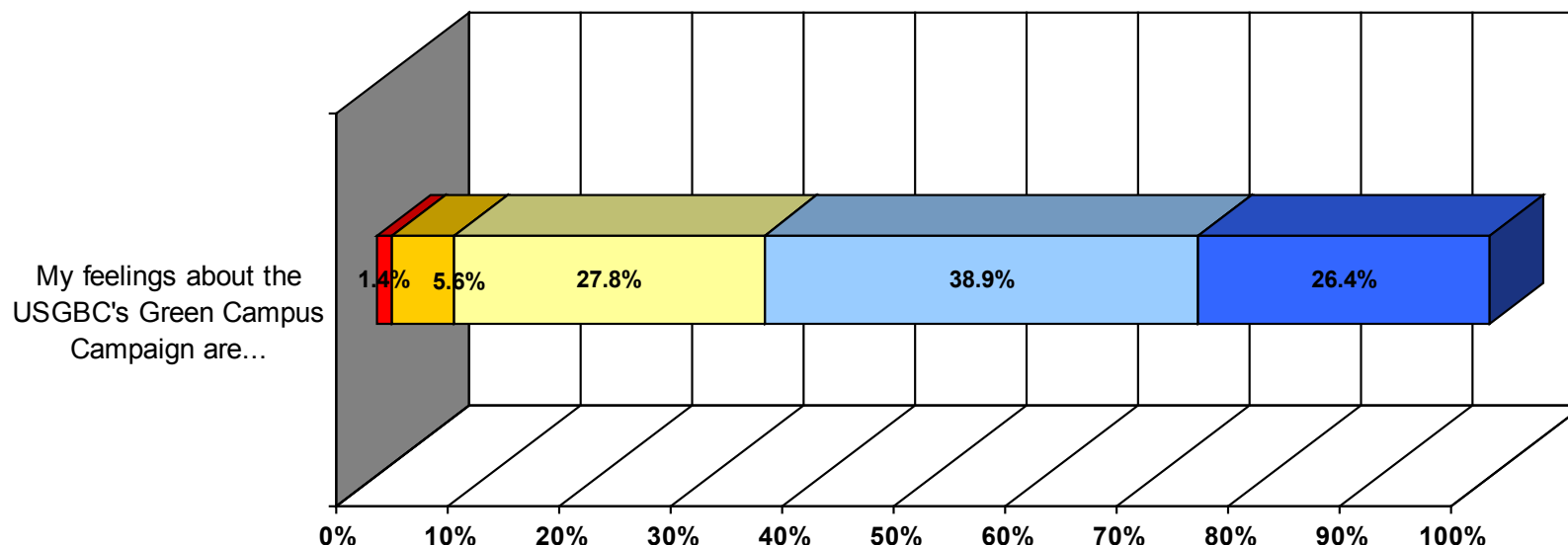
Q23. Indicate how you feel about the USGBC's Green Campus Campaign using a scale of 1 to 5, where 1 means very negative and 5 means very positive.

DISCUSSION:

The majority of respondents indicated they feel positive or very positive about the Green Campus Campaign

Percentage of Respondents Giving Each Score

■ 1 - Very negative ■ 2 ■ 3 ■ 4 ■ 5 - Very positive

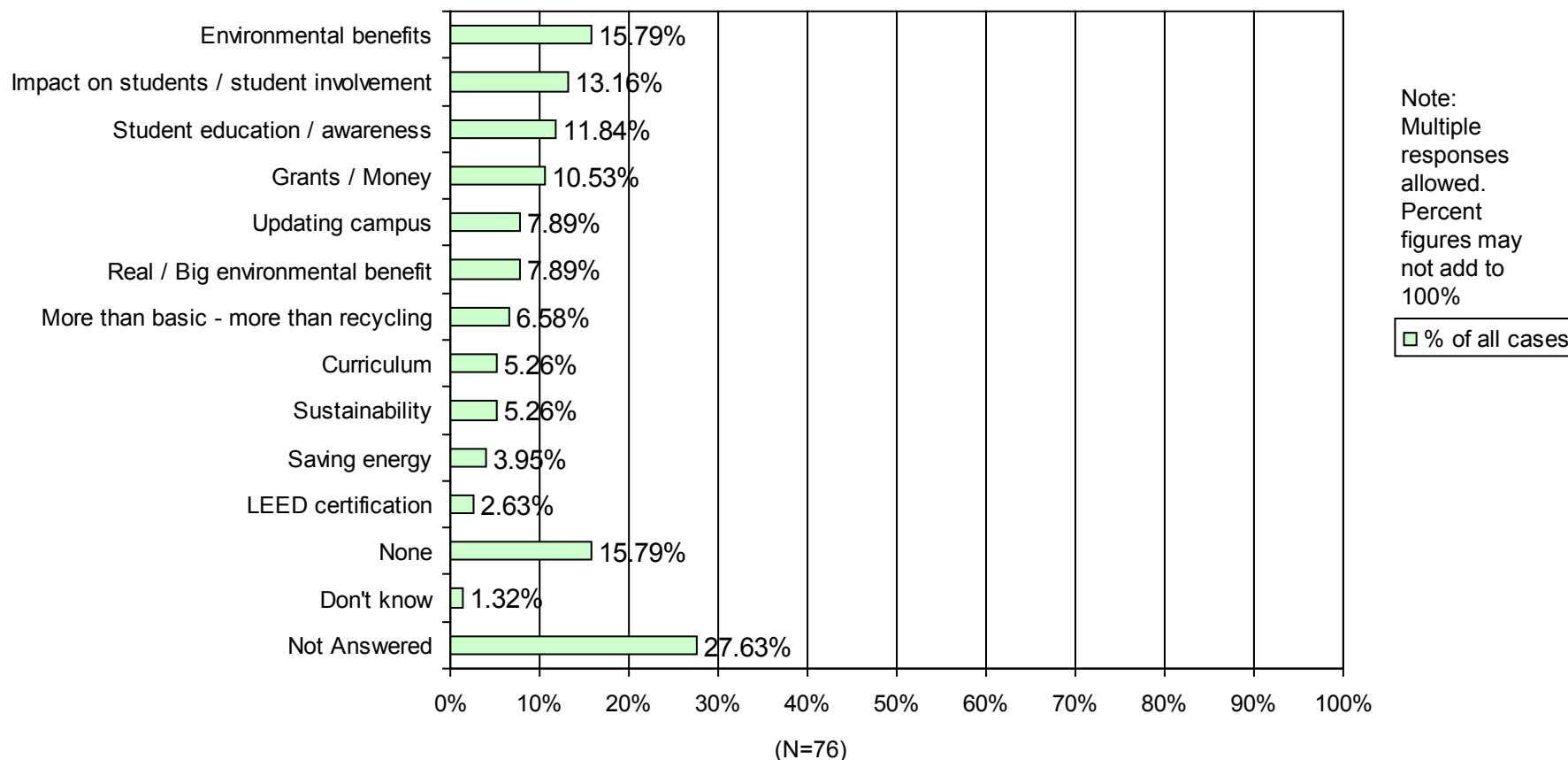


(N=72)

VI. Findings: U.S. Green Building Council (USGBC)

▪ RESPONDENTS WERE ASKED:

Q24. What aspects, if any, interest you about the USGBC's Green Campus Campaign?



VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

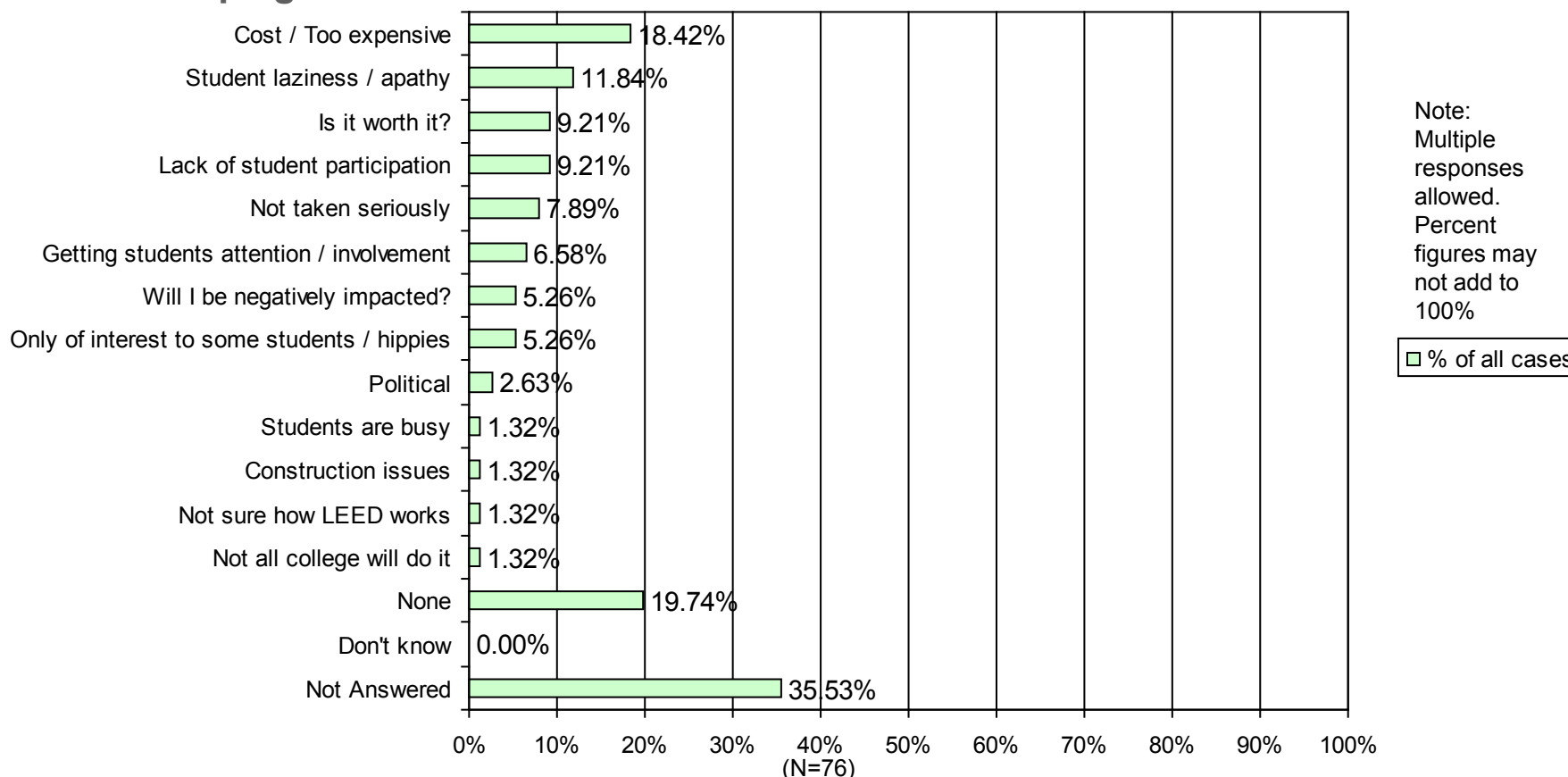
Q24. What aspects, if any, interest you about the USGBC's Green Campus Campaign? Verbatim Analysis:

- *Trying to save energy and help the environment, it could have an impact if people bought into it*
- *I want to see its close relationship with the students. All students at least know about the Green Campus Campaign and its activities on campus is not limited to special events but offers various activities.*
- *I actually do not have any interest in the USGBC*
- *Indoor environmental quality and innovation and design. it would be cool to see what people do to the buildings.*
- *Nothing specific, just in general seems like a good idea.*
- *That internships and grants will be offered/available. I think incentives are very important*
- *I like its enthusiasm toward redesigning how we build and use academic buildings*
- *I'm interested to see if there is also an aspect that concentrates on teaching people how to farm, how to produce their own goods instead of going to the store, decreasing the amount of waste used on packaging. I think this would also help people to understand what an environment allows you and prevents you from doing, showing you how to divert water and such.*
- *I am just curious as to what their actual plans for change are*
- *I like how it can apply to new and old buildings and how it is targeting workforce development and creating awareness among campuses.*
- *I feel that the learning environment is the first step in helping to educate about this. Should start in primary school also.*
- *I am attracted to the aspect that this campaign is trying to act on many different fronts at the same time. If it works I will be very impressed.*

VI. Findings: U.S. Green Building Council (USGBC)

■ RESPONDENTS WERE ASKED:

Q25. What concerns, if any, do you have about the USGBC's Green Campus Campaign?



VI. Findings: U.S. Green Building Council (USGBC)

■ **RESPONDENTS WERE ASKED:**

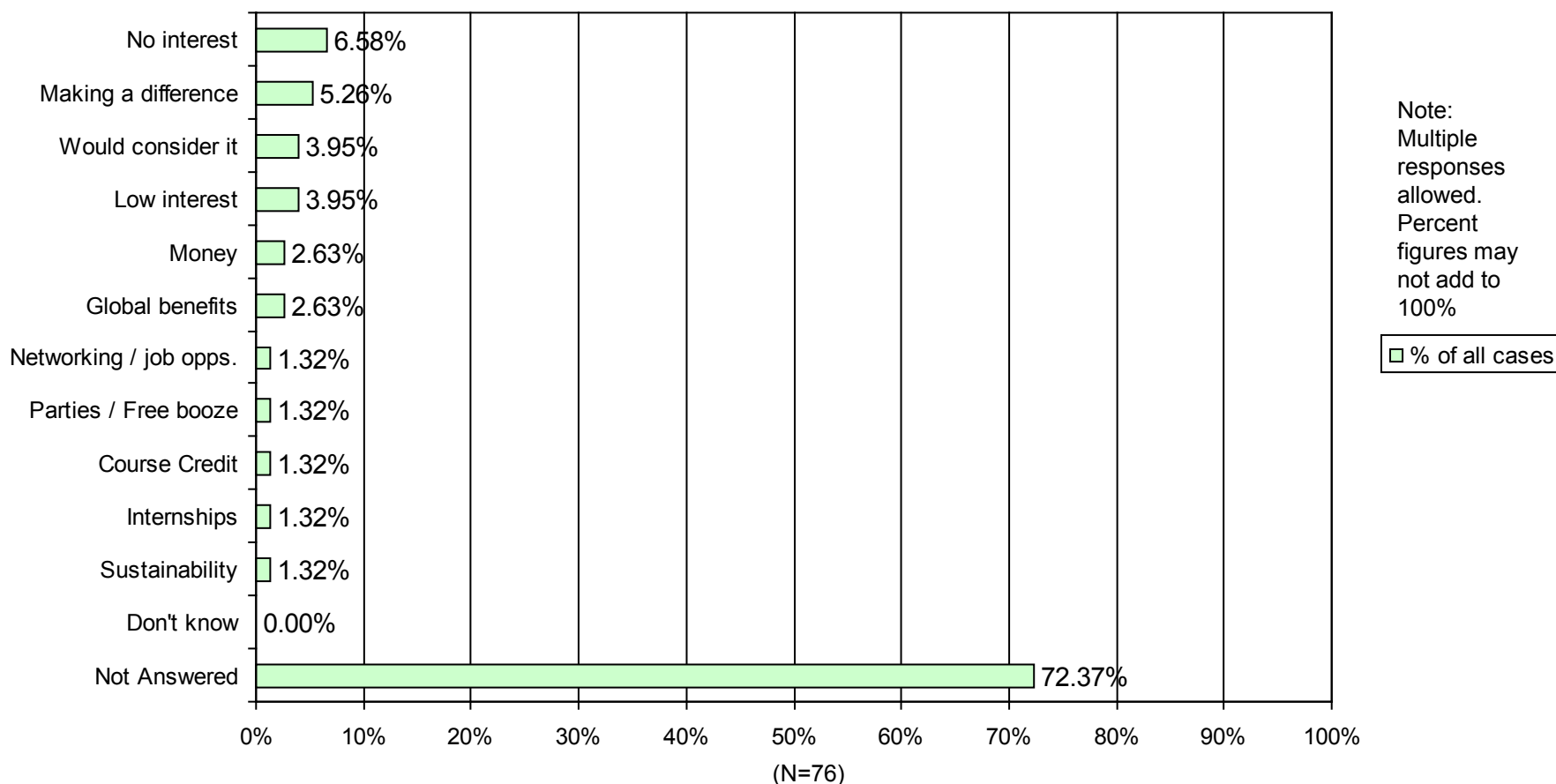
Q25. What concerns, if any, do you have about the USGBC's Green Campus Campaign? Verbatim Analysis:

- *No one will do it because people are too lazy and fat, it wouldn't get enough attention*
- *How to get the college students' attention.*
- *I just don't know if EVERY college in the entire country will be willing to participate in this. Public schools and community colleges may not have the funding that private schools have, and many private schools might not want to change the buildings on their campuses. I think this will take a lot of persuading because it will require the spending of A LOT of money in the end.*
- *How much does it cost to make building LEED certifies?*
- *With our economy as bad as it is, that there are much more important things in our world than the USGBC*
- *That the campaign will not get enough involvement by students and administration.*
- *Getting necessary amount of people on board to make an impact.*
- *Only hippie students will want to join*
- *How are they actually going to do this and how much is it going to cost me?*
- *It will cost too much. The economy is really bad now, people will not support this initiative.*
- *That students do not care about this issue, so the USGBC needs to tell students why this issue is so important and really publicize the incentives they are offering.*
- *I'm concerned it's not going to be met with as much enthusiasm from the fiscally-oriented society*
- *I'm concerned that it may become to political, I think there needs to be an open mindedness, there needs to be volunteer, people who want to get into it for the real reasons not the money.*
- *Is it going to interfere with my everyday routine?*
- *Whether schools would agree to participate or how large of a burden would be placed on the everyday lives of students.*

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q26. What would interest you about joining a USGBC student group?



VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

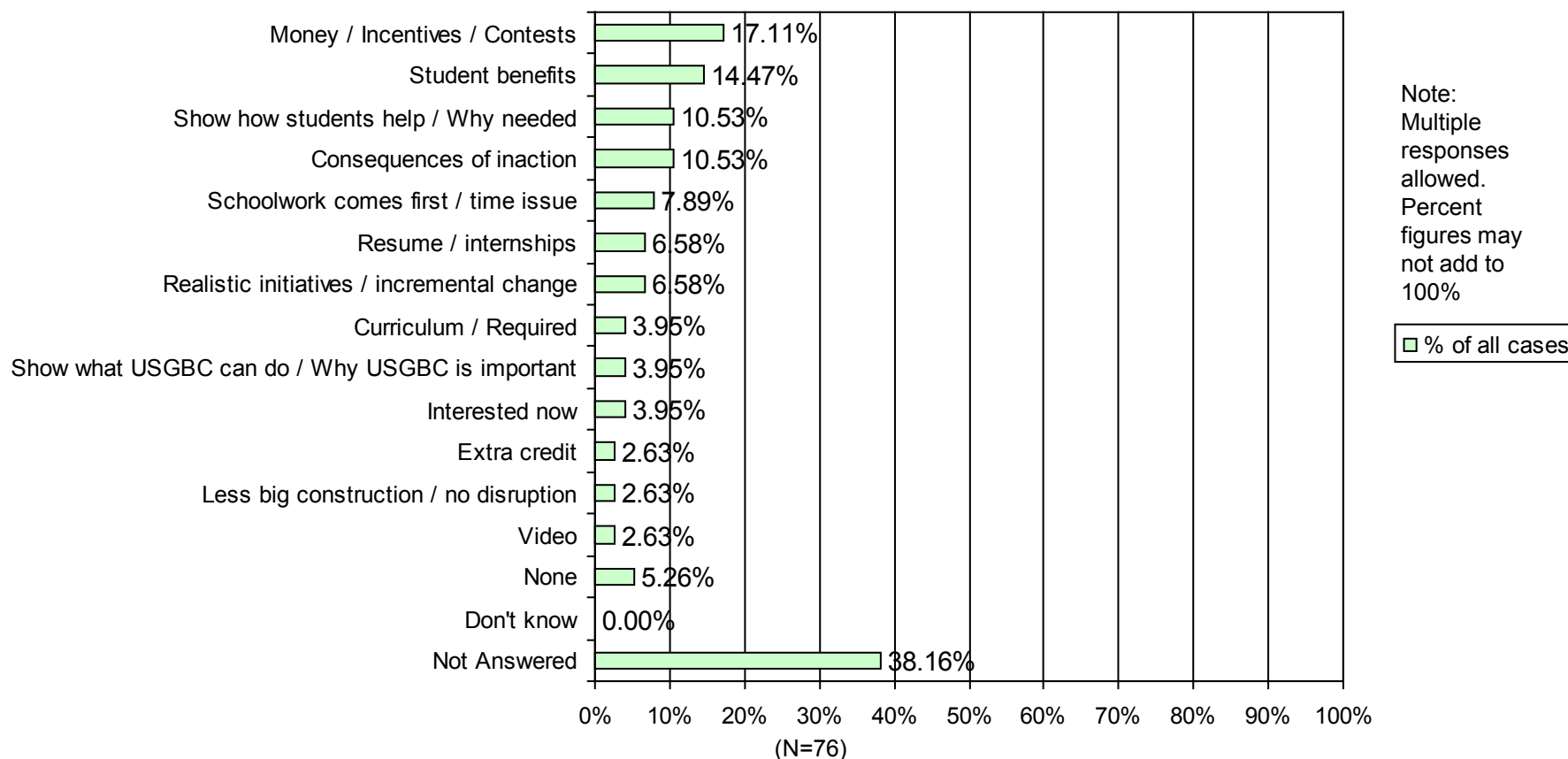
Q26. What would interest you about joining a USGBC student group? Verbatim Comments:

- *I would consider it.*
- *Not interested*
- *It would be a way to be more involved and make a difference on my campus while also playing a role in developing a sustainable environment at Emory.*
- *I would be interested if the group provided me with internship opportunities or allowed me to work on sustainability issues while getting a credit like I would for a regular academic class*
- *Free booze.*
- *Nothing*
- *Global benefits*
- *Nothing at all, except money.*
- *That my efforts would truly be going towards something good and actually be helping.*
- *The strength that comes in numbers, also for networking purposes.*
- *Not a whole lot.*
- *I would feel like I'd be making a change around the campus up here.*

VI. Findings: U.S. Green Building Council (USGBC)

■ RESPONDENTS WERE ASKED:

Q27. If you are not interested, what might encourage you to join a student group working on these issues?



VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

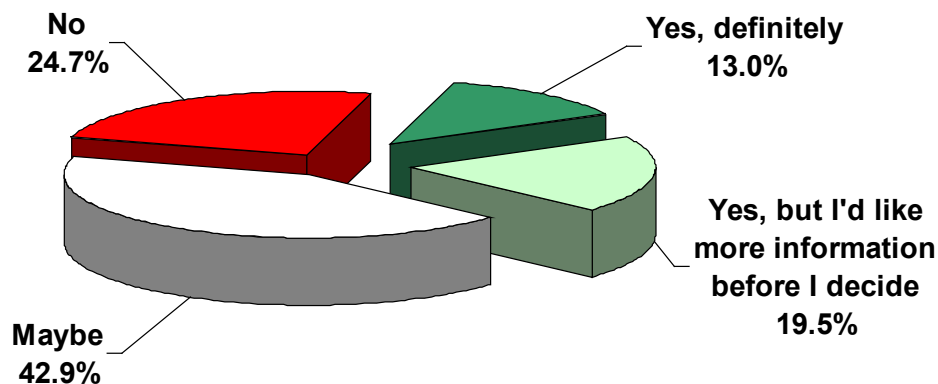
Q27. If you are not interested, what might encourage you to join a student group working on these issues?

- *Provide video of what USGBC can do and how people can help and get involved, show the consequences of not doing anything*
- *Make the initiative more realistic, do smaller things in the building to make changes, no massive reconstruction.*
- *There has to be some benefits directly towards to the students, who join the campaign. If they can add something to their resume from any activities from USGBC, people might pay more attention.*
- *They would need to make it seem as important as my school work and the other activities I'm involved in. My major is really demanding, I'm applying to grad schools, I have a job outside of school, plus I'm involved in Greek life. They would need to make this issue as important as these other activities to get my support because I'm so busy.*
- *Show how the environment will be affected by not doing anything as opposed to what we can do as students to truly help the environment.*
- *They would have to explain to me and prove to me that the USGBC is much more important at this point in time than trying to improve our economy and the end the war in Iraq*
- *Make it easy and not time consuming*
- *Spread awareness to what is going on around us, the like Amazon rainforest losing a huge percentage of its precipitation every year, using facts like that that might make people feel obligated to do something.*
- *Make it so that the students will get something out of it if join. if I got something out of participating, I'd be more likely to do it. Offer me something I'd get out of it, particularly money*
- *They'd need to tell me that participation is required for a class or that it would help me financially toward school and living expenses. I don't have time to devote to this initiative because school comes first.*
- *You could advertise the benefits of joining or go with a classic and offer pizza at meetings. I know it sounds superficial but it works.*

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q28. If a student on your campus invited you to join a USGBC student group, would you interested in joining?



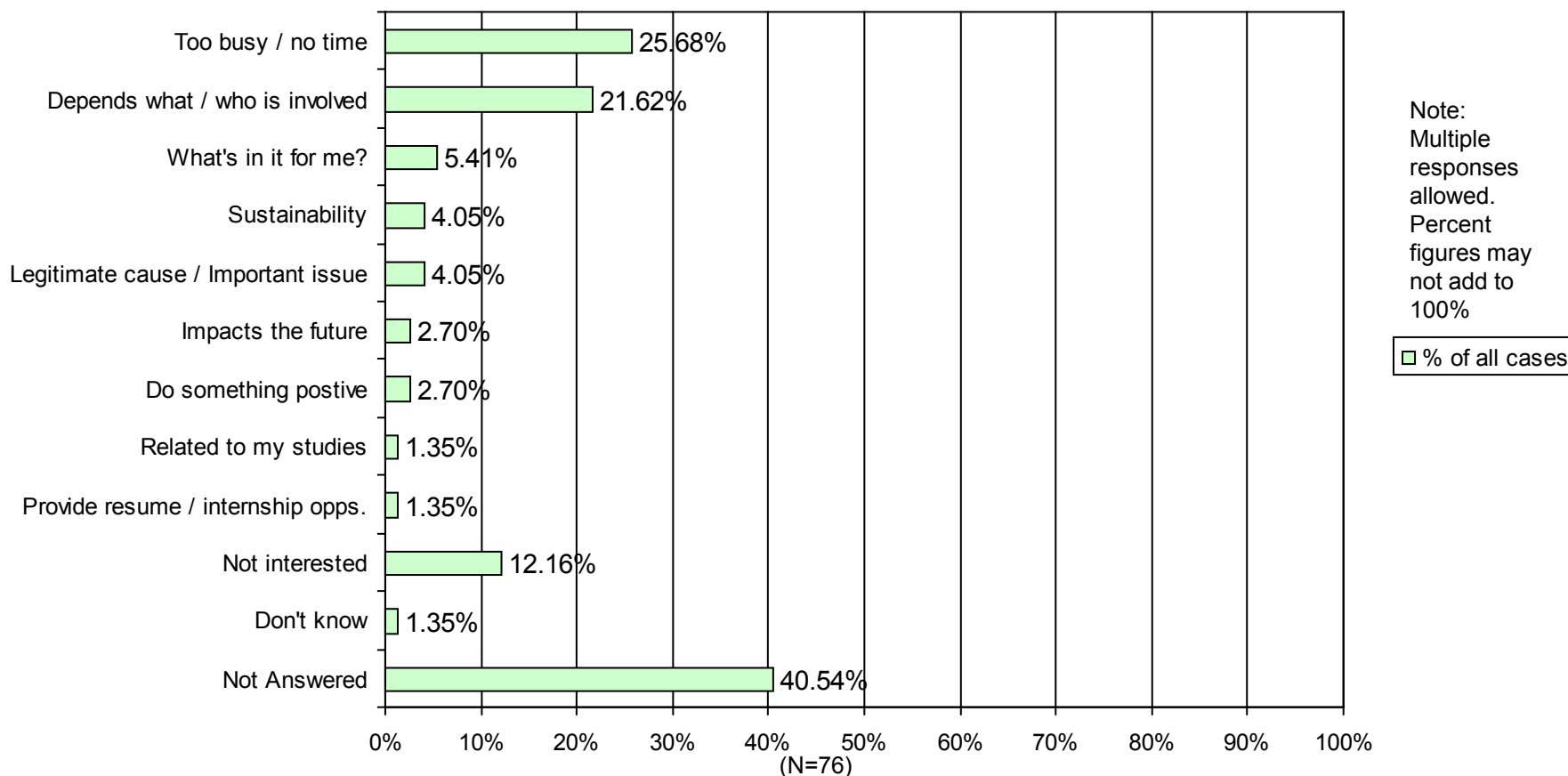
(N=77)

Green My Campus

College Students and Green Initiatives on Campus

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:** **Q28a. Please explain your answer.**



VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

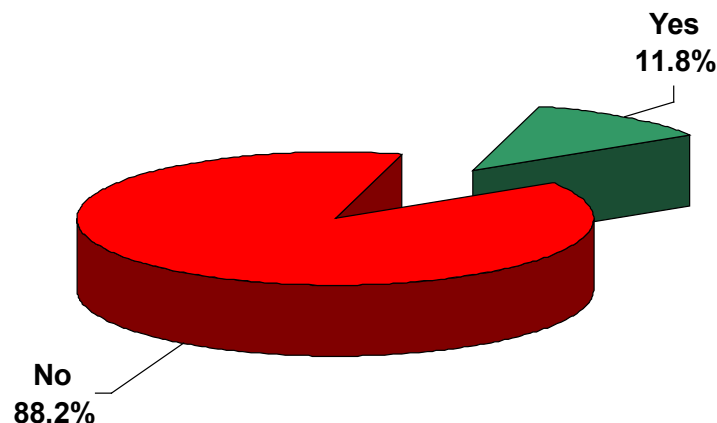
Q28a. Please explain your answer.

- *I would like to be a part of something that concerns my future and help prevent bad things from happening in the future, I could bring my intelligence to the group.*
- *I'm too busy with school work.*
- *It wouldn't really matter who else joins the initiative--I think the initiative is a really important one, because conservation biology is my major, but I'm just so busy with other school work/jobs/internships that I don't know if I'd have time to dedicate to this initiative. Not because I don't want to or because my friends might be doing it, simply because there aren't enough hours in the day.*
- *I am interested in helping to sustain the environment, but I don't know if I have time to become a part of another organization with all of the other classes I am taking.*
- *No time for that. not interested*
- *Because I think these things are important so I might as well join something to be proactive about it. It would depend on the time commitment*
- *Because I am interested in environmental sustainability. It depends on the organization*
- *Because I am unsure if it would be worth my time. I have so much going on in my life right now with school work, my sorority and my social life I am not sure if it would be beneficial for me to join this group.*
- *I have a schedule and obligations.*
- *I would want to know a little more about what, exactly, would be involved in being a member*
- *I'm very busy as of lately and simply don't think I would have time to participate in such a group, although I agree with everything that it promotes.*
- *I don't like green.*
- *I am a very cautious thinker. I don't like jumping into situations on a whim. I'd prefer to have all the details and information before I came to a decision.*

VI. Findings: U.S. Green Building Council (USGBC)

- RESPONDENTS WERE ASKED:**

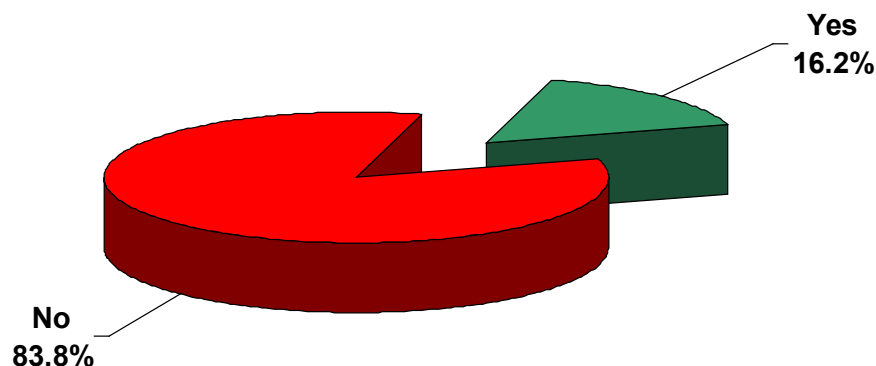
Q29. Would you be likely to start a USGBC student group on your campus?



(N=34, as question appeared
only on later versions of the survey)

VI. Findings: U.S. Green Building Council (USGBC)

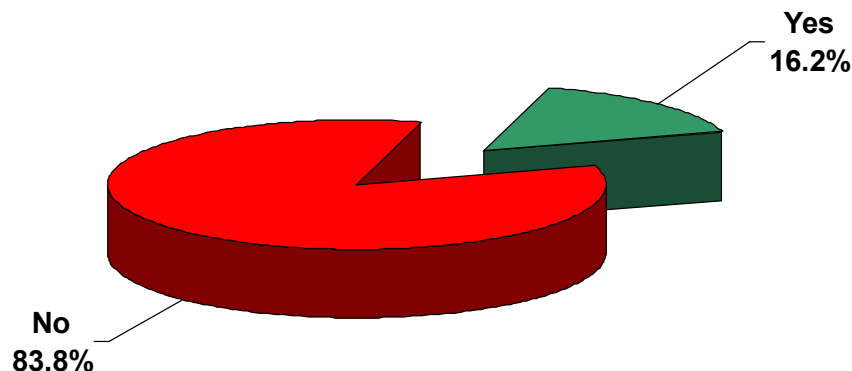
- **RESPONDENTS WERE ASKED:**
Q30. Would you like to receive more information on how to start a USGBC student group?



(N=74)

VI. Findings: U.S. Green Building Council (USGBC)

- **RESPONDENTS WERE ASKED:**
Q31. Would you like to sign up to receive USGBC's quarterly Higher Education Newsletter that highlights resources and best practices in going green?



(N=74)

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q33, Q34, Q35. The following is a list of ways that the USGBC might tell you about their message. Indicate how effective each of these methods would be to reach you using a scale of 1 to 5, where 1 means very ineffective and 5 means very effective.

- *More environmental course offerings*
- *Green internships*
- *Environmental student leaders' presentations in class*
- *Environmental awareness sessions (similar to alcohol awareness sessions held on some campuses)*
- *"Green Day" or "Green Week"*
- *Facebook messages*
- *Unexpected marketing, i.e. messages in unexpected locations, such as on campus walkways*
- *E-mail*
- *Text messages*
- *Fraternity and sorority involvement*
- *Word of mouth from leaders in other campus organizations*
- *Messages in campus newspapers*

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q33, Q34, Q35. The following is a list of ways that the USGBC might tell you about their message. Indicate how effective each of these methods would be to reach you using a scale of 1 to 5, where 1 means very ineffective and 5 means very effective. (Continued)

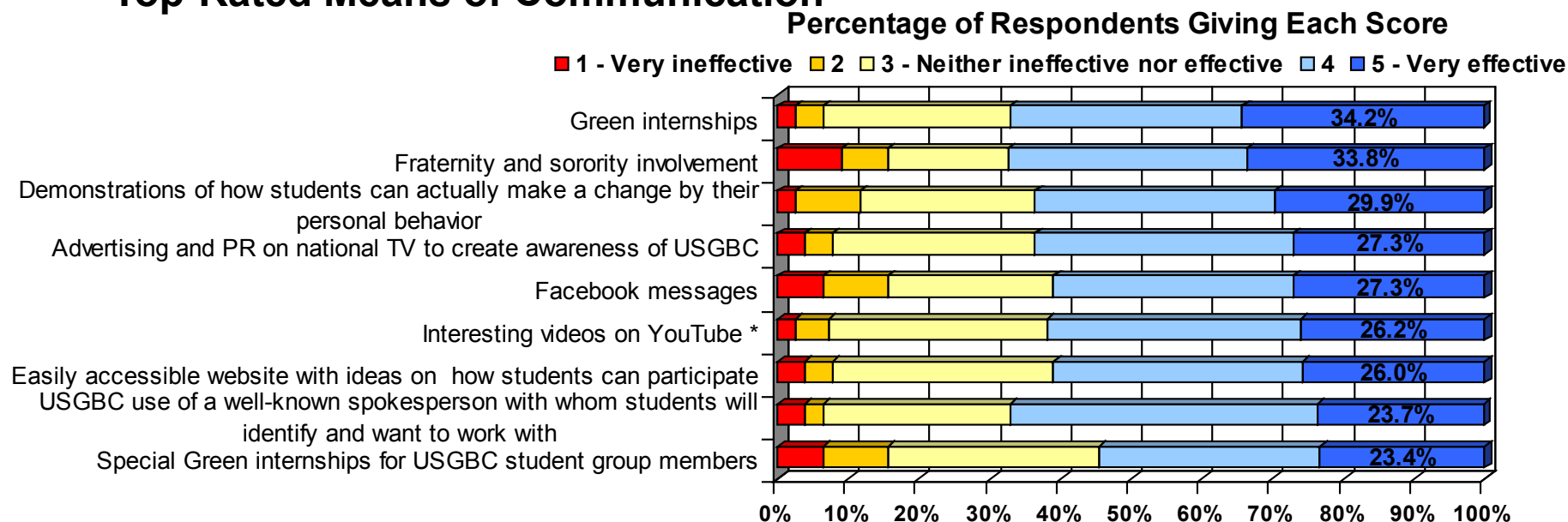
- *Campus radio or TV station messages*
- *Make joining a USGBC student group feel like something special and important*
- *Special Green internships for USGBC student group members*
- *Demonstrations of how students can actually make a change by their personal behavior*
- *Involvement of people in the community where my campus is located*
- *Emphasis that this is a national campaign, not just local to the campus*
- *Campus facilities managers' presentations about why going Green is important*
- *Advertising and PR on national TV to create awareness of USGBC*
- *Easily accessible website with ideas on how an individual student can participate*
- *College/university administration communications on why going Green is important*
- *USGBC use of a well-known spokesperson with whom students will identify and want to work with*
- *Interesting videos on YouTube*

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q33, Q34, Q35. The following is a list of ways that the USGBC might tell you about their message. Indicate how effective each of these methods would be to reach you using a scale of 1 to 5, where 1 means very ineffective and 5 means very effective.

Top-Rated Means of Communication



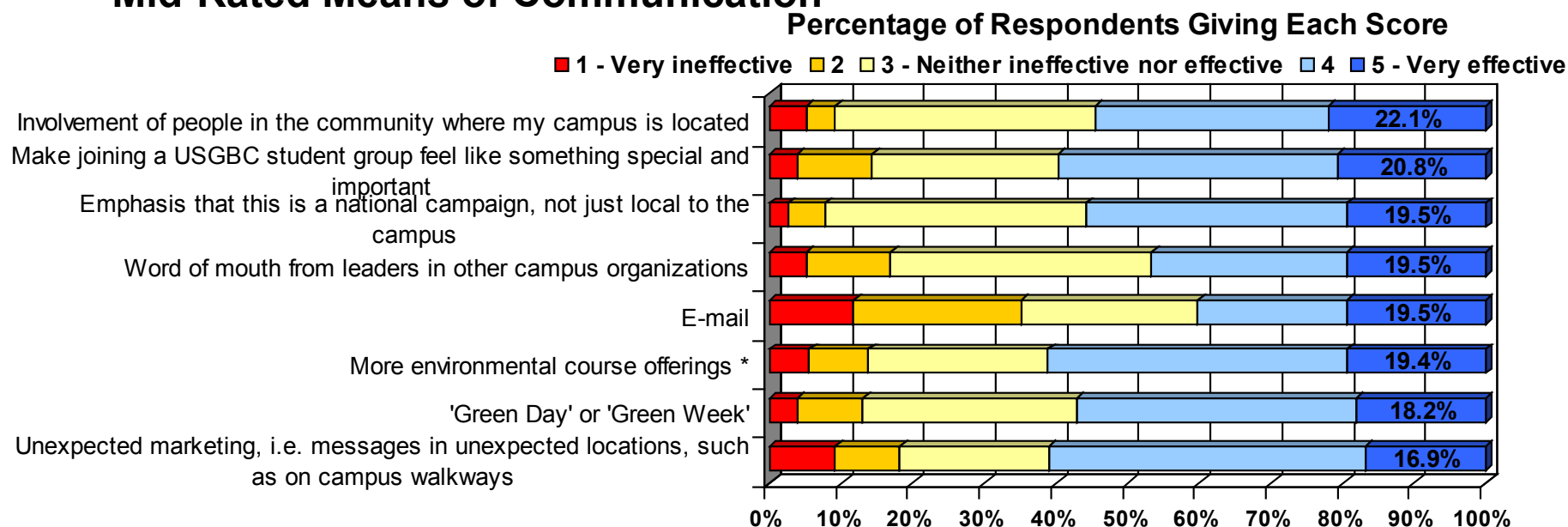
(N= 76-77, except for item with an “*” that appeared only on later versions of the survey and for which N=42)

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q33, Q34, Q35. The following is a list of ways that the USGBC might tell you about their message. Indicate how effective each of these methods would be to reach you using a scale of 1 to 5, where 1 means very ineffective and 5 means very effective.

Mid-Rated Means of Communication



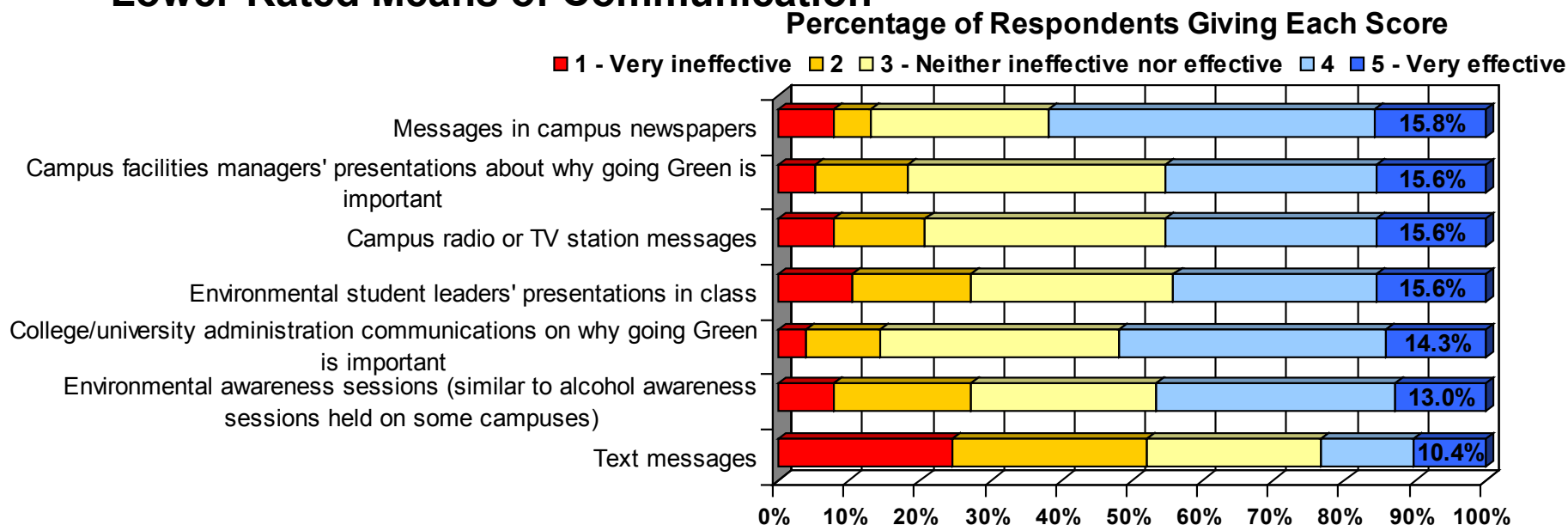
(N=77, except for item with an “*” that appeared only on later versions of the survey and for which N=36)

VI. Findings: U.S. Green Building Council (USGBC)

▪ **RESPONDENTS WERE ASKED:**

Q33, Q34, Q35. The following is a list of ways that the USGBC might tell you about their message. Indicate how effective each of these methods would be to reach you using a scale of 1 to 5, where 1 means very ineffective and 5 means very effective.

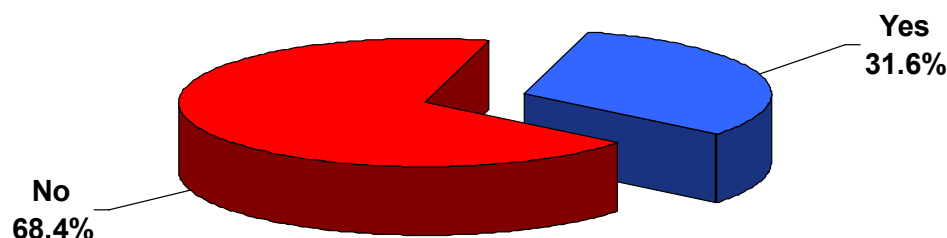
Lower-Rated Means of Communication



(N= 76-77)

VI. Findings: Club Membership

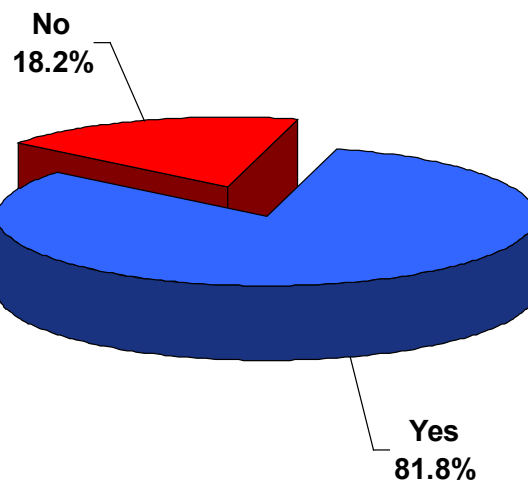
- **RESPONDENTS WERE ASKED:**
Q36. Have you ever attended a political rally or other rally or demonstration for a cause on your campus?



(N=76)

VI. Findings: Club Membership

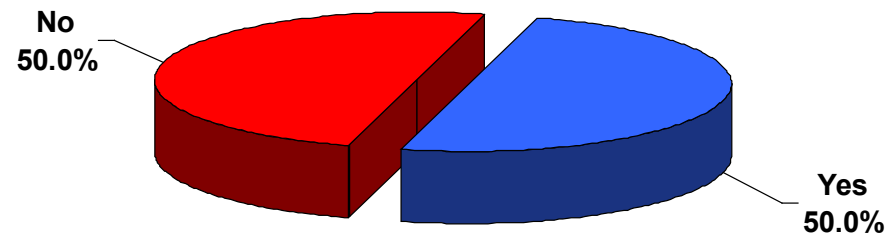
- **RESPONDENTS WERE ASKED:**
Q37. Are you a member of any club or other student organization at your campus?



(N=77)

VI. Findings: Club Membership

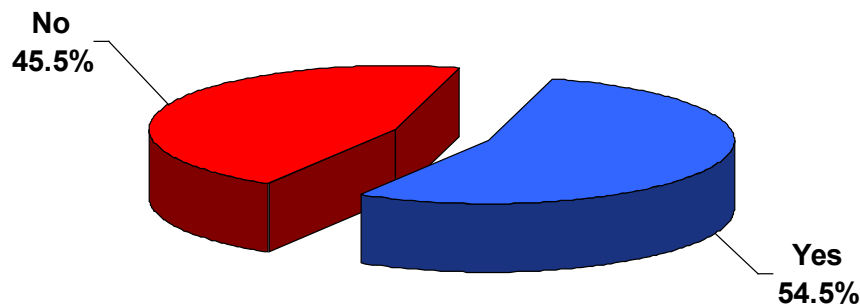
- **RESPONDENTS WERE ASKED:**
Q38. Do you belong to a sorority or fraternity?



(N=76)

VI. Findings: Club Membership

- **RESPONDENTS WERE ASKED:**
Q39. Have you ever held an elected leadership position in a student club, organization or sorority/fraternity?



(N=77)

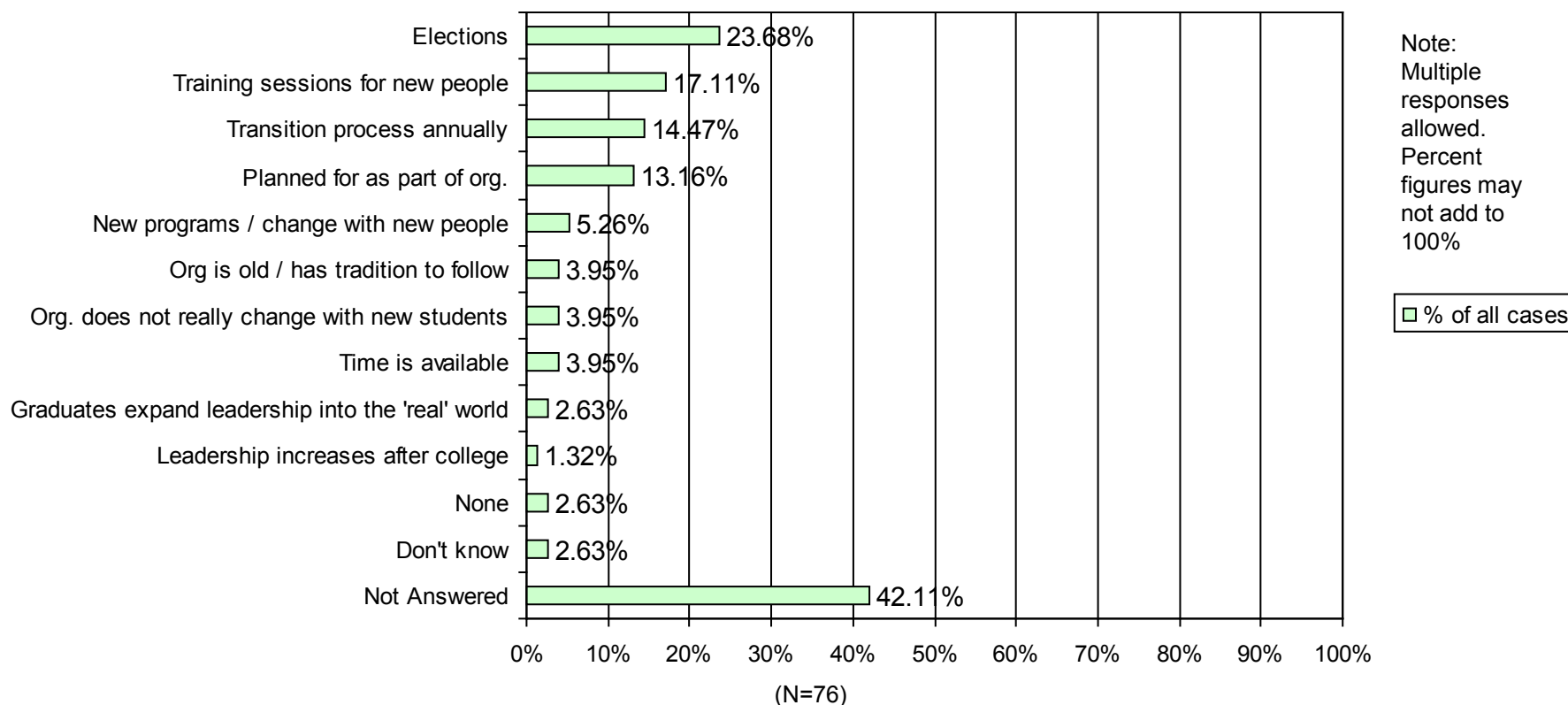
Green My Campus

College Students and Green Initiatives on Campus

VI. Findings: Club Membership

■ RESPONDENTS WERE ASKED:

Q40. If you are a member of an on-campus club, student organization or sorority/fraternity, how do these organizations work with the fact that leadership changes as students graduate?



VI. Findings: Club Membership

▪ **RESPONDENTS WERE ASKED:**

Q40. If you are a member of an on-campus club, student organization or sorority/fraternity, how do these organizations work with the fact that leadership changes as students graduate? Verbatim Comments:

- *These organizations have officer transition workshops and have yearly changes of officers, so the process of transition is natural and expected.*
- *They have enough time for the take-over.*
- *Leadership changes as students graduate because at that point, they know that they've entered the real world and they must apply everything they've learned through these club/organization experiences to real-life situations.*
- *We hold elections for the leadership for the next semester/year.*
- *There are team members that are interested in becoming the leader of the club and then the rest of the club votes on who would be the best candidate for the job*
- *You elect knew people, who learn previous leaders.*
- *There is always a transition process and there are inevitable changes to the organization in terms of how it is lead and what direction it goes, but any strong direction the team or organization is going often stays the same, or would need support of the whole group to change.*
- *Well, I'm an RA, and we have to go through a class and an interview process before we even receive a placement. Then we have to come 2 weeks before the semester starts to go over more training. Everyone has to go through the same training, so I think that's how they deal with transitions.*
- *They just pass the torch*
- *I'm not sure*
- *Train the younger leaders before the seniors graduate.*

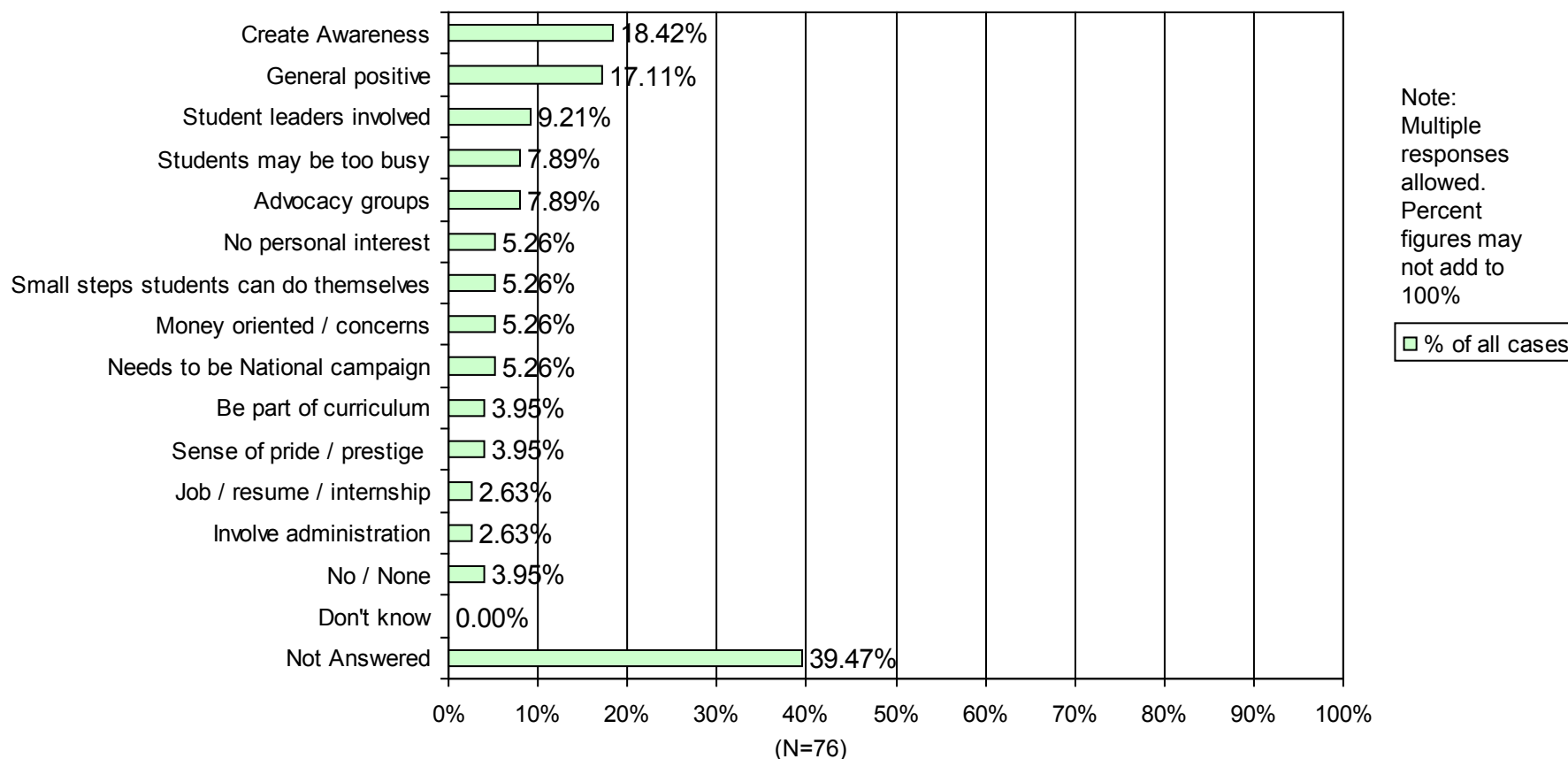
Green My Campus

College Students and Green Initiatives on Campus

VI. Findings: Closing Comments

▪ RESPONDENTS WERE ASKED:

Q46. What closing thoughts do you have for the USGBC on its Green Campus Campaign initiative?



VI. Findings: Closing Comments

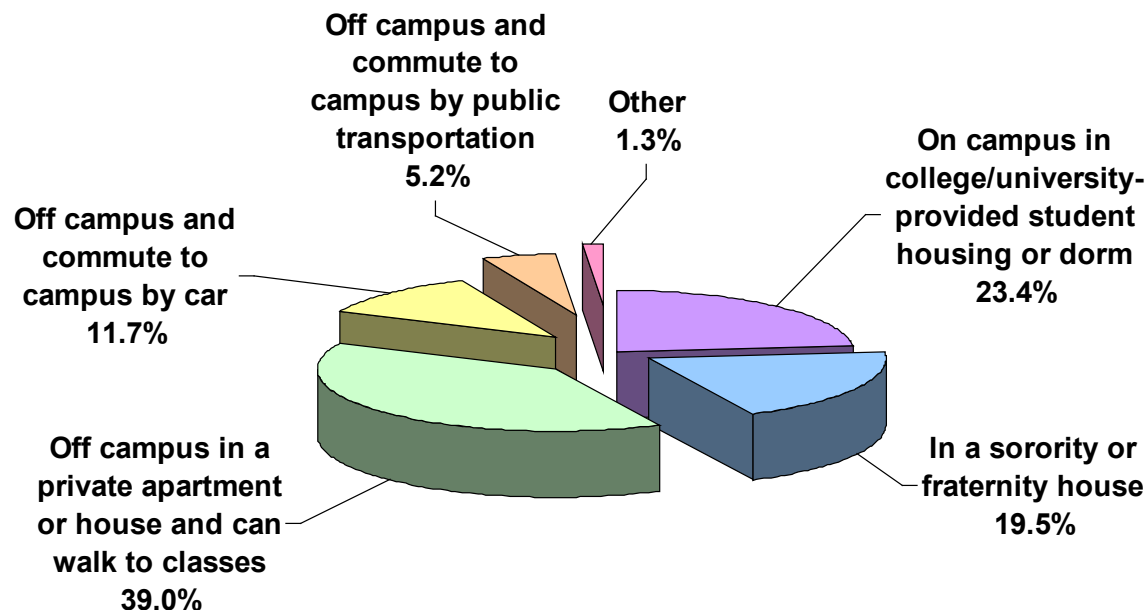
▪ **RESPONDENTS WERE ASKED:**

Q46. What closing thoughts do you have for the USGBC on its Green Campus Campaign initiative? Verbatim Comments:

- *Definitely make it prestigious to join- ask administrators to appoint student leaders and be invited to join*
- *You should focus on the smaller things you can do first like updating old appliances/lights in buildings before you begin to completely reconstruct/renovate buildings.*
- *I want to know more about USGBC and look forward to hear some outcomes from this research.*
- *Talk to the administration at each school to see if they are willing to set up programs for their students to participate in that helps with school/community service credits.*
- *I think it's a great organization. It just needs more publicity on college campuses.*
- *Like I said before, I think definitely making students realize that they have to act now or bad things can happen in the future because of our lack of action now.*
- *They need to make one major selling point why this campaign is better than any others and why it is so important to participate in*
- *More important to find the specific students interested than asking the general public who have no concern about this issue and wont be active*
- *I think it's a good idea but since the economy is really bad right now it will be hard to get people to get on board with this. Also, I don't think that targeting students is the right way to go about it. Maybe instead of Green CAMPUS Campaign, there should be a Green WORKPLACE Campaign. There are plenty of office spaces throughout the country who could become LEED certified too. Since they are older maybe they'd feel the pressures of social responsibility that students may not feel right now.*
- *Awesome idea green building are good for the planet*
- *Good idea, but I'm not proactive.*

VII. Additional Sample Description

- **RESPONDENTS WERE ASKED:**
Q41. Which of the following best describes your living arrangements?

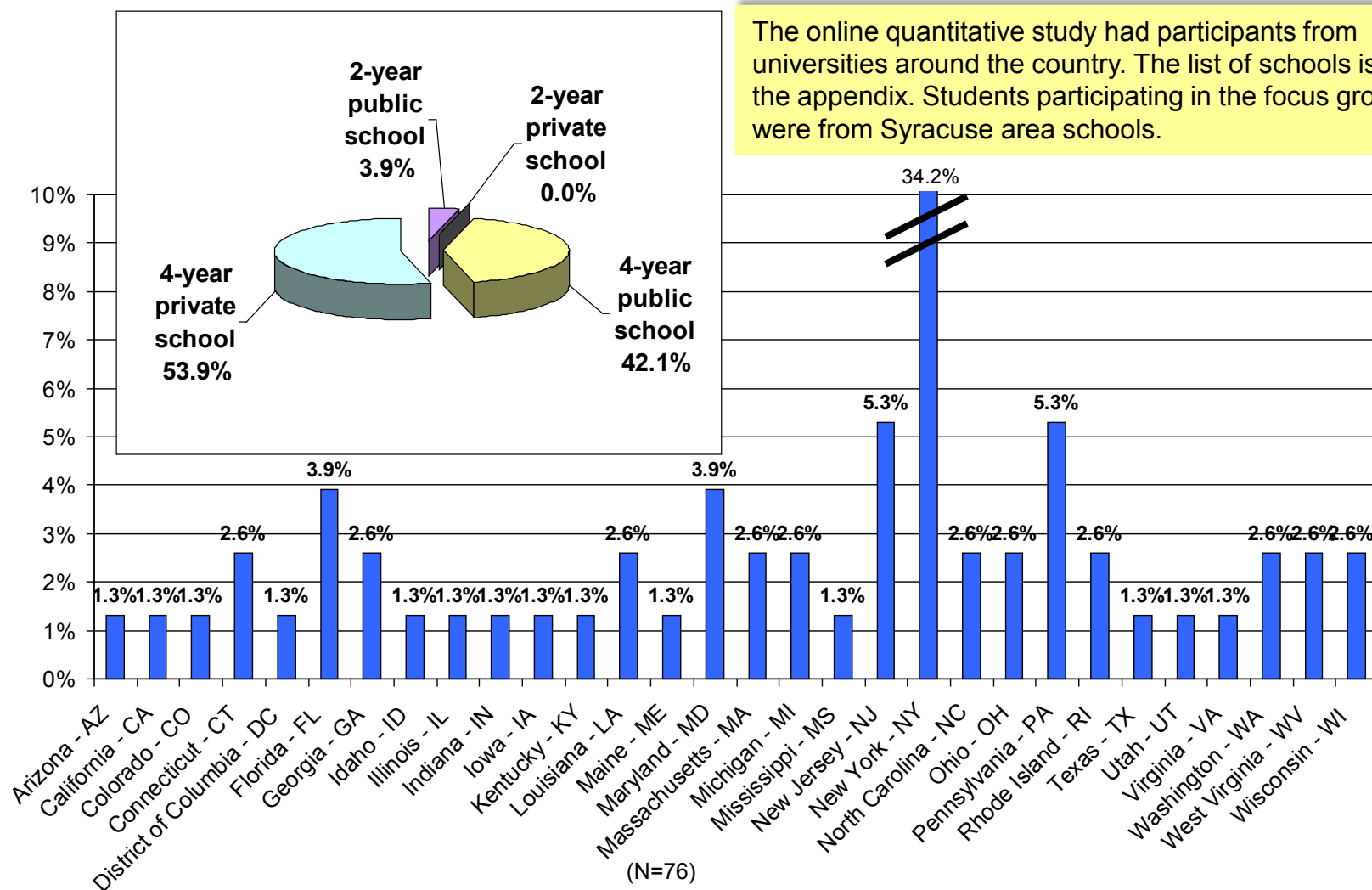


(N=77)

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VII. Additional Sample Description

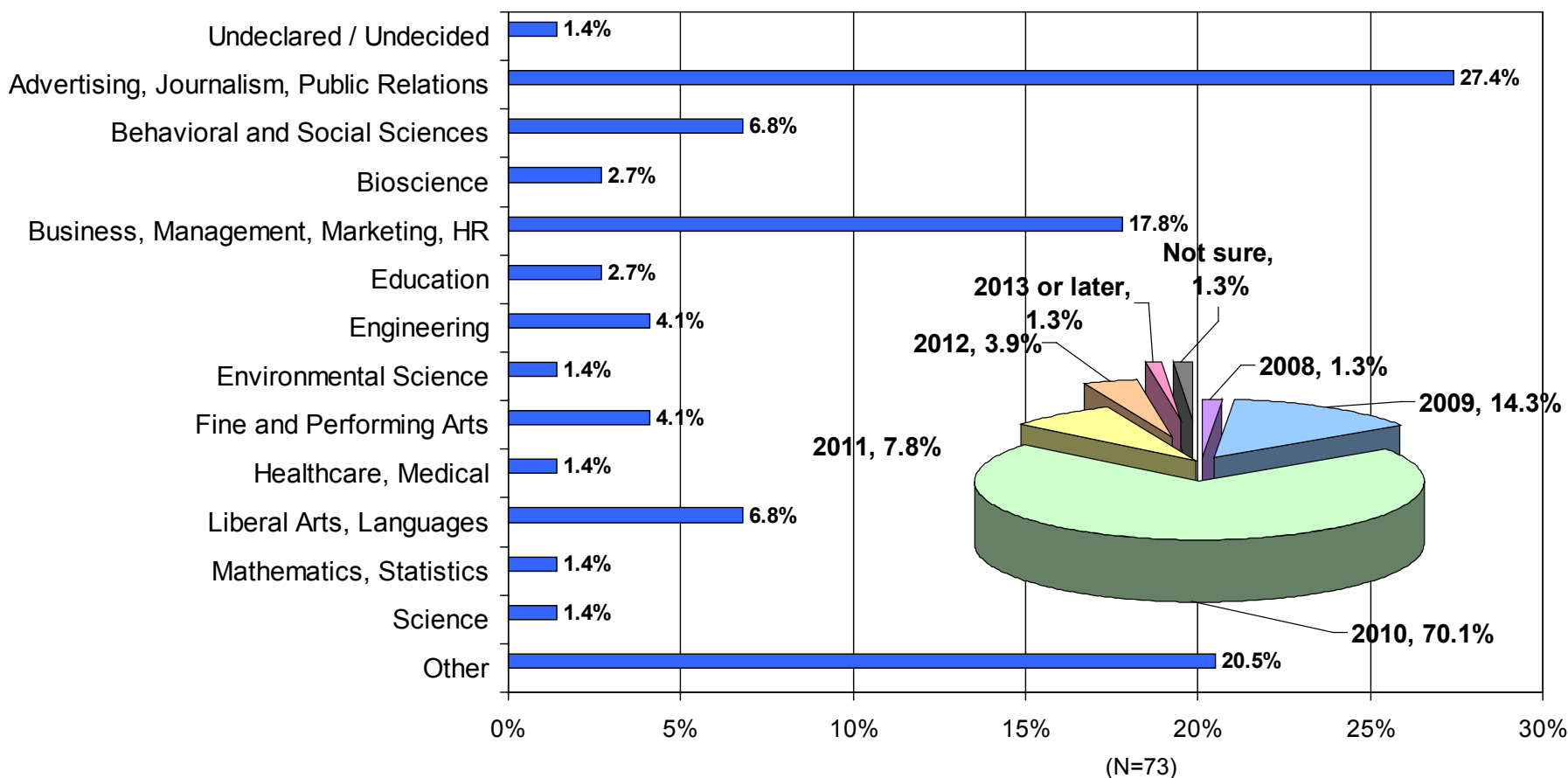


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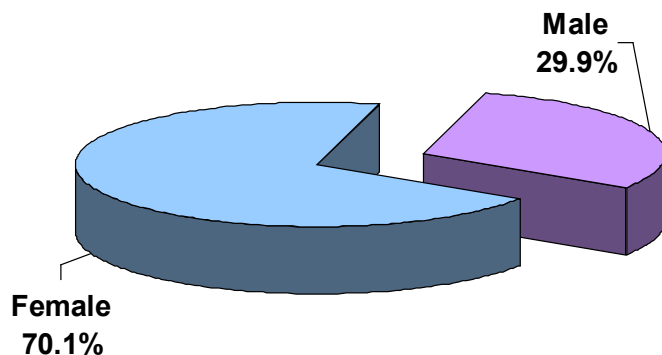
VII. Additional Sample Description

- Students were asked about graduation status and major of study.

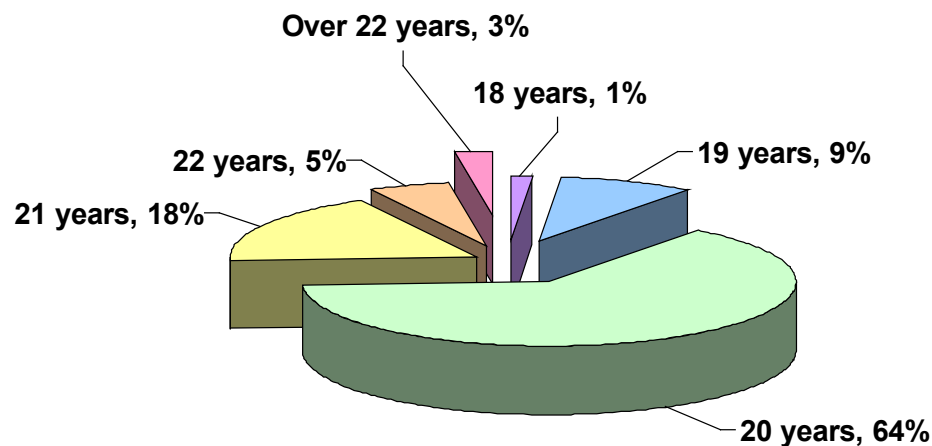


VII. Additional Sample Description

- **RESPONDENTS WERE ASKED:**
Q42. What sex/gender are you?



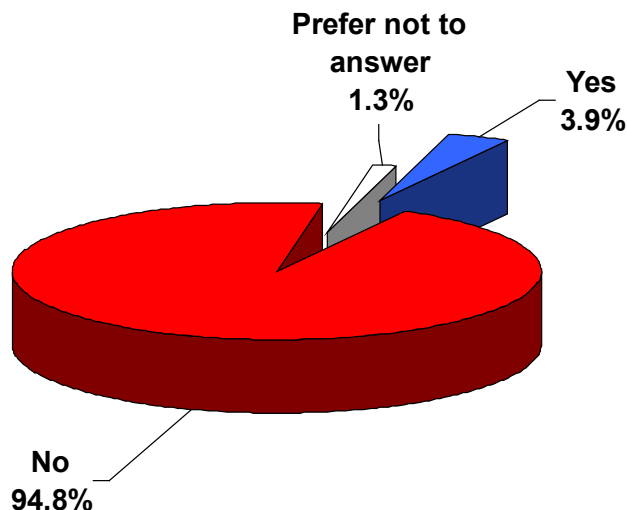
- **RESPONDENTS WERE ASKED:**
Q43. What is your age?



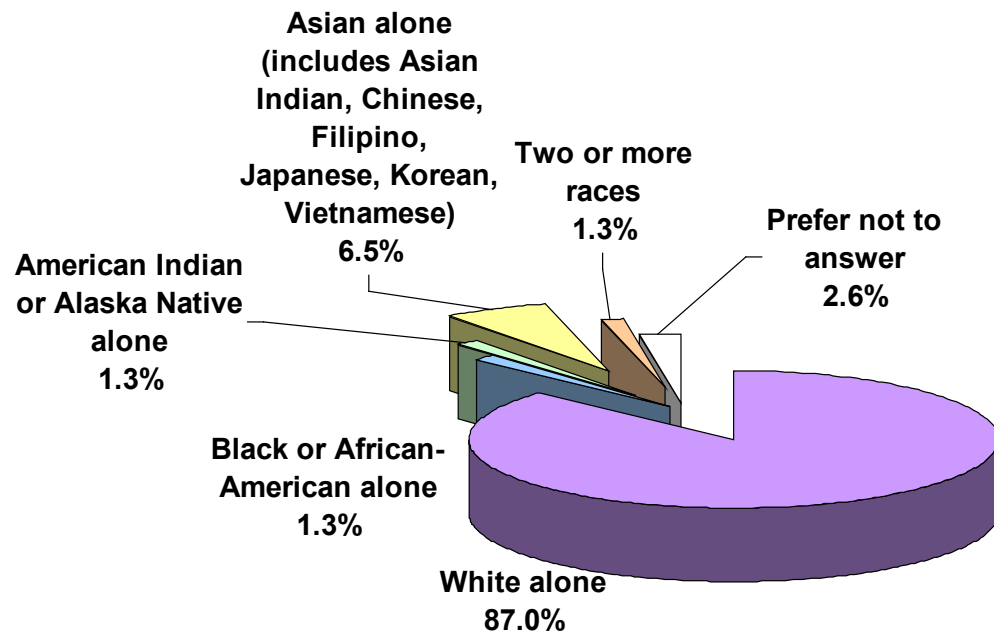
(N=77)

VII. Additional Sample Description

- **RESPONDENTS WERE ASKED:**
Q44. Are you Hispanic, Latino or Spanish (includes Mexican, Mexican-American, Chicano, Puerto Rican and Cuban)?



- **RESPONDENTS WERE ASKED:**
Q45. What is your race? *Check the one box that BEST describes your racial identity.*



(N=77)

VIII. More Information

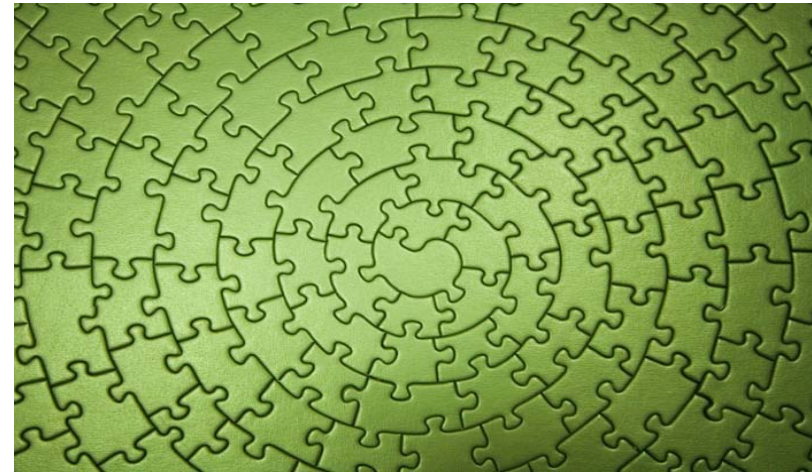
- **For more information about Vincent McCabe, Inc. Please contact:
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vincentjg@vincentmccabe.com**

Green My Campus

A Research Project by College Students About College Students

www.vmistudy.com/greenmycampus

An environmental research project sponsored by the U.S. Green Building Council (USGBC) and conducted by the students in Syracuse University's "Public Relations Research" course, PRL 315, taught during the fall 2008 semester by Jean Vincent, SU Adjunct Professor of Public Relations Research and President of Vincent McCabe, Inc.



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Syracuse University
Students in PRL 315,
"Public Relations Research"

Sponsored by:



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