Abstract

The purpose of this campaign was to promote the newly implemented CSB|SJU[1] student printing policy. We targeted the faculty members from both the College of Saint Benedict and Saint John's University in an effort to create and reinforce responsible printing behaviors, help conserve students' printing allowances, and uphold a commitment to the Benedictine value of stewardship. The outcome of the student printing policy campaign was overall successful, with our message reaching not only faculty members, but also students. In launching a webpage and publishing an editorial in *The Record,* the importance of student printing and the role faculty member's play was pushed into the forefront of issues.

Introduction

The lives of students on the campuses of College Saint Benedict and Saint John's University had long been led at the expense of the environment. In order to become more sustainable at CSB|SJU, the presidents of both institutions acknowledged the importance of sustainability and as well as preparing students to become leaders in the 21st century. According to Ecomii.com, a website committed to a better way of living, sustainability is defined as "a system of life that allows people to meet their current needs without compromising the resources available for future generations to meet their future needs" (Ecomii, 2011). In 2010, as part of a plan for action, CSB|SJU opened an office of Sustainability and hired director Judy Purman. In announcing 2010-2011 to be the year of sustainability, part of an ongoing commitment to responsible consumption and conserving or resources a vast number of changes occurred on these campuses. A water bottle policy, a sustainable building policy, and a revolving loan

[1] See Appendix A

fund, were all parts of a plan to make these campuses more sustainable. Amongst these came a student printing policy intended to help reduce the excessive printing the student body was guilty of producing. Before the policy, students were able to print in unlimited amounts throughout the course of their semester. However, policy implementation sought a decrease in unnecessary printing by students.

Problem Statement

The student printing policy (Appendix A) was implemented due to the combination of the excessive cost of printing as well as the vast amount of paper wasted on both campuses of the College of St. Benedict and St. John's University. Together this combination is problematic because extreme paper consumption results in an unnecessary allocation of funds, which could be used for other more pertinent capital expenses.

Problem Analysis

The consumption of resources in the printing labs last spring at CSB|SJU alarmed IT services. After monitoring the students printing, it was evident that there was a need for change in order to become more responsible printers was indicated.

Paper consumption stemmed from a multitude of different variables. The first major contributor to paper misuse and waste, according to the Director of Sustainability, Judy Purman, was the printing of eBooks ranging anywhere from 100 to over 1,000 pages. Students purchased then printed the eBook on school printers since they had no printing restrictions, rather than buying a physical textbook. The motive behind this was to save money since eBooks tend to be half the price of regular textbooks and no charge was being allocated for any type of printing. Since all students equally contribute

to the general IT operating budget, printing eBooks on school printers became a major misuse of paper, as well as an unethical practice. Imagine if all 3,906 students were to purchase and print an 800 page textbook, this would require over 3.1 million sheets of paper.

Another major implication for paper waste came from students being inattentive to the printer settings on their account. Often in computer labs such as Clemens Computer Lab and IT Connections, there are various printers in which documents can be sent. Unaware of which printer the document was sent to, students often reprinted documents rather than tracking down where their original material was sent. Double-sided printing was a setting that wasn't being utilized to its fullest potential. With a simple adjustment, students and faculty can easily change for the document to be printed on both sides of the paper, thus reducing paper usage by half.

Sustainability encompasses three different pillars-environmental, economic, and societal. By examining paper usage through the first pillar, the environment, it's easy to understand the significant impact paper misuse and waste has on our nation. Each year, "More than 30 million forested acres—an area about the size of Pennsylvania—are lost" (U.S. Environmental Protection Agency, 2011). Of this excessive amount of resources, "40 percent of the trees are used for paper, a quantity which is driven by a societal need" (U.S. Environmental Protection Agency, 2011). This is detrimental for society because we don't have unlimited resources, and eventually consumption won't match availability. The amount of land being destroyed just to produce paper products is concerning since land is irreplaceable.

Laurie Birr, lab manager for IT services at SJU, provided us with information regarding the cost of printing in the computer labs and in dorm access areas. From January 10 to February 10, 2011, 284,583 sheets of paper were used while 414,613 sides of paper were printed. The cost of a case of paper (10 reams) is $32.25 and the cost of a toner cartridge is approximately $85.00 (16,000-19,000 pages). The total cost of paper for the amount printed in one month is $1,838.25, while the total cost of toner cartridge was $1,870. This amounts to a grand total of $3,708.25 for one month of printing. While these numbers are significantly high, what is more overwhelming are the statistics on the amount of waste due to inattentive printing in one month at CSB|SJU (L. Birr, personal communication, October 24, 2011).

According to Colin Goodman, a student manager at IT services at SJU, "the university as a whole (every account including students, faculty, staff, clubs, etc.) print more than 18,000 pages per day" (C. Goodman, personal communication, October 6, 2011). The Clemens computer lab at CSB alone had roughly 10% of the 4,000 pages being printed a day become waste. This, on average, amounted to a ream of paper every day. The amount of money wasted averages to be around $1,500 a year. Aside from the monetary waste, there was no sense of responsible printing. This isn't just a financial issue that affects the yearly operating budget, but both a societal and environmental issue. If there were no thought process in the decision to print and everyone printed carelessly, this soon becomes an exponential problem for all people.

<u>Planning</u>

Goal Setting

The goal of this campaign is to increase promotion of the newly implemented student printing policy to the CSB|SJU faculty members. Specifically, this goal attempts to create and reinforce the behaviors in which the target audience engages.

Initially, the goal of the campaign was to increase the target audiences' cognition of the new student printing policy. After conducting the qualitative analysis, research showed that faculty members already had a solid understanding of the printing policy. This was further demonstrated through the quantitative research that was collected through a survey completed by 24 faculty members. The focus of the campaign shifted from cognition to behaviors. Through the quantitative questionnaire, attention was drawn to the lack of variety in terms of faculty behavior to adjust to the new student printing policy. Meanwhile, there was a vast agreement among the respondents indicating they would like to hear suggestions how they can help students reduce their printing usage. Therefore, the creation and reinforcement of behaviors became the overall goal for the campaign.

Audience Analysis:

For our campaign, our target public is the faculty. While the policy directly affects students, we decided that the initial request to print comes from the faculty, and therefore they should be the target of our campaign. We know our audience based on cultural and sociological levels. Culturally, we have strong values on this campus, such as concern for the future and environment, a dedication towards education, and a commitment to community. Being a part of this culture ourselves we are familiar with

these values and understand their needs. On a sociological level, they are members of the CSB|SJU faculty and they have similar backgrounds in terms of education and values. Demographically, all professors at a college/university with high levels of education. All have at least a master's degree in their area of study, and most have a doctorate. Age wise, while there is a range, most are middle aged and have families. Characterizing the faculty synchrographically would be beneficial because at with spring semester just a couple weeks away, professors are planning their syllabi and coursework for next semester. With the campaign showing the faculty how they can be more efficient when it comes to paper usage, perhaps we could help them to rethink their plan for next semester, even if it might take extra effort and time. Psychographic analysis would help to target the audience by looking at their attitudes, values, and fears. Most of the faculty have some knowledge of the printing policy, and the majority have a positive attitude toward the policy on campus. We used this attitude, along with their fear that less paper usage could negatively impact student's education, to promote different strategies to allow students the same level of educational opportunity, but at the same time, reduce paper waste.

The type of involvement that our audience has is outcome-relevant involvement. The argument here is that because faculty don't have the restrictions that the students do, in helping reduce printing they question what they have to gain. Some interviewees felt that the overall idea of being sustainable had merit, but they did not feel they had personal gain.

Based on the qualitative and quantitative research that was conducted, we found that our audience already had a position on the topic: supportive. In general, they

understand the need for the policy and see the positive effects it could have on a student's decision to print. Therefore, this topic was not entirely new to the faculty. They have been exposed to the printing policy and sustainability on the CSB|SJU campuses through emails sent by the Sustainability Office at the beginning of the year. With this knowledge, the campaign addressed promotion of the policy, rather than awareness.

Message and Channel Strategy

The goal of our messages was to provide as much information to the target audience as possible without impairing their ability to comprehend the underlying meanings. In crafting our messages we decided to concentrate on logical appeals over emotional appeals.

Before we could create our messages, a solid understanding of how the faculty member's think and process information was necessary. A theoretical perspective that influenced our decision to utilize logical appeals was Richard Petty and John Cacioppo's, need for cognition scale, which addresses in what manner a person engages in and enjoys thinking. In assessing the target audience it was apparent that the faculty members score high on the need for cognition. Petty and Cacioppo (1982) state, "Research shows that people high in the need for cognition are persuaded differently than their brain-relaxing counterparts. Although people high in the need for cognition pay close attention to messages, evaluating, and scrutinizing all the time, people low in the need for cognition are less motivated to attend to messages, and are persuaded by peripheral cues instead" (p. 116-131). As a result, the campaign concluded that utilizing logical appeals was most fitting when developing the messages

for the campaign since faculty members would be most persuaded by high quality arguments.

Randy Bobbitt and Ruth Sullivan's book, *Developing the Public Relations Campaign: A Team Based Approach*, also had a profound influence on the decision to focus on logical appeals. According to the authors, "Generalizations about logical and emotional appeals include the belief that communicators on the offense should use emotional appeals (pathos), whereas those on the defense will be more successful with logical appeals (logos)" (Bobbitt & Sullivan, 2009, p. 79). In promoting the student printing policy, the campaign defended the logic behind the implementation of the policy. Further support for the policy came in the form of suggested calls-to-action to change behavior in an attempt to reduce printing. Bobbitt and Sullivan (2009) also stated, "Still another generalization is that logical appeals tend to be more effective in dealing with better-educated audiences, whereas emotional appeals tend to be more effective with audiences with a lower educational level" (p.79). Knowing that faculty members have achieved high levels of education, logical appeals, once again seemed most fitting when creating our messages.

Through our quantitative analysis, we learned that the target audience was more persuaded by statements that pertained directly to CSB|SJU than statements that were more broadly focused[2]. Therefore, we decided a more desirable message should entail data relevant to our campuses rather than nationwide.

In considering the channel in which to send our messages, we needed to find a way to make our campaign messages noticeable for the faculty within the channels they already use. However the channels available were limited since printing promotional

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[2] See Appendix F

materials would have been contradictory to the message of the campaign—print responsibly in order to reduce paper waste.

From the analysis of the quantitative data we learned that on average, faculty members check their email 6.62 times per day[3]. In contrast, they only check their campus mail four times a week[4]. Additionally, when asked to rank their level of receptiveness to receiving promotional material in their on-campus mailbox regarding information about the student printing policy, the average score was 1.79—falling between strongly disagree and disagree[5]. The findings were not surprising since we knew that the actions of the campaign needed to reflect the overall message. It would have been wrong for us to print our messages on paper and distribute them around both campuses. As a result, the decision was made to avoid utilizing print materials to promote the student printing policy. Instead, the campaign chose to use interactive media channels. The CSB|SJU website was used to promote the student printing policy and suggest printing tips submitted by faculty members, the faculty distribution list in Outlook was used to send emails announcing the launching of the webpage, and the student operated newspaper, *The Record,* was also used to assist in announcing the launch of the webpage. The assumption was that if faculty members were checking their email at such a high frequency, they had to be on their computers or personal device assistant (PDA). Integrating the findings from the theoretical perspectives discussed in class in addition to our formative research, we were able to create meaningful messages and a select the most appropriate channel in which our message were delivered.

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[3] See Appendix G
[4] See Appendix H
[5] See Appendix I

Implementation:

The student printing policy campaign was implemented primarily through the use of three media of communication: e-mail, webpage, and an editorial piece in the student newspaper. These mediums were developed in response to a need found by our research. The steps that were taken for implementation were guided by Arkin's model, defined as an approach used to assist with planning and developing a health communication program using four stages: Planning and Strategy Development; Developing and Pretesting Concepts, Messages, and Materials; Implementing the Program; and Assessing Effectiveness and Making Refinements (Arkin, nd, p.11-14).

The first step of implementation came after a need was discovered for a new printing policy webpage. The current Sustainability Office website lacked concise information about the printing policy and only provided CSB|SJU faculty, staff, and students with a lengthy description of the policy that was difficult to locate on the website. A new webpage was designed which included a more user-friendly version of the student printing policy, a savings update, and a faculty tip of the week. Before the webpage could be created, an email was sent on Thursday, December 1 to all CSB|SJU faculty members by Judy Purman from the Sustainability Office requesting participation in the project through submitting suggestions on how professors and students alike can reduce printing or print responsibly. As an incentive, three gift cards were offered to those who submitted tips. These gift cards included $50 to the CSB|SJU Bookstore, $25 to the Local Blend, and $25 to Bo Diddley's; 22 faculty members replied. Knowing that professors would positively react to the gift cards, the amounts were varied as well where the gift cards were for.

Once the suggestions were received, the webpage could be created. As a group, we met on Thursday, December 1 in class and began to format the page on Ingeniux, a web management software that is used to create and edit the main CSB|SJU website and its departments. Originally, this included a unique arrangement with large headings in an attempt to grab attention. Having been trained on November 30 with Cathy Roback in IT services, the website was set to launch on Tuesday, December 6. As the webpage was in the process of being created, a teaser email[6] was sent to all faculty members as a way to prepare professors for the launch of the new website. Judy sent this email on the morning of Monday, December 5.

The webpage was completed on Tuesday, December 6 and launched on Wednesday, December 7. In order to create awareness about the new page, another email was sent by Judy to the faculty members on Wednesday, December 7. The reasoning behind the use of email as the main channel is due to the results of the quantitative research. We found that most faculty members use email as their main form of communication, and were strongly against the usage of printed materials. We also felt that any sort of paper use would be counter intuitive to the campaign.

After the website was launched, the final stage of implementation was to create additional awareness through the student run newspaper, *The Record*. An editorial, written by our group, was published in the Friday, December 9 edition of *The Record*. Because *The Record* is read by both students and faculty, this channel was utilized to its full extent. The editorial described how a student can check their printing balance, as well as the features of the student printing policy webpage. The reason for utilizing a second medium was to ensure that the message could reach the maximum amount of

[6] See Appendix C

people. In making the decision not to print for the campaign, this medium furthered the exposure of the message.

Evaluation

Campaign Impact

In measuring the impact of our campaign on our target audience, the desired effect was to positively promote the newly implemented student printing policy. Overall, the campaign successfully achieved this effect. In evaluating the campaign, the decision was made not to send out a second survey in Forms Manager to evaluate the impact of the campaign due to the fact that there was a limitation on the channels in which we could deliver our message. Seeing as how the policy was aimed at reducing printing, it would have been counterintuitive to print promotional materials. Therefore our only option for direct communication with our target audience was through email. Additionally, in the week that the campaign was implemented we sent out multiple emails to promote the new student printing policy webpage. In an attempt to not overload faculty members with emails, which would have been detrimental to the delivery of our message, we tried to limit the number of emails sent. At this point in the campaign, participation among faculty members had greatly declined since the initial request to participate. Requests for participation in a final evaluation would not have produced significant results. As a result, using Google Analytics, web tracking software, we were provided with adequate data to evaluate the impact of the campaign.

From the launch of the webpage on Wednesday, December 7 through Monday, December 12, Google Analytics tracked the number of visits to the page. In total, the

webpage received 693 views. Of that statistic, 630 views were non-repeats meaning that it was their first time visiting the webpage. When measuring the amount of time spent viewing the webpage, the average interval was seven minutes and ten seconds. From this information, we can conclude that the majority of the views occurred the day of the launch of the webpage. While there were still views the days following the launch, the number decreased. We are unable to track from whom the majority of the views came from, but since the webpage announcement was emailed to both faculty and students, we are led to believe the views were a combination of these two groups. A strength of our campaign was that both the teaser message, emailed two days prior to the launching of the webpage, as well as the announcement of the webpage were successful in attracting attention and interest.

Additionally, an editorial was published in December 9 edition of *The Record*, the CSB|SJU student newspaper. Using this channel we were able to reach both our target audience and the group in which their actions impact, the students. The total number of papers that are printed each week is roughly around 2,000 copies. Of this, about 1,600 are consumed by students, faculty and staff. While it is not a fair judgment to say that everyone who picked up a newspaper read our letter to the editor, the probability that it reached a large number of readers is likely.

Judging by the provided statistics, our campaign proves to have been a success. Our goal was to promote awareness of the student printing policy. It is apparent that our message through the internet and the student newspaper was received by many therefore the goal of the campaign was accomplished. The level of effect was dominant objective of the campaign. Most of our efforts were focused on the creation of the

webpage, our data suggests that significant exposure came from this channel. Since measuring change wasn't a goal of the campaign, changes were not evaluated and therefore there was most likely a locus of change on a mirco level. Our webpage did provide responsible printing tips which an individual could choose to adopt. The student printing policy was already an institutional change; therefore, no macro level of change would occur. Ultimately, targeting the faculty members serves the needs of the students since faculty members dictate the majority of student printing needs. As a result, the locus of benefit is the sender. As a group, we represent our peers at both CSB|SJU, who benefit from the faculty adjusting their printing habits.

Theoretically looking at our campaign, we found that faculty members were highly involved in areas that most interested them. Through the initial research that was done, it was apparent that the campaign message would need to be quickly and creatively delivered. When designing the webpage, we took this into account, making the material easy to understand without a substantial amount of time spent on the site required. Since faculty members have an outcome-relevant involvement, we used incentives where faculty members would have something to gain in order to increase participation. This was demonstrated in the gift cards awarded to three of 22 professors who submitted faculty printing tips compared to 24 professors who responded to our quantitative after two emails and no reward offered.

Process Evaluation

As stated previously, the student printing policy campaign was a success, but with that said, there is a lot to be critiqued. The implementation process of the campaign seemed very short-lived while sensing it to be one of the most important factors to the

campaign. Gathering all of the information from the qualitative and quantitative analyses, it was obvious that there were certain routes to take and others to steer away from.

With that said, reaching our target audience was an issue illustrated by the lack of responses during our data collection. This carried over to a specific response that was given to us from a Theology professor who disapproved of using email to create a buzz for the campaign. Using face-to-face contact would have been a better option for the campaign in reaching our target audience because it would create a better understanding of what the project was and the implications it had on a student orchestrated project.

Another major critique of the campaign was the creation of the webpage and the process that was taken to achieve the final product. While meeting with IT services in order to understand the process of creating a webpage using Ingeniux was beneficial, there was very little shared with us about the regulations of what is permitted by the institutions. There were many troubles had with using Ingeniux. If it was an option, our campaign would have used another web management system. This program, coupled with the institute's regulations, was detrimental to the presentation of the webpage because it provided little flexibility and room for creativity. With that being said, enhancing the webpage to be eye-catching and attractive were elements that should have been left to the side. Once submitting what was thought to be a final project was denied by the Communication and Marketing Services on campus due to the regulations that were breached.

If given more time, the research portion of the campaign would have been cut a bit shorter while the implementation process expanded. Spending quality time on researching and understanding our target audience and which channels to use to reach them was valuable. However, the implementation process was very brief. The teaser email to the faculty was sent only two days prior to the launch of the webpage. This then was followed by an article in *The Record* only three days later. While the viewing numbers were relatively high for the few days that webpage had been launched, there would have been a significant raise in these numbers had it been publicized more in the weeks prior to the actual launch date.

Lastly, there was a lack of communication among all members of the campaign. The relationship with our service-learning partner proved to be a challenging one due to scheduling difficulties and in receiving assistance and feedback. There were many expectations between each member of the group, but an even higher expectation was set for our community partner. Realizing that our primary form of communication being email was troublesome, it tested us to be confident in our research and findings. Working around these challenges of communication with each other as well as our community partner was something that made this campaign valuable to each member involved.

Given all of these critiques, the overall campaign still succeeded at its goal. Given more time and a better means of communication, the campaign would have been improved or sought as easier, however, these issues demonstrated to be great points of reflection towards the project.

Conclusion

The main message the campaign strived to deliver was printing responsibly. This means that students as well as faculty members are able to fulfill educational needs but not at the expense of the resources available. Overall, the campaign successfully reached the goal of promoting the newly implemented student printing policy. From the number of views on the webpage and number of copies of *The Record* distributed, an assumption can made that students and faculty members value sustainability on both campuses at CSB|SJU.

An inefficiency that inhibited the campaign was the lack of channels available to deliver our message to our target audience. Not being able to print promotional materials forced us to be more creative in the options that were accessible. Although the webpage received a significant number of views and numerous copies of *The Record* were distributed, the long-lasting effect of the campaign remains unknown. Our community partner plans to upkeep the webpage however, the ongoing need for the promotion is uncertain.

As the saying goes, sometimes your weakness is your greatest strength. Throughout the campaign we faced the obstacle of having limited selection in terms of message delivery. As a result, we were forced to work within our means while arriving at a creative solution. This is just one example of our ability to be flexible, which was our greatest efficiency.

A word of advice for future Comm 346 students, your attitude and commitment to the campaign is far more important than the topic you are assigned. Your attitude and commitment will be reflected in the quality of the work you produce. Lastly, the

experience you will gain from conducting a campaign is far more valuable than who or

what you are working with.

Appendix A: Official Student Printing Policy-

CSB/SJU Student Printing Policy

As part of our ongoing commitment to responsible consumption and conserving resources, CSB/SJU will implement a new Student Printing Policy for all students, student clubs and organizations beginning August 31, 2011. The details of this policy are as follows:
· Print management software (PaperCut) will be utilized to track usage and billing.
· Students, student clubs and organizations will be given $25.00 in their PaperCut account each semester, which is equal to 500 sheets of paper.
· The cost to print is $0.05 per page for single-sided printing and $0.06 per page for double-sided (duplex) printing. Printing costs will be automatically deducted from students' PaperCut accounts.
· If students, student clubs and organizations use more than the allotted PaperCut balance of $25.00 per semester, they will still be able to print. Their account balance will show a negative value, and at the end of the semester, students, student clubs and organizations will be charged on their account for the additional printing.
· Any unused portion of student's PaperCut balance cannot be refunded, carried over or gifted.
· Information about PaperCut, including how to check your print balance, can be found at
https://sharepoint.csbsju.edu/itservices/kb/Pages/miscpapercut.aspx
· Students should direct questions and problems with PaperCut to the Help Desk at #2228 or helpdesk@csbsju.edu.
· When a student works for a department and that work requires printing, they should use their student worker account and print to their departmental printers, not access area lab printers using their personal account.

Rates and Billing Schedule:
Each semester students are given an account balance within PaperCut as follows:

Fall & Spring Semester
$25.00 per semester for all students, student clubs and organizations, which is equivalent to 500 single-sided pages or 830 double-sided pages.

Summer
$5 = 100 single-sided pages for all students.

Student Print Rates:
· 5 cents for single-sided pages
· 6 cents for a double-sided pages

PaperCut Term Dates are:
· Fall: August 1 (start) to December 31 (end)
· Spring: January 1 (start) to Friday before Graduation (end)
· Summer: Monday after Graduation (start) to July 31st (end)

Any excess printing charges will be billed to students', student clubs' and organizations' accounts at the end of these terms.

Please note: Any unused portion of a student's, student club's or organization's PaperCut balance cannot be refunded, carried over or gifted.

Appendix B: Modified Student Printing Policy-

Student Printing Policy
PaperCut is a print management software which can be used to track printing usage and billing (if necessary).
Fall & Spring Semester
$25.00 per semester for all students, student clubs and organizations,
which is equivalent to 500 single-sided pages or 830 double-sided pages.

Summer
$5 = 100 single-sided pages for all students.

Student Print Rates
5 cents for single-sided pages
6 cents for double-sided pages

PaperCut Term Dates
Fall: August 1 to December 31
Spring: January 1 to Friday before Graduation
Summer: Monday after Graduation to July 31st

-Any excess printing charges will be billed to students', student clubs'
and organizations' accounts at the end of these terms
-Any unused portion of a student's, student club's or organization's
PaperCut balance cannot be refunded, carried over or gifted
-Students should direct questions and problems with PaperCut to the
Help Desk at #2228 or helpdesk@csbsju.edu
Read the official printing policy document.

Appendix C: Teaser Email-

Appendix D: Announcement Email-

...the Student Printing Policy Web-Page

YOU'VE GOT TO CHECK IT OUT!

COLLEGE OF
Saint Benedict

Home   A-Z Index   Tools   Directory   Give to CSB   Give to

Admission   About Us   Student Life   Academics   News, Events & S

Sustainability at CSB

What's Happening Now

Academics

Who We Are

Strategic Planning and Policies

Campus Sustainability Data

Home / Sustainability at CSB / Student Printing Policy

Student Printing Policy

CSB|SJU STUDENT PRINTING POLICY

PaperCut is a print management software which can

http://www.csbsju.edu/Sustainability-at-CSB/Student-Printing-Policy.htm

Look here for information regarding the newly implemented student

printing policy, faculty member submitted printing tip of the week,

and a paper savings update!

Appendix E: Letter to the Editor. 12/9 Edition of *The Record*
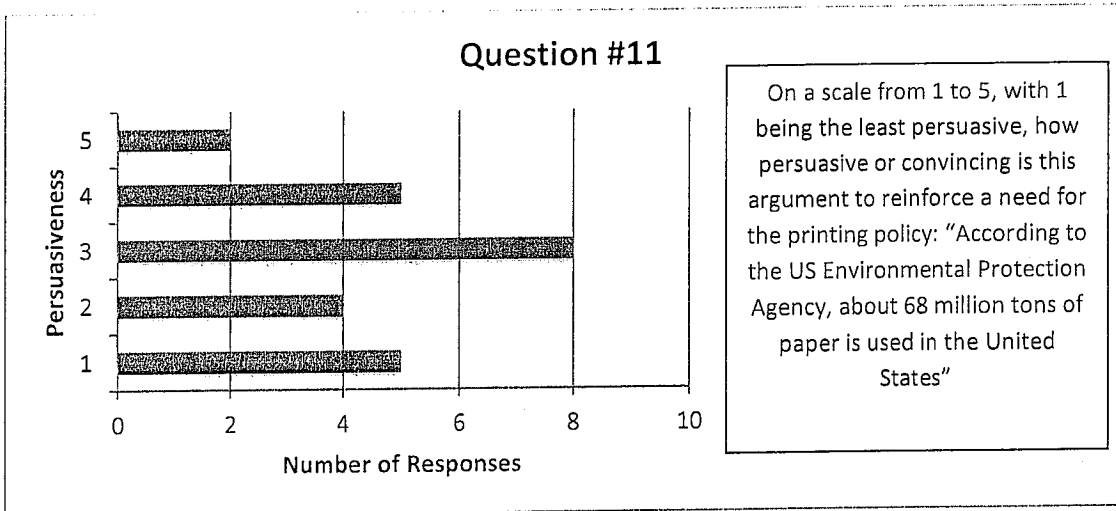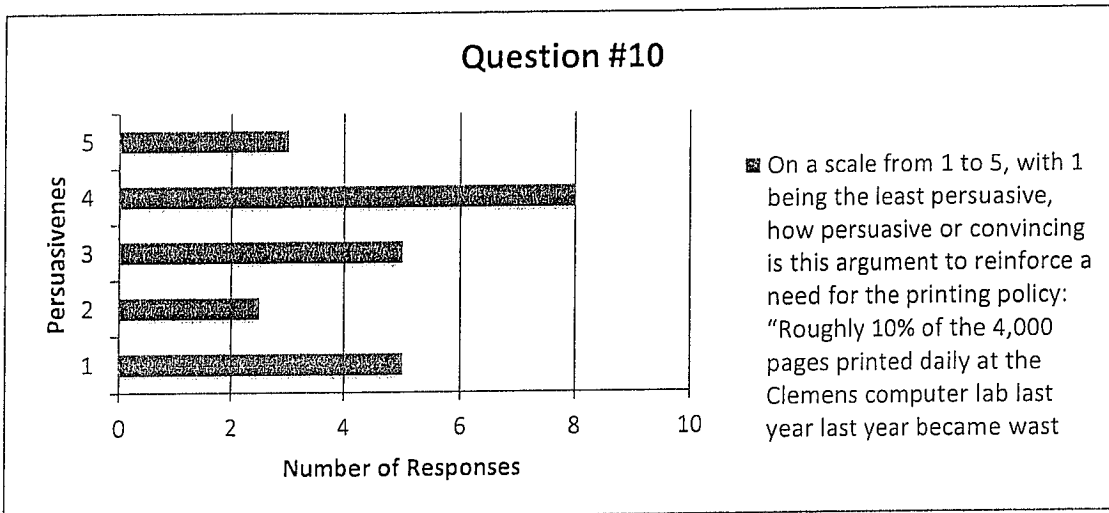
Dear Editor,

As the end of the semester draws near and our numerous papers and projects force us to hit that print button, you must be wondering about that looming printing limit we all worry about going over. Not wanting to accumulate charges, it's a constant battle, to print or not to print. The printing policy allows us to print 830 double-sided sheets, a number we technically shouldn't hit, but it's not as if we've been counting. No fear, there is a quick and easy way to check that paper count. Simply log onto a CSB|SJU computer, show more icons by pressing the little, white arrow in right-hand corner, click on the printer and there you have it, your printing balance.
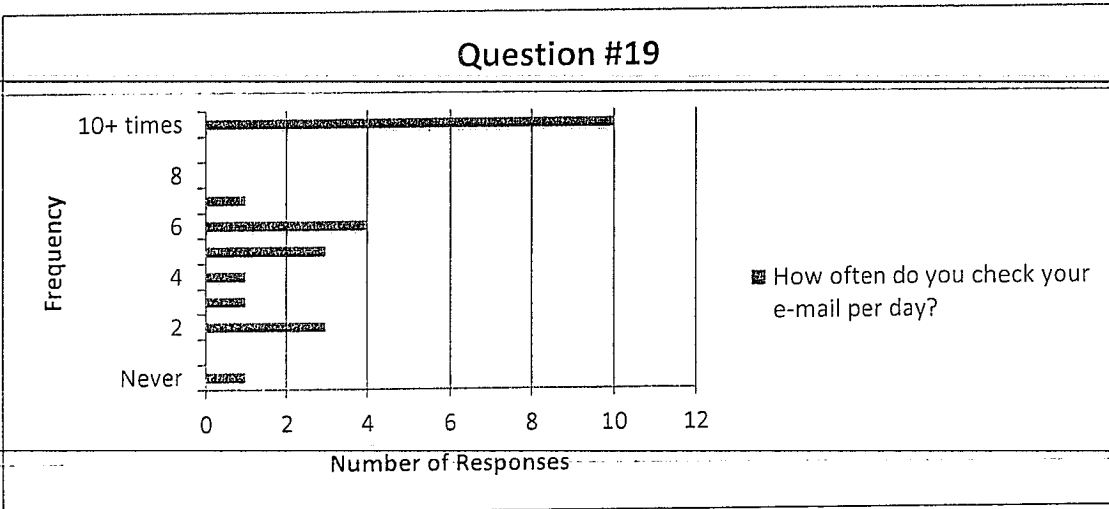
Seems easy? It is. If you are getting close to zero, that's where our Strategic Communication Campaign comes in. As part of our Communication 346 class, we created a webpage specifically for the printing policy, aimed primarily at faculty and staff and how they can help students reduce printing. Included on the page is a simplified guide to the printing policy, complete with rates for printing, printing savings updates, and a weekly printing tip from our very own faculty members. If our campaign is successful, it is our hope that faculty continue to work with us as students to print more responsibly, so not only are our printing accounts seeing the benefit, but the environment as a whole.

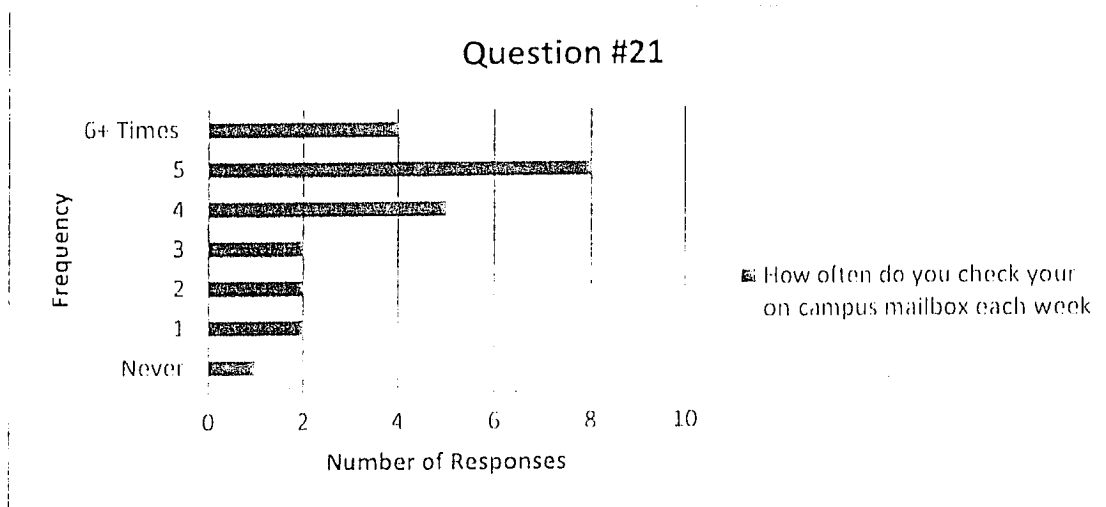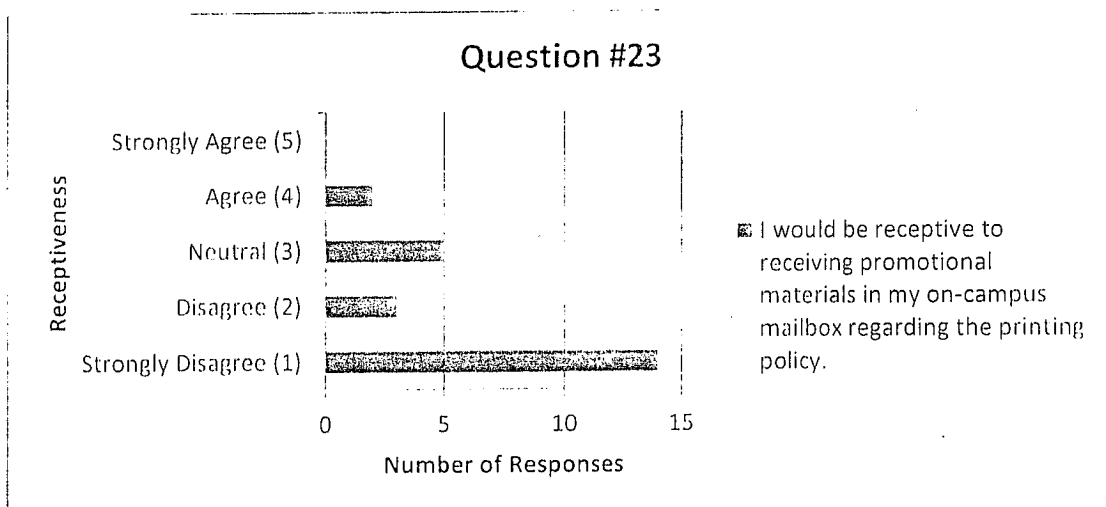- Anna Martin, Tara Kranz, Lauren Herzog, Kevin Brennhofer

Appendix F:

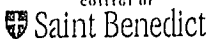### Question #10

On a scale from 1 to 5, with 1 being the least persuasive, how persuasive or convincing is this argument to reinforce a need for the printing policy: "Roughly 10% of the 4,000 pages printed daily at the Clemens computer lab last year last year became wast

Question #11

On a scale from 1 to 5, with 1 being the least persuasive, how persuasive or convincing is this argument to reinforce a need for the printing policy: "According to the US Environmental Protection Agency, about 68 million tons of paper is used in the United States"

Appendix G:

Question #19

How often do you check your e-mail per day?

Appendix H:

Question #21

Horizontal bar chart. X-axis: Number of Responses (0 to 10). Y-axis: Frequency with categories 6+ Times, 5, 4, 3, 2, 1, Never.

Legend: How often do you check your on campus mailbox each week

Appendix I:

Question #23

Horizontal bar chart. X-axis: Number of Responses (0 to 15). Y-axis: Receptiveness with categories Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1).

Legend: I would be receptive to receiving promotional materials in my on-campus mailbox regarding the printing policy.

Appendix J:

What's Happening Now

Academics

Who We Are

Strategic Planning and
Policies

Campus Sustainability
Data

Student Printing Policy

Student Projects

In the News

Eco Reps

Reduce, Reuse, Recycle

Resources

What YOU can do

Student Printing Policy

PaperCut is a print management software which can be used to track printing usage and billing (if necessary).

Fall & Spring Semester

$25.00 per semester for all students, student clubs and organizations, which is equivalent to 500 single-sided pages or 830 double-sided pages.

Summer

$5 = 100 single-sided pages for all students.

Student Print Rates

- 5 cents for single-sided pages
- 6 cents for double-sided pages

PaperCut Term Dates

Fall: August 1 to December 31
Spring: January 1 to Friday before Graduation
Summer: Monday after Graduation to July 31st

Any excess printing charges will be billed to students', student clubs' and organizations' accounts at the end of these terms

Any unused portion of a student's, student club's or organization's PaperCut balance cannot be refunded, carried over or gifted

Students should direct questions and problems with PaperCut to the Help Desk at #2228 or helpdesk@csbsju.edu

Read the official printing policy document.

Print Responsibly

More Information

Faculty Printing Tip

"If it gets shredded don't print it"

Meaning: if the material you are printing is not worth saving, it is not worth the paper you are printing it on. If students toss what you have given them, it may not be worth printing
-Dan Rassier, Music Department

Have a printing tip? Please email csbsustainoffice@csbsju.edu.

Savings Update

In comparison to this time last semester, here are our paper savings:

149,595 less pages have been printed

4,987 less pages per day have been printed

6.58 trees have been conserved just this semester

Appendix K:

☩ Saint Benedict

Sustainability at CSB

What's Happening Now

Academics

Who We Are

Strategic Planning and Policies

Campus Sustainability Data

Student Printing Policy

Student Projects

In the News

Eco Reps

Reduce, Reuse, Recycle

Resources

What YOU can do

Student Printing Policy

PaperCut is a print management software which can be used to track printing usage and billing (if necessary)

Fall & Spring Semester

$5.00 per semester for all student, student club, and organization which is equivalent to 500 single-sided pages, or 330 double-sided pages

Summer

$5 - 100 single-sided pages for all students

Student Print Rates

5 cents for single-sided pages
6 cents for double-sided pages

PaperCut Term Dates

Fall: August 1 to December 31
Spring: January 1 to Friday before Graduation
Summer: Monday after Graduation to July 31

Any excess printing charges will be billed to students', student clubs' and organizations' accounts at the end of these terms

Any unused portion of a student's, student club's or organization's PaperCut balance cannot be refunded, carried over or gifted

Students should direct questions and problems with PaperCut to the Help Desk at #2228 or helpdesk@csbsju.edu

Read the official printing policy document

Print Responsibly

*To check your printing balance, log on to any campus computer. There is a PaperCut icon in the bottom left hand corner that displays how much money is left in your account if you place the mouse over the icon

More Information

Friendly Printing Tip

Clear copy of material you
are printing is not worth saving
it is not worth the paper you
are printing. If students
toss what you have given
them, it may not be worth
printing
- Ann Hasser, Music
Department

Have a printing tip? Please
email
csbsustainability@csbsju.edu

Savings Update

In comparison to this time last
semester, here are our paper
savings

149,505 fewer pages have
been printed

4,987 fewer pages per day
have been printed

6.58 trees have been
conserved just this
semester

Appendix L:

COLLEGE OF
Saint Benedict ✚ Saint John's
UNIVERSITY

A-Z Index   Tools   Directory   Give to CSB   Give to SJU

Emergency Numbers   Phone Book (Must be on-campus or have a valid network account)

A   B   C   D   E   F   G   H   I   J   K   L   M   N   O   P   R   S   T   U   V   W

Parent Enewsletter	Physical Plant - CSB	Pre-Physical Therapy Program	Printing Policy - Students
Parent Relations	Physical Plant - SJU	Pre-Dental	Project for Under-Told Stories
Parking - CSB	Physics Department	Pre-Engineering	Project Logos
Parking - SJU	Plagiarism Policy	Pre-Law	Proulx, Richard
Partners Across Borders	Planned Giving - CSB	Pre-Professional Health Program	Psychology Department
Pathways to Ministry	Planned Giving - SJU	Pre-Veterinary Program	Public Affairs
Peace Studies Department	Political Science Department	Preparatory School	Public Policy, Center for
Peer Resource Program	Post Office (USPS-Collegeville)	President's Office-CSB	Public Safety
Philosophy Department	Pottery - SJU	President's Office-SJU	Publications
Physical Education Department	Pre-Medical Program	Presidential Search SJU	

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