

The Smart Paper Project:

*Students Take Action to
Defend Forests*



221 Pine Street, Suite 500, San Francisco, CA 94104
(415) 398-4404 • www.ran.org

Smart Paper Project: Table of Contents



Introduction.....	1
Smart Paper Project Overview.....	4
Step-by-step Guide	
Stage One: Research, Group Building, and Coalitions.....	6
Stage Two: Building Campus Support and Awareness.....	8
Stage Three: Getting the Policy Passed.....	11
Resources.....	15
Facts & Figures	
Frequently Asked Questions	
Recommended Reading List	
Alternative Paper Providers List	

Introduction

Welcome to the Smart Paper Project!

You have joined dozens of campus groups working to transform the practices of the largest US multinational logging companies and forest products distributors.

Just as our culture has moved beyond barbaric practices like slaughtering elephants for ivory, it is time that we eliminate the practice of destroying the oldest, largest, and tallest living things on Earth: pristine old growth forests. Every day thousands of acres of endangered forests are cut down and turned into products ranging from plywood and paneling to pulp and paper. And every day, endangered forest products are consumed on university campuses in the U.S.

Most forests in the 21st century are endangered. The rarest endangered forests are old growth forests, which in the U.S. are found primarily on public lands. Around the world, native forest ecosystems are being converted into sterile monoculture plantations; for example, the Southern U.S. is losing its native hardwood forests to pine plantations, and native old growth forests in Chile are being converted into eucalyptus plantations. Engineered wood products, like chipboard or oriented strand board (OSB), accelerate clearcutting, plantation conversion, and native forest loss. Forest products companies like Weyerhaeuser, Sierra Pacific and others are at the forefront of this environmental destruction. National office and stationery supply stores are making it possible and profitable for deforestation to continue. Unfortunately, these companies' products are becoming more prevalent in our homes, offices, and especially on our college campuses.

So what can we do to save these forests?

Customers choose which products to buy, and which products not to buy. Their decisions affect the marketplace. This is the simple mechanism of supply and demand. In 1999, after three years of a student-led consumer pressure campaign, Home Depot decided to phase out products from endangered forests. Many of the top ten do-it-yourself chains followed suit soon after due to market pressure. In 2003, after another three year campaign, Boise, one of the largest US loggers, did the same.

Results of markets campaigns can be seen immediately. For example, in 1998 International Forest Products stopped a logging project in the Johnson Valley in the Great Bear Rainforest, a pristine wilderness, when purchasers demanded it.

Your university needs to be part of the solution, not part of the problem. We do not need to consume the last remaining old growth forests on this planet when alternatives are readily available, including 100% post-consumer recycled paper, tree-free paper (kenaf, hemp, and agricultural waste), recycled wood or plastic composites, and FSC (Forest Stewardship Council) certified sustainably harvested wood products.

What can I do at my university to help?

Urge your school to adopt a Smart Paper policy and to cancel their contract with destructive companies, such as Sierra Pacific and Weyerhaeuser.

By adopting a Smart Paper policy, your university will reduce the demand for endangered-forest products

Keys to a Successful Campaign

- * Be organized.
- * Be professional.
- * Stay focused.
- * Communicate! Keep in touch with your colleagues. Let us know what you're up to.

and increase the demand for sustainable alternatives. Your university will also send a powerful message to the industry that consumers no longer want old growth forest products. Finally, the finance industry will realize that projects in old growth forests are an increasingly bad investment.

What should I look for in an ethical forest products company?

Our demand for wood products, pulp, and paper is continually increasing, and our forests are expected to bear the burden. Together, we can work to save the most endangered forests by demanding that our universities only do business with forest products companies that have agreed to the following demands:

1. No logging or selling of wood products from old growth forests.
2. No logging or selling of wood products from public lands in the United States.
3. No new conversion of native forests to plantations.
4. FSC certification for all forest lands.
5. No development or planting of genetically engineered trees.

Smart Paper Movement and History

This guide is intended to empower university activists to change purchasing practices at their schools so that endangered-forest products are systematically eliminated. It was born out of the campaign by the Bloomington Rainforest Action Group and Indiana University Student Environmental Action Coalition (SEAC) to end old growth purchases at Indiana University.

This campaign is now a collaborative effort between students on almost one hundred campuses and the following non-profit organizations: Rainforest Action Network, American Lands Alliance, Free the Planet!, Sierra Student Coalition, and ReThink Paper, among others.

University Victories!

In 2003 US logger Boise announced a ban on the sale, logging, and distribution of endangered forest products. This was largely a result of contract cancellations and student organizing. Campuses like Notre Dame, University of Texas at Austin, Peace College, University of New Hampshire, and others severed business ties with Boise, helping push the lumber giant towards a more sustainable environmental policy.

Here are some specific examples of Smart Paper Project advances. In the past few years, the Smart Paper Campaign has seen many significant campaign victories. The University of Notre Dame Students for Environmental Action announced with pride last year that the University officially terminated its contract with Boise. University officials were disturbed by numerous allegations against Boise, and were uncomfortable defending a business relationship. The officials were ultimately persuaded by strong student support and other paper producers who had been willing to enter into socially and environmentally conscious agreements.

In Fall 2002, the University of New Hampshire's "Recycled Paper Initiative" (made up of students as well as staff from the Office of Sustainability, Purchasing Office, Central Receiving, and Printing Services) releases a report on paper usage with recommendations. Upon consideration of the report, the Vice President of Financing decides that not only UNH, but all of the University system of New Hampshire schools (Keene State, UNH, Plymouth State, College for Life Long Learning, and UNH Manchester) will switch to recycled paper. UNH also chooses to cancel its paper purchasing from Boise and accepts Xpedx as their new office paper provider. The Student Senate also overwhelmingly passes a resolution to switch to 100 percent recycled paper by 2005.

Recycled Paper Initiative at UNH:

http://www.sustainableunh.unh.edu/climate_ed/recl_paper.html

Recycled Paper Initiative Report and recommendations:

http://www.sustainableunh.unh.edu/climate_ed/pdf/papreport.pdf

In December 2002 the Associated Students of the University of Wyoming (ASUW) approve two resolutions calling for the university to purchase and use recycled paper, as well as to reduce paper use and waste. Tree-free paper is defined as 100 percent post-consumer recycled paper and paper products. The student government also calls on the university to reduce paper waste by purchasing printers and copiers that copy and print on both sides of the page. The resolutions encourage the university to comply by making all paper purchases 100 percent recycled by 2008.

In January 2003 the Associated Students of Utah State University (ASUSU) recommend that USU switches to 100% post-consumer recycled paper for all suitable University functions. The Ecological Coalition of Students (ECOS) hails the resolution as a major step forward for a university that consumes tens of thousands of reams of white paper every semester. The Computer Fee Committee of Utah State University approves a switch to recycled paper in all the open-access computer labs on campus. These eleven computer labs are funded by a computer fee that is assessed to all students every semester, and consume thousands of reams of paper every year. The Committee also approves a 20-cent increase in the semester computer fee to fund the switch.

In January 2003 the Student Government of the University of Texas at Austin passes a resolution celebrating the University's decision to not purchase paper from Boise, and furthermore, to conduct business with a historically underutilized business. In addition, they call upon the University of Texas Investment Management Company to share UT-Austin's concern for environmental sensitivity (as a criterion for investment) by divesting completely from Boise. The Student Government also resolves to express appreciation for the dedication of the "Get Noisy about Boise" coalition, comprised of individuals from Recycling Task Force, Campus Greens, Students Against Cruelty to Animals, Environmental Outreach, Sierra Student Coalition, and Accion Zapatista for their work on the campaign. (See also: "Real Advice")

February 2003: Kent State University's Undergraduate Student Senate unanimously passes a resolution to stop purchasing any products from Boise. The resolution, introduced by Senator for Governmental Affairs Sean Buchanan, also commits USS to "purchase the most environmentally responsible products that are reasonable in cost". Additionally, the resolution urges the rest of the University to do the same. This resolution is a major victory for Students Eliminating Environmental Destruction (SEED), which has been campaigning for Kent State to divest from Boise until they stop contributing to the destruction of old growth and endangered forests. Boise is currently KSU's "preferred vendor" for office supplies.

Kent State University Student Senate Resolution:

<http://dept.kent.edu/stuorg/seed/ussres.htm>

Kent State SEAC press release:

<http://www.ran.org/news/newsitem.php?id=628&area=oldgrowth>

In March, 2003, the Undergraduate Council of Students (UCS) at Brown University unanimously passes a resolution against the renewal of the University's contract with Boise during summer 2003. The UCS resolution notes that Boise's practices contrast with those of competitors like Home Depot and Staples, which refuse to sell old-growth wood products, are promoting more recycled products, and are in the process of fully transitioning to independent monitoring. The resolution further asks the University to develop a timeline for transitioning to 100% post-consumer recycled paper.

Smart Paper Campaign Overview

<p>Stage One: Research, Group Building, and Coalitions</p> <p>Timeline: September–October</p>	<p>Begin your campaign by researching endangered forests, and by determining what forest products your university uses.</p> <p>As soon as you know that your campus uses endangered forests products, and if they don't agree to stop, begin building a coalition.</p>	<p>Steps:</p> <ol style="list-style-type: none"> 1) Read the “Resources” section of this packet, including the “Frequently Asked Questions.” 2) Research your institution’s administrative procedures, including its purchasing habits and policies, and identify any existing environmental agreements or policies that are relevant to your proposal. 3) Procurement decisions for universities are typically very decentralized. You need to find out who makes the decisions and who his or her boss is. Some possibilities are: a. Central Agency b. Administrative Personnel (President or Regent) c. Each department decides individually. 4) Call the administrators, staff, or office managers who oversee procurement. 5) Call the maintenance or carpentry staff who oversee building projects. 6) At this point, you may have an easy victory. The right administrator or buyer may be sympathetic to the cause and agree to phase out endangered forest products right away. 7) Grassroots organizing: use class presentations, tabling, petitioning, and information sessions to build or expand a group to work on the campaign with you. 8) Contact environmental groups and potential allies on campus. Create a coalition and a coalition policy proposal (*good press release opportunity*). 9) Identify your support objectives on campus and organize the coalition to take on different tasks.
<p>Stage Two: Building a Campus Movement</p> <p>Timeline: November–February</p>	<p>Amplify and broaden your movement by organizing around your proposal.</p>	<ol style="list-style-type: none"> 10) Seek informal support from members of the staff, faculty, and student body. 11) Organize with campus (ex. student senate) and community groups to pass formal organizational resolutions (*good press release opportunity*). 12) Solicit faculty and staff as well as campus and community groups to write letters of support to the administration or other decision makers (*good press release opportunity*).

		<p>13) Free Samples: Offer free samples of recycled, chlorine free and tree-free Paper to students and administrators. This is a good way of making a professional presentation to administrators and students love free stuff!</p> <p>14) Publicity: Use chalking, posters, editorials, letters to the editor, ads, press conferences, speakers, demonstrations, and nonviolent direct actions (*good press release opportunity*).</p>
<p>Stage Three: Getting the Policy Passed: Lobbying and Developing the Policy with Administrators</p> <p>Timeline: February–May</p>	<p>Each university will have different rules for incorporating and implementing new purchasing policies. In the beginning of the campaign, you should have identified that process as well as any existing environmental agreements or policies relevant to your proposal.</p>	<p>15) Demand a meeting with the forest products company and your administration.</p> <p>16) Present your proposal to key decision makers in the hierarchy. Prioritize a. Decision maker(s) or procurers; b. His or her boss; c. Administrators, such as Vice President of Procurement, Executive Vice President, or President; d. Board of Directors or governing body of the university. Be proactive. If they don't return your calls, don't give up. Keep asking them for a meeting.</p> <p>17) Raise the stakes. If you get stalled in negotiations, organize a demonstration or a media event.</p> <p>18) Recruit younger activists to make it clear that this issue won't go away after this semester.</p> <p>19) Make strategic, not sacrificial, compromises in negotiations.</p> <p>20) The university commits to phase out endangered forests! Your policy passes! Work with your university to develop an implementation plan and set up a follow-up and monitoring team to ensure that the university implements the policy.</p>



The Penan in Sarawak, Malaysia.

Multinational logging companies are destroying the Penan's source of food, medicine, building materials, and requirements for life. As the government failed to act on promises to monitor the activities of the logging companies and ensure no further encroachment on native communal rights (NCR) lands, the Penan erected and manned blockades 24 hours daily on roads cutting through the Penan's customary lands. When blockading, the Penan face hunger as their fields are neglected. Photo: Peter Brocius

Smart Paper Campus: Step By Step

Stage One: Research, Group Building, and Coalitions

Stage Two: Building a Campus Movement

Stage Three: Getting the Policy Passed

Stage One: Research, Group Building, and Coalitions

Step #1: Read the Resources Section

Steps #2-6: Research Your University

Who buys paper and wood products on your campus? What is the purchasing policy? Is it a policy, a contract, or a habit to buy endangered forest materials? What are the administrative procedures? Who is in charge of building construction and maintenance? Look into the types of products, the content, the cost, and the amount purchased at one time as well as the materials used in construction on your campus.

Find out which construction companies are employed by your school and which distributors the school buys from. What are the environmental policies of these companies? Are there state mandates about recycled paper or wood products? And, importantly, what are the environmental policies of the college or university? Students at the University of Virginia discovered that their president signed on to the Talloires Declaration, a historic agreement signed by presidents of major universities around the world that called for higher educational institutions to pave the way in sustainability education, research, and practice. The agreement calls for all universities as institutions for higher learning to “set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.”

In North Carolina, a similar document exists. Governor Hunt’s Executive Order #8 was helpful to UNC in its Tree Free Paper Campaign. Search for any agreements or declarations similar to this and find out if a policy has been signed. Use this when approaching the head of your college or university.

Research Questions to Consider

- * Is the buyer required to take the lowest bid? Is there any leeway?
- * Must departments purchase from campus procurement? Is this policy or habit?
- * Does your campus procurement purchase from a centralized government warehouse? Is this policy or habit?
- * If it is policy to purchase from a centralized source, what types of papers and wood products are available there?
- * If it didn’t create any legal conflicts, would your school or department participate in a buying cooperative?
- * What are the regulations on restorations and construction on the campus?
- * Are campus copy machines set up with a double-sided option?
- * If your school uses paper towels, napkins, cups or plates, are they really needed? Have they tried roller towels and reusable tableware?
- * Are the paper products bleached with chlorine chemicals?

Call around. Procurement decisions for universities are typically very decentralized. It can be especially difficult when dealing with a large public university with multiple campuses. Decisions may not even be made on site, so keep that in mind as you begin your approach. Find out who makes the decision and who his or her boss is. Possibilities include: a. Central agency b. Administrative personnel (President or Regent) c. Each department decides individually.

Find out if there is anyone in your school's purchasing or planning department who would be willing to work with you. It works to your advantage to make as many administrative and faculty allies as you can. These are the last people you want to make enemies with at this early a stage. At the University of Virginia and Rutgers, university buyers helped the students with their campaigns (which were limited to paper products). Kevin Lyons, a Rutgers buyer, has been working on "buying green" for Rutgers since 1988 and is a tremendous ally to the student environmental groups on campus. Althea White, University of Virginia's purchasing manager, has been relentless in pursuing companies that sell high content post-consumer waste paper.

Sometimes procurement officials do not readily share information about your school's purchasing policies. This information is public at public institutions. If you can't get information from your administration initially, an easier way to research your school's purchasing is to tour the computer labs, printing services, and photocopy shops. Look for the brand of paper and if it contains any recycled waste.

What are the administration's concerns about changing their buying habits? Remember that cost, availability, selection, and quality could be concerns for the purchasers. If they have tried old growth products, find out what the problems, complaints, and positive aspects were. These folks might tell you that they tried recycled paper before and either didn't like it or the machines wouldn't accept it. This is an excellent time to come to administration or procurement officers with free samples. Administrators can't claim that quality is an issue if you have high grade recycled paper to offer them.

But be careful. The responsibility for finding alternatives rests on the university, not on your student group. Some universities have bound up students for years doing detailed cost comparisons or detailed product specification research. **DON'T LET YOUR RESEARCH BECOME A STALLING TACTIC BY THE UNIVERSITY.**

Step #7: Build a Group: Grassroots Organizing

When organizing for an endangered forests products ban, you should look within your university and within the larger community to build a group that is dedicated to working on the campaign and on social change over the long-run. This entails educating people about endangered forests and getting them excited about the campaign. Community support gives you moral and political clout in lobbying for your proposal. A policy proposal that has the proven support of a wide array of campus and community groups and individuals cannot be ignored. Once a certain amount of support is garnered, your university administration or governing body will be less likely to dismiss your policy proposal or to attempt to get away with a token policy that has no teeth. Remember: Know your information! It is the only way to convey the message clearly. *Here are some suggested tools for grassroots organizing on campus:*

Class Presentations and Information Sessions

Educate people about the issue. Especially at the beginning of a campaign, hold weekly or bi-weekly information sessions and invite people (off of your petitions) to join you. Do "class raps" in all of your classes, either before the professor comes in or with his or her permission during the class. Tell people what your goal is and when your meetings and information sessions are. Drop in at local organizations and other student groups' meetings. Make sure to speak to all environmental and social groups, and don't forget about faith-

based groups - they may be your biggest supporters. After doing a presentation to a class or group, and at every meeting, always send around a petition or sign-up sheet to gather more names and phone numbers of people who might be interested in working with you.

Please see the Campus Action Guide for more ideas and details on organizing activities to help start your campaign and spread awareness.

Step #8: Form a Coalition

Please see Campus Action Guide for more on coalition building and inclusiveness.

Keep in mind that coalitions to phase out endangered forests on campus don't need to be exclusively made up of activist groups. At IU they put together a coalition of seven groups: the Bloomington Rainforest Action Group (the core group), the Student Environmental Action Coalition, the Environmental Management Association (a professional group comprised of graduate students from the School of Public and Environmental Affairs), Unite! (a social activist organization on campus), the Environmental Law Society (law students), Students for Responsible Business (a group from the Business School), and the Indiana Public Research Interest Group. Wide-ranging support looks good and sends a strong message. It also helps ensure a long lasting, successful campaign. At Indiana University, when the core group, Bloomington RAG, disbanded, a coalition partner, IU SEAC, was able to step up and continue the work. Having a strong coalition can often save a campaign.

Step #9: Identify Support Objectives

Clear, task-oriented support objectives will make it easy to organize significant support for your campaign before you take the campaign to the media or the administration. They can't turn you away or ignore you when you speak for hundreds or thousands of students. Support can come from biologists, social scientists, and other concerned academics, local and state environmental groups, religious groups, and just about any citizen or student group that wants to be part of saving ancient forests. Everyone likes to be part of a real solution; be prepared to explain the significance of an old growth free policy to those you meet.

Stage Two: Building Campus Support and Awareness

Actively cultivate support on campus for your proposal to give it the weight it needs to succeed in front of the administration and the governing body of your university. Dozens of student groups and thousands of petition signatures are far harder to ignore than a small campus environmental group.

Step #10: Gather Support for Your Campaign

Gather informal support for the campaign by reaching out to the community. Actively cultivate your relationship with sympathetic members of the community such as purchasing department employees and other staff, key university councils, members of the faculty, and students who are members of student government or important campus organizations. State environmental organizations or other groups may also be willing to lend support. This informal support can be cemented through letters to the editor of local newspapers, petitions, or postcards to the university administration. This can be another great time to give out the free samples. It helps in trying to gather support from faculty and staff if they know exactly what they are getting behind. Also, talk to the student government about the issue. Supply them with information on endangered forests, and encourage them to pass a senate resolution. Administrators will be asking your student government for opinions and information.

Step #11: Encourage Formal Organizational Resolutions

Resolutions by campus and community groups in support of your campaign are a powerful tool. They are evidence of support for your proposal, and evidence is hard to ignore. Some administrators will want to dismiss your proposal so as to lessen their workload. Remind them of the widespread support for your proposal. Don't let them distract you from your goal: you want an old growth free policy, not just recycled paper or some other half step.

Step #12: Solicit Letters of Support

Letters of support can be used to keep the campaign moving. Your administration is likely to revert to an age-old idea among college administrators: all problems graduate. They may say they are studying your proposal, when in reality they are intending to shelve it when exams or the next break comes along. One way to let them know that the issue is not going away is through letters of support.

Don't Forget the Faculty

Faculty support is important. Identify sympathetic faculty members and talk to them about the issue. They will know other sympathetic faculty, and may offer information about administrators' personalities, inclinations, and biases, and where you will meet resistance. Also, you can send the faculty an e-mail, or drop information in their boxes about the issue. Having members of the faculty on your side, with letters of support or even more informal backing, can make your case stronger.

Step #13: Offer Free Samples

One tactic that really helps to get people to switch paper types is to offer free samples. Big companies have big glossy advertising campaigns and presentations (with samples) to woo small business owners, office managers, campus computer lab managers, and librarians into buying their products. Although we can't afford glossy advertising, we can use similar tactics. Offering free samples of recycled, chlorine free, and tree free paper may convince people that a switch is not as difficult as it seems. You can then survey those who use the paper and use the data and their testimonials to convince administrators that there is a demand for tree free paper.

This worked really well at the University of North Carolina, Asheville, where students used the copy center, computer lab, and library, the three largest paper consumers on campus, to collect information, and then created a graphic presentation of campus preferences for recycled paper. The students also developed a relationship with campus office personnel, who were good allies later on in the campaign. For a list of companies offering free samples, please see the Resources section.

Step #14: Generate Publicity

Create a Buzz: Chalk, Poster, and Performance

Cover your campus with chalk messages and posters to get the word out about your campaign. Work to create a general buzz on campus. You want everyone to know that there is a Tree Free Paper Campaign happening. Posters should be catchy, and should include information about who to contact to join the group.

If you are feeling a bit more assertive and want to do more than chalk your campus, follow Wesleyan University's lead. If you figure that every case of paper equals about an acre of forest, it is possible to designate trees to be clear-cut on your campus. This takes a little bit of research to figure out how many trees you have on your campus versus how much paper your campus purchases, but it doesn't have to be exact. With chalk, ribbon, or a stapled sign, go through campus marking trees that would be clear-cut if logging practices supported by your campus' purchasing policy were happening on campus land. This is a graphic way to

illustrate just how devastating deforestation is to public lands.

Street theater, puppet shows, and costumed demonstrations can also be a fun and informative way to draw attention to your campaign from students, faculty, and the media. For the Citibank campaign, protesters held a mock awards show for “The World’s Most Destructive Bank Award.” Demonstrators set up a small stage with a banner overhead that read “Congratulations Citibank.” You might also try wearing a dollar bill blindfold to demonstrate how your administration is too blinded by purchasing costs to see the real benefit of going tree free. At the same time, you can pass out flyers in front of the administration liaison’s office with two pennies taped on that say, “give your two cents to (*university figure*).” In a previous smart paper project action, demonstrators wore white lab coats and gave a dead tree tour around the store - you can give a tour on campus. At Kent State, social change activists participated in a protest in which they used red tape to bind themselves to poles on campus, to illustrate the bureaucratic “red tape” in their administration.

These are just a couple of examples - the main idea is to get creative and have fun! Also, don’t forget to inform the media about these actions - a street theater demonstration can also be a great place to hold a press conference or a media event.

Power of the Media

****A comprehensive Media Guide with sample documents is planned for posting online.***

Letters to the editor and open editorials are effective and easy - flood the papers with them! Write to the administration and the local papers to show support for the issue. Ask community/student organizations to write letters or postcards to the administrators in support of an old growth free policy. Set up tables around campus and provide background information, letter-writing material, a short sample letter, a “mailbox,” and a donation jar for postage and materials. It is important to collect and mail the letters and postcards yourself; it will give you a chance to keep track of the numbers and make certain no inappropriate messages are sent

Organizing an Effective Media Event

- * Time: Your event should be held some time between Monday and Thursday, preferably in the morning so that the reporters have time to write the story before their afternoon deadlines. Also, don’t schedule the event around the time of another big event that is likely to get a lot of media attention.
- * Location: The location should be easy to get to and should be visually interesting for TV and photographs. Make sure you check to see if you need a municipal permit or permission from the university.
- * Set up: How should you design your action? What you do should convey your message without any words. “When designing your action, work backwards from the picture you would like to see in the next day’s paper,” says the Ruckus Society. Be able to convey your message in a single picture. Stand in groups and don’t block banners in order to capture as much as possible in one picture.
- * Banner: Having a banner on hand is important for any event. Your banner should have big letters that can be seen from a distance and easy-to-see colors, and it should be visible against any backdrop.
- * Clothing can also be effective at conveying a message. Costumes can be worn or you can wear T-shirts with your message printed on them.
- * Always have a photographer on hand in case no media photographers show up. Develop the pictures and send them to local papers in time for the next day’s issue.

under the guise of the campaign. Urge students to have their parents write letters requesting an old growth ban. Letters from parents hold a great deal of weight because administrators often assume that the parents are the ones paying tuition. A press conference is also a great way to get publicity. Press conferences are appropriate when you are announcing an advance in the campaign, like a senate resolution.

Speakers and Demonstrations

Speakers, teach-ins, and demonstrations are a great opportunity to create publicity around your campaign. Invite experts to speak about old growth at your university. Visual multimedia elicits emotions in people, and may be the inspiration that someone needs to support the campaign. Specifically invite administrators to the event, as well as community members and organizations. Becoming involved in local events, parades, etc. will also bring your campaign into the public's eye. Publicity is key for events like these.

Advertise in the papers and on local radio (get free ad space and public service announcements), do class raps, send a mass e-mail, hang flyers, and send out a press release so that the event gets covered in the newspaper!

Stage Three: Getting the Policy Passed

Step #15: Demand a meeting with forest products company executives and your administration

Students at Kent State, University of New Hampshire, and other colleges have met with their administration and officials from their targeted company. This is a great tactic for many reasons. You can do grassroots pressure outside the meeting, such as a protest with a press conference, and receive great media coverage. In addition, it puts the company in the uncomfortable position of having to defend their forestry practices to a large customer (your university) and also diverts their staff and their resources from building up new customer relations.

Work with RAN and American Lands to craft two or three issues to address during the meeting. Big companies have glossy brochures and slick salespeople, so don't expect to base your success on scoring points in a detailed debate. Instead, focus on a few main facts from your research and the students' ethical argument: For example -- 1) [Boise] logs on public lands despite the overwhelming public support for protection of these lands and 2) [Boise] continues to distribute old growth products in the US and around the world, when public sentiment is strong for the protection of rainforests and endangered forests throughout the world.

As you set up the meeting, request to have someone from the outside environmental community there to support you, just as executives from forest products companies have sent their professionals to represent the industry's viewpoint. Call us and we'll try to fly out, help you prepare, and attend the meeting as additional support!

Step #16: Finalize Your Research and Present a Proposal

Present a proposal to key decision makers in the hierarchy. Prioritize a. Decision maker(s) or procurers; b. His or her boss; c. Administrators, such as Vice President of Procurement, Executive Vice President, or President; d. Board of Directors or governing body of the university. If somebody in the bureaucracy doesn't respond to you, contact his or her boss. If the staff isn't responding, contact the administration. At different points, you'll find champions for your cause - folks who really care about this issue and can help it along.

A quick note: don't press your policy at the heart of the administration before you are ready. You need to have your support, your facts, and a solid policy proposal in your back pocket before you get into the meeting. Confidence in presenting your proposal will come with how much you have done up to that point.

Most importantly, be proactive, even annoying. If they don't return your first phone call, keep trying. Persistence pays off. It's in the best interest of the administrators to speak to you, because they want to do the right thing for forests, and they don't want to be seen as uncaring individuals. If they don't give you a meeting, plan an event which will draw attention to the issue

Step #17: Raise the Stakes

Turn a lack of response into positive media attention through careful planning. If an administrator is ignoring you, call the school paper, issue a region-wide press release, or organize a demonstration or sit-in at the administrator's office. Media attention in turn helps to build support as more people learn about the issue.

Step #18: Recruit Young Activists

Administrators might assume that you are a problem that will disappear with the next set of exams, or with summer break or graduation.

Recruit younger activists to make it clear that the old growth issue won't go away after this semester. Make sure that the standard bearers in your group include underclassmen, and that your group is not all planning to graduate this year. Having a good coalition can help as well; sometimes new standard bearers are from different groups.

Step #19: Negotiate Strategically

Make strategic, not sacrificial, compromises in negotiations. Don't accept less than the policy you want. If compromise is necessary, make sure it's a compromise you want to make, not one that costs you the policy you want. A proactive policy and a purchasing department engaged with the university's largest suppliers are better than an unenforceable prohibition.

Step #20: Develop an Implementation Plan

Be open to the suggestions of administrators about how the policy can work, what legal constraints the university faces, and what departments or committees on campus can take part in the implementation process. For example, a student or faculty committee could participate in the waste reduction process or take other proactive measures in order to give the purchasing department some breathing space. It is very important that you set up a team to follow up and make sure that your policy is implemented. This may be a lengthy process, but if you do not monitor it, it might not happen.

Rainforest Action Network has been working with corporations, universities, and municipalities on developing old growth free policies, and now endangered forest policies. RAN has expertise in developing and implementing old growth free and forest-friendly policies. Contact them for information about the specific areas on which your university should concentrate.

There are several ways to go about eliminating endangered-forest products from your university. Expect the process to be one of "phase in/phase out." That is, phase in products you are sure are sustainable, such as 100% recycled and tree free paper and reused materials, and begin implementing waste reduction techniques. Phase out endangered-forest materials, starting with those that come from Boise or other logging companies that show no regard for forests. In the College of the Atlantic policy, administrators committed half of all

purchasing dollars to 100% post-consumer recycled products in the first year, with a transition to a 100% Tree Free Paper Campus in three years time.

Here is a preliminary list of companies with the worst logging records around the world. Contracts with these companies and with companies that receive supplies from these companies should be cancelled as soon as possible. Working to cancel contracts with suppliers that source from these companies is the most powerful message your university can send to the market about old growth forests.

Some Companies to Phase Out:

U.S.

Georgia Pacific (Unisource)

International Paper (Champion, Expedex)

Louisiana Pacific

Weyerhaeuser

Sierra Pacific

Bowater

Mead Westuaco

Plum Creek Timber

Potlatch

Rayonier

Sweetheart Holdings

Universal Forest Products

Alternative Paper Providers List (contact for free samples)

Treecycle Recycled Paper

PO Box 5086

Bozeman, MT 59717

phone: (406) 586-5287

fax: (406) 586-1999

www.treecycle.com

info@treecycle.com

Offers Envirographic 100% pcw and 30% pcw and Eureka! 100% pcw and 50% pcw recycled. Also provides toilet paper, paper towels, napkins, envelopes, stationary, etc.

New Leaf Paper

215 Leidesdorff St. 4th Floor

San Francisco, CA 94111

phone: (888) 989-LEAF

www.newleafpaper.com

contact: Justin Tired

justin@newleafpaper.com

Offers Encore 100% pcw and 30% pcw recycled and many more.

Greg Barber

330 East 65th Street

New York, NY 10021

phone: (516) 413-9207

www.gregbarberco.com

info@gregbarberco.com

Offers 100% pcw Evolution and Sandpiper and New Life DP 100% pcw and 60% pcw recycled.

The Recycled Products Purchasing Cooperative

phone: (800) 694-8355

www.recycledproducts.org

info@recycledproducts.org (National)

info1@recycledproducts.org (New England only)

Offers recycled (30% and 100% pcw) copy paper and remanufactured toner cartridges at low prices. Due to the Co-op's high purchasing volume, significant volume discounts are easily attainable. The RPPC also carries colored, odd-sized, continuous-feed, and specialty recycled papers.

Recycled Office Products

27 Walnut St.

Peabody, MA 01960

Phone: (978) 977-4851

Fax: (978) 977-4856

jack@recycledofficeproducts.com

www.recycledofficeproducts.com

Resources

Facts & Figures (General and Tropical Rainforests)

Frequently Asked Questions

Recommended Reading List

Facts & Figures

General Forests

- 10,000 different plants and 3,000 fish and wildlife species rely on old growth forests for their survival - including 230 endangered species.
- National Forests provide less than 4% of our wood products; by recycling, reducing waste, and using wood alternatives we can easily compensate for all National Forest timber - especially old growth.
- “Timber harvest, through its effects on forest structure, local microclimate, and fuel accumulations, has increased fire severity more than any other recent human activity.” (Sierra Nevada Ecosystem Project, *Final Report to Congress*, 1996)
- Three countries—Russia, Canada, and Brazil—house almost 70 percent of the world’s remaining frontier forest.
- Canada exports more than 50% of their wood to the U.S. Boise is a major exporter of Canadian pulp and wood products.
- Nearly 80% of the world's original old growth forests have been logged or severely degraded already and in the U.S. we have lost 95% of our old growth forests. (Bryant et al., *The Last Frontier Forests*) Ecosystems and Economies on the Edge (Washington, DC: World Resources Institute 1997; US Forest Service, 1997 Resources Planning Act Assessment, Final Statistics, July 2000))

Tropical Rainforests

- Worldwide, rainforest destruction is currently estimated at: 2.47 acres per second (about equal to two U.S. football fields); 214,000 acres per day (an area larger than New York City); 78 million acres per year (an area larger than Poland).
- There were an estimated ten million indigenous people living in the Amazonian rainforest five centuries ago. Today there are less than 200,000.
- More than half of the world’s estimated 10 million species of plants, animals, and insects live in the tropical rainforests. One hectare (2.47 acres) may contain over 750 types of trees and 1,500 plant species.
- The U.S. National Cancer Institute has identified 3,000 plants that are active against cancer cells. Seventy percent of these plants are found in the rainforest. Twenty-five percent of the active ingredients in today’s cancer-fighting drugs come from organisms found only in the rainforest
- Scientists estimate that an average of 137 species become extinct every day or 50,000 each year (that’s about six in the next hour).

Frequently Asked Questions (FAQs)

This FAQ on endangered forests and old growth free policies is meant for campaigners, not the public. You should read this carefully and be able to respond to these questions. If you practice asking each other these questions, you will have the confidence you need for public events and meetings.

What is an endangered forest?

Most forests in their natural state in the 21st century are endangered. The rarest endangered forests are old growth forests, which in the U.S. are found primarily on public lands. Around the world, native forests are being converted into sterile monoculture plantations; for example, the Southeastern U.S. is losing its native hardwood forests to pine plantations, and old growth forests in Chile are being converted into eucalyptus plantations. Engineered wood products, like chipboard or oriented strand board (OSB), accelerate clearcutting, plantation conversion, and native forest loss. Timber companies are experimenting with genetically engineered trees, which also endanger all native forests.

What is old growth?

The soundbite: ‘Old growth’ means original, intact forest land that has not yet been significantly degraded by people. The world only has 22% of its old growth left. With trees often hundreds of years old, old growth forests are the rarest and most valuable forests of all.

The long answer: Though biologists may argue about minutia surrounding the definition of old growth, for our purposes an old growth forest meets these criteria:

1. It is naturally regenerated;
2. It has not undergone any significant logging or clearing within the past century;
3. It is relatively undisturbed such that logging, hunting, and gathering have not altered the forest structure or species composition of the forest flora;
4. It is dominated by indigenous tree species;
5. It is relatively unmanaged although may have a history of fire control;
6. Its landscape exhibits stands of trees of different ages.

Old growth is best identified by certain features of the forest. These features include increased size of trees, large standing dead trees, fallen trees, buried wood in various states of decay, thick forest floor, tree lichens, and a high diversity of fungi, etc. These features all contribute to a more complicated forest structure than the earlier successional stages of the forest, and this results in a higher diversity of plants and animals.

Why is old growth important?

Old growth forests are the last remaining truly natural forests on the planet. They provide a habitat for many of the world’s plant and animal species, and therefore are critical for protecting biodiversity. Old growth forests also regulate the climate against global warming. These unique and irreplaceable ecosystems play a critical role in high quality water yield and continuous stream flow, fish habitat, soil development and protection, and carbon storage, and have cultural and aesthetic values. These earth services are necessary for human survival and far exceed the value of lumber production. Logging old growth forests severely degrades watersheds, causes soil erosion and landslides, and endangers fish and wildlife habitat.

Many second growth forests and plantations simply do not have the complex structure or the ecological integrity to fulfill these functions. As old growth forests are depleted, we lose species, genetic diversity, and

ecosystem diversity. Rainforests provide medicinal herbs and are key to cutting-edge cancer and AIDS research. Old growth forests are also home to indigenous groups, whose cultures, economies and languages are threatened by invasion of loggers and others seeking to extract resources, as well as by the environmental destruction caused by logging and logging roads.

What are the primary threats to old growth forests?

Logging threatens most of the world's remaining endangered and old growth forests. Other major threats are conversion for agriculture and fragmentation for mining, oil drilling, and other development. However, industrial logging paves the way for many of these other forms of development by allowing low cost access to the old growth forests.

Where does most of our old growth material come from?

The largest source of old growth wood products in the U.S. is British Columbia. Old growth wood products are also derived from Central American, Brazilian, Malaysian, Indonesian, and African rainforests, as well as from the temperate and boreal forests of Chile, Canada, Russia, and the Western U.S.

How do we know if our institution is using endangered forest products?

Most of the time, university purchases of endangered forest products go undetected. Nobody challenges the status quo. The fact is, virtually every university in the U.S. is currently sourcing its paper and wood from endangered forests. **UNLESS A SHEET OF PAPER OR PIECE OF WOOD IS LABELED "100% POST-CONSUMER RECYCLED," "TREE FREE," OR "FSC CERTIFIED," IT IS PROBABLY FROM AN ENDANGERED FOREST.** Your university buys a huge volume of paper products, and has the power to insist that its suppliers go tree free. If suppliers claim that they are not using endangered-forest products, your university must insist that the supplier get certified by the Forest Stewardship Council (FSC).

Note that 100% recycled paper could be from an endangered forest. Companies say 100% recycled, referring to pre-consumer waste recycled paper, or paper that is made from by-products in logging mills. This can include the leftover sawdust and wood chips from old growth logs. Post-consumer waste recycled paper is made from paper products that have already been used by consumers and returned to the production process for recycling.

One of the key reasons to have an endangered forest policy is to create a chain of custody that introduces transparency into the operations of companies that deal in wood fiber products. Most companies don't want you to know that they are sourcing from ancient forests to make throwaway products, so the industry is currently structured to avoid such oversight by consumers.

Environmental groups have already approached most logging companies and office supply chains that are distributing endangered forests. Louisiana Pacific

Together, we can work to save the most endangered forests by demanding that universities, corporations, and municipalities only do business with forest products companies that have agreed to the following demands:

1. No logging or selling of wood products from old growth forests.
2. No logging or selling of wood products from public lands in the United States.
3. No new conversion of native forests to plantations.
4. FSC material.

5. No development or planting of genetically engineered trees.

Will it be expensive to phase out products from endangered forests?

Competitively priced alternatives to old growth exist for nearly every product. As more and more companies and institutions commit to old growth free policies, more alternatives will enter the market. In some cases, it is possible to work with current suppliers to purge their egregious fiber sources, allowing the institution to go old growth free while maintaining its current contracts and suppliers.

Sustainably harvested wood, certified by the Forest Stewardship Council (FSC), is comparably priced to endangered forest products, and has a drastically reduced impact on the environment. Reclaimed, composite, and recycled lumber is less expensive than old growth, and in many cases lasts longer. Post-consumer recycled paper and tree free paper is available for all paper product needs in a wide variety of prices. In conjunction with waste reduction, old growth free policies can even help to reduce material costs.

Will an endangered-forest policy be difficult to implement?

Phasing out endangered-forest products can be a self-policing effort, with a phase-in, phase-out approach for the largest sources of old growth material. Phase-out large egregious supplies of old growth material while phasing in alternatives such as high recycled-content paper, reused materials, or other tree-free materials. Working with suppliers to ensure products are sustainable can become part of the process of procurement. With a binding phase-out of endangered forests looming, suppliers will work toward making your university's purchases of wood and paper sustainable at little cost of time or energy to you or the university.

Endangered forest policies can also create incentives for universities to purchase environmentally friendly alternatives such as recycled or reused products and to develop waste reduction programs. Proactive policies are a mix of easy and difficult, depending on how much your institution would like to get involved in waste reduction and other means of becoming responsible institutional wood products consumers.

How long will it take to phase out wood from endangered forests on my university campus?

Most universities have a one to three year contract with a paper products provider. Universities generally will not terminate their contract during that time. However, universities are at liberty to open up the bidding process and search for a new paper products company, should their students request it. Upon the completion of the original contract time, your university can sign a new contract with a new, environmentally-conscious, paper provider.

Who else has committed to phase out endangered forests?

Home improvement retailers including Home Depot, Lowe's, Menards, HomeBase, 84 Lumber and Wickes Lumber; home builders Centex, Kaufman & Broad, and Ryland Homes; and over two dozen Fortune 500 companies including Boise, Kinko's, Nike, Hewlett Packard, Intel, and 3M have all committed to phase out endangered-forest products or old growth wood. Almost 400 smaller companies have done the same. Several universities have also implemented policies, including College of the Atlantic, Indiana University, University of Texas at Austin, University of New Hampshire, and the University of North Carolina.

What are the alternatives to wood from endangered forests?

Composite materials, reused materials, recycled fiber, agricultural residue, and other tree free paper fiber sources can replace most wood and paper applications. Waste reduction can eliminate the need for large

amounts of paper and wood and save your institution money. Well-managed second-growth forests can meet another large portion of your university's wood and paper needs. Forest Stewardship Council (FSC) certification is the only system that verifies that wood comes from forestry operations that meet credible ecological, social, and environmental sustainability criteria. For a database of FSC certified products available in the United States, search the FSC website at www.fscus.org, or visit the Certified Forest Products Council website at www.certifiedwood.org. Ask your institution to request FSC-certified products whenever available and to urge uncertified suppliers to undergo certification assessment.

Recommended Reading List

Campaigners should be familiar with the threats to old growth forests and alternatives to the destruction. ***Here is a list of the most useful reports and books on these subjects:***

Bryant, Dirk, Daniel Nielsen, and Laura Tangley. *The Last Frontier Forests Ecosystems and Economies on the Edge*. World Resources Institute, 1997. (Report, 40 pages.) Available online at <www.wri.org>. This crucial report set the stage for the old growth free movement, outlining the urgent need for action.

Environmental Investigation Agency. *Corporate Power, Corruption & the Destruction of the World's Forests*. Environmental Investigation Agency, 1996. (Report, 49 pages.) This report is an excellent introduction to the activities of some of the world's greediest and most destructive corporations.

Greenpeace Information Office. *The Great Bear Rainforest: A Report on the Ecology and the Global Importance of Canada's Temperate Rainforest*. Greenpeace Information Office, 1997. (Report, 24 pages.) Available online at <www.greenpeace.org>. Any talk on the most threatened forest ecosystem in North America would benefit from this peer-reviewed report.

Greenpeace International. *Broken Promises*. Greenpeace International, 1997. (Report.) Available online at: <www.greenpeace.org/>. British Columbia's barbaric and outdated logging practices are revealed in this report based on government and industry documents.

Marchak, Patricia. *Logging the Globe*. McGill Queens University Press, 1995. (Book, 404 pages). Ask at your local library. Patricia Marchak is a professor at the University of British Columbia. Her book provides excellent insights into the nature and history of international forestry.

Rainforest Action Network. *Cut Waste, Not Trees*. Rainforest Action Network, 1995. (Report, 68 pages.) Available; <grassroots@ran.org>. Americans waste more paper and resources than any nation on the planet, ever. Find out how we could make real and deep changes in our consumption patterns. Please request a copy by contacting grassroots@ran.org