

**Erin Hamilton, Texas Tech University**

**Title:** Personal and Contextual Dimensions of Undergraduates' Environmentally Responsible Behavior in Green and Conventional Residence Halls

**Abstract:** Increasingly scholars and practitioners recognize the need to approach environmental challenges from multiple perspectives. In the building industry, "scaling up" necessitates that we define sustainability in (at least) two domains: the built environment and the behavioral environment. Sustainable built environments minimize the environmental impacts of the construction process, ongoing building maintenance, and resource consumption. This presentation suggests that sustainable built environments must also support occupants to engage in environmentally responsible behaviors (ERBs). Despite the growing prevalence of sustainability initiatives among university campuses broadly, there still remains relatively little published research on promoting ERBs in these settings. What does exist focuses almost exclusively on explicit behavior change interventions that often fail to consider the college student's existing inclinations to participate in ERBs. In a longitudinal study of students living in six green and non-green residence halls, this study explores evolving trends of the ERBs of undergraduate students (n=575) from the fall to spring semesters. Without implementing a formal behavior change intervention, this study examines the role of the situational context of living in a green versus conventional building on shaping students' ERBs over time, in conjunction with a collection of psycho-social variables. Linear mixed-effects regression analyses revealed a diverse array of personal dimensions related to students' self-reported energy, water, materials, and travel behaviors. A thematic analysis of existing signage within the residence halls reveals a disconnect between the values and motivations frames that are commonly used to induce ERBs and the values and motivations that significantly drive undergraduate ERBs. Results will be discussed in light of implications for those seeking to adapt the physical and informational environments of green buildings to better support the existing values and motivations of undergraduate students.