



# Campus-Wide Participatory Planning:

Moving Quickly from Thought  
to Action

B. Thomas & R. Brain  
Utah State University Extension  
Sustainability

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# Overview

1. Extension concerns
2. Sustainability demand
3. Responding more quickly to change
  - Community-Based Social Marketing
  - Participatory Action Research
  - Service-Learning



# Extension Concerns

- Extension considered change averse by some scholars and practitioners
- This inhibits organizational growth and relevance
- Agent, specialist, faculty, and volunteer at risk of not becoming all they can be

(Braun, 1995; Franz & Cox, 2012)



# Sustainability Delivery Needs

- “To effectively address the need for Sustainable Living Education, Extension must immediately re-focus and re-tool...if Extension is not prepared to be a leader in providing education on this overriding challenge of our time, the public will go elsewhere for it...”

(Elliott et al., 2008)



# Sustainability Demand

- 65% of college applicants value information about a college's commitment to the environment
- In 2009, over 100 majors, minors, and certificates in sustainability were created at US colleges/universities

(The Princeton Review, 2012; Schmit, 2009)



# Utah State University

- Logan, UT
  - Cache County
- 15,899 students
  - 11,496 in-state students
- Cache County was 83% Red in 2012 Presidential Election
- #10 nationally in worst air quality



# How to Respond More Effectively to Change

- How can we include the political spectrum in defining and solving sustainability problems?
  - Extension educators often use needs assessments as a tool to design a program
  - Two university-wide needs assessments conducted – ranging from awareness to desired educational programs



# Participatory Action Research as a Tool for Success

- USU Student Sustainability Office interns designed the surveys
- Extension researchers gained IRB approval and analyzed the results
- 5,689 responses obtained
- The two worked together to quickly turn survey responses into an educational campaign (February survey to April event)





# Participatory Action Research as a Tool for Success

- The educational campaign designed by students in an advanced level sustainable living course



# Sustainable Living

**Roslynn Brain, Ph.D.**

Sustainable Communities Extension Specialist  
 Utah State University  
 355 NR  
 roslynn.brain@usu.edu  
 435-797-3313



Spring 2012

FAV 264

## Major Events

- February 1 Sustainability initiative group proposal to sustainability panel
- March 26 Final complete Project Handbook due
- April 13 Student Sustainability Fair: Plan event as a class, design and present group exhibit
- April 25 Publication due: Submitted to USU Extension or Peer-Reviewed Journal

## Why Sustainable Living?

Sustainability is the conscious effort to behave in a manner that leaves this planet in a healthier state for future generations. This involves a three-legged intertwined commitment to improving environmental, economic, and social conditions. This course is designed to provide students with the theoretical and applicable tools to become effective sustainable change agents. Students will 1) experience first-hand the barriers and benefits of engaging in an individual proenvironmental change, 2) identify key theories explaining and predicting why people act sustainably, 3) work in groups with multiple stakeholders to implement a sustainability initiative on campus, 4) design a survey instrument with sustainability theory as a foundation to measure and analyze human behavior, 5) present their sustainability projects at the 1<sup>st</sup> Annual Student Sustainability Fair, and 6) publish their sustainability efforts in an Extension fact sheet (undergraduate) or academic journal (graduate). This is your chance not only be the change you wish to see, but to foster it!

### Class Information

Class Meeting Time: MWF 11:30-12:20  
 Office Hours: MWF 12:30-1:30



Spring 2012

ENVS 5570



“Be the change you want to see in the world”

Mahatma Gandhi

### Grading System:

| Percentage | Grade | Percentage | Grade |
|------------|-------|------------|-------|
| 94-100%    | A     | 74-<77%    | C     |
| 90-<94%    | A-    | 70-<74%    | C-    |
| 87-<90%    | B+    | 67-<70%    | D+    |
| 84-<87%    | B     | 64-<67%    | D     |
| 80-<84%    | B-    | 61-<64%    | D-    |
| 77-<80%    | C+    | 0-<61%     | F     |

### Grades:

- Midterm Exam: 15%**
- Participation: 40%**
  - In class discussions and contribution
  - Weekly assignments
  - Group Member Assessments
- Project Handbook: 15%**
- Earth Week Events & Exhibit: 20%**
- Publication: 10%**

By taking this course, you will be able to...

1. Describe top sustainability and conservation theories
2. Apply theory to measure and influence proenvironmental behavior change
3. Use social marketing techniques to foster sustainability
4. Design survey instruments to measure behavior and evaluate programmatic success
5. Communicate sustainability via educational exhibits, and academic and creative writing
6. Collaborate with multiple stakeholders on *real-world* sustainability initiatives





# How to Respond More Efficiently to Change

- When given a choice between several options to learn about sustainability, over half of respondents indicated that they would “most likely” attend a campus-wide event, such as a proposed university Earth Week



# How to Respond More Efficiently to Change



EARTH WEEK 2012  
(APRIL 9-13)



# Community-Based Social Marketing (CBSM)

- Select behaviors
- Identify barriers and benefits
- Develop strategies
- Pilot
- Broad-scale implementation and evaluation



# CBSM

- Prompts (Reminder stickers to turn lights off, alternative transportation bracelets)
- Commitment (Signed pledges to bike to school)
- Communication (Air quality panel, green jobs panel)
- Norms (Bike parade)
- Incentives (iPad giveaway, prizes)
- Removal of barriers (Water filling stations)



# Earth Week Results





# Earth Week Results

- Published in 14 newspaper articles
- USU Earth Week Facebook page 'liked' by 134 people
- 1,015 environmental pledges signed, 5,313 reached
- Earth Week outreach video created and viewed by 108 people online





# Conclusions

- What made Earth Week 2012 so successful?
  - Collaborators moved quickly from thought to action (Survey and Earth Week in same semester)
  - Many different groups involved (Service-learning class, Extension, SSO, etc.)
  - Activities based around student body interests derived from survey



# Conclusions

- What made Earth Week 2012 so successful?
  - Marketing (Wide distribution of consistently branded materials)
  - Pledges gave signee sense of ownership
  - Activities planned by students resonated well with majority of student body
  - Survey summary with event reminder



# Recap

- Needs assessment
- Results indicated an interest in a campus-wide Earth Week
- Extension, Student Sustainability Office, and Service-learning course designed Earth Week
- Principles of CBSM and PAR utilized in planning and execution



Thank you!

