

Landscape of

Sustainability:

Northern Michigan University

Developed by Rachel Headings

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SUBJECT: Sustainable NMU 2.0 Campaign

TO: Northern Michigan University Sustainability Advisory Committee

FR: Rachel Headings, SAC Student Representative

Dear committee members,

This has been an exciting semester at Northern Michigan University! Through your actions and the work of dedicated students across campus, a momentum for campus sustainability has been created - part of which is the Sustainable NMU 2.0 campaign. This project will help you increase campus awareness of current sustainability initiatives, earn more points through the AASHE STARS program and foster a culture of sustainability at the university.

In this binder, you will find a detailed proposal based on two years of research that includes research findings, sample production materials and a detailed budget. The estimated cost of this campaign is \$5,263, much of which can be found in budgets outside of the SAC. We hope that by providing you with detailed research and implementation plans, it will make the Sustainable NMU 2.0 campaign effective and easy to implement across campus.

Thank you for your work to make NMU a more sustainable community and your consideration of this campaign. We look forward to seeing the results of your labors and hope to see Sustainable NMU 2.0 become a part of it!

If you need any further information or explanation of our ideas, you can contact Rachel Headings at rheading22@gmail.com. Student Representative Ella Skrocki will also be available on-campus to answer questions during the winter 2017 semester.

Sincerely,

Rachel Headings

Sustainable NMU 2.0 Campaign Team

Executive Summary

Problem

The campus community at Northern Michigan University lacks awareness of current sustainability initiatives. The university also faces low enrollment and reduced state funding for education. This has resulted in departmental cutbacks, low campus morale and a discord between different populations of the campus community.

Program Goal

The goal of the Sustainable NMU 2.0 campaign is to gain support for institutionalizing sustainability across campus. Possible outcomes of this are: 1) attracting new students to campus by demonstrating that NMU aligns with their environmental values, 2) improving campus morale by showing administrative support of student concerns about the environment and 3) increasing campus awareness of current sustainability initiatives.

Target Audience

Sustainable NMU 2.0 will target four different subgroups of the campus community at Northern Michigan University, including the administration, the staff, the faculty and the student bodies. Prospective students will serve as a secondary audience.

Key Objectives

- To increase awareness of current sustainability initiatives within the campus community by at least 15% among all subgroups by December 2017
- To promote audience social engagement with campus sustainability efforts by May 2017
- To involve at least 5 student organizations in Sustainability Advisory Committee efforts through participation in events or application for recognition by May 2017

Strategy

This campaign will use a variety of strategies to most effectively achieve its different objectives. These include: brand recall, opinion leadership, user-generated content, the transformation of consumptive experiences, a special event and persuasive appeals.

Budget

The budget for this campaign is estimated to total \$5,263, the majority of which will be spent on a special event. This also includes production costs for campaign materials, primarily printing costs. Alternative funding options are available for some of these tactics.

Evaluation

Objectives will be evaluated for effectiveness by formative observation during the campaign and the annual distribution of a campus-wide survey. The impact of objectives will be measured through the counting of materials distributed and the number of participants in different activities.

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Part 1:
Research

Secondary Research

Overview

Background

Northern Michigan University used the slogan “Northern Naturally” to attract new students to its campus for years. Although the slogan was changed in 2015, a culture of outdoorsmanship still exists on the campus. The first institutional conversation about this culture began around a decade ago, in the 2007/2008 academic year. After a university audit, an AQUIP project was created to establish a Sustainability Task Force. The group met a total of eight times over the year, and submitted a report to the administration when the project was completed. Of the five developed recommendations, only one was adopted. This change did not occur until eight years later in 2016, when President Fritz Erickson created the Sustainability Advisory Committee (SAC) (NMU, 2016).

Sustainability within the student body has also been increasing over the past few years. In 2015, a student group successfully petitioned for a campus permaculture garden where students could learn, research and volunteer. That same year the university reclaimed the NMU Hoop House, an educational site primarily run by student volunteers (NMU, 2016).

As of 2016, sustainability is a concept that has been growing throughout different departments and campus populations, but it has not been centralized by any one body. This has led to miscommunications, frustrations between different populations and a general lack of cohesion among different sustainability efforts.

The recent administrative changes and strategic restructuring of the university, along with the establishment of the Sustainability Advisory Committee, presents a unique opportunity to formally recognize these efforts through the institutionalization of sustainability at Northern Michigan University.

Situation Analysis

National Trends

Across the United States and the world, the demand for sustainability programs has increased both in the job market and in higher education. A recent study completed by the Hanover Research Council (2009) stated that employment projections in the two most common environmental careers “show a 25% increase in jobs nationally between 2006 and 2016.” This statistic only relates to positions for Environmental Scientists or Environmental Specialists. When this data is widened to include more interdisciplinary green jobs that require elements of environmental education, the projection is estimated to increase substantially. Compared with the projected increase in other employment fields, environmental jobs are growing 15% faster than the national average for all occupations (Hanover, 2009). Based on this trend, including elements of environmental education into curricula across university departments would benefit students in the long-term.

Multiple studies demonstrate that higher education institutions have already started to incorporate more sustainability programs into their departments. The Association for the Advancement of Sustainability in Higher Education (AASHE) states that, as of 2015, 76% of institutions had at least one office or center that incorporated the word “sustainability” as part of its title; this is a 5% increase from data collected in 2012 (Clark & Perrault, 2016). Degree completion of environmental programs is also increasing. According to data provided by the National Center for Education Statistics (2014), bachelor’s degrees in environmental fields increased an average of 48% between the 2005/2006 and the 2012/2013 academic years. This trend is apparent even at NMU: between the 2014/2015 and 2015/2016 academic, years the Environmental Studies and Sustainability major grew 144% even as other program majors declined (Headings, Mittlefehldt, Skrocki & Thompson, 2016). These trends clearly demonstrate that the demand for environmental programs is increasing in younger generations. Universities that recognize these trends are more likely to appeal to prospective students than those that do not.

Faculty Training Programs for Curricula Modification

Different curricula models exist for universities to incorporate sustainability education across different departments. Because it is unrealistic to expect all faculty to have the knowledge-base to incorporate sustainability programs into their curricula, many universities participate in one of two nationally-recognized faculty training programs. These two programs are the Tufts Environmental Literacy Institute (TELI) and the Piedmont Project. Both projects have the goal of increasing environmental and sustainability topics across curricula, but they are structured differently. TELI was created first in 1990 and was “based on the assumption that knowledge about the environment was just as important to students as knowledge about computer use” (Bartlett & Rappaport, 2010). When it began, TELI was a week-long workshop in the spring that provided faculty with basic education about the environment. The faculty were then expected to modify their curricula to incorporate environmental concepts over the summer months, and report their progress in August (Bartlett & Rappaport, 2010). Recently, this program has evolved to incorporate graduate students as well as faculty in a workshop called TELI-G. Each year that the workshop occurs, a different environmental topic is selected as the workshop theme; the most recent program was a four-day workshop about climate change and global health (Tufts University, 2016).

The Piedmont Project began on the campus of Emory University and was modeled after the Ponderosa Project at Northern Arizona University. Unlike TELI, the Piedmont Project offers a monetary incentive to faculty who successfully modify or develop a syllabus to include a sustainability module (Bartlett, 2008). The Piedmont Project is also a two-day workshop compared to TELI’s four-day program. Generally speaking, the preparatory materials of the Piedmont Project are less substantial than TELI’s. Bartlett and Rappaport (2010) claim that this is because “the goal of the Piedmont project . . . [is to] stimulate the imagination around possible issues that might connect with each person’s field.” In other words, TELI applies a more direct approach to syllabi modification whereas the Piedmont Project provides faculty with just enough general knowledge about the environment to allow them to develop their own modification tactics. Both training programs have been adopted by universities across the nation, although application processes can be very competitive (Bartlett & Rappaport, 2010).

Accreditation Opportunities

Universities also have the opportunity to gain national and international recognition for sustainability initiatives through different accreditation programs and formal environmental commitments. As important as faculty training programs can be for the implementation of sustainability into the curriculum, Breen (2012) asserts that in order to establish lasting organizational change, a clear administrative commitment to the environment is necessary.

Investment in a sustainability tracking system is one way that administrative bodies can commit to institutional change. One of the most recognized accreditation programs is AASHE's Sustainability Tracking, Assessment & Rating System (STARS). Defined as "a transparent, self-reporting framework for colleges and universities to measure their sustainability performance," 799 institutions participated in this program as of December 2016, and 654 of those institutions received ratings (AASHE, 2016). Participants have the option to be publicly ranked on a four-code scale that ranges from platinum (high) to bronze (low). They can also choose to participate under "reporter" status, which means that the institution submits data but is not publicly ranked.

While sustainability tracking systems can improve a university's brand, it is important to remember that there is no perfect sustainability measure. The definition of sustainability is highly variable, and there is no single clear method of quantifying it. This has led to discrepancy in sustainability tracking measures, and critics argue that low consensus means inaccurate results. Additionally, there is evidence that these tracking systems are biased in favor of research institutions that have the ability to invest in expensive energy systems (Sari, R.F. & Suwartha, N., 2015). As an initial step toward institutional commitment to sustainability, sustainability tracking systems can be a useful tool to establish a baseline from which to build. As with anything, though, it is important to research the system and ensure that it is a good fit for the institution.

Another method to gain recognition for sustainability initiatives is through formal commitment to sustainable development. These commitments often take the form of pledges or petitions signed by the institution's administrative body. One popular pledge is the Talloires Declaration of 1990, which had 499 institutional commitments as of January 2016 (Clark & Perrault, 2016). According to the Association of University Leaders for a Sustainable Future (2008), the Talloires Declaration is "a ten-point action plan for colleges and universities committed to promoting education for sustainability and environmental literacy." Established at a conference in Talloires, France, this declaration has served as a primary model for other pledges for the past 26 years (ULSF, 2008).

Climate commitments have also been growing in popularity over the past decade. The American College and University President's Climate Commitment (ACUPCC) was developed in 2006 and has gained more than 600 signatures in the past ten years (Second Nature, 2016; Clark & Perrault, 2016). Second Nature offers universities the option to choose between four different commitment options: climate commitment, carbon commitment, resilience commitment or integration commitment that shares elements of all three (Second Nature, 2016). This flexibility allows universities to set reasonable goals based on their current resources and infrastructure capabilities. Regional and statewide climate commitments also exist. In the state of Illinois, more than 50 institutions have signed the Illinois Campus Sustainability Compact (Clark & Perrault, 2016).

Case Studies

University Case Studies

General Sample

In order to more fully understand this landscape of sustainability, Headings compared a sample of 100 universities listed as AASHE STARS subscribers. The selected institutions are located primarily in the U.S.A with a strong representative of universities in the midwest. Three universities were selected from Canada (see Figure 1). Headings tried to select universities that were fairly comparable to NMU; she used cost of attendance (COA) and student population as gauging measures. Regional climate was also considered for comparison purposes. The average student population size was 17,460 students and the average COA was \$39,146. Both statistics are higher than the averages at NMU (9,000 and 22,170 respectively), so the comparison is not direct. Despite this, the data is still beneficial to gain a deeper understanding of sustainability trends in higher education.

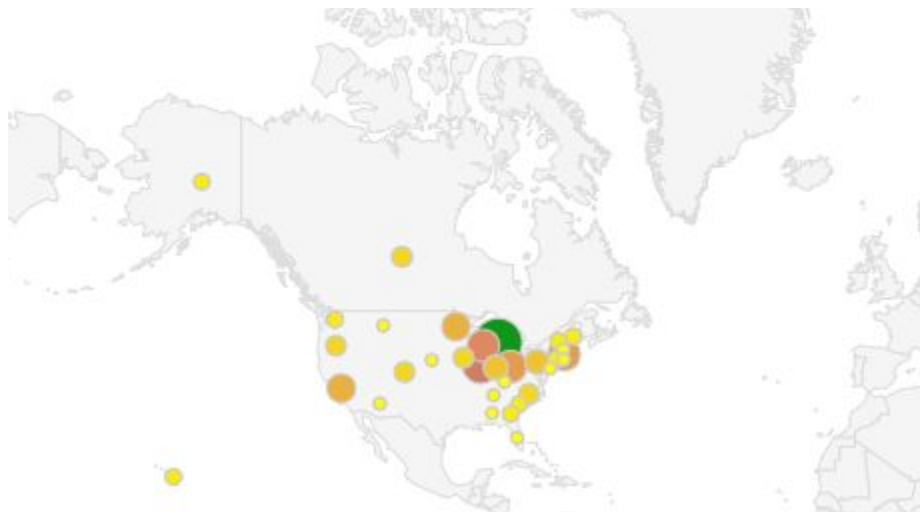


Figure 1. Map demonstrating the dispersal and concentrations of selected institutions. The darker colors represent higher concentrations of universities.

Using STARS as a model, Headings reviewed each university's website and AASHE report and catalogued the different sustainability programs it possessed. The program types included academics, engagement, operations and planning and administration. She also recorded whether

or not the university was a signatory of the ACUPCC. More than half of all selected universities had programs in academics, engagement and operations. Only 34 universities met the investment requirement¹ of the planning and administration category. For both the wellbeing and work and diversity and affordability requirements, only 62 universities received credit (see Figure 2). This data suggests that sustainability in planning and administration is still a challenge for higher educational institutions. This could be caused by a lack of administrative commitment, a lack of institutional resources or even a lack of experience in a relatively new field.

University Participation in Sustainability Programs

Program Type	University Count (Percentage)
Campus Engagement	94
Public Engagement	77
Air & Climate	87
Buildings	92
Energy	91
Food	92
Grounds	76
Purchasing	74
Transport	84
Waste	99
Water	86
Coordination & Planning	92
Diversity & Affordability	62
Investment	37
Wellbeing & Work	62
ACUPCC Signatory	53

Figure 2. Table of university participation in each sustainability program as recorded by AASHE STARS.

¹ Credit for this category is achieved through sustainable investments in socially responsible organizations and divestment from unsustainable or socially irresponsible organizations.

Comparison Studies

Headings then chose four universities in the midwest region to compare directly to NMU. Universities were chosen due to their geographical proximity, comparable COA and student populations and/or public liberal arts structure. The primary factors were geographical proximity and mental proximity (the likeliness that the university would be compared with NMU by people unfamiliar with sustainability concepts). She collected all information from the universities' sustainability web pages and contrasted different program models to current sustainability programs at Northern. Specifically, Headings compared funding sources, academic curricula, sustainability management structure and student opportunities.

University of Wisconsin - Steven's Point

Located in a cold northern climate similar to NMU's, University of Wisconsin Steven's Point (Steven's Point) is also very comparable in student population: 9,677 students to Northern's 9,000 students. Steven's point is also about \$8,000 cheaper than NMU annually. Despite the lower tuition, Steven's Point is one of the leading universities in sustainability with a gold rating in AASHE's STARS program.

The Student Government Association at Steven's Point does oversee a green fund for student project proposals. Approved in 2013, this monetary source is part of an annual student fee of \$6, totaling \$115,000 toward student projects each academic year.

Steven's Point has developed sustainability into its institutional structure as well. As of June 2016, Steven's Point has 236 academic sustainability programs, including an "environmental awareness and responsibility" requirement in the general education criteria. Each college also oversees at least one sustainability initiative.

This university has both an institutionalized Office of Sustainability and a Sustainability Task Force; one primarily oversees general campus sustainability and involvement opportunities while the other was created to achieve the university's ACUPCC goals established in 2007. The office's mission statement is closely related to corporate social responsibility (CSR), or the triple-bottom line of planet, people and profit. According to the webpage (2016), the triple bottom line is also reflected in the university's mission statement as a whole.

In addition to the green fund and academic opportunities, there are 15 different student organizations relating to sustainability. Undergraduates can also study and research on the campus garden or become a peer-to-peer educator about sustainability through the Housing and Residence Life office. Annual events such as Earth Week and dorm-room competitions also promote sustainability as part of students' daily lives (Steven's Point, 2016).

Michigan Technological University

Perhaps the most obvious comparison to NMU, Michigan Technological University (MTU) is located just a few hours away from Marquette in Houghton, MI. This means that the climate is almost identical to Northern's. MTU does have a slightly smaller student body than NMU with 7,238 students as of 2016. Recent research does show, however, that while nationally other universities are facing decreased enrollment, Tech is actually growing. Annual COA for Tech is around \$6,000 more than NMU. This difference in price is likely because Tech is primarily a research institution whereas NMU is a liberal arts university (MTU, 2016). MTU is not a rated AASHE STARS institution, but they are listed as technical advisers to the program (AASHE, 2016).

Tech does not have an established green fund.

Although MTU does not have a formal office or committee, they do have an institutional body that oversees the majority of their sustainability initiatives. This is the Sustainable Futures Institute. Its primary objective is to "lead research and education projects that are large scale, interdisciplinary, and provide solutions to sustainability challenges" (MTU, 2016). This program also houses the institutions two sustainability curricula: a graduate sustainability certificate program and a traineeship at a doctoral level. One of their primary research projects is in alternative energy design with solar panels; this is led by the Michigan Tech Open Sustainability Technology (MOST) research group.

Student opportunities in sustainability are primarily in research possibilities (MTU, 2016).

Central Michigan University

Like Northern, Central Michigan University (CMU) is a regional public university, with annual tuition around \$22,000 (\$21,938), that is focused on providing a liberal arts education. The student body at CMU is almost triple (26,902) that of NMU, however. Like Tech, CMU is not a rated institution under the AASHE STARS program; instead, it is listed under subscriber status (AASHE, 2016).

There is no established green fund at CMU.

Central offers eight sustainability specializations or minors through its undergraduate programs, along with a certificate program. There is also a graduate sustainability concentration option. These programs are primarily housed in environmental departments (outdoor recreation, geography and biology) but there is one minor option through the business administration program. Faculty are also doing research in the areas of economic development, energy utilization and sustainable system development (CMU, 2016).

Sustainability at Central is overseen by the Great Lakes Institute for Sustainable Systems (GLISS). Although it is not formally titled an office of sustainability, it serves many of the same functions. The organization's mission is to

“promote academic programs, research, community outreach, and campus operations that are dedicated to the advancement of sustainable systems . . . through interdisciplinary collaboration within the University and through complementary external partnerships to benefit the community, the Great Lakes region, and the world” (CMU, 2016)

GLISS does have a full-time paid director that is responsible for assessing sustainability at Central, submitting annual sustainability reports and developing new programs.

Students have a variety of opportunities to get involved with sustainability at CMU, through academics, individual or faculty research projects, student organizations, annual events or volunteering at the campus garden (CMU, 2016).

Western Michigan University

Western Michigan University (WMU) is another regional publicly-funded liberal arts college. Annual COA is slightly more expensive than Central and Northern, at \$24,000 and the student population falls in the middle of the two schools, with 23,914 students. WMU is rated by the AASHE STARS program, and like Steven's Point, possesses a gold standard.

Western was the first college or university in Michigan to create an annual sustainability fee for on-campus students. Along with other university fees and tuition, students pay \$4/semester to contribute to this green fund. This money is divided between the three different accounts of the Student Sustainability Grant program, the Office for Sustainability and the Green Jobs Program. Annually, \$75,000 is available for student projects (WMU, 2016). The fund was originally established as part of a student initiative to increase campus sustainability. A team of students developed a campaign and successfully pushed for the fund's approval by the student government. According to the current chairperson of the Allocations Committee for this grant, the full amount of this fund is rarely distributed due to a lack of well-developed student proposals; less than 5 proposals are awarded funding each year. The Office of Sustainability, in coordination with the Student Government Association, is developing new communication strategies to help combat this. Current initiatives involve increasing messaging with campus posters and features on the WMU homepage (L. Brown, personal communication, November 30, 2016).

Western does not identify specific major or minor programs for sustainability. Based on survey research, however, they did launch an interdisciplinary education program in 2012 entitled Sustainability Across Research and Teaching (StART). This program was relaunched in 2013, and seems to be still ongoing today (WMU, 2016).

As discussed above, WMU does have an institutionalized Office for Sustainability with a full-time paid director and two additional full-time staff. There are also a range of Green Jobs provided for students by the Office so that undergraduates have the opportunity to gain practical experience in the field of sustainability. In addition to the Office, sophomore Logan Brown oversees the Student Sustainability Grant Program as the chairperson of both Campus Sustainability and the Allocations Committee. He works primarily with the student government, but coordinates projects with the Office of Sustainability and serves as a student liaison for different programs (L. Brown, personal communication, November 30, 2016).

WMU has six different initiatives that undergraduate students can take advantage of, including a bike-share stable, an EcoMug program to reduce waste, the Gibbs Fellowship Program to study in a living learning permaculture lab, a community garden, a student centered cafe and an annual World Symposium on Sustainable Development event. These programs are in addition to the StART educational program and the Green Job opportunities provided by the Office of Sustainability (WMU, 2016). Students also have the opportunity to run for Brown's position as Campus Sustainability Chair in the student government (L. Brown, personal communication, November 30, 2016).

Applications to NMU

Based on the history of sustainability at NMU, a bottom-up approach - like that discussed by Paulina Arroyo (2015) - would be the most effective strategy for institutionalizing sustainability. WMU demonstrates that a student campaign initiative can bring large success to campus sustainability programming, and Steven's Point shows that the model of a student sustainability fee can be adapted for other universities. The establishment of a green fund at NMU could be a program that the SAC considers in the future to increase funding sources. Travis Ruiz, the current president of the Associated Students of Northern Michigan University (ASNMU), has already considered incorporating a green fund proposal on the student referendum, but requires a student to draft the proposal and formally submit it (T. Ruiz, personal communication, November 17, 2016).

Tech and Central demonstrate alternative management structures to an Office of Sustainability. The Sustainable Futures Institute and GLISS both serve as overseeing bodies for campus sustainability. It is important to note that all four of these case studies, along with 88 other universities from the general sample, all have some managerial body to coordinate and communicate about current sustainability efforts (see Figure 2). The SAC can serve as a managerial body at NMU, but the voluntary nature of the committee and the high demand on time for the committee members may serve as a barrier for long-term progress in campus sustainability. Based on this research, a full-time position dedicated to overseeing current projects would be the optimal solution.

Northern already offers a variety of academic programs that relate to sustainability and environmental education. These courses have not been fully inventoried, however, and are not advertised in any consolidated form. All four case studies include a tab for academic programming on their sustainability web pages; NMU could create a similar platform on their website to inform the public about these courses.

Student internships and research opportunities were also common across these case studies. NMU does offer research opportunities in the form of directed studies, but there is currently no formal learning laboratory such as the Gibbs House or research group such as Tech's MOST team for alternative energy development. Northern could adapt the NMU Hoop House or the Superior Acre Permaculture Garden to allow for more formalized student research opportunities. An intern position for the SAC could provide additional opportunities for student involvement in sustainability programming, and directed study opportunities such as those for the Northern Climate Network could be further promoted on campus. Ruiz has also considered implementing a Sustainability Chairperson through ASNMU, but coordination with the SAC would be an important component. In the future, one of the two student representatives for the SAC could be a representative of ASNMU with the responsibility of promoting sustainability programming through the student government.

Campaign Case Studies

We selected four environmental campaigns conducted by different organizations to analyze for the Sustainable NMU 2.0 campaign. Although they do not necessarily relate directly to campus sustainability, they all serve as examples of successful grassroots campaigns. By studying their strategies and tactics, we can further develop the strategies and tactics of our campaign.

Engaging the Media in the Dalai Lama Environmental Summit

A case analysis of Maitripa College in Oregon, this campaign demonstrates the effectiveness of opinion leadership. Maitripa capitalized on its status as the only Buddhist college in the Pacific Northwest by inviting the Dalai Lama on campus to speak about environmental issues. The idea stemmed from a media relations campaign, and the goal of the event was to facilitate discussion between Buddhist, interfaith and non-believer communities on environmental issues while engaging the media to communicate the Dalai Lama's messages and teachings (Amico, 2014).

Opinion leadership is a common tactic to engage an audience and garner support for the institutionalization of sustainability on campus. This campaign also confirms that media relations can play a large role in disseminating campaign messages and increasing awareness about environmental topics.

We can use this information in the Sustainable NMU 2.0 campaign to increase message penetration in our target audience. We can also utilize opinion leadership to help legitimize campus initiatives and facilitate discussion about campus sustainability.

Ecomagination Nation - Good For The Business Great For The Environment

Ecomagination Nation is an example of a successful business campaign model. General Electric (GE) Power and Water has worked to institutionalize sustainability in the corporate sector. As a corporation committed to external environmental sustainability efforts, GE adapted its environmental values to include internal policy. The organization began by gathering support from hundreds of employees across the world, and then encouraged business leaders to reduce water usage and greenhouse gas emissions at different locations. The results of the campaign include over a 49,000-ton reduction in greenhouse gas emissions and over a 600,000-gallon reduction in water usage that totaled over \$2,000,000 in annual savings (On the Same Page, 2013).

Although this case study examines a corporate environmental campaign, the tactics and strategies used by GE can easily be adapted to work in a university setting. For example, the SAC could reach out to student organizations to gain support and encourage residential directors and department heads to reduce their energy-consumption behaviors.

Brownstein Group and Saint-Gobain Redefine Ribbon-Cutting - Greening Greene Street

The Greening Greene Street campaign is an example of a successful business partnership. In 2013, the Saint-Gobain corporation donated \$550,000 to the non-profit YouthBuild USA. YouthBuild USA is an organization that allows underprivileged youth to earn a GED or high school diploma while constructing environmentally-friendly buildings in disadvantaged neighborhoods. In addition to the monetary contribution, the campaign team organized an awareness fair that displayed environmentally-friendly building materials and demonstrated the green construction process. A green ribbon cutting ceremony was also held to mark the opening of the new green buildings and featured several notable speakers (Brownstein, 2013).

These tactics can also be adapted to a university campus audience. At NMU, new and ongoing construction projects could incorporate green construction methods and feature public education materials about the green construction process. This could be an effective way to gain support for the institutionalization of sustainable building and operating practices on campus. Partnerships between different campus bodies to further disseminate campaign messaging could also be beneficial. One recent example of this is the partnership between Students for Sustainability and the Social Justice Committee to create a large interdisciplinary event about sustainability.

A Program To Keep Jacksonville Beautiful

This communication campaign developed in Jacksonville, Florida is another example of opinion leadership. Different from the Maitripa case study, Jacksonville used institutional opinion leadership to influence community behavior. The campaign primarily focused on reducing litter through recycling. It also targeted a broad audience that ranged from government groups and business professionals to school children. One effective strategy used by this campaign was the involvement of the public school system; participating schools were awarded “clean campus” certificates (City of Jacksonville, 1983) . Similar to the Dalai Lama example, this case analysis displays the effectiveness of opinion leadership in environmental campaigns. In contrast, however, this campaign uses educational institutions as opinion leaders for the local community, demonstrating that institutions can be models for the adaptation of environmentally sustainable behavior. Our campaign could integrate the use of an award as an incentive to encourage student organization adaptation of sustainable behavior at NMU.

Summary of Preliminary Research

This research provides a broader context for institutionalizing sustainability at NMU. This topic is a growing trend in both higher education and the job market, and the literature suggests that it is also a priority for younger generations. Because university commitment to sustainability is a process, universities developed faculty training programs like TELI and the Piedmont Project to increase understanding about sustainability and incentivize its inclusion into the curricula. A range of accreditation opportunities also exist for universities to utilize, from tracking systems like STARS to pledges like the ACUPCC.

Universities also do not have to reinvent institutional system designs; instead, they can analyze a sample of case studies and apply methods that have already been successful for other organizations. Headings' sample of 100 universities further confirms the trend identified in other literature, and we can apply program ideas from Steven's Point, MTU, CMU and WMU on campus at Northern. In particular, programs like a student green fund, a full-time director of sustainability, promotion of academic programming about sustainability and communication about formalized research and campus internship opportunities would be especially adaptable. The sample of four campaign case studies demonstrates effective communication tactics that could be utilized in Sustainable NMU 2.0. Media relations, partnerships and different types of opinion leaderships (individual, peer and institutional) were the most common themes and could all be incorporated into the tactics of our campaign.

Reasoning for Primary Research

Our preliminary research has gained us valuable insights into the larger context of institutional sustainability, but it is also important to understand the local context of sustainability at NMU. We did this by conducting a series of primary research studies. We examined both the current context of sustainability and the relationship between sustainability and our different target audiences.

Primary Research

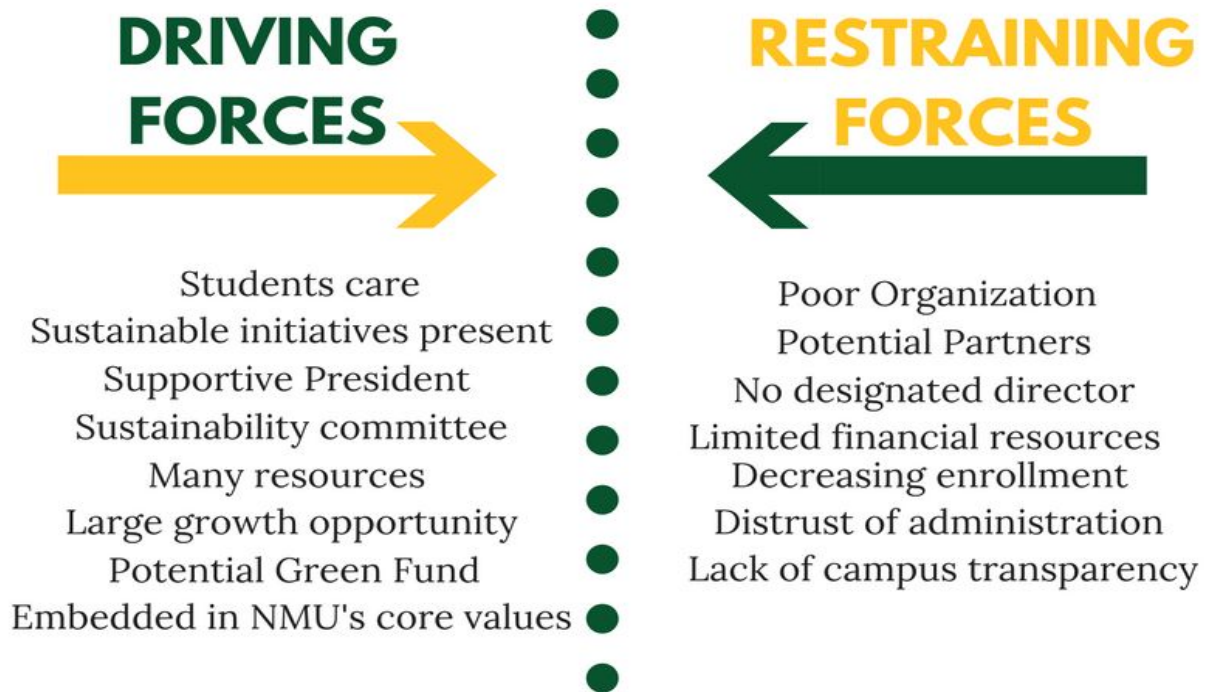
Objectives

We are conducting primary research to 1) learn about the different variables on campus that may impact the Sustainable NMU 2.0 campaign, 2) understand the current campus climate in regards to sustainability and 3) gain key insights into our target publics.

Client Analysis

In order to more effectively cater to the needs of the institution, we analyzed different aspects of Northern Michigan University. Then, we compared our findings to case study examples of other universities and researched campaign models that could be applied to the Sustainable NMU 2.0 campaign.

Force Field Analysis



Communication Climate Analysis

The current communication climate at NMU seems to be supportive of a sustainability campaign. President Erickson recently revised the university's strategic plan to incorporate "environment" as one of the institution's seven core values. There are three strategies listed under this value: 1) to "emphasize the unique assets of the Upper Peninsula and its natural environment," 2) to "develop programs and initiatives that expand Northern's performance as a leader in sustainability" and 3) to "create living, learning and teaching opportunities that expand environmentally focused academic programs and enhance individual literacy" (Northern Michigan University, 2015). This policy change demonstrates a shift in tactics used by the administration to communicate sustainability topics.

President Erickson also created an institutional Sustainability Advisory Committee over the summer of 2016 and charged them to monitor sustainable opportunities and challenges on campus. This initiative further confirms that there is a momentum within the campus community to increase sustainability programs.

Derek Hall, Assistant Vice-President of the Identity, Marketing and Communications Office, developed another communication tactic with an institutional visual identity for sustainability (see footer). He designed this logo to be an aesthetically functional component of the rebranding efforts at NMU with the goal of increasing awareness of campus sustainability. In practice, it is used by the Facilities and Marketing Departments to advertise current sustainable initiatives such as the water bottle refill stations and the campus "no mow zones." Although the campus community is beginning to recognize the logo, it has not been fully integrated across the university. This presents an opportunity to further disseminate the logo and develop an identity around campus sustainability.

The eight flat screen TV's and wall-plaques in Jamrich Hall and the digital marquee in front of Hedgecock represent additional communication opportunities. These channels are currently being used by the Facilities Department and the Forest Roberts Theatre to cycle information about their own respective programs. Through collaboration with the Marketing Department and Erik Smith in Audio Visual Services, these channels could be used to promote all campus sustainability programs, regardless of the department.

The North Wind and *The Mining Journal* are two more possible communication channels that target specific subgroups of the Marquette population: students and community members respectively. For the Sustainable NMU 2.0 campaign, *the NorthWind* is a more effective channel because it is primarily consumed by the campus population. In the long-term, a partnership with *The Mining Journal* could be beneficial to promote community outreach with environmental topics. Neither newspaper currently includes a section specifically dedicated to sustainability, but both have featured articles that relate to campus sustainability initiatives at NMU (see page 26).

The university website is a communication hub that is utilized by all subgroups of our target audience. Although this channel provides some information about sustainability topics, it is not consolidated into one location. Current initiatives discussed on the website range from environmental events to academic programs that incorporate sustainability in the curricula. These different programs are located across department pages; primary locations include the Earth, Environmental and Geographical Sciences (EEGS) Department, the Facilities Department, Housing and Residence Life and Dining Services (Northern Michigan University, 2016). Research shows that if content is easily accessible, people are more likely to engage with it (McKenzie-Mohr, 2011). A consolidated sustainability webpage could provide information about current campus initiatives, outside resources about sustainability and opportunities to get involved in current campus programs. In the future, website administrators could develop a visual directory that highlights student opportunities and showcases all campus initiatives documented by the SAC.

Social media presents another communication opportunity. The university could adapt current social media platforms to disseminate information about sustainability programs to a larger public. Possible platforms include the NMU mobile application, the NMU blog and Instagram, Facebook and Twitter accounts.

As demonstrated in our preliminary research, the curriculum is another communication opportunity with the integration of sustainability concepts into general coursework. As an interdisciplinary concept, sustainability has the potential to be integrated into all campus curricula. It would likely require investment in faculty training workshops, but in the long-term it “improves campus environmental performance and facilitates a process of building ecological literacy in the university community,” the benefits of which are pedagogical, operational and capacity building (Dyball & McMillin, 2009).

Based on this research, it is likely that the current campus climate would be supportive of the Sustainable NMU 2.0 awareness campaign.



70
NORTHWIND ARTICLES
ABOUT THE
ENVIRONMENT

43
ARTICLES ABOUT
CAMPUS
SUSTAINABILITY

Content Analysis

Headings analyzed 213 articles in *the Northwind* published between 2014 and 2016 to determine the frequency and type of coverage relating to the environment. She identified 15 key words that were adapted using a constant comparative coding method: sustainable, environment, campus, image, brand, finance, cost, enrollment, challenge/issue, Native American Studies, student, reputation, culture and community. She identified 70 articles that related to environmental topics, and 43 of those articles related specifically to the campus environment. Environmental topics are defined as any subject that relates to the physical environment directly or indirectly, including visiting environmental speakers, local outdoor activities, new technology in the environmental field and academic programming related to the environment (such as Native American Studies). The tonality of coverage was largely positive (see Figure 3) and articles were most commonly published in the “News” section of the paper (see Figure 4).

The most frequent words were student (235) and environment (143) and the least mentioned words were reputation (2), brand (4), image (7) and finance (7). Environment was likely the most frequent word because of the subject matter of the articles; student was also highly mentioned because this publication is a campus newspaper written by students for a student audience. Brand and image were possibly less frequent because they are more specialized terms. The word finance was not often explicitly stated, but it was a common theme across the articles. For example, in the fall of 2016 there was a series on becoming vegetarian and making ethical eating choices, and the concept of increased consumer cost was discussed in each article, although the word finance was never used. Similarly, the articles portrayed NMU as an environmentally conscious school and used this as an appeal to encourage students to attend events, visit local outdoor sites or participate in the healthy eating challenge. These concepts demonstrate campus image, reputation and branding strategies even though those terms were not explicitly used.

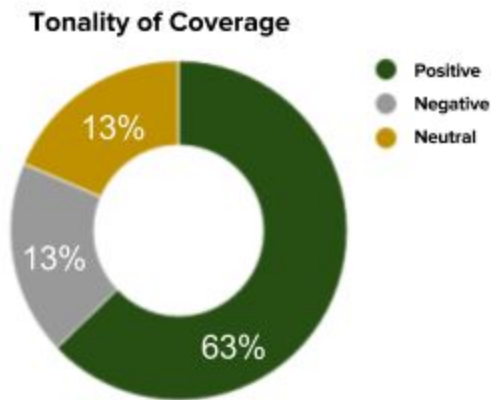


Figure 3. Percentage of articles in the Northwind categorized by tonality.

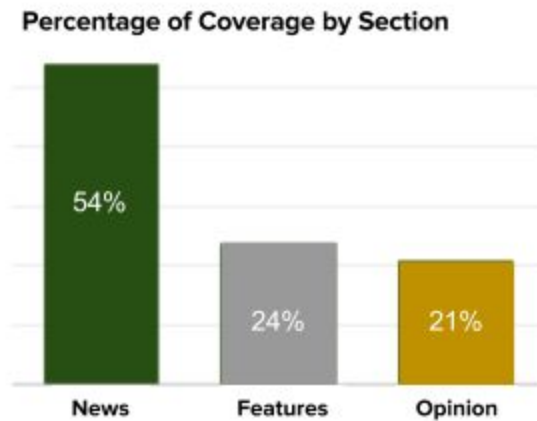


Figure 4. Percentage of articles in the Northwind categorized by Publication section.

The frequency of articles seems to be the same, with a total of 31 articles published in the 2014 calendar year and 23 articles published so far within the first nine months of the 2016 calendar year. Taken as a whole, this information demonstrates that the environment is a subject that students are interested in and talking about, although it does not seem to be a primary topic in *the Northwind*. This information could demonstrate some in-group bias in other research that inflated the relevance of this topic. Considering the sample size of the sustainability survey and the recent formation of the Sustainability Advisory Committee, however, sustainability does seem to be a topic that is gaining momentum on campus.

Audience Analysis

Target Publics

The primary target audience for the Sustainable NMU 2.0 campaign is the campus community at Northern. This population includes administration, faculty, staff and students. We also considered the secondary audience of prospective students, referred to as Generation Z or Gen Z, during the primary research phase.

Campus Sustainability Project Analysis

Research Questions

In 2015, a research team composed of two faculty members and two undergraduate students assessed campus attitudes toward sustainable initiatives at NMU. Specifically, the team wanted to 1) determine current campus awareness of sustainability initiatives, 2) learn about desired sustainability programs/initiatives and 3) hear feedback about the development of an institutionalized Office of Sustainability.

Survey

Methodology

Headings developed a survey based on the targeted research goals and with feedback from Thompson and Mittlefehldt. She designed the questions to include both quantitative and qualitative responses so that the team could gain more in-depth knowledge from respondents (Appendix A). The project was approved by the Institutional Review Board (IRB) in February of 2016 and was electronically distributed by the research team in March of that same year. The survey was created using Qualtrics and was administered through online platforms including an email link and social media shares. The questions remained open for two weeks. Respondents were self-selected individuals from the campus population.

Participants

A total of around 9,511 people had access to the survey and 953 attempted responses were recorded in the Qualtrics system. Of these attempts, 546 respondents fully completed the survey. Respondents were asked to identify themselves as either administration, faculty, staff or student. Researchers used this information to divide the data into the four different subgroups. According to the research report, “we had a student response rate of 8% and employee response rate of 24%, which is a typical rate for an internal, full-population survey” (Headings et al., 2016). In this context, “employee” includes administration, faculty and staff. Although the response rate was proportionally highest among employees, the total response number was largest from the student subpopulation (675), followed by staff (158), faculty (111) then administration (23). *The Sustainability Survey Report* (2016) lists an analysis of departmental representation:

Administrators who responded represent 13 different departments. Faculty member respondents represent at least 25 departments, staff members represented 38 different divisions and departments, and student respondents represent more than 31 different majors and minors on campus. (Headings et al.)

Despite this variety, researchers found evidence of participant bias due to the self-selective nature of the online distribution technique. Specifically, a large proportion of respondents identified with the departments of Biology, EEGS and Health & Human Performance.

Quantitative Analysis

The research team used Qualtrics to analyze the quantitative data collected in the survey. They determined that the administration was the most likely to be aware of sustainable initiatives with 86% answering affirmatively, while students were the least likely to be aware with 54% claiming the same. All subgroups showed that the majority of respondents did possess some awareness of sustainable initiatives (see Figure 5). Students expressed an interest in learning more about sustainability, and a majority (73%) said that they would like to see professional opportunities in the field offered on campus (Headings et al., 2016). From this data, we can conclude that there is a need within our target audience for education about campus sustainability initiatives, specifically within the student, staff and faculty subpopulations.

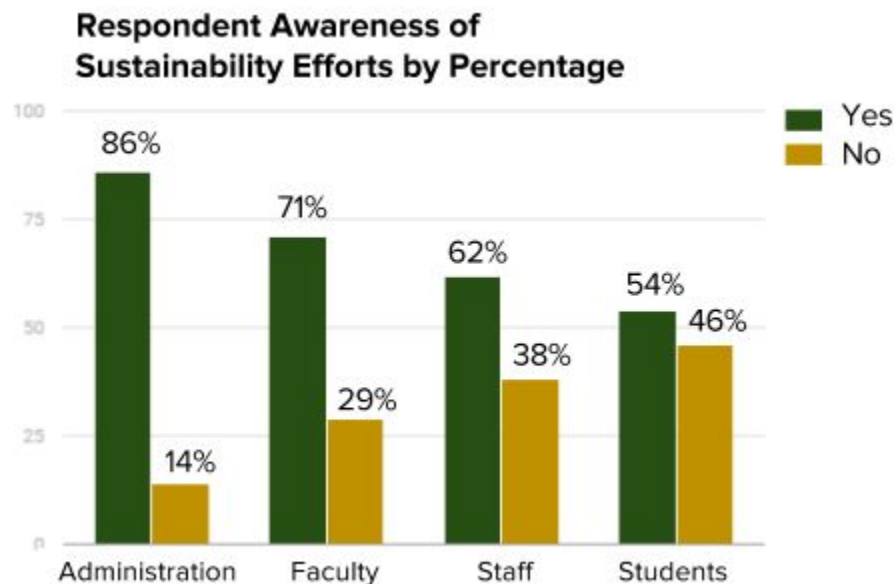


Figure 5. Bar graph showing the responses to the question “are you aware of any sustainability initiatives on campus?” Measured by percentages divided by subgroup.

Respondents were also asked about the “culture of sustainability” on campus. Researchers discovered that 93% of the administrative subgroup, 32% the faculty subgroup, 50% of the staff subgroup and 56% of the student subgroup felt sustainability was already part of the culture at NMU (see Figure 6). Based on this data, the administrative, student and staff subgroups will be the most accessible populations whereas the faculty subgroup may be more difficult to persuade.

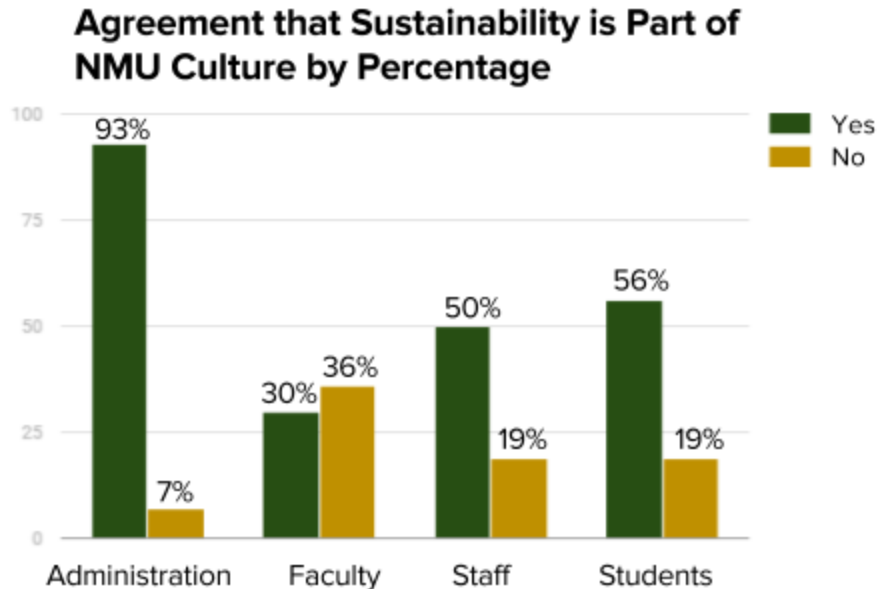


Figure 6. Bar graph showing the responses to the question “do you agree that sustainability is part of the culture at NMU?” Measured in percentages divided by subgroup.

*Neutral responses are excluded from this graph.

To determine the best mechanism for institutionalizing sustainability on campus, the research team asked respondents about creating an Office for Sustainability and about creating a Sustainability Committee. They also asked respondents to consider the institutional budget for these programs and found that administration, faculty and staff were resistant to devoting resources to the establishment of an Office for Sustainability. All subgroups were enthusiastic about the development of a Sustainability Committee, however, and 183 respondents said that they would be interested in serving on such a committee (Headings et al., 2016). This trend is unsurprising because, at the time the survey was administered, the campus climate was less supportive of new investments due to low enrollment. Despite this, the research team used the data to recommend that the administration establish a formal Sustainability Committee. President Erickson listened to this recommendation and established the SAC; its first meeting was held in September of 2016.

Qualitative Analytic Process

For each subgroup (administration, faculty, staff or student), respondents were asked four qualitative questions and had the opportunity to fill out an open comment section. All questions were optional, and the majority of the questions were only completed if the respondent answered positively to the quantitative question before. For example, if a respondent marked that they were aware of sustainability initiatives on campus, they could write in the names of these programs. Responses for each of the five questions were categorized by subgroup, then by type of question: awareness (2) or initiative (3). Then, Headings coded each question using an open coding method.

Headings created a code book (Figure 7) based on preliminary coding completed in April of 2016. Using the constant comparative method, she identified seven major themes: waste management, academic integration of sustainability, facilities and energy initiatives, communication for and collaboration with different initiatives, campus green-space opportunities, financial concerns and investment opportunities, and alternative transportation. A portion of respondents also commented about general concerns about the administration, financial cutbacks or challenges and programs not related to campus sustainability. Headings coded these responses under a separate category; they are relevant to the analysis because they demonstrate a misunderstanding of campus sustainability, a greater need for clear communication about current initiatives and often an opposing perspective on increased campus sustainability. Negative responses - either in tone or in opposition to increased sustainability - were also recorded. The researcher observed that negative responses often related to financial investments and administrative decisions involving funding, so there is an overlap in the data with these categories. Headings also notes that there appears to be an inflation in the data that does not reflect the total numbers, but this is because each individual comment often included statements that fit under multiple codes.

Code Label	Description	Example
Waste	Composting, recycling, food waste, water conservation and filters, plastic bans, re-useable mug initiative, food waste and/or composting kits and give-aways	“Recycling of batteries” “No trays in Wildcat den” “Water dispensers” “Double-sided printing”
Academics	Research opportunities, course integration, academic internship opportunities, or real-world experience opportunities	“Sustainability class projects” “Improvement of curriculum” “Research opportunities”
Facilities	Sustainable building design, alternative energies, efficient lighting systems, green cleaning supplies and/or physical equipment maintenance or upgrades	“Motion sensor lights” “LEED certification” “Updated power plant”
Communication	Student organizations, inter-group or inter-departmental collaboration, workshops, volunteering opportunities, awareness events, general support for an office to coordinate initiatives, advertising and marketing, branding opportunities and/or posters, pamphlets and fliers	“Displays of food waste” “Educational information” “More visibility of sustainable practices”
Campus green-space	Outdoor learning areas, campus or community gardens, native plants, green roof initiative and/or hoop house	“Green roof” “Grow food on campus lawns” “TREES. SO MUCH TREES”
Finance	Investment opportunities (social, demographic, community, alternative energy, carbon neutrality), business strategies, green fund creation, hiring policies, divestment and/or product sourcing*	“More sustainable sourcing” “Positive reinvestment” “Do with poverty” “Overall university strategy” “A green fund” “Funding further research”
Transportation	Incentivizing or developing programs for alternative transportation	“Better public transportation for students”
Non-answer	Responses unrelated to sustainability programing	“Superior Edge” “How about NO?”

Figure 7. Code book developed for qualitative analysis using constant comparative method.

*Food Sourcing was a prominent theme that was originally coded separately but later expanded to include other product sourcing under this label

Qualitative Analysis

There were a total of 1,448 comments. Of these, the student subgroup was the largest with 909 (63%) responses, followed by staff with 262 (18%), faculty with 220 (15%) and administration with 57 (4%). Proportionally, however, the response rates were the exact opposite: 43% of administrative respondents commented, 39% of faculty respondents commented, 33% of staff respondents commented, and only 25% of student participants commented. All subgroups were highly aware of waste management measures and wanted new programming for increased communication and/or collaboration more than any other category. Specifically, respondents were most aware of “recycling” as a campus sustainability initiative. Waste management is defined as any program or initiative with the goal of reducing waste on campus. This includes everything from composting and recycling to online assignments and double-sided printing. Communication is defined as any organization, platform or event that raises awareness or educates the campus public about environmental topics. This is the broadest category developed into the codebook and includes student organizations, support for an Office of Sustainability and increased collaboration efforts between groups. It also includes posters, workshops, presentations and university branding efforts (see Figure 7).

Administration Subgroup

In addition to the 72% of administrative commenters aware of recycling as a sustainability initiative, 54% were aware of facilities initiatives. Facilities is defined as any effort that originates in the Facilities Department and includes energy efficiency, building and equipment maintenance and building design or LEED certification (see Figure 7). An annual email from the Facilities Department reminding NMU employees to conserve electricity, especially with lights, was also mentioned multiple times. Local food sourcing and campus green-space initiatives (i.e. the NMU Hoop House, the Superior Acre Permaculture Garden) were the least mentioned programs with 9% and 4% of comments respectively. Finance and alternative transportation were not listed as a sustainable initiative by any administrative respondent.

When asked about new programs or initiatives that the campus should implement, administrators were mostly concerned with increased communication and collaboration efforts (40%). The second most-prominent category was finance with 20% of comments. Finance is defined as all comments related to financial investment (or divestment), social investment, business strategy and hiring decisions. This subgroup was particularly against financial investment in sustainability,

and all but one of the comments in this category described this. A small portion said that a voluntary sustainability committee would be a good first step with the option to invest in a new office in the future.² Increased recycling measures and the possibility for a campus compost initiative was also requested by 17% of responders. Three responders (8%) mentioned the integration of sustainability into coursework across departments, and one responder (3%) asked for increased native plants in campus green-space.

Taken as a whole, the administrative subgroup is primarily concerned with increased communication about current sustainability initiatives and more collaboration between existing organizations. They do not support financial investment in a sustainability office at this time, but do think that a voluntary sustainability committee could be beneficial. As part of our primary target audience, this subgroup would be highly supportive of the Sustainable NMU 2.0 campaign on campus.

Faculty Subgroup

Waste management was the most observed category by faculty commenters (72%). In contrast to the other subgroups, however, faculty mentioned the dorm composting initiative in addition to the university recycling program. Academic curricula about sustainability was the second most referenced theme from the codebook, with 34% of respondents referencing it³. Faculty listed the sustainability major through EEGS, but also discussed personal initiatives such as incorporating sustainability principles into a business class or talking about environmental stewardship in a biology seminar. Twenty comments (23%) mentioned facilities as current campus initiatives, including motion-sensor lighting and LEED certification of new buildings. Respondents commented about finance the least (3%) and did not reference alternative transportation opportunities.

Faculty asked for increased communication (34%), waste (27%), facilities (22%) and campus green-space (20%) efforts for new sustainability initiatives. Incorporation of sustainability concepts across all departments was also a concern, with 14% of responders commenting about it. Alternative transportation was the least discussed initiative (2%). This data demonstrates that unlike the administration or staff subgroups, faculty care about a larger variety of topics relatively

² It is important to note that at the time of the survey, the Sustainability Advisory Committee had not been created yet.

³ This data is likely skewed because one of the two questions linked to awareness directly asked about course integration of sustainability.

equally whereas other subgroups care about one or two topics very highly. Faculty comments were also longer on average than the other subgroups, with three sentences or a paragraph for each response compared to a few words or two sentences.

A large portion (20%) of comments were negative in tone, and 44% of these comments were about finance. Faculty were also concerned about budget cutbacks and hiring policies, but there were more negative comments toward the adaptation of a sustainability office and voluntary committee. Some thought that this method was inefficient, ineffective or both, and that there were better approaches to campus sustainability. Others were upset with the researchers and the survey:

This isn't a survey. This is a recruiting tool to promulgate a decision that has already been made. Shame on you.

Respondents seemed frustrated toward university changes. Often, this involved administrative decisions, hiring policies and the “misallocation of valuable resources.” This is important consideration for the Sustainable NMU 2.0 campaign because the tactics need to be clearly justified, logical and relevant in order to gain support from this target audience. If the tactics seem unnecessary, then we could be resented by this group in the future.

Staff Subgroup

Staff commenters were overwhelmingly aware of recycling as a current campus initiative, with 99% of responses including this answer. Facilities was another common category, with 42% of comments discussing energy conservation or LEED certification. Specifically, motion-sensor lighting was a frequently-cited program. Investment was discussed by six respondents (5%), but each comment related to social investment. For example, unions, student service events (Veteran's Day, Martin Luther King Jr. day of service) and the Northern Promise for alternative students were all commonly referenced programs. Another 3% of comments related to local food sourcing initiatives. This subgroup talked the least about academic integration (3%) and current communication efforts (3%). Specifically, the only communication effort listed was student organizations.

Both communication (29%) and energy (20%) were important new initiatives to staff respondents. Staff specifically desired “how-to” information, or educational materials on recycling, energy conservation and current campus programs. Increased efforts to recycle or to begin a composting program were also important to this subgroup (13%). The least-mentioned initiatives were

alternative transportation (2%) and campus green-space programs (6%). Campus green-space programs are defined as an initiative to modify or increase green areas on campus. For example, community gardens, native plants or increased trees are all included in this category.

Similar to the faculty subgroup, 20% of comments relating to new initiatives were negative in tone. Also like the faculty group, feedback was often negative in tone. Comments such as “stop tearing down buildings” and “Value the employees here . . . If budget cuts are a must, then also trim some fat off the top!” demonstrate these feelings. Because a majority of these comments did not relate directly to sustainability initiatives, they were categorized as non-answer comments (see Figure 5). Fifteen (55%) of these negative comments fell under the financial categorization. Staff seemed primarily concerned with job loss on campus and current budget cuts. Because of this, staff were generally not supportive of financial investment in a new department. Instead, commenters stated alternative options such as incorporating sustainability into current job descriptions or increasing communication efforts. They are similar to the administration subgroup in their support of a sustainability committee, but not a sustainability office.

Student Subgroup

Students were the only group of respondents who did not have waste management as the most referenced category; instead, academic integration was the most listed with 51% of respondent comments. Like faculty, however, this data is likely skewed because one of the two questions relating to awareness asked directly about sustainability in coursework. Answers ranged from biology and geography classes to construction management and business classes that incorporated sustainability elements. Individual’s understanding of sustainability is variable, though, so this data may also be inaccurate. Students were aware of waste management initiatives, with 35% of respondents commenting about it. Similar to the other subgroups, recycling was the most-mentioned program, with water-bottle fillers on drinking fountains a close second. Alternative transportation was the least referenced category (1%) along with finance (2%). Finance was only mentioned in relation to local food sourcing. Student organizations, in particular Garden Club and the Superior Acre Permaculture Garden, were recognized by 59 respondents (15%).

Students were primarily concerned with new initiatives for communication (46%) and waste management (39%). In particular, students requested a campus compost initiative and increased workshops on food waste in the dining halls. Respondents also requested an online platform to easily access information about the university’s sustainability efforts. Although campus green-space was a

less referenced category (13%), the ideas of community gardens and the Superior Acre Permaculture Garden were prevalent throughout the topics. This could be related to the larger awareness level of students (15%) about the Garden Club. Similar to faculty, however, student respondents were concerned with increased programming in all categories, and there was smaller variance in the number of references to each category than with staff and faculty.

There was a smaller portion of negatively-toned comments in this subgroup (5%), and they were related to topics such as budget cuts, hiring policies, and the lack of need for increased sustainability on campus. Largely though, this group was overwhelmingly supportive for an office of sustainability and financial investment in sustainability. Students were unique in volunteering to be involved in future initiatives, a few going so far as to provide contact information. This group also offered multiple ideas for practical application of new initiatives in their comments, rather than providing general suggestions.

Conclusions

As a whole, the data from the campus sustainability survey demonstrates that the administrative subgroup is likely the most accessible audience for the Sustainable NMU 2.0 campaign. The student subgroup is also likely to support the project, while the staff and faculty groups may be more resistant. All subgroups tended to reference waste, academics, facilities and communication as categories of concern, and particularly wanted increased communication and collaboration with campus sustainability efforts. Tactics that do not require a substantial monetary investment are the most likely to be successful at this time.

Interviews

Methodology

In March and April of 2016, Headings and Skrocki also conducted twelve interviews to gain an in-depth understanding of administration, faculty and staff perspectives on sustainability initiatives. Headings, Mittlefehldt and Skrocki scripted six questions based on the survey questions and the targeted research goals (Appendix B). The script remained uniform across interviews with flexibility for clarification and follow-up questions. Researchers typed notes during the discussion. All participants were selected from survey respondents who both demonstrated interest in the project and provided contact information.

Participants

Because the interview participants were self-selected from the survey respondents, all answers were biased in favor of increased sustainability at NMU. All participants were chosen by the research team to represent a range of departments, including Facilities, the Communication & Performance Studies Department, the History Department, the Technical and Occupational Sciences Department, and the Center for Student Enrichment. There was also range of university standing from staff to administration, although no students were interviewed for this project. Participants were primarily male; only 25% of respondents were female.

Analytic Process

Our campaign team reviewed the notes taken by original researchers during the interviews. Because there were no recorded transcripts, we did our best to understand the larger context and meaning behind the notes. We chose not to develop a codebook because the notes were too inexact to confidently make specific categorizations. Instead, we read all of the notes as a whole unit to identify broad trends and patterns.

Analysis

The information collected from faculty, staff and administrative interviews reaffirmed the trends of the qualitative data. Overall, researchers noticed two general themes from the interview notes: 1) current initiatives such as recycling and energy conservation tactics should be expanded and 2) efficient and effective communication is paramount to increase awareness and remain transparent with any new endeavors. One respondent stated that “priority one is overall campus-wide awareness” on current sustainability and environmental issues (personal communication, March 24, 2016).

Conclusions

These themes relate directly to the codes of waste, facilities and communication: three of the four themes identified within the qualitative survey data. Although this is a small sample size of the population and students were excluded from these interviews, this information is still valuable. Taken as a whole, this data confirms that a communication campaign is relevant to each subgroup of our target audience.

Campus Forums

In addition to the survey and interviews, the research team held three different campus meetings to present their preliminary survey results and ask their respondents for additional feedback. The meetings were held in Jamrich lecture rooms and were open to the public. One forum targeted student respondents in particular, and this was the most highly-attended meeting. The other two forums had primarily faculty and staff participants, with some administration (such as department heads). Each meeting began with a brief powerpoint and explanation by researchers about the survey: its purpose, methods and preliminary results. The rest of the time was devoted to open discussion facilitated by Headings, Mittlefehldt and Skrocki. One researcher typed notes during each meeting to record the discussions, but no recordings were made in order to protect participant privacy. The research team advertised the meetings on social media and with campus posters.

After each meeting, the researchers analyzed the notes for general patterns and themes. They identified three major trends and summarized them in *the Sustainability Survey Report (2016)* as: 1) “sustainability as a driver for enrollment,” 2) “improved communication is necessary” and 3) “sustaining sustainability efforts” (Headings et al.).

We determined that the first theme influences our campaign strategy as an overarching point of interest for our target audience. We deemed the second theme to be the most directly related to our campaign goal. In particular, the respondents “emphasized the need for a centralized system for communicating sustainability-related actions on campus” (Headings et al., 2016). SAC may serve as this centralized system, although other universities have generally implemented a model with a designated director or similar position (Alshuwaikhat & Abubakar, 2008). The third theme was partially addressed by the creation of the SAC, but it is also directly related to our campaign goal of institutionalizing sustainability. The best way to sustain an organizational body is by incorporating it into the structure of the university.

Student Attitudes about NMU Project Analysis

Research Question

Student enrollment at Northern Michigan University (NMU) is declining. According to Brian Cabell (2016), author of *Word on the Street*, enrollment has dropped “10% in the past seven years, and probably 20% in the next ten years.” In order to survive, NMU needs to innovate. To help with this, our Research Methods in Public Relations class asked the question: how do we enhance our reputation as an institution and build trust with our target audiences? More specifically, we

questioned the influential factors that most impact students' decision to attend NMU. Based on data from the Institutional Research Office, our group asked the question what is the influence of the environment on enrollment?

Literature Review

We began this process by conducting a literature review on several articles that described Generation Z and their attitudes toward the environment. Through our analysis, we discovered the environment has a great influence on Generation Z's career decisions, buying habits and lifestyle choices (see Figure 8).



Figure 8. Infographic describing the findings from our literature review.

Quantitative Analysis

Next, we launched a survey to gain more robust statistical data about our target audience. This survey was distributed by the class as a whole, not just our research team, but the data provided below relates specifically to our focus area.

Methods

We used an existing college persistence questionnaire (CPQ) scale and distributed it to the entire population of undergraduate students enrolled for the fall 2016 semester at NMU. The scale was modified by both the class and Dr. Jes Thompson to pertain more directly to our campus, and our research group added two questions to gain a better understanding of the relationship between enrollment and the environment (see Appendix C). We used Qualtrics to both design and distribute the scale via an email listserv. The link was emailed to 7,082 students and we received 942 completed responses for a participant response rate of 13%. The survey was launched on October 27, 2016, remained open for one week and closed on November 2, 2016. For our analysis, we used Qualtrics and filtered the responses by participants who agreed with the statement “the environment played a large role in my decision to attend NMU” and marked that the appeal of the location or area was important in their decision to attend NMU. More than half of students who responded to the survey (490) fit into this category. We compared this subgroup to the responses of all respondents, by proportion.

Participants

All participants were registered students enrolled in the fall 2016 semester at NMU. Respondents in our subgroup were primarily female (84%), trying to earn a bachelor’s degree (89%) and had been enrolled at NMU for more than one semester (70%). The class ranking of students in the subgroup was distributed fairly evenly across the undergraduate levels, and three participants (<1%) identified as graduate students (see Figure 9). Most participants worked between 0-20 hours (83%) and were more than 200 miles from their graduating high school (73%).

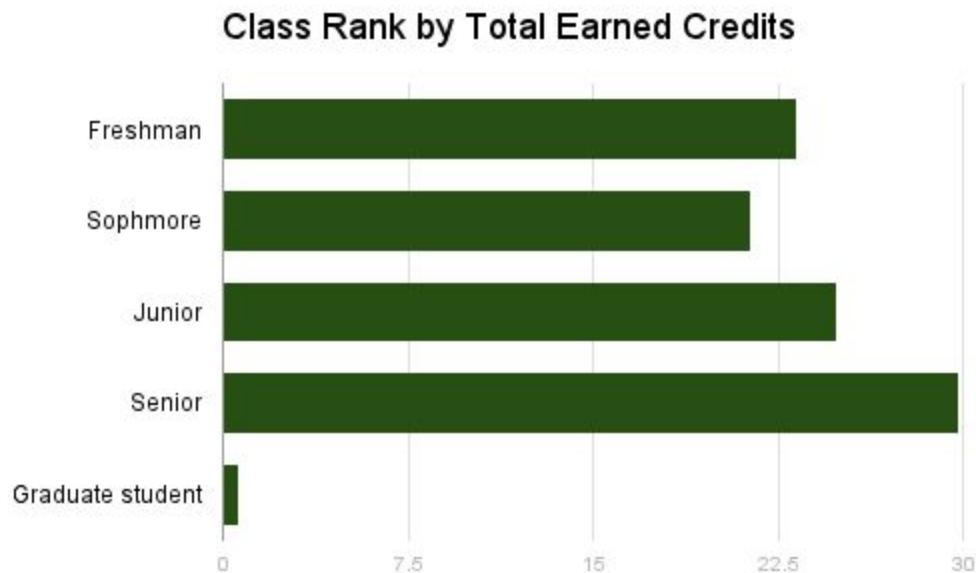


Figure 9. Bar graph showing environmental subgroup student responses to class rank according to total earned credits. Measured by percentage of responses.

Analysis

Compared to the full population of participants, the subgroup of respondents whose decision to attend NMU was affected by the environment seemed to be more satisfied and feel more at home at the university. They also tended to have a more positive relationship with other students. When asked how much the respondent’s interactions with other students had impacted one’s personal growth, 8% more of students in the environmental subgroup answered “very much” and 5% more answered “much” (see Figure 10). Additionally, 7% more students from the environmental subgroup had a very favorable impression of other students, and 6% more had a somewhat favorable impression (see Figure 11). These statistics demonstrate that students who came here, in part, because of the environment have a stronger relationship with other students at the university. This conclusion is supported by the information gathered in our focus group, where students said that outdoor activities allowed for greater bonding with their friends.

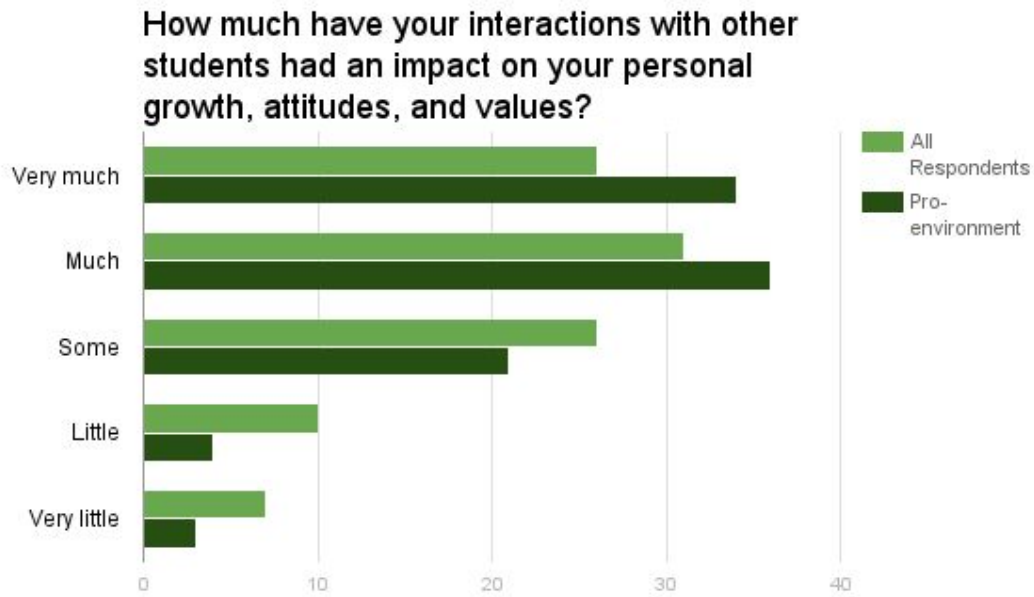


Figure 10. Bar graph comparing subgroup responses to unfiltered responses about impact of student interactions on personal growth. Measured by percentage.

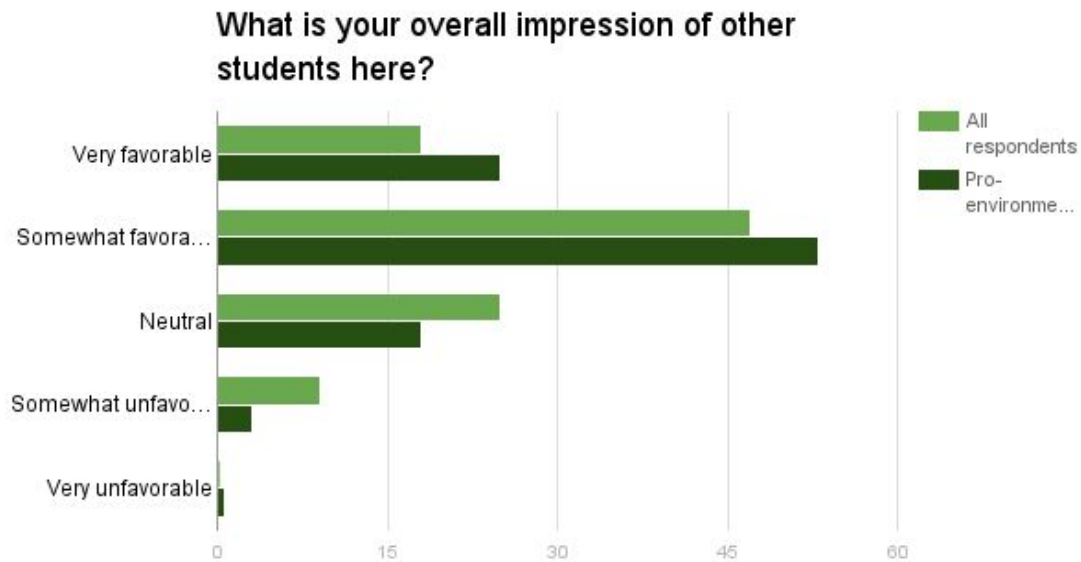


Figure 11. Bar graph comparing subgroup responses to unfiltered responses about participant impressions of other students. Measured by percentage.

Students in the environmental subgroup are also more likely to stay enrolled at NMU. When asked how much loyalty they had for the university, 7% more environmental respondents said that they were very loyal and 8% more said that they were more loyal (see Figure 12). Only 41% of unfiltered student respondents felt very confident that NMU was the right college for them, whereas 55% of environmental respondents said that same (see Figure 13) - a 14% difference in opinion. Seven percent more environmental respondents thought that the positives of college far outweighed the negatives (see Figure 14), and 7% less thought a lot about stopping their college education (see Figure 15). Finally, 3% more of environmental respondents feel that the benefits of earning a college degree far outweigh the negatives (see Figure 16). We assert that these results are due to the connection that our subgroup feels to the environment; because they are engaged with the local area, they feel more at home in this setting and are less likely to leave it.

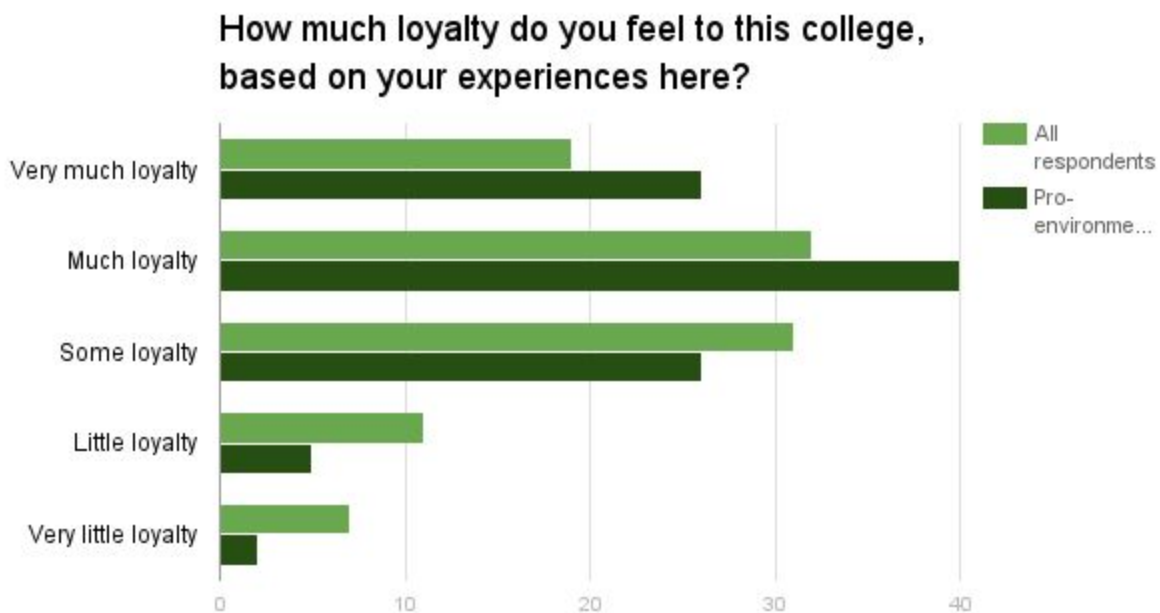


Figure 12. Bar graph comparing subgroup responses to unfiltered responses about how loyal they feel to this university. Measured by percentage.

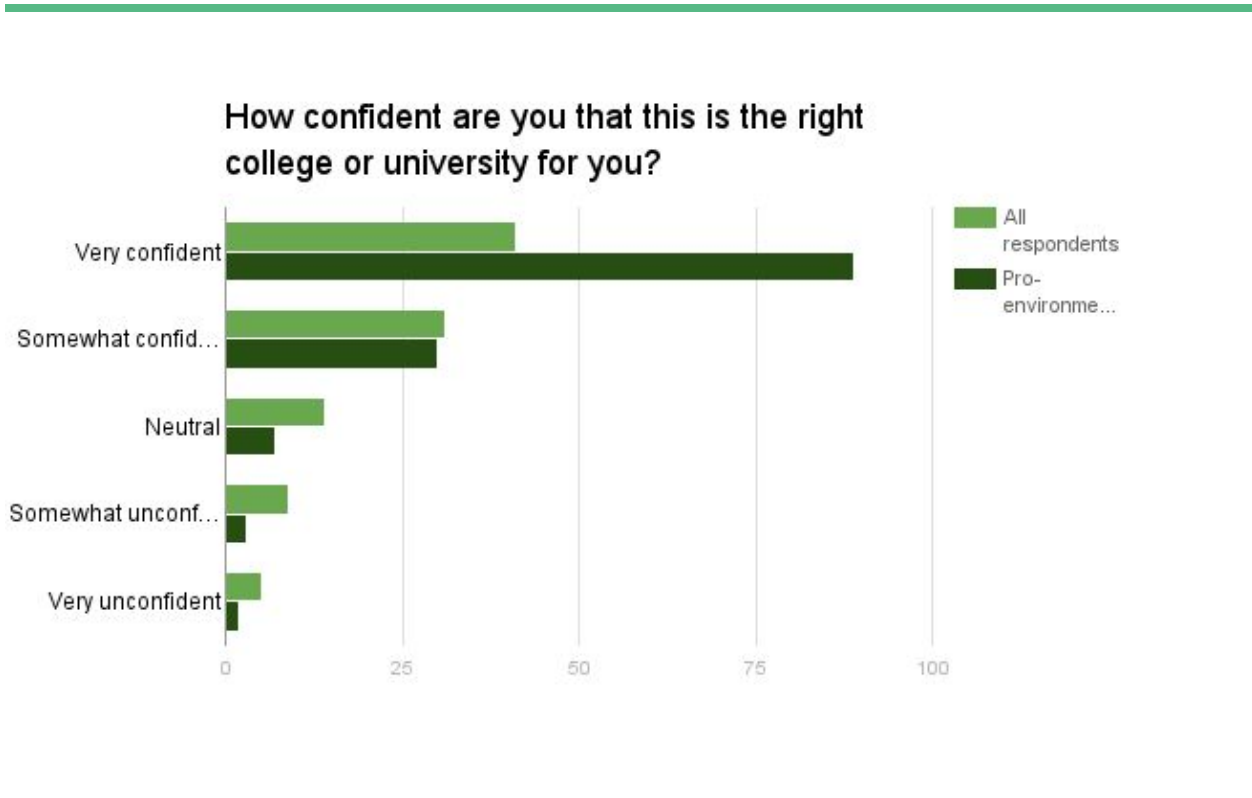


Figure 13. Bar graph comparing subgroup responses to unfiltered responses about impact of student interactions on personal growth. Measured by percentage.

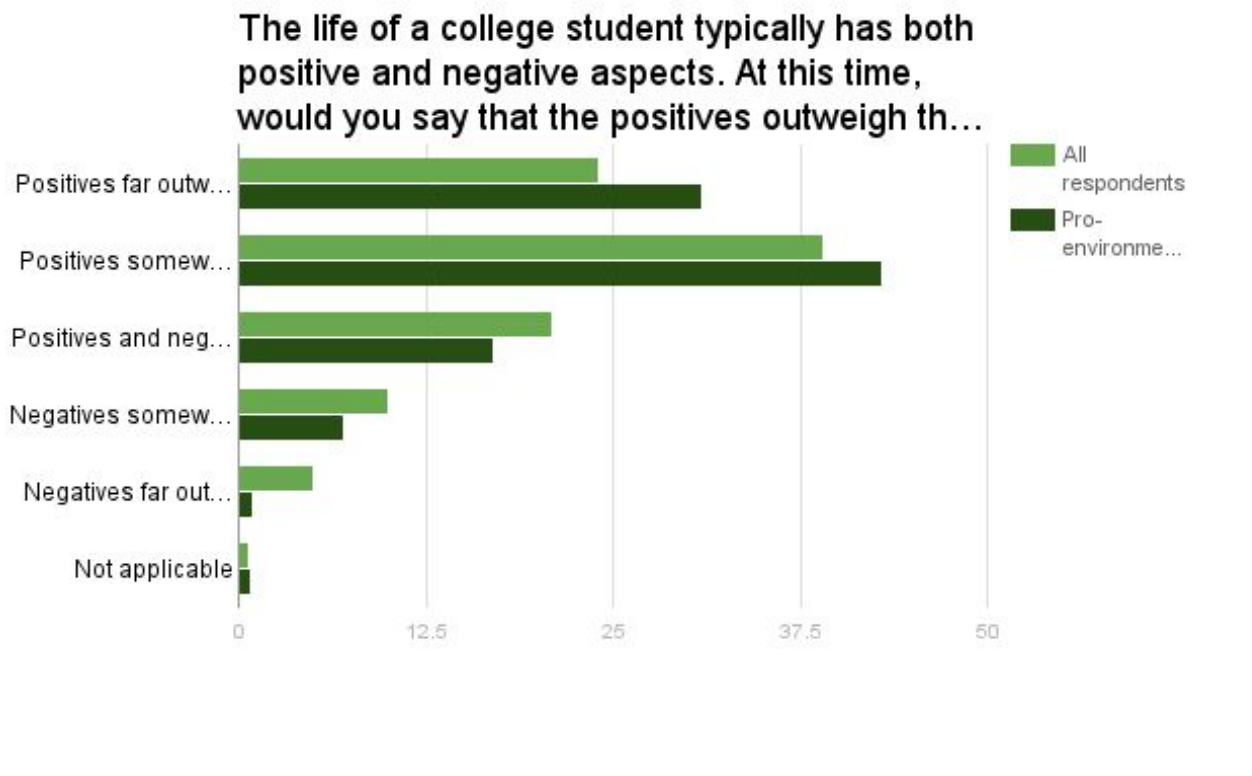


Figure 14. Bar graph comparing subgroup responses to unfiltered responses about how the negative and positive aspects of being a college student compare. Measured by percentage.

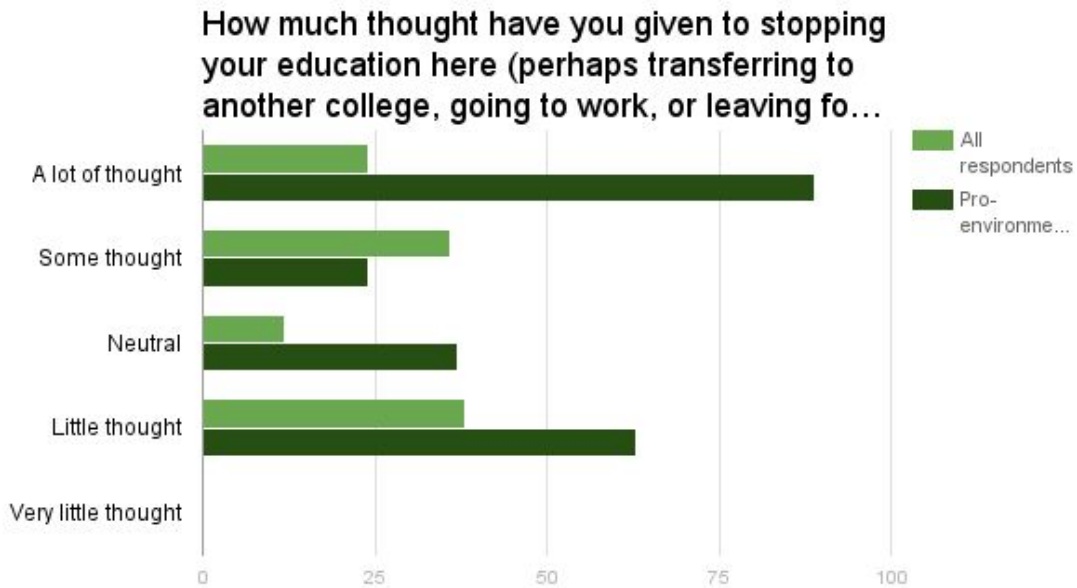


Figure 15. Bar graph comparing subgroup responses to unfiltered responses on how much students have thought about discontinuing their education at this university. Measured by percentage.

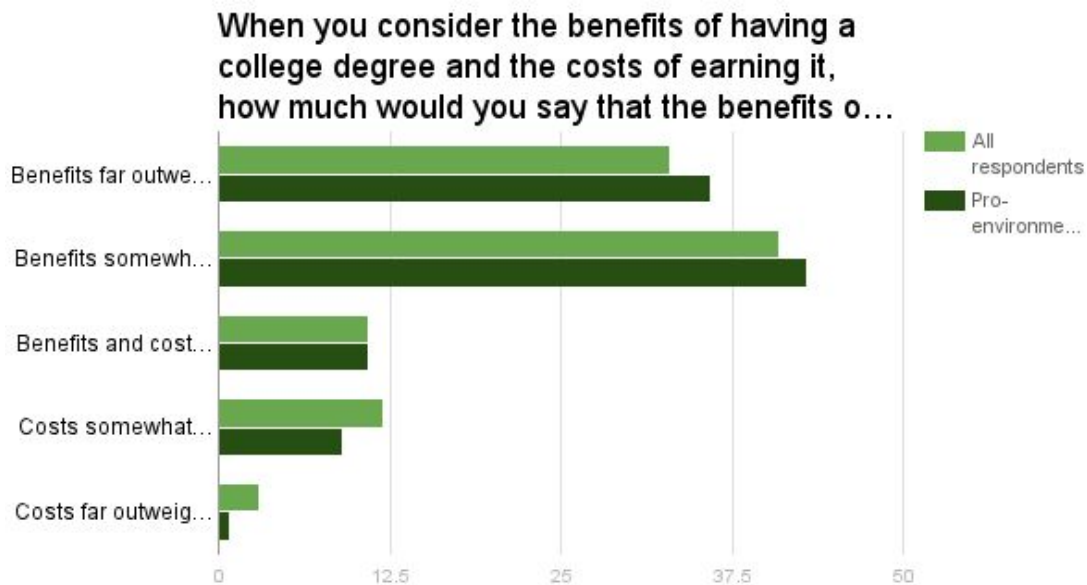


Figure 16. Bar graph comparing subgroup responses to unfiltered responses about the benefits of receiving a college degree compared to the cost of earning it. Measured by percentage.

Environmental respondents report feeling less stress than their counterparts. Twenty-one percent of unfiltered respondents claim to be very stressed, while only 18% of environmental respondents' claim the same (Figure 17). This is probably because students who spend time in nature and who have a strong support system tend to feel less overwhelmed with responsibilities.

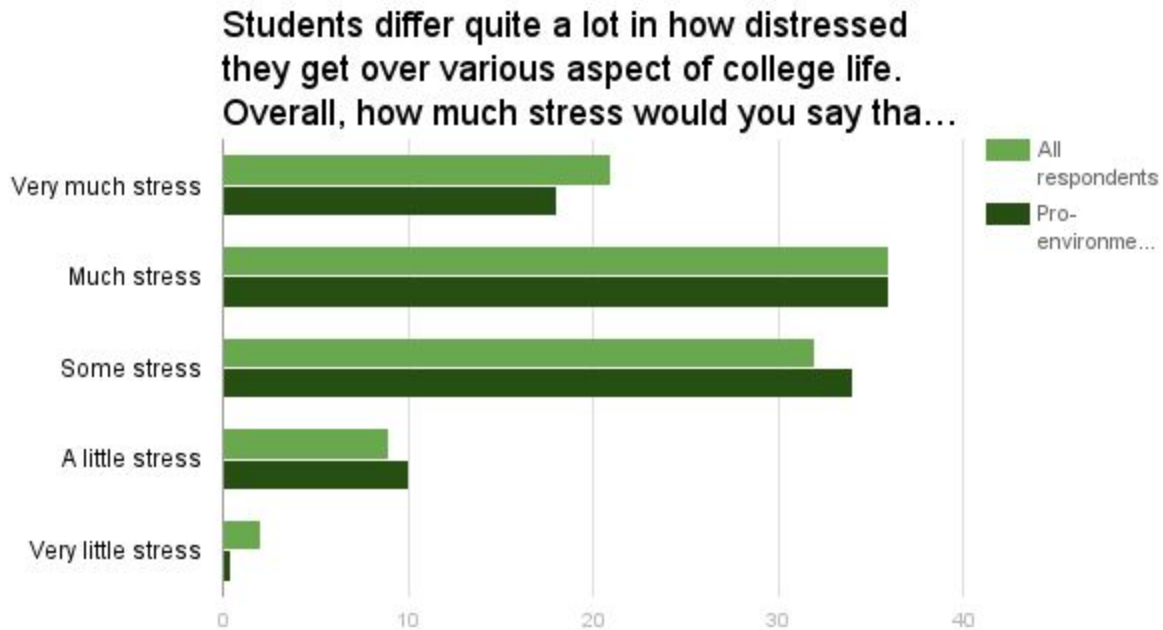


Figure 17. Bar graph comparing subgroup responses to unfiltered responses about how much stress they experience. Measured by percentage.

Conclusions

Overall, our quantitative analysis demonstrates that students who chose to come to NMU because of the environment tend form closer relationships with other students, feel more at home in the area and are thus more likely to graduate from NMU and are less stressed than other students.

Qualitative Analysis

To better understand our target audience, we conducted several studies about the students at NMU. We engaged in a participant observation study, completed a series of interviews and facilitated a focus group discussion.

Methodology

Participant Observation

On October 21 and October 27, 2016, two researchers attended separate campus tours. We were each led by a different student admissions worker and the experience lasted about two hours. We observed the group dynamics, types of questions asked and campus areas that sparked student interest. We took handwritten notes during the tour in order to have an accurate record of the event. Although we did not intend to interact with the subjects, a miscommunication made our participation inevitable..

Interviews

We completed a total of five interviews from October 23 to November 10, 2016. We conducted each interview in person and used a list of scripted questions (see Appendix D), although we did allow flexibility for clarifying questions. We developed the script during two group meetings, and based it on our three research dimensions of outdoor appreciation, environmental programming and campus atmosphere. We modified the questions throughout the project to apply more directly to our target audience. Participants were selected through convenience sampling with consideration for class standing and gender. Headings selected students with an academic interest in the environment, while Tompkins⁴ recruited students not involved in environmental academic programs. We conducted each interview in a separate location, but our methodology remained consistent. The sessions averaged a total of ten minutes; the shortest interview was 3 minutes 40 seconds and the longest was 25 minutes 29 seconds.

Focus Group

On October 26, 2016, we conducted a focus group to gain further insight into our target audience. These subjects were also selected with convenience sampling. Although we tried to select participants from different demographic groups, we secured five female participants. The session took place in the living room of Headings' apartment. Tompkins recorded the session on her laptop and typed notes while Headings facilitated the discussion and recorded visual notes on poster paper. Baked goods and beverages were provided as an incentive for participants. The discussion continued for 51 minutes.

⁴ Chloe Tompkins, senior public relations undergraduate at NMU

Participants

We observed a total of 28 students during the participant observation study. All of the students were in high school, and most were in their junior year. The majority of participants were traveling with their parents, although eight students were unaccompanied. Students were primarily female.

A total of ten participants were selected for the next phase of our audience research. Four males and one female participated in the interview portion, and five females participated in the focus group. All subjects were current students at NMU and varied in major, class standing and hometown location. We had an equal division of students between upper and lower classmen: two were freshmen, three were sophomores and five were seniors. Hometown locations included Marquette, MI; Chicago, IL; Manchester, England; Rhinelander, WI; Midland, MI; Grand Rapids, MI; Gladstone, MI; Rockford, MI and Suring, WI. The students studied a range of majors including construction management, finance and risk management, English, communications, marketing, environmental science and sustainability, nursing and secondary education with a focus on integrated science. One student was still undeclared, but was considering either public administration or political science.

Analytic Process

For all of our qualitative data, we listened to the different recordings for each of our studies. We also analyzed notes from the participant observation study and focus group session, as well as transcripts created for two of the five interviews. Using an open-coding method informed by our three research dimensions (see pg. 46), we created a code book (Figure 18). With this as our starting point, we used a constant comparative method to adapt the codes and identify other major themes such as small class size, faculty or alumni connection and social integration into the campus community.



Code	Description	Example
Campus Atmosphere	Campus atmosphere, “feel”	“Genuine”
University Perception	Outside perceptions of NMU; stereotypes	“Hippie stereotype”
Outdoor Appreciation	Interactions with the physical environment; types and frequency of use	“Blackrocks”
Environmental Programming	Current or desired campus environmental programs; academic; career	“Recycling bins on campus”
Enrollment Themes	Major themes that relate to other groups	“Alumni connection”
Noteworthy Phrases	Important or emphatic statements	“Isn’t distracting”

Figure 18. Code book developed for qualitative analysis based on recorded interviews and notes written during the sessions.

Analysis

As a whole, the participants agreed that the environment had at least some effect on their decision to attend NMU. The environment was generally a pulling factor for students, although two students in the focus group said that it was a barrier. The five major themes identified in our code book were applicable to both the interviews and the focus group.

Campus Atmosphere

We defined the dimension of campus atmosphere by the general feel of the university; whenever participants used terms that related to current students, the community, or general feelings or impressions of campus, we labelled it under this category (see Figure 18). The first two scripted questions related directly to this dimension, and most participants understood the meaning behind it with little clarification. Students also referenced this dimension when discussing other questions, especially during the focus group session.

Common words associated with campus atmosphere included “genuine,” “good vibe” and “home.” During the focus group, one student who had considered transferring during her first semester

said “nothing was like Northern” when she began visiting other campuses. An interview participant said

“My mom and I first visited MSU, and we just didn’t feel . . . ya know. . . it just didn’t feel right, for lack of better terms. And then I came up here with my mom, and it was just so . . .it just felt right in ways like I didn’t feel anywhere else.”

This dimension generally seemed to be a deciding factor in students’ decisions to attend NMU; six students said that campus atmosphere was a large part of their decision. Other participants disagreed, however. Three students said that they came here for reasons not related to the environment and our study abroad participant was unable to tour the campus before her enrollment. This shows that although campus atmosphere may have some impact on students’ decisions to attend NMU, it is highly idiographic in nature.

University Perception

Although not one of our three research dimensions, student perception of the university was a recurring topic throughout our research and was also a major measure in the survey. We defined university perception as participants’ views or generalizations of NMU before enrollment. This also includes views and generalizations of NMU by students not enrolled at NMU, for example friends or family of the participants (see Figure 18). Students often express this theme through stereotypes. University perception was most prominent during our focus group session: students spent between five and ten minutes discussing this. The “hippie stereotype” associated with Northern was the primary example. One participant thought that this stereotype was a positive perception of the university and demonstrated that environmental stewardship is part of the campus culture. Another student said that this stereotype had actually been a barrier for her to attend NMU because she feared not “fitting in.” Participants from Wisconsin agreed that the “yooper stereotype” was generally a negative in their hometowns and served as a barrier for prospective students. Participants then discussed the impression that NMU is not academically rigorous. Students referenced “N is for Knowledge” as an example and agreed that this stereotype was more prevalent in the upper peninsula than downstate or in Wisconsin.

Despite these stereotypes, participants felt that word of mouth was still the best way to attract new students and that it was still largely positive in tone. There was a clear divide between the individual perspectives of upperclassmen and lowerclassmen on the sincerity of word-of-mouth recruitment. The seniors identified changes in university branding and administration as key reasons for poor word-of-mouth, while the lowerclassmen lacked awareness about these topics and reported that it had no impact their perceptions. The lowerclassmen claimed that they actively spread positive impressions of the university among their peer groups. We concluded that although the university’s reputation may seem to be damaged, underclassmen and prospective students are less likely to see this. In-group bias is one likely cause for the discrepancy: we are

surrounded by upperclassmen who have more negative university perceptions. Thus, for the enrollment issue, reparation of image is not as large of a priority as we originally hypothesized.

Outdoor Appreciation

This measure was defined by references to the university's geographical location, direct student engagement with the outdoors and the physical aspects of campus (see Figure 18). Four different participants mentioned trees and outdoor living areas, and all focus group participants and three interview subjects referenced locations such as Sugarloaf, Black Rocks, Presque Isle and Hogback. The geographical location of Marquette seemed to be a deciding factor, with seven out of ten participants identifying this as a primary reason for their enrollment. Distance from home was a prominent sub-category of this measure, and six out of those seven mentioned it. Of those six, two chose NMU because it was far from home, two chose it because it was distant from home but still within driving distance and two more chose it because it was close to home. Everyone who cited distance as a factor said that Marquette reminded them of their hometown environment.

We also asked participants about their types and frequency of engagement with the outdoors. Two students did not enjoy being outdoors at all, although one said that she “enjoyed appreciating it” through photography and observation. Another student said that he was directly involved with nature on a daily basis. The rest of the students seemed to enjoy the opportunity to be involved in nature, but did not consider it a priority of their everyday lives. One interview participant discussed this at length, saying he “value[s] that there is the opportunity all around the community to be active outdoors. I don’t necessarily partake in these adventures all that frequently, but it matters that they exist.”

Based on these opinions, the marketing department should continue to capitalize on the physical location of Marquette in their promotions. Focus group participants stated that this is best way to solve the enrollment challenge, and one student stated that “nature has to be involved” in branding the university.

Environmental Programming

Only one of our participants enrolled at NMU for an environmental major, and he later changed it to a program outside of the EEGS Department. He did retain a minor in the department, however. Another student is currently double-majoring in the environmental field with declarations through the EEGS and Sociology Departments. A third participant is not directly majoring in an environmental field, but registered for environmental courses as part of her core curriculum for integrated sciences. Of these three participants, two plan to pursue an environmental career; one as a researcher and the other as an environmental advocate or lawyer. Two other participants believe that the environment could have some impact or relevance to their careers in writing and teaching. As a whole, one-third of participants have been required to take courses on the

environment through their academic majors, and 40% of participants believe that the environment will be relevant to their career.

All participants agreed that their awareness of environmental issues had increased during their college careers. Students specifically referenced the recycling program, the outdoor learning areas, student presentations about campus sustainability and general conversations about the local environment as sources of environmental education. As a factor for enrollment, this dimension seems to be less prevalent than other categories such as geographical location.

Additional Themes

Throughout our analysis we identified other minor themes that related to other variables identified during class. For example, an alumni connection was the primary factor for one participant. Themes such as distance from home and academics were also discussed, but have been incorporated into the definitions of other coding measures. Sport recruitment was a major factor for three participants, but had little to do with our research question or those of other groups. This theme may also have emerged due to a skew in data caused by the convenience sampling method.

Conclusions

Based on this research, the environment does seem to play some role in students' enrollment decisions. All ten participants said that they had a greater awareness of the environment after attending NMU, and the majority of participants claimed that the geographical location and the campus atmosphere were deciding factors. Our sample size was not statistically significant, however, and our participants were selected through convenience sampling and cannot be generalized to the larger campus population. Despite this, we gained key insights into our target audience including: the importance of NMU's geographical location and the consensus that nature should be part of the university's brand.

Summary of Findings

As a whole, this body of research supports a Sustainable NMU 2.0 campaign. Both the national and local communication climates demonstrate an opportunity for increased sustainability programming in higher education, and both primary and secondary research findings confirm the environment as an influential factor of enrollment. The current campus community also seems to be in favor of increased sustainability efforts and could benefit greatly from a communication campaign that highlights current programs. If effective, this campaign will address the need for awareness about current sustainability programs in the short-term, and in the long-term will increase campus morale, attract new students to NMU and redefine the university's brand as a leader in sustainability.



Part 2:

Campaign Plan

Campaign Team



Molly Egelkraut:

My skills include creativity, planning and a general knowledge of public relations. I have completed all of my public relations core classes including campaigns. I have an eye for design and am fluent in Canva as well as the Adobe suite. I am not afraid to speak up and say when something is too big of a goal or needs more time to build. I've conducted research for the Michigan Audubon as well as for Lake Superior Christian Church. I have real world experience that I believe will benefit the group.



Brett Baum:

The skills I bring to this project are a working knowledge of the public relations process and business experience. I can utilize my knowledge of the business process and corporate experience to make this campaign as efficient as possible. I have also worked on research and campaign planning for Michigan Audubon and Lake Superior Christian Church, and I think that experience will transfer well. I hope to be able to use my professional writing skills to help make this campaign as presentable as possible.



Brittany Blackburn:

My primary skill is my general knowledge of public relations. I am also fluent in Microsoft Word and Canva. I have many connections in the community and can use my influences to disseminate our campaign message. In addition, I have an eye for design that I think would benefit the group as well as the campaign.



Ella Skrocki:

My skills are heavily rooted in my desire to lead and willingness to learn from others. My primary skill set lies in understanding environmental sustainability, however, I have experience in outreach and public relations through involvement in projects within my community. One of which includes data collection, case analysis, outreach and facilitating of large presentations as well as public forums that contributed to the formation of the Sustainability Advisory Committee. Finally, I am proficient in presentation layout and design as well.



Rach Headings:

My primary skill-set is in community outreach and organization (including synthesizing or formatting content for a presentation). I also have experience facilitating small group meetings and developing agendas. I am comfortable with public speaking and have professional experience presenting for large audiences. I am uniquely positioned for this campaign because I have knowledge and professional experience in both public relations and environmental studies. I also am a student representative on the Sustainability Advisory Council, and my research was an influential factor in its creation.

Team Management

The team met each Thursday at 5:00 p.m. during the fall semester of 2016 in order to discuss the current project status, brainstorm new ideas and continually evaluate our campaign based on our strategic decisions. If available, we met in the study rooms on the third floor of the LRC. Molly and Rach facilitated discussions.

Mission Statement

The mission of this campaign is to develop a foundation for institutionalizing sustainability at NMU. In the short-term, we hope to increase campus awareness of current sustainability initiatives. This increased awareness, over time, will lead to a cultural change in the campus community that will in turn result in a collaborative environment that will allow new sustainability initiatives to thrive. In the long-term, our goal is to create a lasting culture of campus sustainability that will become part of the university's identity as an institution.

Positioning

Campaign research revealed that sustainability is a growing trend in both higher education and the job market. Furthermore, both the current campus community and prospective students believe that sustainability is important. NMU must leverage this positioning to build awareness around its current sustainability initiatives, thereby improving campus morale and attracting new students to enroll. The SAC, the passion that already exists in the campus community and the inclusion of "environment" as a core value all align with our mission and will help support our goal.

Objectives

Impact: Behavioral

- 1) To increase awareness of sustainability initiatives by at least 15% among all campus populations by December 2017; this will push all audiences to a critical mass in which the large majority of administration, staff, faculty and students will be aware of campus sustainability initiatives⁵
- 2) To promote audience social engagement with campus sustainability efforts by May 2017
- 3) To involve at least 5 student organizations in SAC efforts through participation in events or application for recognition by May 2017

⁵ All populations have a different awareness baseline: administration 86%, staff 62%, faculty 71% and students 54%

Effective Communication Principles

The Sustainable NMU 2.0 campaign will utilize six effective communication principles within its strategies and tactics. These principles include source credibility, salient information, effective nonverbal cues, opinion leaders, group influence and audience participation.

Source Credibility

Sustainable NMU 2.0 will be implemented with the support of the SAC, the campus authority on current sustainability initiatives. Because the SAC's primary charge is to advise President Erickson, the campaign will reach out to his office and request his support as well. If messages can be disseminated, in part, by university channels such as the NMU website and social media, then the campaign could also rely on the credibility of the university.

Salient Information

This campaign has saliency with our audience because it is a campaign about Northern's campus created for the campus community as an audience. It has been designed by current NMU students based on a large body of research into different campus populations. Our research demonstrated that sustainability is an important topic among the different campus publics, and the campaign will take place on campus to most effectively reach its audience.

Effective Nonverbal Cues

The official sustainability logo designed by the Marketing & Communications Office will be used throughout the campaign's promotional materials and presentations. In particular, it will be visible on social media posts and campus posters, fliers and brochures.

Opinion Leadership

Sustainable NMU 2.0 will target student organizations related to sustainability as opinion leaders for the student population. SAC members are also prominent opinion leaders on campus that hold influence over the faculty and staff. President Erickson is a campus-wide opinion leader who may also influence the administration.

Group Influence

Student organizations and the inclusion of this campaign into faculty course material will help to promote sustainability as a campus norm.

Audience Participation

This campaign will encourage audience participation through a special winter semester 2017 event and the development of user-generated content on social media platforms with #SustainableNMU. Social media contests for prize incentives could be an additional adaptation to utilize this principle.

Strategies

- 1) Utilize the official sustainability logo to promote brand recall and establish a transparent foundation for sustainable initiatives on campus
- 2) Partner with student organizations related to campus sustainability, the SAC and President Erickson to distribute messages to the larger campus body; this will both establish source credibility and utilize peer and institutional opinion leadership
- 3) Encourage user-generated content through online platforms to engage the audience with sustainability at NMU
- 4) Transform student consumptive experiences by integrating sustainability into cross-disciplinary programs on campus
- 5) Create an informational event that can increase community awareness and enthusiasm about campus sustainability
- 6) Persuade student organizations to become engaged in SAC sustainability efforts through group influence mechanisms

Pilot Study

Informational Handouts

This tactic required our team to create informational “how-to” fliers with the goal of increasing campus awareness of initiatives such as recycling and LEED certification. Feedback for this deliverable was largely positive, but students raised an important question about the effectiveness and necessity of the fliers. Participants were worried that printing off dozens of fliers with the sole intention of raising awareness was wasteful and hypocritical with our mission of increasing sustainability on campus. Based on this input, we decided that all of the relevant information was covered either on the website or in the informational brochure discussed below, and that an online version of the pamphlet should be made available for student groups to access for their own events.

Campus Fair Informational Booth

Students were largely positive about a sustainability booth at campus fairs such as Fall Fest. In particular, participants said that the green-and-gold coloring of the hand-out material and large posterboard would be eye-catching. A large portion of the discussion was dedicated to what students would like to learn from such a booth, and common initiatives included water conservation methods, the sustainability of new construction projects (i.e. the new dormitories), recycling and the outdoor learning areas. Students also requested a printed application for the SAC internship be available at the booth, so we adapted the online format to be available as a printable document.

Campus Sustainability Map

Based on models of other university’s, we decided to propose the creation of a campus sustainability map in order to increase awareness of current sustainability initiatives. We chose to overlay our map onto an already existing online map available on the NMU website. Participants generally liked this format, finding it to be creative and simple. Students especially enjoyed the interactive element of the map, but said that images would be more beneficial than text. They also raised questions about some of the locations, asking why only one bike rack was featured and why no water-bottle fill stations were included. Participants also agreed that the map would not be something that they would actively search for, but that it would be helpful when/if it was found.

Based on this feedback, we tried to include images but could not make it work within the current formatting system on the NMU webpage. Due to space restrictions, we also chose to remain with only one featured bike-rack and no icons for water-bottle fillers. For ease of access, we would like to work with the Marketing & Communications Department to make this map available on the Sustainable NMU page, but due to time limitations could not integrate this before December 5, 2016. Skrocki will continue this conversation next semester (see page 71).

Sustainability Labels

Also with the goal of increasing campus awareness of sustainability initiatives, we designed a label that could be placed near the program in order to draw attention to it. For this campaign, we designed a “locally sourced” label meant to be used by Dining Services to highlight its locally-sourced food. Feedback for this deliverable was divided between students who were both excited and impressed with its potential and students who did not see it as a meaningful initiative. Two participants said that they did not see the benefit of it and that it would not affect their eating habits, and an additional three said that they were indifferent to it.

Based on this information, we reviewed our target audience research to determine if these labels would be a valuable addition to our campaign. The qualitative and quantitative analyses revealed that a majority of respondents would be receptive to the labels, despite the feedback from our pilot study. To accommodate the new data, however, we decided to redesign the layout of the label to make it more colorful and simple in structure so it would be more visually-appealing to our target audience (see page 73).

Promotional Video

The purpose of this tactic is to increase awareness of current initiatives and formalize sustainability on campus with an official promotional video developed by the Marketing & Communications Office. We also intended to introduce SAC to the campus community. All participants were very positive about this deliverable and excited to see the polished product. Most of the participants (67%) said that in addition to highlighting campus initiatives, it would be important to include general nature shots of the Marquette community. Lake Superior in particular was mentioned by three students (25%). Images of students biking and participating in the featured programs were also requested.

In order to accommodate our audience, we adapted our shot list to include features of the Marquette community, including Lake Superior, Presque Isle, and Hogback and Sugarloaf mountains (see page 75).

Sustainability Webpage

This deliverable is an ongoing project to provide consolidated information about campus sustainability on the NMU website. There were some difficulties with this demonstration because not all of the information was published at the time of our pilot study. Our team has worked with the Marketing & Communications Office on this project, and we are restricted by their timeline. This delay resulted in a large proportion of negative feedback (41%) about the website, although most participants (92%) agreed that when all of the information was published it would be a useful tool. Specific criticisms related to the execution of the information and the complicated nature of the drop-down menus. The Marketing & Communications Office is working to simplify this design, and Headings and Skrocki are adding information as they are able to access pages.

Concerning content, students said that the information seemed topically complete, although they would like more information about waste management in particular. This was a recurring trend throughout discussions, and students seemed to be particularly concerned with recycling and whether or not the policy had been changed since the photograph of the combined recycling and trash bags was taken in the fall semester of 2015. Skrocki will upload information about this and other waste management initiatives with a link to the Facilities webpage as soon as the marketing office has created the page (see page 77).

Letter from the President's Office

This letter is intended to use opinion leadership to increase the legitimacy of sustainability initiatives at NMU and push toward the institutionalization of these projects across campus. Students thought that the idea was good in theory, but in practicality they would pay little attention to such an endorsement. Despite this feedback, our team believes that this is a valuable tactic because the endorsement of the president will likely be more influential with the administration, faculty and staff subgroups of our target audience than the student participants in our pilot study (see page 78).

Social Media Platforms

The SAC requested that social media platforms be developed to easily communicate information to the student population on campus. Student feedback was consistent with that of the Marketing & Communications Office when this idea was presented: it would require a large amount of work and would not be guaranteed to be effective. Participants especially felt that there was already a

saturation of Facebook pages for environmental groups at NMU and that the addition of a new page would cause confusion. Our group debated this tactic many times during the course of our campaign, but based on feedback from Professor Thompson, we decided to keep this tactic. We addressed the concern about the work involved in maintaining a social media site by drafting 30 social media posts that can be published by a student representative or a SAC intern on a consistent basis. This allows the site to remain active for the rest of the academic year, and does not require the intern to have prior experience managing a social media site (see page 79).

#SustainableNMU

#SustainableNMU is a tactic of the original campaign developed by Skrocki in the winter semester of 2016. Participants were aware of the hashtag, and positively associated it with campus efforts to increase sustainability. We included the hashtag in our brochure, powerpoint and web page in order to increase this audience. Students also recommended including it at the end of the promotional video and partnering with the #shareNMU initiative. The hashtag was subsequently added to our shot list, and the video will be shared on social media platforms using both phrases (see page 81).

Proposal for a Sustainability Edge

This program was requested by the engagement subcommittee of SAC in order to more fully incorporate and incentivize sustainability into student life. Student participants were divided in their feedback: half were very enthusiastic about the proposal and the other half were strongly against it. Half of students liked that it was being adapted to the current sustainability curriculum and said that it was a “large part of what the edges were supposed to be.” Other students saw it as an unnecessary complication to the program that would only frustrate current program participants. We began with a proposal for 50 hours to complete this edge, and one half pushed for the full requirement of 100 hours while the other half said that it should remain at 50 hours or be further reduced. In order to adapt to the data, we compromised by increasing the requirement to 75 hours. The recognition element of receiving credit for a sustainability edge at Superior Edge graduation and on a Student Enrichment transcript was also an important element for students, so we will be sure to stress that part of the proposal when presenting it to SAC (see page 82).

Proposal for Promotion of Sustainability in the Curriculum

This is another awareness tactic that specifically targets students. Based on the academic audit that is being conducted by SAC as part of the STARS tracking program, all courses that incorporate sustainability would be labeled with the Sustainable NMU logo in the undergraduate bulletin. The majority students (67%) responded positively to this initiative, and the rest of the participants were indifferent. One suggestion was to add a search option for sustainable courses

during the online registration process, so we added that as an additional component of our proposal. We also adapted the “Academic” section on the web page to include links to the different major and minor requirements for each program (see page 84).

Proposal for SAC Internship Position

All participants were excited about the idea of an on-campus internship opportunity through SAC. Many students asked whether or not the application was open now (25%), and several others asked to be notified when/if it was created (41%). Students agreed that it would appeal to students of different majors, not just students in Earth, Environmental and Geographical Sciences (EEGS) and that it would be a beneficial addition to their college education. A minority of the student participants (8%) were confused about the requirement of work-study in the qualifications, so the language was adapted to clearly state that work-study was not a requirement for application but was available as an option (see page 86).

SAC Sustainability Summit Event

Also a request from the SAC, we prepared a draft for a Sustainability Summit that could be held in the winter semester of 2017. Based on a \$5,000 estimated budget (also supplied by SAC), we researched potential keynote speakers and planned breakout sessions discussing campus initiatives. Student participants were supportive of the event, but a portion of respondents (33%) said that they do not usually participate in campus workshops and would be unlikely to attend. The additional incentives of two free meals and free admission made them more likely to attend, although the students agreed that an academic incentive for extra credit would be the most effective. All students were also supportive of a networking session and said that it would be a valuable addition that was rarely offered at on-campus events (see page 88).

Informational Packet & Presentation for Orientation

For this tactic, we created a tri-fold brochure with general information on campus sustainability to hand out during campus orientations, including new student, transfer student and new faculty. We also developed a three-slide powerpoint presentation that can be added to the campus presentation at the beginning of each orientation. These slides could also be used in Superior Edge orientations and presentations by the Student Leader Fellowship Program and the Health Promotions Office.

Based on feedback about the informational handouts, the tri-fold brochure became our primary print resource for information about campus sustainability. There is also a PDF version of the document online at www.nmu.edu/sustainablemu that students can freely download to promote their own events or programs. Students generally liked the formatting of the brochure and powerpoint, and appreciated the simplicity and directness of the information (see page 90).

Persuasive Email to Student Organizations

We decided to draft a persuasive email to student organizations to ask for participation in a certification program for sustainability. Student participants were divided in their answers: 25% said that the competition would not pertain to them or that the email would be placed in the trash, 16% said that their student organization would apply for the certification, 16% said that they liked the idea of the email but would be unlikely to read it, 33% said that they would read the email and likely follow-up and 8% said that it seems to specifically target organizations in the EECS department. Based on this information, we clarified the benefits of receiving a sustainability certificate and adapted the application process to be more streamlined and less confusing; a more concise email is more likely to be read by student groups rather than immediately discarded (see page 95).

Proposal for Sustainable Student Organization Certification

The participant feedback on the certificate proposal was very similar to the feedback on the persuasive email. A majority of respondents (58%) said that they would need more incentive to participate, and an additional 25% said that clearly listed requirements would be important. Some students (33%) said that the program seemed targeted toward environmental organizations. With this new information, we adapted the language of the application description to be more inclusive, and added a sentence to clarify that application is open to all student groups, regardless of academic affiliation (see page 96).

Tactics

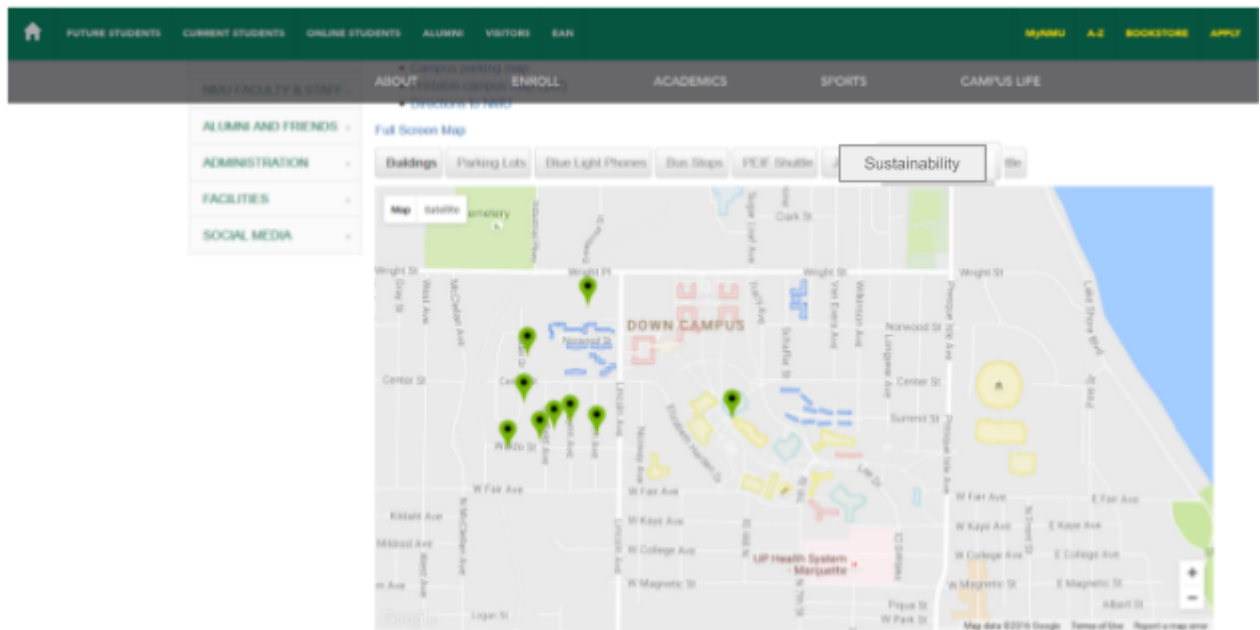
Booth at On-Campus Fairs

The student representative(s) or an intern could represent the SAC at an informational booth during campus fairs and events. Prominent examples include orientation fairs, Fall Fest, Study Abroad Fair and Wildcat Weekends. This table would have a large tri-fold poster display modeled after our tri-fold brochures, and table hand-outs would include our informational packets and stickers of the official sustainability logo. A laptop display playing the promotional video on a loop could also be featured. This table would primarily serve as an informational tool for campus sustainability, but could also help increase brand recall and promote group influence with new and prospective students.

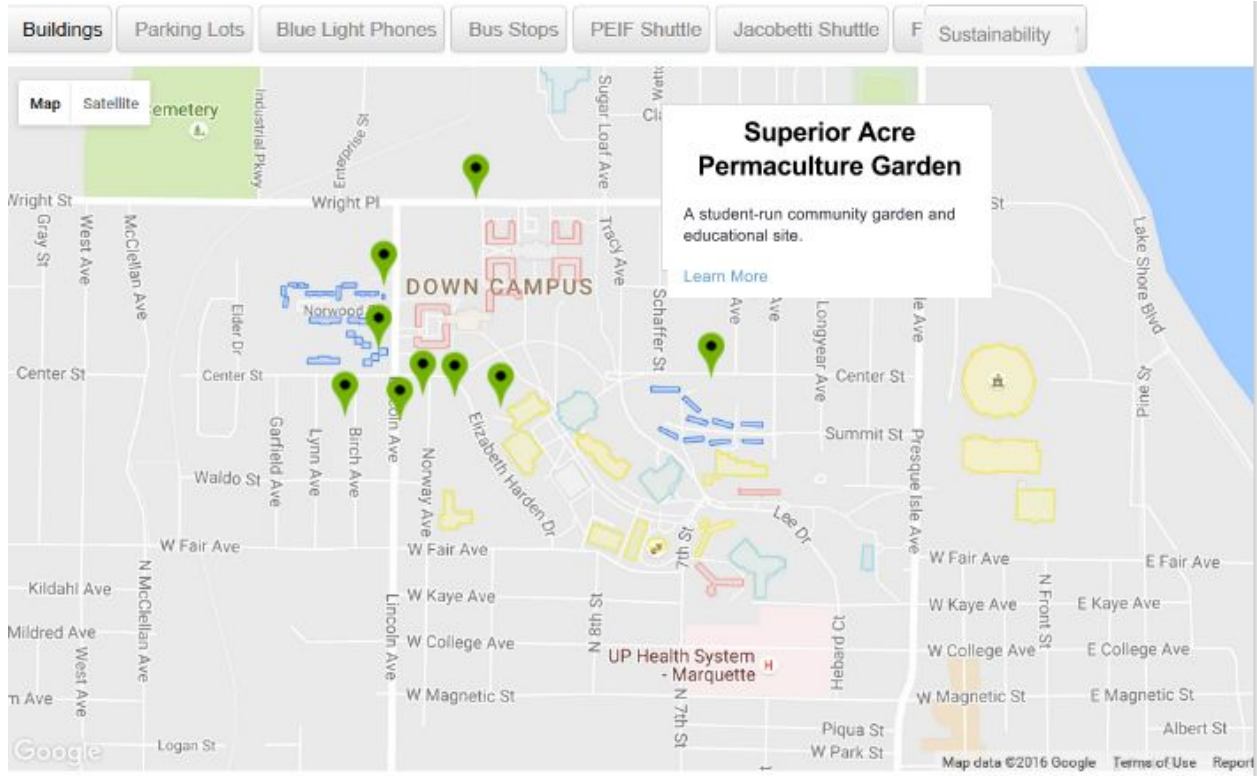
Campus Sustainability Map

An interactive map integrated onto the NMU website could display all of the current sustainable initiatives on campus. This map would show program locations through map-pins when a sustainability tab was selected. Users could select a particular waypoint and learn more about that location, with the option to link to a full description on a separate page. This tactic would serve as an online informational resource to increase awareness of campus sustainability initiatives.

“Sustainability Tab” selection:



Waypoint selection:



Sustainability Labels

These labels would serve as identifying markers for campus products that are environmentally friendly. Locally sourced food, goods produced with recycled materials, products that support local businesses, fair-trade items, etc. could all be included in this initiative. These labels would include the official sustainability logo and serve to both increase brand recognition of Sustainable NMU and inform the public about campus sustainability programs.

THIS ITEM WAS LOCALLY SOURCED!

These eggs were brought to you by BSB Farms, located Skandia that is family owned and operated!



THIS IS GOOD FOR THE EARTH!

This product was made from recycled materials!



Promotional Video

During one of their monthly meetings, the SAC requested that a promotional video be made to demonstrate current sustainability efforts and increase awareness about the SAC. This short video would be recorded and edited by the Marketing & Communications Office and would be promoted using the university online channels. We suggest recording the video in early spring of 2017 and timing its release with the SAC report to the President's Office. After a collaborative meeting between our team and the Marketing Office, we have developed a list of possible shots and suggested interview participants. This video would serve as an informational tool to the public, utilize institutional opinion leadership to disseminate campaign messaging and help establish a transparent communication foundation for SAC sustainability efforts.



SHOT LIST

SUSTAINABILITY ADVISORY COMMITTEE
PROMOTIONAL VIDEO

WEBSITE
NMU.EDU/SUSTAINABLENMU

INTERVIEWS

Sarah Mittlefehldt: Co-chair of SAC, Assistant Professor in EEGS (smittlef@nmu.edu)

Brandon Sager: Co-chair of SAC, Assistant Director of Facilities (bsager@nmu.edu)

PROGRAM FEATURES

- JAMRICH LEED CERTIFICATION
- NEW DORM LANDSCAPING
- SUPERIOR ACRE PERMACULTURE GARDEN
- NMU HOOP HOUSE
- OUTDOOR LEARNING AREAS
- SUSTAINABILITY ADVISORY COMMITTEE
- SUSTAINABILITY IN THE CURRICULUM
- DINE RESPONSIBLY INITIATIVES
- NATURE SHOTS OF MARQUETTE AREA

LOCATIONS

SUPERIOR ACRE PERMACULTURE GARDEN

Feature student workers
Corner of Longyear & Summit
Contact: aadamski@nmu.edu

NMU HOOP HOUSE
Behind the Jacobetti
Contact: rochylks@nmu.edu

NATIVE PLANTS AREA (OLA)
Near New Science Facility
Contact: tmcaldpin@nmu.edu

#SustainableNMU

#shareNMU

Sustainability Webpage

A consolidated information hub for campus sustainability, this webpage would be integrated into the current NMU website as its own site location at nmu.edu/sustainablenmu. A student representative or SAC intern would consistently update the information and check content for accuracy. Featured information would range from academic programming to involvement opportunities, and could also include student organization information. This tactic is primarily an information source, but could also be used to increase social engagement through featured students and organizations.

The screenshot shows the 'Majors & Minors' page. The top navigation bar includes links for FUTURE STUDENTS, CURRENT STUDENTS, ONLINE STUDENTS, ALUMNI, VISITORS, EAN, MyNMU, A-Z, BOOKSTORE, APPLY, GIVE, EVENTS, and a search icon. Below this is a secondary navigation bar with ABOUT, ENROLL, ACADEMICS, SPORTS, and CAMPUS LIFE. The left sidebar contains a menu for SUSTAINABLE NMU with sub-items: ABOUT US, PROJECTS & INITIATIVES, ACADEMICS, OPERATIONS, GET INVOLVED, and EVENTS. The main content area shows the breadcrumb 'NMU / SUSTAINABLE NMU HOME / NORTHERN MICHIGAN UNIVERSITY' and the title 'Majors & Minors'. The text states: 'NMU offers a variety of academic programs that include elements of environmental education as part of the core curriculum. Ranging across five different departments, there are twelve offered majors and thirteen offered minors. These programs, categorized by department, include:'. The categories listed are: **Biology** (with sub-items: Biology Major (concentrations in botany, ecology, general biology, microbiology, physiology, and zoology), Biology Minor, Fish & Wildlife Management Major, Secondary Education Biology Major, Secondary Education Biology Minor), **Criminal Justice & Loss Prevention Management** (with sub-item: Wildlife Conservation Law & Policing Minor), and **Earth, Environmental & Geographical Sciences**.

The screenshot shows the 'Internship and Job Opportunities' page. The top navigation bar and secondary navigation bar are identical to the previous screenshot. The left sidebar menu is also identical. The main content area shows the breadcrumb 'NMU / SUSTAINABLE NMU HOME / NORTHERN MICHIGAN UNIVERSITY' and the title 'Internship and Job Opportunities'. The text states: 'New listings for environmental jobs and internships in the Marquette community are being put up every day. The best way to find an opportunity is to contact one of the campus resources centers:'. The resources listed are: **NMU Career Services** in suite 3302.3 of C.B. Hedgecock Student Service Center and **Earth, Environmental and Geographical Sciences Office** in 3001 New Science Facility. The text continues: 'There are some general opportunities and resources in the community that have consistently offered placements in the past. Previous examples of internships include:'. A bulleted list follows:

- Alger Conservation District—watershed intern
- Borden Dairy—sustainability intern
- Boy Scouts of America—Northern Tier—outfitting manager at National High Adventure
- Huron River Watershed Council—field intern
- International Volunteer HQ—turtle conservation volunteer
- Marquette Alternative High School—garden educator
- Marquette County Conservation District—conservation intern

Letter from the President's Office

The campaign team would request a signed letter from President Erickson demonstrating support for the Sustainable NMU 2.0 campaign. This letter would serve as an endorsement for current sustainability initiatives and also provide written support of the SAC. The email would be distributed to the campus community through an email listserv. This tactic would allow for the dissemination of campaign messages through opinion leadership.

Dear President Erickson,

My name is [insert name] and I am reaching out on behalf of the SustainableNMU 2.0 campaign team. We are a group with close ties to the Sustainability Advisory Committee, working to recognize and promote sustainability efforts on campus.

As president of our university, you have publicly committed yourself to making NMU a more sustainable learning environment and have been listening to students' concerns regarding campus sustainability issues. Research shows that sustainability and environmental issues are major concerns of students at NMU. Having a president committed to encouraging sustainable behavior and championing the efforts of sustainably-minded campus groups such as campus offices, student organizations, and campus businesses can help encourage behavior change in the campus community toward more sustainable behavior.

We ask you now to take it one step further and write a letter that formally endorses current sustainability initiatives and supports the efforts of the Sustainability Advisory Committee. This letter could be sent to the campus community via email as a Presidential Letter and could be placed on the Office of the President webpage. Your endorsement of these activities would not only formalize these efforts in the eyes of the campus community, but would also demonstrate to potential students and other universities that NMU is a school that is firmly committed to campus sustainability.

We thank you for your time and your consideration of our proposal!

Best,

[insert name]

Social Media

Social media platforms have become an increasingly popular method of communication and coordination among the millennial generation and those after it. NMU currently utilizes social media platforms such as Facebook, Twitter and Instagram to promote its brand. This tactic would branch off of these broader platforms and establish a Sustainable NMU brand across the same channels. Cross-promotion of messages would be ideal, but not necessary at this stage. The Sustainable NMU social media platforms would primarily be a method of information distribution, but would also allow for feedback from the different campus publics. Each post also features the official sustainability logo to help improve brand recall. Our team did not establish any social profiles, but instead drafted posts that a student representative or intern could post at a later date.

 **Sustainable NMU**


Did you know that 20% of the food available at Dining Services is sourced locally? It is true! Eggs from BSB Farms, produce from the North Farm and our own NMU Hoop House, and fresh Superior-caught fish from Thills Fish House are just a few of the examples of how NMU Dining is striving towards a more sustainable NMU! Check out www.nmu.edu/sustainablenmu for more information.



Like · Comment · 9 minutes ago · 


198 people like this.


 Write a comment ...

 **Sustainable NMU**


NMU Senior, Jack Johnson explains that: "The cool, brisk Marquette mornings make for a fantastic commute. It allows me to start off the day in a happy way not only because I get exercise and get fresh air, but I don't burn fossil fuels by getting to class!"

Our city and our campus caters to zero-emission commuters via bike lanes, as well as bike racks in front of every building. Check out www.nmu.edu/sustainablenmu for more information about sustainable transportation.



Like · Comment · 9 minutes ago · 

245 people like this.

 Write a comment ...

 **Sustainable NMU**

The Theatre department is doing their part to enhance the culture of sustainability here at NMU by reusing all of their props, costumes and materials this 2017 season! Sustainability is an interdisciplinary concept! Check out the schedule at www.nmu.edu/forestrobertstheatre/schedule to support the department and #sustainablenmu!



Like · Comment · 6 minutes ago · 

137 people like this.

 Write a comment ...

 **Sustainable NMU**

Check out our year-round produce-providing hoop house! Did you know that the culinary department as well as dining facilities use our produce? Located outside the Jacobetti Center on Sugarloaf Avenue. Volunteer opportunities available! Also, if you are interested in composting and looking for a place to deposit your food waste, come to us!



Like · Comment · 19 minutes ago · 

350 people like this.

 Write a comment ...



Sustainable NMU

Through the passion and hard work of sophomore Olivia Walcott, there are now compost bins in the residence halls, and students across campus are committing to the climate and composting! Check out nmu.edu/sustainablenmu and the "Spoils to Soils" Facebook page for more information!



Like · Comment · 9 minutes ago

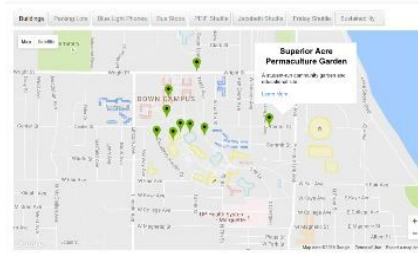
198 people like this.

Write a comment ...



Sustainable NMU

Interested in getting involved in sustainability initiatives on campus? Follow the map! Visit www.nmu.edu/sustainablenmu for more information.



Like · Comment · 9 minutes ago

198 people like this.

Write a comment ...



Sustainable NMU

NMU is so fortunate to have such incredibly rad, passionate students. It started as a class project, and has transformed into a student organization as well as a physical space in Ishpeming! Say hello to Revive MQT. Revive strives to teach you "HOW TO RE-USE, RE-PAIR, AND RE-PURPOSE YOUR OWN GEAR---EXTENDING ITS LIFE SO THAT YOU CAN SPEND TIME LIVING UP YOURS"

www.facebook.com/revivemqt/?fref=ts
www.revive-mqt.squarespace.com/



Like · Comment · 9 minutes ago

198 people like this.

Write a comment ...

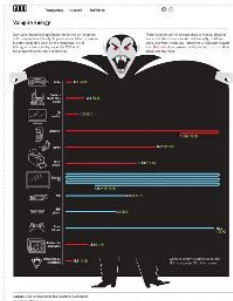


Sustainable NMU

Save money on utilities and conserve energy by letting electrical outlets sleep alone!

Did you know that:

- According to the U.S. Department of Energy, around 75 percent of the energy used by our appliances is drawn while we think they are "off". Check out www.nmu.edu/sustainablenmu for more information.



Like · Comment · 9 minutes ago

198 people like this.

Write a comment ...



Sustainable NMU

The Sustainability Advisory Committee, a group of sustainability advocates from departments across campus, serves in an advisory capacity to the president to provide input and recommendations for proposed sustainability initiatives on campus. You have the opportunity to submit polished proposals to them to! Check out nmu.edu/sustainablenmu for more information!

[Insert Group Photo]

Like · Comment · 9 minutes ago

198 people like this.

Write a comment ...



Sustainable NMU

571,230,000lbs of paper towels are used by Americans every year. Though we have recycling bins in our bathrooms to diminish landfill waste, we can decrease overall waste by perfecting the paper towel technique!

Check it out:

www.ted.com/talks/joe_smith_how_to_use_a_paper_towel

Like · Comment · 9 minutes ago

198 people like this.

Write a comment ...



#SustainableNMU

This hashtag would serve as a unifying link to promote sustainable events and initiatives on campus. Similar to #shareNMU, this would be a platform for students to highlight their own sustainable behaviors and then be featured on university social media platforms.

#SustainableNMU socially engages the audience through user-generated content, disseminates campaign messaging through opinion leadership and group influence and promotes awareness of sustainability initiatives on campus. Any of the above posts could also be adapted to include this element.



Sustainability Edge Proposal for Superior Edge

An idea discussed during an SAC engagement subcommittee meeting, we propose the creation of a Sustainability Edge. This edge would be incorporated into the current Superior Edge Program, and would not be a required edge. Instead, it would allow students the opportunity to earn additional credit for activities that they are already completing and logging. Under each edge, we would add an additional checkbox for sustainability. A student who volunteered for the NMU Hoop House could then log this activity under the Citizenship edge, mark the sustainability checkbox, and earn hours toward both edges. The Sustainability Edge would be 75 hours as opposed to 100, and students could receive credit for it on their student enrichment transcripts if they completed an interview or paper. They would still be able to earn the Superior Edge without completing this edge, however. This tactic would serve to transform student consumptive experiences and utilize group influence to persuade students to incorporate sustainability into their daily lives.

Proposal for Superior Edge Sustainability Hours

Many students on campus volunteer, participate and work for environmentally-friendly organizations and events. Some examples include volunteering at the Superior Acre Permaculture garden or the NMU hoop house, interning at the Superior Watershed, leading a sustainably-minded student organization or participating in community events such as the annual local farm tour. Most of these events already qualify for Superior Edge hours under a current edge, but there is currently no way to distinguish these hours from any other volunteer activity. Research shows that sustainability and environmental issues are major concerns of students at NMU. We propose to include the option for students to gain a Sustainability Edge or Sustainability Certification within the current Superior Edge system through the following actions:

- Incorporating an option in each edge to mark "Sustainability Hours" with a description of activities that count toward this
- Requiring students to complete 75 hours of activities relating to sustainability in order to earn the edge
- Adding a slide in the Superior Edge Orientation powerpoint to explain the initiative
- Requiring students to write an additional paper to earn this fifth edge
- Documenting this edge on the individual's Student Enrichment Transcript for Superior Edge graduation

Citizenship Edge

Activity Name:*	NMU Hoop House
Sponsor Name:*	Ella Sikrocki
Sponsor Phone:	<small>**numbers with extensions will look like this (906) 227-2000 123</small>
Sponsor Email:	
Begin Date:*	04-Dec-2016 <small>**Activity must be within last 6 months.</small>
End Date:	<small>**Leave blank if the opportunity is ongoing, or if it is a one day event</small>
Edge Hours:*	5 <small>**Example: enter 2 1/2 hours as 002.5 *use arrows for decimals*</small>
Edge Outcomes:*	A. Develop an empathy and concern for others B. Gain practical experience in community settings C. Increase your awareness of community challenges, opportunities, and processes D. Gain practical understanding of sustainability in the community

A B C D

Proposal for Promotion of Sustainability Curriculum

We propose to increase promotion of academic curricula relating to sustainability within the undergraduate bulletin, on the Sustainable NMU web page and in the online platform for course registration through MyNMU. Each course that is identified by the SAC as a sustainability course would be labelled in the undergraduate bulletin with the official sustainability logo. These courses would also be featured on the Sustainable NMU web page under the “academics tab,” with live links to the course descriptions. A search option for sustainability courses on the registration page would also reduce barriers for finding information for the student population. This tactic would increase brand recall, encourage social engagement by encouraging registration for sustainability courses, utilize group influence to demonstrate that sustainability is a campus norm and would increase awareness of current sustainability programming within the student population.

Proposal for Promoting Sustainability in the Curriculum

We propose that NMU promote current course offerings that incorporate sustainability concepts. This would create greater awareness on campus for academic opportunities for sustainability. The Sustainability Advisory Committee is currently working to document every course on campus that educates students about sustainability, according to the standards of the Association for the Advancement of Sustainability in Higher Education. Using this list, we propose to bring these courses to the attention of NMU students we propose the following:

- Reaching out as the Sustainability Committee to campus departments to get departmental support for the initiative.
- A leaf emblem next to course offerings in department course bulletins to signify which courses contain environmentally-focused material.
- A search option for sustainability courses during online course registration in the Student Services Section

N NORTHERN MICHIGAN UNIVERSITY | SELF SERVICE

Personal Information Student Services & Financial Aid Employee Proxy Access

Search Go RETURN TO MENU SITE MAP HELP EXIT

Search for Classes Winter 2017
Dec 12, 2016 12:41 pm

Use any combination of selection options to narrow your search for courses. You must choose at least one Subject. When your selection is complete, click Class Search to perform the search.

**** NOTE ****
To select all subjects: Click on the first subject, scroll to the end of the subjects, and then hold down SHIFT and click.
To select certain subjects: Select the first subject you want, hold down CTRL, select additional subjects while continuing to hold CTRL.

Subject:
Science Education
Social Work
Sociology
Spanish
Speech
Speech/Lang/Hearing Sciences
Surgical Technology
Sustainability
Theatre
University Studies

Internship Opportunity

A formalized internship opportunity through the SAC would require a formal application on the Sustainable NMU web page and oversight by a committee member, preferably the committee chair. The student intern would be a registered undergraduate at NMU with an interest in campus sustainability. (S)he would apply by downloading the application online and submitting his/her resume to the gogreen@nmu.edu email address. Candidates would be reviewed and approved by the SAC. The chosen student would oversee social media platforms, regularly update the Sustainable NMU web page, and assist with event promotion and coordination. (S)he would also take meeting minutes during committee meetings and would upload them to the web page for the public to access. This position would be unpaid unless completed through a work study program.

Job Description

The Sustainability Advisory Committee (SAC) is a group of faculty and staff with the goal of increasing sustainability at Northern Michigan University (NMU). Created by the President in 2015, this committee meets monthly to document current initiatives and develop strategy to increase sustainability in the future. As a presidential advisory committee, this group has the authority to make official recommendations to the Board of Trustees and President's Council about administrative strategy and decision-making.

SAC is looking for a **student intern** to manage the committee's social media platforms, assist with communication, take meeting minute notes and promote the activities of the committee to the campus public. Candidates should be interested in campus sustainability and environmental communication.

Internship Responsibilities:

- Managing the SustainableNMU webpage and consistently updating it with relevant information about current programs and initiatives
- Updating social media accounts with current information about sustainable programs and initiatives on campus
- Attending all committee meetings and recording meeting minutes
- Uploading meeting minutes to the SustainableNMU Webpage
- Assisting with the promotion and coordination of committee events
- Coordinating communication between the different committee members and the concerned publics

Qualifications:

Ideally, we're looking for a candidate with the following skills and qualifications.

Must:

- Be a registered undergraduate student at NMU
- Be at least a sophomore in class standing
- Be familiar with social media platforms (i.e. Facebook, Twitter, Instagram)
- Be interested in campus sustainability
- Have strong writing and editing skills
- Have a positive attitude and ability to work with multiple groups of people

Preferred:

- Experience managing social media platforms
- Familiarity with public relations concepts
- Familiarity with environmental and sustainability concepts
- Be comfortable presenting in front of large groups

Internship could be conducted for college credit or as work study, but work study is not required. Unless conducted through work-study, this position is unpaid.

To apply, submit your cover letter and resume to the Sustainability Advisory Committee at gogreen@nmu.edu or visit our webpage at nmu.edu/sustainablenmu for more information.

SAC Sustainability Summit

Another request from the SAC, this event would serve as a climax for the campaign. This one-day conference would feature four breakout sessions that highlight campus sustainability initiatives and one breakout session that would focus on local sustainability programs. We also suggest budgeting money to hire a nationally recognized authority in campus sustainability as a keynote speaker. An optional networking session would be offered at the end of the conference. To increase student interest in the event, registration for the conference would be free with a student ID, two free meals would be provided by Simply Superior and we recommend an extra credit incentive within student coursework. We recommend the event be held in the Great Lakes Rooms in the University Center on March 18, 2017 to end a Sustainability Week planned by the Students for Sustainability, Northern Climate Network and Social Justice Committee student organizations. The cost of this event is estimated to be \$5,000, based on a figure estimated by the committee in October of 2016 (see page 92). We provided a tentative event schedule and research into keynote speakers. This tactic would primarily encourage social engagement with SAC efforts, but would also serve as an informational event to increase awareness of current initiatives.

Saturday, March 18, 2017			
7:30 am to 8:30 am	Registration		Free sign-in with summit folder including schedule & promotional info
8:00 am to 9:00 am	Breakfast		Provided by Simply Superior
9:00 am to 10:15 am	Welcome Keynote Speaker		Introduction & Welcome by Committee Chairperson; nationally-recognized keynote speaker with experience in campus sustainability
10:30 am to 11:10 am	Great Lakes Room	Superior Room	Breakout sessions featuring individual speakers
	Dine Responsibly	Live Green & Gold	
11:15 am to 11:55 am	Waste Management	Northern Energy Initiatives	Breakout sessions featuring individual speakers
12:00 pm to 1:00 pm	Lunch		Provided by Simply Superior
1:15 pm to 1:55 pm	Great Lakes Room	Superior Room	Breakout sessions featuring individual speakers
	Local Food Panel	UP Solar	
2:00 pm to 2:40 pm	Sustainable Grounds	Sustainability in the Curriculum	Breakout sessions featuring individual speakers
2:45 pm to 3:25 pm	Get Involved in Sustainable NMU	Environmental Communication	Breakout sessions featuring individual speakers
3:30 pm to 4:30 pm	Closing Ceremony (Optional) Networking		Closing ceremony by Committee Chairperson; unfacilitated time to network with other conference attendees

Keynote Speaker Candidates:

Bernd Kasemir - Program Manager for ISCN

Anthony Cortese - Second Nature

Bill Clark - Co-director of Sustainability Science Program at Harvard University

Julie Newman - Director of Office of Sustainability at MIT

Tom Kelly - Founding Chief Sustainability Office at University of New Hampshire

Informational Brochure & Presentation

These tri fold brochures will include information regarding current sustainability initiatives on campus. Students, faculty, staff and admin will be able to download them on the webpage in PDF format. The three PowerPoint slides contain the same information and will also be available on the SustainableNMU web page. We also recommend that the pamphlets be included as part of the prospective student welcome packets, in orientation packets and available in either the EEGS Department or some other physical campus location. These would also serve as the informational handouts for tabling events. The presentation slides could be incorporated into current program presentations such campus and Superior Edge orientations, Student Leader Fellowship Program presentations and Health Promotion Office presentations. This tactic relates to our objective of increasing awareness of current sustainability initiatives. It also uses the communication principle of group influence to persuade new and prospective students that sustainability is part of the campus culture.

Front:

Sustainable NMU

Working to make the world, community and campus more sustainable

1400 Presque Isle Ave
906-227-0000
nmu.edu/sustainablenmu

#sustainablenmu

Did you know?

- 20% of food from Dining Services is sourced locally
- NMU offers 12 majors and 13 minors that are sustainability based
- 5 buildings on campus are LEED Certified
- Over 1,500 recycling bins are on campus
- Each student is provided a reusable BPA-free mug at move-in

**who
are
we?**

The Sustainability Advisory Committee is an official body composed of faculty, staff and students with the goal of increasing sustainability at NMU.

**why do
we
exist?**

Here at NMU, our students care about the environment. Recent research shows that this is a national trend in higher education, and we strive to be a leader in this movement.



**Conservation
is a state of
harmony
between men
and land.**

-Aldo Leopold



How to get involved

Back:



Located next to the Jacobetti, this is a student-run greenhouse! Visit nmu.edu/sustainability for more information

Located on the corner of Summit St. and Longyear Ave., this student-led education site uses permaculture principles to grow food for the community



Superior Acre Permaculture

Interested in gaining professional experience? The Sustainability Advisory Committee (SAC) is looking for a student inter for fall 2017!



SAC Internship



INITIATIVES

- Academics
- Student Organizations
- Facilities
- Campus Green-space



25

ACADEMIC PROGRAMS

Major and minor programs that integrate environmental education into the core curriculum

10

STUDENT ORGANIZATIONS

Registered student groups that model environmental stewardship through their activities

07

LEED BUILDINGS

LEED-certified buildings that have earned the national benchmark in sustainable-design

06

OUTDOOR LEARNING LABS

Structures and designated outdoor areas utilized for educational purposes where students can volunteer and gain experience

Persuasive Email to Student Organizations

This email draft would be distributed to student organizations to persuade them to become involved in SAC sustainability efforts. Although emails are often disregarded by students, our pilot study demonstrated that student organizations prefer this channel of communication above most others. Even if the email itself does not convince the organization to participate, it establishes a first step in communication and raises awareness of current initiatives.

[Organization President],

Hello, my name is [insert name] and I am reaching out on behalf of the SustainableNMU 2.0 campaign team. We are group with close ties to the Sustainability Advisory Committee (SAC) that is working to promote and recognize sustainability efforts on campus.

We would like to offer you, at [name of student organization] the opportunity to participate in a new initiative with us. SAC is launching a project in which campus offices, businesses, and organizations have the opportunity to partner with us and highlight sustainable behaviors taking place on campus. Research shows that campus sustainability is a major concern for NMU students, and this project will help the campus community recognize environmentally friendly behaviors taking place at NMU.

Getting involved is easy. Simply visit www.nmu.edu/sustainablenmu to review examples of qualifying programs and to fill out the application form. If you have questions, please contact SAC at gogreen@nmu.edu. A representative will respond to specific questions, and may consider a consultation visit upon request. All applications will be reviewed by the SAC, and recipients will receive an official certification in the form of a Sustainable Student Organization Certificate to place in your organization's poster case or in your organization's meeting place. If your programs can be physically identified, we will also send you Sustainable NMU stickers that can be placed on or near the initiative to increase visibility of the project and promote campus awareness about sustainability efforts.

Thank you for your time and we look forward to your involvement!

Best,

[insert name]

Sustainability Certification for Student Organizations

The sustainability certification is the second part of the persuasive email to student organizations; it serves as the program that requires the organization's involvement. Although "certification" does have a distinct meaning in academia, this initiative would be more comparable to the Student Organization of the Month award distributed by the Center for Student Enrichment. Any organization could apply for this certification, and if the program requirements are met to the standards of the SAC, then the organization would receive a framed certificate, distribution rights for the official sustainability logo and a feature on the Sustainable NMU web page. Each certification would last one academic year, and organizations would have to renew it annually in order to continue to use the sustainability logo on promotional material and maintain their feature spot on the web page. This tactic primarily aims to socially engage student organizations in campus sustainability, but it also creates a platform to communicate about student programs that may otherwise go unrecognized.

Proposal for Student Organization Sustainability Certification

Student organizations on-campus often host events, competitions or programs that help campus sustainability and/or actively try to better the environment. These initiatives are sometimes created with the intention of promoting campus sustainability and sometimes they unintentionally achieve this as a consequence. We propose a certification from the Sustainability Advisory Committee that gives these organizations the right to use the NMU Sustainability logo on organizational printed materials, websites, social media pages etc. in order to increase awareness in the campus community and to incentivize sustainable behavior in student groups. This would be achieved through the following actions:

- Reach out to organization presidents with an email outlining initiatives and benefits of the organization's involvement
- Student organizations complete an application with written documentation of qualifying programs
- Presentation of a Sustainable Student Organization Certificate
- Distribution of NMU Sustainability stickers/logo rights to certified organizations.
- Feature of the qualified student organizations on the SustainableNMU webpage



SUSTAINABILITY ADVISORY COMMITTEE



This certifies that

Students for Sustainability

Has been approved as a sustainable organization that works for towards forstering sustainability in the campus community of NMU.

Certification of Sustainability

And is entitled to all the rights and privileges pertaining thereto for one year.
Dated this eighth of Novermber, Two thousand sixteen



Sarah Mittlefehldt, Co-Chair

Brandon Sager, Co-Chair

Student Petition for an Office of Sustainability

We would like to gather signatures to demonstrate to the Board of Trustees (BOT) that campus sustainability is a concern to the NMU community. Student feedback during a BOT meeting for the reconstruction of the Native Plants Study Area had a noticeable impact on decision-making and garnered attention from *the North Wind*. If we can demonstrate that an institutionalized Office of Sustainability is a desire of the campus population, then the BOT would be more likely to consider a recommendation from the SAC to establish it. This tactic serves as an informational tool, but the target audience is the BOT rather than the campus community.

Esteemed Board of Trustees: :

I have watched as the momentum for campus sustainability has increased over the past four years. I have contributed to many of these efforts, from being a founding member of the Superior Acre Permaculture Garden to administering the campus-wide sustainability survey. I have witnessed first-hand the passion that students, faculty, staff and administration have for the environment, but there is still a lack of coordination between different sustainability groups and communication about current sustainability programs. An institutionalized Office of Sustainability would not only resolve these problems, but could also help attract new students to NMU.

During an interview with Brian Cabell (2016), author of *Word on the Street*, President Erickson said “. . .the natural environment is a big part of the reason they [students] come here. It’s the environment that unifies us as a campus community but we’ve never really gone out and said that.” Recent data from a student research project about student attitudes at NMU supports this; more than half of student respondents stated that the environment was a large factor of their decision to enroll.

These attitudes are not only true for current students, but for prospective students as well. An article published in MSNBC stated that Generation Z, the upcoming generation, ranks climate change and corporate social responsibility as major factors when making decisions to spend money. If NMU were to invest in an institutionalized sustainability office, it would demonstrate its commitment to the environment and would help influence new students to enroll.

Creating an office of sustainability would also help improve current students’ opinions of the administration at NMU. According to the Transparency Forums conducted in the winter semester of 2016, a majority of students feel that their concerns are not being fully addressed by administration. In the campus-wide sustainability survey also conducted that winter semester, 66% of student respondents agree that “An institutionalized Office of Sustainability with at least one full-time faculty member would be beneficial to NMU.” By addressing the student desire for an

institutionalized sustainability office, the current NMU administration would demonstrate that they are listening to student concerns and thus help re-establish trust between the two populations.

It is true that budget cutbacks are a large concern on campus, and some people may see financial investment into the creation of a new campus office as an unnecessary expense. Most people agree, however, that increasing enrollment is our primary goal, and this office is one way to accomplish this. Although the initial investment would detract from our budget, this office would earn back this investment in time. I also believe that boosting current campus morale and reestablishing trust between campus populations is a justifiable cost.

Attached to this document you will find a list of student signatures supporting this initiative. We ask you now to address the concerns of the student body and demonstrate your support for campus sustainability by voting to establish an Office for Sustainability.

Overall, the current campus climate is perfect for the creation of an institutionalized Office of Sustainability. As a freshman, I fell in love with the beauty of the local area. Now as a senior, I still feel that love every time I walk across campus and see Hogback rising in the distance or I look through a top-floor window in Jamrich and see the coy waves of Mama Superior crashing along the shore. As President Erickson said, our local environment is one of our greatest assets. Now is the time to demonstrate that we care about that asset, and want to enjoy it for years to come.

Sincerely,

Rachel Headings & Ella Skrocki

Student Representatives, Sustainability Advisory Committee



Part 3:

Communication

Budget

Item	Budget \$
CREATIVE IDEAS	
Developing the Campaign	
Student Time (\$8.50/hour x 5 students)*	2,125
Marketing & Communications Consultation (1 hours)*	45
RESEARCH and EVALUATION	
Qualtrics Training Session*	65
Quantitative and qualitative analyses (student time)*	170
Concept testing e.g. pilot study (student time + food incentive)*	75
Formative campaign monitoring and evaluation (student time)*	42.50
Post campaign monitoring and evaluation (student time)*	42.50
PRODUCTION	
Printing	
Pamphlets (1,000 copies to distribute at orientations & offices)	109
Orientation Tri-fold Board (materials & fair supplies)	20
Sustainability Logo Stickers (25 sheets for 10 stickers for departments)	85
Sustainability Certificates (print, matting & frame cost per award)	41.50
Promotional Posters for Summit (30 copies to distribute on campus)	7.50

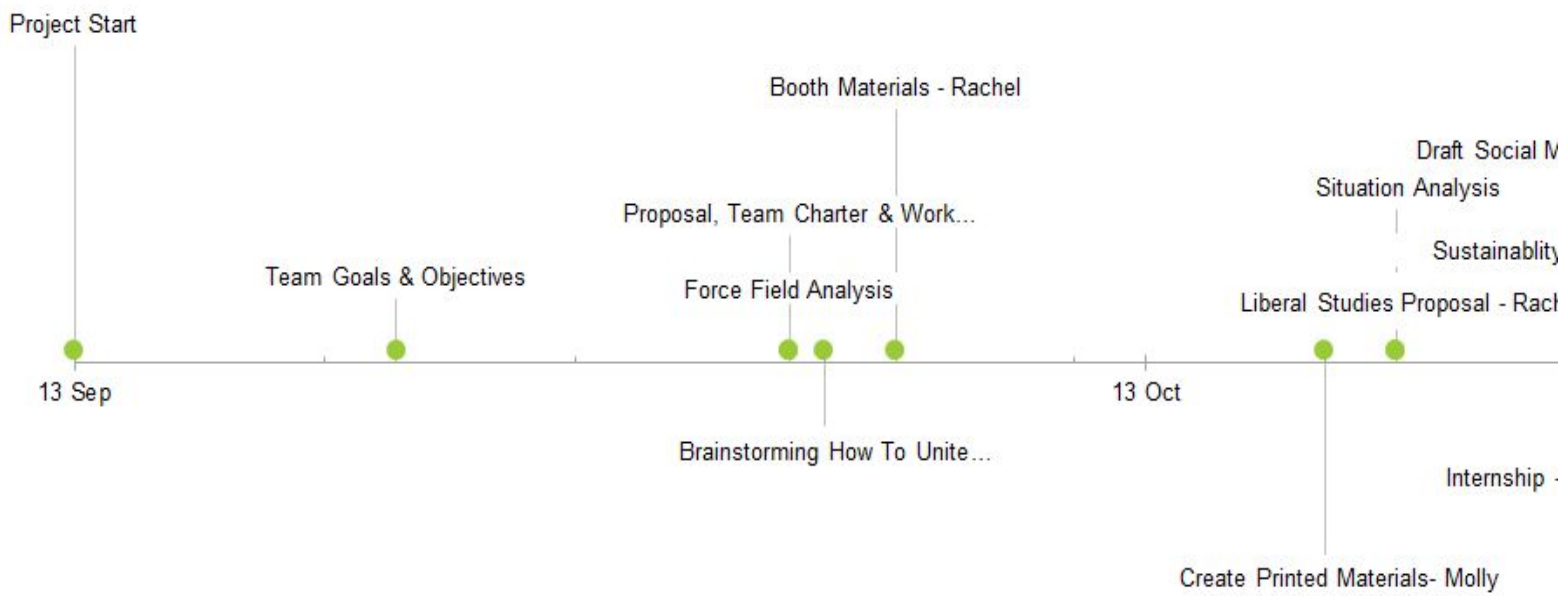
Multimedia	
Video (student time, consultation & distribution costs)*	175
Web site (Drupal training session, student time)*	515

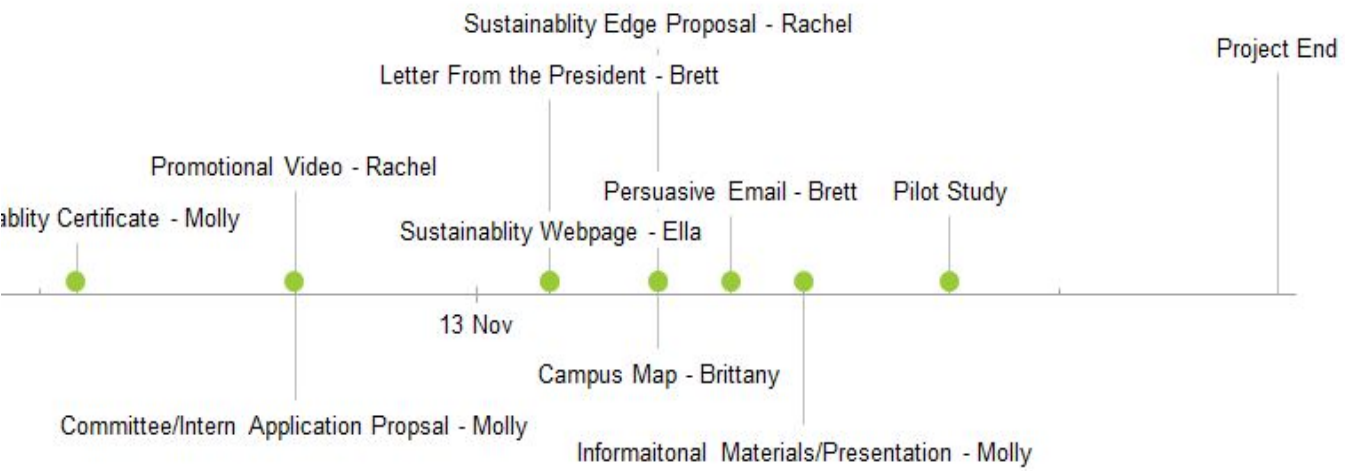
SAC Sustainability Summit Event	
Venue	160
Catering (breakfast and lunch, based on 100 guests)	2,890
Keynote Speaker Fee	1,815
Other (informational packets, audio/visual set-up)	135
Student Internship	
Student wages (\$8.50/15 hours/16 weeks)*	2,040
Totals	
Creative Ideas	2,170
Research & Evaluation	395
Production	953
SAC Sustainability Summit	5000
Student internship	2,040
Total	10,558
Subtract donated time	5,295
TOTAL ESTIMATED COSTS	5,263

*Items have been donated or are covered through the university

The final budget includes event costs for the SAC Sustainability Summit and production costs for materials, primarily printing costs. All of the items for creative ideas, research and evaluation, and multimedia production costs were donated by student workers or covered by the university's payroll. The \$5,000 cost for the event could be reduced if the venue was rented out through a designated student organization, such as the Northern Climate Network. This would eliminate the rental cost and reduce the price by \$160. We could also reduce the price if informational packets were not provided or if alternative menu options were selected through Simply Superior (the meal selections were mid-range based on 100 guests). A local keynote speaker rather than a nationally recognized guest would also significantly reduce costs. To keep all recommendations but reduce the out-of-pocket costs, the SAC could apply for grant funding to hold the event. In total, a \$10,558 campaign can be reduced to, at most \$5,263 through alternative funding options.

Timeline







Part 4:

Evaluation

Evaluation Plan

The effectiveness of the Sustainable NMU 2.0 campaign will be determined based on the success of the three impact objectives stated above. This evaluation will primarily be formative and will occur on an ongoing basis over the course of the campaign.

1) To increase awareness of sustainability initiatives by at least 15% among all campus populations by December 2017

On a general level, this objective will be measured using the data from the 2016 Student Sustainability Survey and comparing it with results from the 2017 Student Sustainability Survey. Respondent answers to the same questions will help determine the success of this campaign. On a more detailed level, this objective will be measured by its individual tactics: informational pamphlets, tabling events, the interactive campus sustainability map and sustainability labels. Informational pamphlets will be tracked by counting the dissemination materials across departments, orientations and tabling events. The tabling events will be measured by recording the number of interactions during the event and monitoring the tone of these interactions (positive, neutral or negative). The campus sustainability map will be evaluated based on internet traffic to the site using software similar to Google Analytics. Specifically, we will monitor number of site visits and visitor behavior on the site (which content they are selecting). Finally, the sustainability labels will be assessed through behavior observation and number of impressions. SAC student representatives or a SAC intern will monitor student engagement with the labels and conduct on-site intercept surveys about the signs.

2) To promote audience social engagement with campus sustainability efforts by May 2017

The second objective will also be evaluated based on its tactics. The proposals for the increased promotion of sustainability courses and a Sustainability Edge will be evaluated on whether or not the programs are developed. If they are created, then they will be evaluated based on participation in the programs themselves: course enrollment comparisons, Superior Edge participants and number of logged hours. The internship opportunity will be similarly evaluated by counting the number of applicants to analyze the level of interest in the opportunity. The SustainableNMU webpage will be evaluated based on website traffic and user interaction with the site, again through a program similar to Google Analytics. The #SustainableNMU social media strategy will also be analyzed through online tracking systems that record mentions, and evaluating the number of organic shares of this content. Similarly, the promotional video will be evaluated based on its organic shares, number of views, and viewer reaction (likes or dislikes).

The Sustainability Summit will require the most evaluation for this section. First, evaluators will count the number of event participants such as exhibitors and speakers. Next, they will quantify the event attendance. Finally, researchers will note the level of interest in each booth, the attendance to the speakers' sessions, and public reactions to the event. A pre- and post-event survey will be the most likely evaluative tool used to collect this data.

3) To involve at least 5 student organizations in SAC efforts through participation in events or application for recognition by May 2017

The third and final objective will be evaluated based on the persuasive email and the sustainability certification. The success of the persuasive letter will be determined by the amount of feedback and number of interested student organizations. The certification itself will be evaluated over a longer period of time by analyzing which organizations expressed interest in the certification compared to the number of organizations that applied for certification. It would also be beneficial to note how many certified organizations renew the certification.

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Appendix A: Campus Sustainability Survey Questions

Definition: Sustainability is the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.

Do you identify yourself as:

a) Faculty b) Staff c) Student d) Administration

On a scale of 1 to 5 (1 = not at all, 5 = very much), how much do you agree with the statement: "Sustainability is part of the culture at NMU"?

Are you aware of sustainability efforts on campus? Yes/No

If yes, please provide an example.

If you identified yourself as administration, have you used sustainability in your day-to-day tasks in your department? Yes/No

If yes, please provide an example.

If you identified yourself as faculty, have you used sustainability, as defined above, in your curriculum? Yes/No

If yes, please provide an example.

If you identified yourself as staff, have you used sustainability, as defined above, in your day-to-day work in your department? Yes/No

If yes, please provide an example.

If you identified yourself as a student, have you noticed sustainability in any of your class lectures (outside of the Earth, Environmental, and Geographical Science Department)? Yes/No

If yes, please provide an example.

NMU's Strategic Plan calls for "programs and initiatives that expand Northern's performance as a leader in sustainability." Are there any programs or initiatives related to this that you would like to see implemented on campus? Yes/No

If yes, please provide an example.

On a scale of 1 to 5, how much do you agree that NMU should invest in Sustainability despite current budget cutbacks.

On a scale of 1 to 5, how much do you agree that a Sustainability Committee, composed of faculty, staff, and student representatives, would be beneficial to NMU?

Would you be interested in serving on a Sustainability Committee at NMU? Yes/No

If yes, please provide your contact information.

On a scale of 1 to 5, how much do you agree that an institutionalized office of sustainability with one full-time staff member would be beneficial to NMU?

If an office of sustainability were created, what resources and services would be beneficial to you?

If you identified yourself as faculty, staff, or administration:

What Department/Division are you in?

How many years have been employed at NMU?

If you identified yourself as a student:

Which department/major are you in?

How many years have you attended NMU?

On a scale of 1 to 5, how much do you agree with the statement “I would like to see more professional opportunities for sustainability on campus (i.e. internships, research opportunities, conferences).

If professional opportunities for sustainability were available on campus, how likely would you be to personally utilize them on a scale of 1 to 5?

Are there any additional thoughts or comments about sustainability on campus that you would like to add?

Appendix B: Interview Script for Campus Sustainability

We are reaching out to you because you identified yourself as someone who would like to be involved with campus sustainability efforts, and possibly a campus sustainability committee.

1. What is your background with sustainability? What about this committee makes you interested in joining?
2. What do you see as some of Northern's strengths in terms of sustainability?
3. What programs or initiatives would you like to see implemented to help Northern achieve the goal of becoming a leader in sustainability?
4. What would you like to see implemented by 2020? 2050?
5. What do you see as some of the barriers or challenges to Northern becoming a leader in sustainability?
6. Are there other individuals or groups on campus that we should talk to about becoming involved with campus sustainability efforts?

Appendix C: Modified CPQ Scale

1. On average across all your courses, how interested are you in the things that are being said during class discussions?
2. What is your overall impression of the other students here?
3. How supportive is your family of your pursuit of a college degree, in terms of their encouragement and expectations?
4. Students differ quite a lot in how distressed they get over various aspect of college life. Overall, how much stress would you say that you experience while attending this institution?
5. How easy is it to get answers to your questions about things related to your education here?
6. How confident are you that this is the right college or university for you?
7. How often do you worry about having enough money to meet your needs?
8. In general, how satisfied are you with the quality of instruction you are receiving here?
9. How much have your interactions with other students had an impact on your personal growth, attitudes, and values?
10. How difficult is it for you or your family to be able to handle college costs?
11. At this moment in time, how strong would you say your commitment is to earning a college degree, here or elsewhere?
12. How much pressure do you feel when trying to meet deadlines for course assignments?
13. How satisfied are you with the academic advising you receive here?
14. How well do you understand the thinking of your instructors when they lecture or ask students to answer questions in class?
15. How much thought have you given to stopping your education here (perhaps transferring to another college, going to work, or leaving for other reasons)?
16. How strong is your sense of connectedness with others (faculty, students, staff) on this campus?

-
17. When you think of the people who mean the most to you (friends and family), how disappointed do you think they would be if you quit school?
 18. When considering the financial costs of being in college, how often do you feel unable to do things that other students here can afford to do?
 19. When you think about your overall social life here (friends, college organizations, extracurricular activities, and so on), how satisfied are you with yours?
 20. There are so many things that can interfere with students making progress toward a degree; feelings of uncertainty about finishing are likely to occur along the way. At this moment in time, how certain are you that you will earn a college degree?
 21. How often do you feel overwhelmed by the academic workload here?
 22. How well does this institution communicate important information to students such as academic rules, degree requirements, individual course requirements, campus news and events, extracurricular activities, tuition costs, financial aid and scholarship opportunities?
 23. How much have your interactions with other students had an impact on your intellectual growth and interest in ideas?
 24. How concerned about your intellectual growth are the faculty here?
 25. How much do you think you have in common with other students here?
 26. How much of a financial strain is it for you to purchase the essential resources you need for courses such as books and supplies?
 27. How much do other aspects of your life suffer because you are a college student?
 28. How much doubt do you have about being able to make the grades you want?
 29. How would you rate the academic advisement you receive here?
 30. How would you rate the quality of the instruction you are receiving here?
 31. When you consider the benefits of having a college degree and the costs of earning it, how much would you say that the benefits outweigh the costs, if at all?

-
32. How likely is it that you will reenroll here next semester?
33. How likely is it you will earn a degree from here?
34. How much does the cost of courses limit how many you take?
35. When you think about the advantages and disadvantages of attending this school, how much do you think the advantages outweigh the disadvantages, or vice versa?
36. During the first class session, many instructors present students with an overview of the course. In general, how accurate have these previews been in forecasting what you actually experienced in these courses?
37. Based on your current financial situation, how inclined are you to work more hours per week than you want in order to pay bills?
38. On a typical day, how preoccupied are you with personal troubles?
39. The life of a college student typically has both positive and negative aspects. At this time, would you say that the positives outweigh the negatives, or vice versa?
40. How much loyalty do you feel to this college, based on your experiences here?
41. If the costs of attending college rise in upcoming semesters, how much strain would that place on your personal budget?
42. Would you like to be entered in a raffle to win a \$50 gift card for Starbucks? If so, please enter your e-mail address so that we contact you if your number is chosen. YOUR E-MAIL ADDRESS WILL NOT BE CONNECTED WITH YOUR SURVEY RESPONSES.

Demographic Questions

43. What is your sex?
44. Do you have an alumni connection?
45. Is this your first semester enrolled at this school (not counting summer school)?
46. Are you a first year student (not counting credits earned in summer or high school)?
47. In terms of credits earned, what is your classification?
48. How large was your graduating class in high school?

49. Which of the goals listed below best describes what you want to accomplish at this college or university?

50. Which of the following is most accurate regarding how many online (internet) courses you have taken?

51. If you are receiving financial aid, check the type of aid that applies to you. You may check more than one.

52. Which of the following were important for you in deciding to attend this institution? You may check more than one.

53. Approximately how many hours per week do you work on or off campus?

Appendix D: Interview Script for Student Attitudes About Enrollment and the Environment

Introduction:

For this interview, I will be asking you a few questions about your personal opinions and attitudes for a research project in one of my classes – there aren't any right or wrong answers. This shouldn't take us too long, maybe 10 minutes at most – but please don't feel rushed. Is there anywhere you need to be in the next 15 minutes or so?

Before we start, I want to let you know that all of your responses will be kept anonymous. I also need to record this interview for class – do you mind if I record us speaking today?

Do you have any questions for me before we get started?

I'm interviewing you because many people are concerned about the declining enrollment at NMU. In fact, today's enrollment of 7,750 is the lowest it has been in nearly 15 years and it is projected to continue to drop, as much as 5% each year for the next several years. This is important, because having less students on our campus actually makes it more difficult to continue offering all of our current classes and services. We want to increase enrollment and retention in order to keep our campus vibrant in the coming years. In order to do so, we need to know the ways that NMU could improve – in recruiting new students and in keeping current students here. We are looking for feedback from the millennial generation. Are you willing to share your honest opinions and insights with me?

1. What year are you in school?
2. What is your major? Your minor?
3. What are your plans after graduation?
4. What were some of the deciding factors for choosing NMU?
5. What were some factors influencing your choice of a major?
6. What types of classes or classroom experience do you prefer? For example class sizes, program design, etc.
7. Do you feel like you knew your professors better in those smaller classrooms? If so, did you feel like you benefited from knowing them?
8. So how did the geographical location play a role?
9. How often do you go home?
10. How did the campus atmosphere play a role in the decision process?
11. Since attending NMU, do you feel like you have become more environmentally aware?
12. How frequently do you think you participate or enjoy the environment in Marquette?