

**University of Central Florida**  
**Office of Sustainability Initiatives**

Sustainability Educational Campaign

by

Nicole Prieto, Jordyn Washington, Nathaniel Miller, & Emma Roehrig

**Abstract**

The Student Sustainability Educational Campaign was developed with the intention of getting students involved in an informative and creative initiative across campus. Over the course of a two-month period, Sustainability Initiatives and along with its partners will advertise a school wide competition. The competition will request that students submit poster and banner ideas based on a list of topics revolving around issues of sustainability. The issues covered will revolve around subjects such as water and power usage, waste, and transportation emissions. After all the submissions have been gathered designs will be voted on the winners will be selected. At the end of the two months the final winners will be announced at a gallery type event and their designs will be displayed across the campus at targeted locations. These locations would be at any high traffic areas of campus or areas directly related to the posters subject matter.

**Table of Contents**

Abstract.....	2
Table of contents.....	3
Introduction/Background.....	4
Statement of problem.....	5
Objectives.....	5
Research Question.....	5
Significance/Implications.....	6
Scope.....	7
Literature review.....	10
Methodology.....	11
Budget.....	12
Work Plan.....	13
Expected Results.....	15
Reference.....	16

## **Introduction/ Background**

When it comes to the issue of sustainability, the problem doesn't stem necessarily from the fact that individuals do not care about sustainability, its simply that are not aware that it is an issue or not conscious of how deeply the issue runs. Education is a key aspect in engaging students and getting them to see the urgency of the need for sustainability. Implementing sustainability into a higher education setting is especially vital as it trains the incoming workforce to have a sustainable mindset and allows them to work towards the goal in the imminent future. Encouraging students to engage in sustainability through art is an efficient way to blend disciplines and allow sustainability to be approachable across many spectrums. When the artists are inspired to use sustainability as inspiration, they are more likely to have a personal connection with it, and work to incorporate it into their everyday lives. The art competition that we would host provides a perfect opportunity for the artists and allows students to appreciate the work of their peers, while at the same time developing an awareness about sustainability or further developing their knowledge of it. This project ultimately provides benefits for all stakeholders with little to no drawbacks. Giving students an opportunity to be creative is refreshing in an academic setting, and all individuals involved are likely to appreciate the initiative. Ultimately, this fulfills a desperate need for sustainable education in a university setting without the need for much administrative power as this is predominantly student powered and therefore making it easily replicable in other institutions.

## **Problem Statement**

- UCF stakeholders lack a source of material that promotes sustainability literacy. Currently 37.7% of UCF students find campus signage as a good method of relaying information on sustainability. Therefore there is a need to heighten student engagement with appealing visuals relevant to how their day to day actions are effecting the environment around them.

## **Objectives**

The objective behind the Sustainability Educational Campaign is to help inform UCF stakeholders on how they can alter their daily habits in a way that benefits their surrounding environment. The art competition engages student to participate in a program that utilizes their talents while at the same time incentivizing them to do research on sustainability, and therefore increasing their sustainability literacy, and assisting in implementing a sustainable mindset to their peers and superiors as their artwork being hung around campus will be read by passerby's that are UCF stakeholders.

## **Research Questions**

- How do we best execute the art competition to engage students to participate in a creative and environmentally educational campaign?
- How do we ensure that the posters will be receptive amongst the general body of students and faculty?
- How will the rhetoric of the posters relay the key messages behind this campaign?
- What kind of rhetoric promotes action among individuals when it comes to topics of sustainability?

## **Significance and Implications**

Here at UCF, there is a large engagement of individuals in sustainably minded organizations and activities; however, there is little being done to include people of all majors and fields without an environmentally focused background. Most of the individuals already engaged in such activities come from majors or fields involving the environment. Therefore, there is a need to promote sustainability as a broad, comprehensive topic for all to engage in. This campaign will both increase the amount of literacy regarding sustainable habits throughout campus, and to give UCF stakeholders the ability to participate in finding creative ways to spread information. While there are organizations promoting sustainability on campus these topics require a greater interdisciplinary approach. This campaign will encourage a cross of multiple disciplines through its use of rhetoric, artistic design, and scientific information. Stakeholders at UCF will also begin to participate and engage with this information thereby creating a greater awareness of how they can take simple steps to help the Earth.

Currently, many different organizations are testing models and policies that promote the increase of sustainable education into higher learning institutions. The Association of Advancing Sustainability in Higher Education (AASHE) is one such group that works to supply students, administration, and business executives with resources to further sustainable education in college and university settings. Utilizing the resources provided by groups such as these will allow UCF to begin introducing similar models into the university. This would in then provide these working groups with a model to supply to other students and universities. Ultimately the final model could potentially serve as a template for an organization to use in beginning a national competition where colleges and universities all around the country are competing together.

## Scope

The scope of this project is all UCF stakeholders. Only UCF students will be allowed to enter the art competition, and the posters will be hung around the UCF campus for specifically UCF students and faculty to view. Incidentally any visitors of the campus will also be able to view the products of the competition which is a positive attribute as it boosts the sustainable image of campus. The products of the competition will be viewed within the classroom buildings and other functional spaces such as the Student Union or library. This project will take place entirely in the Spring 2020 semester, but if it does prove to be successful, we will have a model to execute this in following years for following SSAC cohorts or the student SI employees to run.

Posters will be made by the Sustainability Initiatives Marketing team to promote the competition, and will be hung around campus, and posted on social media. We will likely partner with Student Government and/or the Office of Student Involvement to widen the outreach to students. We also already have an established partnership with the School of Visual Arts and Design, as one professor has made it a class requirement for the students to participate in the competition.

All the entries are being judged on the same rubric, and are graded by Visual Appearance, Comprehensiveness, Relevancy to the Category, and Originality. They must be a dimension of 12 x 18. There will be five different categories that were chosen based off what was responded as students being the least knowledgeable about in the Student Literacy Survey. The topics are as followed:

**Native Species in the Central Florida Area-** This category will highlight and educate about the many different native wildlife species we have here in Central Florida. The goal is to raise awareness for conservation of these species, and for the protection of their habitats by explaining how an individual can take action to protect and conserve these species and habitats. It will give viewers direction in how to conserve the species.

**Transportation-** This category will highlight and educate students about how riding the student shuttles instead of driving to campus reduces carbon emissions and lessens traffic. It can also include the importance of biking or skateboarding to campus if accessible or the benefits of carpooling with friends or through rideshare apps. It should influence students to use alternative methods of transportation, and teach them how to do so.

**Campus Waste-** This category will highlight and educate the many different solutions to reducing waste, and the importance of placing waste in the proper receptacles. This category can include how to recycle, how to compost, how to reduce plastic pollution, or how to lessen the waste one disposes individually. It could also concentrate on food waste, and how to reduce food waste. It should teach students how to be waste free, and encourage them to do so.

**The Water Crisis-** This category will highlight and educate students about the current Water Crisis regarding the Florida Aquaphor, and the loss of supply in fresh water. The goal is to

inform students about the importance of reducing their water usage, and to give tips on how to do so.

**Energy Usage-** This category will highlight and educate students on how their daily lifestyles uses a lot of energy i.e. lighting, air conditioning, cooking, etc., and how this energy takes a toll on the environment. The poster will influence students to reduce their energy usage, and alternative habits they can develop to help them do so.

The rubric is as follows:

	Visual Appearance	Comprehensiveness	Relation to Category	Originality
Excellent (4)	Poster is eye catching and entices passersby to read the information. Information is presented in a clear format for easy reading, and the design is overall fluid.	The information presented on the poster uses language that is easy to understand without a background in sustainability, and perfectly covers the category being covered. Students are able to gain a full understanding of the topic and are influenced to change their behavior.	The poster sticks to the expectations of the category perfectly. The illustrations are an accurate and precise depiction of the category, and the information is relevant to what the category asks for.	The poster provides a unique and innovative design and is overall an extremely original concept unlikely of replication in other entries.
Good (3)	Poster is visually appealing and has the potential to attract passersby's stop and read the information. The design is cohesive, and the information is readable, but not necessarily easy to follow.	The information presented on the poster uses language that is easy to understand and does a sufficient job in covering the category being covered. Students are able to gain somewhat of an understanding of the topic and could possibly be influenced to change their behavior.	The poster sticks to the expectations of the category. The illustrations are a mostly accurate depiction of the category, and the information is for the most part relevant to what the category asks for.	The poster provides a unique design, and there is a good possibility that there would be no replications of it in other entries.
Average (2)	Poster is visually	The information presented on the	The poster sticks to the	The posters design is not



	appealing but does not necessarily attract passersby to stop and read the information. The design is not fluid, and the information is hard to read.	poster is not accessible to every student and does not fully cover the category being covered. Students are able to gain some insight of the topic but are not necessarily influenced to change their behavior.	expectations of the category for the most part. The illustrations are somewhat accurate, and the information contains parts that are relevant to what the category asks for.	necessarily unique, nor innovative, and there is a strong possibility that it would replicate amongst other entries.
Poor (1)	The poster is not visually appealing and would not attract passersby. It would not stand out in its surroundings or provide any use for the Education Campaign.	The information on the poster is hard for most students to understand and/or it does not cover the category being covered. Students are not able to gain any sustainable literacy from the poster and are not influenced to change their behavior.	The poster does not stick to the category at all. The illustrations are an inaccurate depiction of the topic, and the information is irrelevant to what the category asks for.	The poster is copied from an already existing design and does not provide any original ideas or concepts.

## Literature Review

Sustainability poster design contests have been created by schools and businesses alike to promote sustainability and get their audience interested in how they can make the world a better place. These types of design contests are usually aimed at elementary school through high school aged students to promote their creativity, educate them, and motivate them in their academic journey. An example of this is the Wyland National Art Challenge, which hosts this online contest to encourage students to make good choices when it comes to sustainable thinking as they progress into future leaders. Cash prizes are awarded to students or classes with the best poster designs, mural designs or photography.

Similarly, businesses and other non-educational groups usually stand to promote sustainable thinking and encourage green thinking with the aim to improve their communities. Such is the case of *core77*'s poster competition and *crea8 sustainability*'s poster competitions. *Core77* is an online community of designers. They offered their contest in 2011 to encourage creativity in their community. Winners of their competition received a copy of Adobe's CS5 Master Collection, \$500, and the winning posters were exhibited at *Compotmodern*, another community of designers, during San Francisco's Design Week. Currently, *Crea8 sustainability* aims to encourage young Singaporeans to think about and lead a more sustainable lifestyle. They open their competition to students from year 1 through year 6 and show the winning designs at the Clean and Green Singapore carnival in November 2019.

While these are three great examples of what sustainable poster design competitions usually look like, they all have some unique limiting qualities that this project could improve upon. For instance, they all target a very young age group which may limit the impact of sustainable thinking in choosing a career. This project would stand to target a college aged group and would benefit by asking the same motivating questions that promote sustainability to an older audience in the midst of learning their profession. By targeting a younger age group, these design competitions only motivate so much or impact their community so much. By implementing this type of competition on a college campus, the effects could be much larger scale. For instance, elementary aged children cannot drive and do not work. Teaching young students about the importance of using less gas or buying sustainable products at the grocery store has little impact on the community they live in. Since college students have more responsibilities in their communities, they may have a larger impact when encouraged to think green. Creating a sustainability poster design contest at UCF would be a great way to continue the impacts of these types of competitions on a larger scale and reach a new audience.

## Methodology

In order to achieve our stated objectives a variety of techniques will be employed. The overall core of this campaign aims to engage and further educate students on issues of sustainability. In order to achieve this goal, students will be engaged through their participation in a creative and artistic competition. By having this project be presented as a competition student are immediately given a form of incentive. This incentive is further bolstered by the fact that there will be multiple winners. Since the campaign calls for a variety of posters students are given options in regard to what kind of topic, they feel most impassioned by. These topics will be selected ahead of time and be officially announced in order to build anticipation. Creating the potential for multiple winners will also help students feel as if their submission has a higher chance of being selected.

Additionally, the winners of the competition will be announced at an event further providing incentive through celebration. The idea of education will also be woven through the fabric of this competition by providing new information to students. All students whether they chose to participate or not will be exposed to information on how they can positively change their habits. There will be a winner in each of the five categories, making there a total of 5 winners. Once the posters themselves have been selected we will begin the second part of this campaign. After the submissions have been voted on the posters will be placed in areas associated with their topic. For instance, posters regarding waste habits will be place above trash cans. In order to make sure that the posters come across as helpful instead of critical. Poster designs will be required to include information on possible solutions. Placing these kinds of posters across campus will act as a first step in bringing the topic of sustainability to the forefront of conversation.

In order to make sure that information on the posters is accurate, we have provided them with an informational packet with link to resources to pull information from. The pages of the packet resemble this:

## General

<https://sustainability.ucf.edu/resources/diy>

[https://www.nwf.org/~media/PDFs/Global-Warming/Campus/sce\\_factsheet.ashx](https://www.nwf.org/~media/PDFs/Global-Warming/Campus/sce_factsheet.ashx)

## Native & Invasive Species

<https://sustainability.ucf.edu/sustainablecampus#NaturalLands>

<https://myfwc.com/wildlifehabitats/nonnatives/?redirect=nonnatives>

<http://edis.ifas.ufl.edu/uw107>

<http://plants.ifas.ufl.edu/manage/overview-of-florida-waters/fish-and-wildlife/threatened-and-endangered-freshwater-species-in-florida/>

<https://edis.ifas.ufl.edu/ag108>

<https://myfwc.com/wildlifehabitats/habitat/ahcr/>

## Transportation

<https://www.energy.gov/sites/prod/files/2013/11/f4/55295.pdf>

<https://environmentflorida.org/energy-101/sustainable-transportation>

<https://sustainability.ucf.edu/sustainablecampus#Transportation1>

<https://www.apta.com/news-publications/public-transportation-facts/>

## **Campus Waste**

<https://sustainability.ucf.edu/sustainablecampus#Recycling>

<https://www.epa.gov/sustainable-management-food/sustainable-management-food-basics#what>

<https://nepis.epa.gov/Exe/tiff2png.cgi/10000M1Z.PNG?-r+75+-g+7+D%3A%5CZYFILES%5CINDEX%20DATA%5C95THRU99%5CTIFF%5C00001175%5C10000M1Z.TIF>

## **The Water Crisis**

<https://sustainability.ucf.edu/sustainablecampus#Water>

<https://www.epa.gov/sourcewaterprotection/easy-things-you-can-do-protect-drinking-water-sources>

<https://www.epa.gov/watersense/how-we-use-water>

<https://www.epa.gov/sites/production/files/2017-02/documents/ws-ourwater-florida-state-fact-sheet.pdf>

<https://lifewater.org/wp-content/uploads/2019/03/Water-Crisis-Fact-Sheet-2018.pdf>

## **Energy Usage**

<https://sustainability.ucf.edu/sustainablecampus#BuildingsEnergy>

<https://www.epa.gov/energy/reduce-environmental-impact-your-energy-use>

<https://www.epa.gov/energy/learn-about-energy-and-its-impact-environment>

<https://green.harvard.edu/tools-resources/poster/top-5-steps-reduce-your-energy-consumption>

**Budget:**

See attached Excel sheet.

## Work Plan:

### January:

- [Inquire to Student Union about hanging the posters as banners in SU Atrium](#) [Inquire university partners titon on social](#)
- Discuss possible models of how to best execute the art competition and picking the best model after weighing the opportunities and constraints of all possible choices.
- Create examples within the SI group for the students to be able to get an idea of what exactly we are looking for.
  - Work with Michelle on the graphic designing of the posters
- Create promotional materials to advertise and organize the competition.
  - Schedule posts for the Sustainability Initiatives social media profiles
  - Connect with Student Government and the Office of Student Involvement for them to advertise to their student base as well
- ~~Collect funds and resources to set a prize for the competition.~~
  - ~~Set prizes for the students that win the competition.~~
  -

### February:

- Contact building liaisons to hang posters in their buildings.
  - Library entryway
  - Breezeway
  - Shuttle Stops
  - Student Union/Food Court
  - Classroom Building 2
  - Business Administration
  - Harrison Engineering Center



- Reach out to Arboretum to collect plants to disperse as prizes.
  -
- 
- Send out e-mails to sustainable companies to receive donations to also give out as prizes.
- Advertise a call for submissions to the competition by posting on social media, in department newsletters, and flyers around campus.
  - Work with Sustainability Student Assistants to make this happen and potentially the student workers in the SG & OSI offices
- Establish a diverse judging panel to grade the artwork being submitted.
  - Pull judges from different departments and university entities
  - Possible judges:
    - 
    - Dr. Jaques
    - Jennifer Elliot
    - Dr. Plate
    - Yara Watson
    - SVAD Professor
    - 
    - 
    - 
    - 
    - 
    -
- Collect submissions and begin the judging process by using the judging rubric.
  - Submissions must be submitted online
  - Organize dates and times where the judging panel can do this together
  - Ensure judges are aware of the key messages we are trying to convey with this campaign through a training session in order for the posters that they choose as winners to correctly portray our message.
  -

## March

- Cut off deadline for submissions, and complete the judging process
  - 
  - 
  - Five finalists total will have their posters printed and hung
  - 
  - Announce winners of competition and begin showcasing the winning artwork. D
-

- —
- —
- —
- Disperse prizes individually by contacting the winners.
  - Posters will be printed at local Staples by a group member bringing them the files.
  - Groups will notify us ahead of time so we can have proper prizes for everyone.
  - Posters will be printed at local Staples or cheaper establishment if found
  - Hold a gallery type event where we invite the finalists and semi-finalists to present their artwork and invite students to come out and view them all. Prizes will be dispersed at the event.
- Begin collecting data through surveys where we ask students how frequently they have noticed the posters around campus, and if they have taken any information from them, or have changed their habits or lifestyle.
  - Include multiple choice questions to measure the student's sustainability literacy
  - Identify the vocabulary, language, and designs that most resonated with students to increase their literacy

April

- — Promote the winners of the competition on social media
- 
- Finalize a written reflection of the competition to create a model for other institutions to follow

## Expected Results

We expect that there will be a moderate participation in the first attempt at this campaign. We hope for twenty-five entries, and we hope to print twenty-five total copies of the

winning posters to display around campus. We believe that incentive of having their art displayed around campus and at the gallery event that it will act as an incentive to participate beyond the actual given prizes. We think the general UCF stakeholder population will be very receptive to these posters, and overall it will increase the sustainability literacy rate at UCF. This should be a firm model to be able to be replicated by next year's SSAC cohort.

### **References**

Admin. (n.d.). Wyland National Art Challenge. Retrieved from <https://wylandfoundation.org/programs/wyland-national-art-challenge/>

Competition Rules. (n.d.). Retrieved from <https://www.crea8sustainability.sg/2019competition/competition-rules-and-regulation/rules-and-regulations/>

Gómez, F. U., Sáez-Navarrete, C., Lioi, S. R., & Marzuca, V. I. (2014, August 19). Adaptable model for assessing sustainability in higher education. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0959652614007641>

"Sustainable Refrainables" Poster Design Competition: Vote for the Winners! (n.d.). Retrieved from <https://www.core77.com/posts/18236/sustainable-refrainables-poster-design-competition-vote-for-the-winners-18236>