

**ACS Environmental Programs  
Faculty Fellows End-of-Year Questionnaires  
2006-2007**

**Birmingham-Southern College**  
Prepared by Roald Hazelhoff

**1) What courses were offered in your environmental studies major/ minor/ program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

1. ES 150-14
2. PS 250-24 (2 sections)
3. RE 320-17
4. EC 340-22
5. PY 220 Environment and Behavior -22
6. SO 376 Environmental Sociology-7

**2) How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07? (If your campus doesn't have a major/ minor/ program/ concentration, or there have been any changes in status, could you please update me?)**

7 in the ES minor.

**3) Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

Introduction to Computing  
General Chemistry II  
Organic Chemistry I  
Quantitative Analysis  
Cell and Molecular Biology  
Field Botany  
Invertebrate Zoology  
Conservation Biology  
Animal Behavior  
Field Vertebrate Zoology  
General Ecology  
Current Topics in Biology  
Environmental Earth Sciences  
Principles of Economics II  
Evolutionary Ecology

Public Policy Process  
Economics of Natural Resources and the Environment

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If “yes,” please list faculty, course titles, and estimated # of students enrolled in each.)**

Sandra Sprayberry and Vince Gawronski—Intro to Human Rights (included focus on environmental justice)--15  
Service Learning in Ecuador during Interim-17

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If “yes,” please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

Dr. David Pollick signed the Presidents Climate Commitment and Talloires Declaration.

Woodlawn Neighborhood Association—Woodlawn EcoScape  
Brown Springs Neighborhood Association—Brown Springs EcoScape  
College Hills Neighborhood Association—College Hills EcoScape and composting site-4  
Freshwater Land Trust—Turkey Creek Partnership  
Service Learning in Ecuador—Sustainability focus  
Leadership Studies placed Farley Lord as the Hess Fellow for the AL Rivers Alliance in summer of 2006.  
SEC hosted Legacy’s Teacher Institute in July 2006.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.)**

Campus Climate Control faculty/staff/student lunches—17  
Campus Community Partnership grant for College Hills Composting site at McCoy-2  
Environmental Studies--Jerome Ringo presented “A Changing Environment, a Sense of Urgency” on 3/15/07  
The Hilltop News included two environmental articles in a recent publication.  
Leadership Studies showed An Inconvenient Truth in the fall and Interim terms.  
BSC Conservancy hosted Environmental Awareness month April 07:  
Edwin Marty from Jones Valley Urban Farm on 4/11/07  
Roald Hazelhoff presented “Birmingham: A Gateway to Nature” on 4/12/07  
Earth Week-4/16-4/20  
Elizabeth Scribner spoke on community redevelopment and greening 4/17  
Nelson Brook & Mark Martin of Black Warrior Riverkeeper 4/18  
Greenfest on residence quad 4/20.

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek**

**life activities, earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.)**

n/a

**8) Please list any other activities not addressed above, and give estimated # of participants.**

Urban Environmental Studies major was passed by faculty and will start in fall 2008.

### **The Proposed Urban Environmental Studies Major at BSC**

Summary of proposal from BSC's Environmental Studies Faculty  
June 15, 2005

the major will have 3 concentrations: natural science, society and policy, and environmental education. Earliest start for the program will be fall 2008.

#### **An Urban Environmental Studies Major at BSC:**

The accelerated degradation of our environment is threatening human health, safety, and well-being in complex and pervasive ways. We are all familiar with the litany of problems: water and air quality are declining, urban landscapes are increasingly unhealthy, forests and farmlands are disappearing, species are facing extinction, and the social and economic consequences of environmental degradation are increasingly acute. The world needs a new generation of leaders and problem-solvers who understand the complex interrelationships between human welfare and environmental sustainability. The generation of students we are now educating are those who must make the most sweeping strides towards environmental sustainability, and BSC's liberal arts curriculum, with its interdisciplinary emphasis, provides the ideal setting to train socially- and environmentally-literate leaders. To this end, the Environmental Studies (ES) faculty propose that an Urban Environmental Studies major be created at BSC.

#### **Focus on Urban Environmental Concerns:**

With its liberal arts focus and its unique geographical location, BSC is well-positioned to offer a distinctive Urban Environmental Studies program. Birmingham is located within the most biologically rich region of the most biologically diverse state in the eastern United States. Our city has a rich culture whose history *and future* are closely tied to its natural resources. Our program will focus on urban environmental sustainability. It is in the urban landscape where social and environmental concerns intersect most dramatically, creating problems related to environmental justice, public health and safety, economic opportunity, natural resource availability, and biodiversity conservation. Almost half of the world's people live in cities, and most of the population growth in the next decades will be urban. Finding sustainable solutions to environmental problems of the urban landscape will define our progress towards sustainability in this century. Thus, *urban sustainability* is the theme for BSC's new program, with the new major entitled 'Urban Environmental Studies'.

The new major will build on the existing Environmental Studies minor and research of current faculty. The curriculum will be interdisciplinary, using a number of courses already being offered plus new courses that will be needed for the program (e.g., urban geography). The program would advance BSC's renewed efforts to reach out to our community, as Birmingham provides a living laboratory for students to develop skills needed for solving social and environmental problems through student research, class projects, and internships. Current programs involving our students and faculty (e.g., the forest ecology

studies at Oak Mountain State Park, or the Shades Creek water quality investigation) could be expanded while new programs are added.

To create these opportunities, BSC will expand existing programs and partnerships with environmentally-oriented institutions including Southern Environmental Center, The Nature Conservancy, Cahaba River Society, Ruffner Mountain Nature Center, and Oak Mountain State Park. BSC will also forge new partnerships with like-minded businesses, foundations, institutions, and community organizations.

**Program Development Needs:**

As detailed below, external support will be needed to launch a successful program. Once these needs are met, BSC should have a prosperous ES program attracting 10+ students to the major within three years of inception. In anticipation of the inauguration of this program, during the '05-'06 academic year the ES faculty will be working with the faculty as a whole to design a proposed curriculum.

The following are the most important support needs for this new program:

- BSC must hire a Director of Urban Environmental Studies with a Ph.D. in urban geography (or related field). This new faculty member would provide critically relevant expertise in a subject area where we are currently weak. The director would help develop the curriculum for the major, start a recruitment program for new students, establish an internship program, expand community partnerships, and teach new environmental studies courses from a social science perspective (e.g., urban demographics, environmental justice).
- Lab space and lab equipment for the teaching and research needs of the new director/urban geographer.
- Research support for current and new faculty to study problems of the urban environment.
- Research support for students studying urban environmental problems (e.g., summer research stipends).
- Support for internship program (e.g., internship stipends) where students work for environmentally-oriented institutions and organizations.
- Materials to recruit prospective students for the new major
- Our longer-term needs include the hiring of a new faculty member to teach courses in the earth sciences (e.g., geology, hydrology, climatology), a basic knowledge of which is needed for understanding environmental problems. We currently lack faculty expertise and courses in these fields.

## Centenary College of Louisiana

Prepared by Jeanne Hamming

**1) What courses were offered in your environmental studies major/minor/program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

English 290: Ecology, Technology, Culture. 20 students  
Geology 103: Environmental Geology. 15-32 students.  
Biology 101: Principles and Methods of Biology. 140 students  
Chemistry 105/115: Chemistry and Society + lab. 35 students/year

**2) How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07? (If your campus doesn't have a major/minor/program/ concentration, or there have been any changes in status, could you please update me?)**

2

**3) Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

Chemistry 121/123 and 122/124: General Chemistry + Lab. 100 students/year  
Chemistry 301/311: Analytical Chemistry + Lab. 80 students/year

Biology 202: Structure and Function of Organisms. 2 sections/46 students each  
Biology 303: Ecology. 1 section/30 students  
Biology 414: Evolution. 1 section/20 students

(Next year Biology faculty will teach Animal Physiology, and the research topic for students will be the effect of environmental toxins on physiology. They will also teach Conservation Biology.)

Philosophy 101: Moral Problems. 2 sections/25 students each  
Philosophy 201: Ethics. 1 section/20 students

Sociology 310: Urban Sociology. 2 sections/20 students each  
Sociology 316: Society and Technology. 1 section/15 students

English 201: Science Fiction. 1 section/21 students

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

Nicaragua may module: includes lectures about the environment and agricultural resources of the farmers. We talk about slash and burn, food crops, sustainability, etc. 10-12 students.

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If “yes,” please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

Ed Leuck (Biology): Beaver Island Research and conservation: Authored two books on the plants there, with some emphasis on native/introduced, protections and warnings to eradicate. Ed also educates interested new property owners on what species they've got and what they should protect or remove.

Beth Leuck (Biology): Beaver Island Research and conservation: Monitors breeding population of double-crested cormorants both in terms of numbers and diet. Attempting to determine if the population needs to be managed and to determine its direct or indirect effect on small-mouth bass populations. Helps with a neotropical migrant monitoring project, and I monitor populations of monarch butterfly larvae in different habitats on the island. Beth has also recently given a talk to the bird study group on bird mating, and three talks in Michigan about wetland loss, manmade canals (specific the MRGO) and Katrina damage.

Mary Barrett (Geology): authoring a book on the history of the Atomic Energy Commission and Radioactivity produced by Oil Field waste.

Jeanne Hamming (English): Currently writing several articles and working on several projects about the environment and media technology in popular culture: “The Feminine Nature of Masculine Desire in the Age of Cinematic Techno-transcendence,” “Living and Dying on the Edge: Extreme Encounters and the (un)surprising Death of Steve Irwin, *Futurama, Autogeddon: a Cultural History of the Interstate Highway System from the World's Fair to the World Wide Web* (DVD-ROM), ETC: Ecology, Technology, Culture wiki and video archive.

Steve Shelburne and Diya Surie: Comprehensive study of invasive hydrangea in Cross Lake. Based on the report's recommendations, the city has allocated \$400,000 to remove hydrangea from Cross Lake.

Centenary is currently reconfiguring its Service Learning component to more fully incorporate environmental service. The current recommendation is that actual courses be allowed to have SL credit, and a faculty member can submit a course with an environmental project for SL credit. We have also changed the wording in our documents to read "community engagement" instead of "civic engagement" to try to broaden the idea of service to the world so that it would extend to non-humans. Beth Leuck serves as the environmental advocate for these changes to the curriculum.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.)**

- Creation of Centenary Environmental Association (CEA) est. 10 members
- Recycling Program (CEA: ongoing)

- Plastic Recycling Program (Wilderness Club) est. 6 members
- Earth Week: multiple events (Environmental Interns)
- Convocation: "Sharks, Skates, and Rays of the Gulf of Mexico" (Wilderness Club/Environmental Interns) est. 80 attendees
- Owl Prowl (Wilderness Club) est. 5 attendees
- Canoe Trip (Wilderness Club) est. 5 attendees
- Environmental Mission Statement (Environmental Fellow and Interns)
- Community Garden (Jeanne Hamming and Jon Soul: new project)

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek life activities, earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.)**

See #6, above

**Centre College**  
Prepared by Rob Ziemba

**ECCO**

The environmental student group on campus (ECCO) saw an increase in activity during the spring term. ECCO held a series of organizational meetings, co-sponsored a local foods luncheon, sponsored a film-screening and discussion of electric cars, and distributed compact-fluorescent light bulbs on campus as part of a campus-wide bulb replacement strategy.

**Green construction**

Following the strong support from the campus community including a letter-writing and lobbying campaign organized by ACS environmental interns, the College decided to pursue LEED certification for the construction of its new dormitory, Pearl Hall. The current and past ACS fellows participated in an Eco-charette led by the primary architects for Pearl Hall and a LEED consultant, where green design strategies for the new building were outlined. Discussions of green-building techniques have already begun for the next major building projects on campus, including a renovation and expansion of the science facility.

**Kentucky River Watershed Watch and CREEC**

Several faculty from the Biology department continued engaging in activities with local volunteer water monitoring groups. Two volunteer training events were held at Centre College where 12 local citizens were instructed in Watershed Watch protocols. A group of faculty, staff, and community members have continued development of a new local watershed group, the Clarks Run Environmental and Educational Corporation. This group has sponsored many activities associated with local water quality and have become an important influence in the community. The EPA has recognized the level of community support for this group and has been working with CREEC and the Kentucky Division of Water on cleaning up the Dix River watershed, of which Clarks Run is a tributary.

## Davidson College

Prepared by Chris Paradise and Cindy Hauser

**1) What courses were offered in your environmental studies major/ minor/ program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

None, since we have no official program. We have developed two new interdisciplinary environmental studies courses, which the environmental faculty expect will be the seeds of a new interdisciplinary curriculum. We've made some progress in developing an official program – we're in the process of hiring an endowed chair in Political Science, who will add courses in environmental policy, one of the major holes in any proposed program. This will not occur until Fall of 2008, which means that any program would not begin until at least a year after that.

**2) How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07?**

We have no official environmental program curriculum. Some students create their own major through the Center for Interdisciplinary Studies. We have several students with a direct or indirect environmental theme. See table below:

Kealy Devoy ('08)	Environmental Studies
Laura Beach ('07)	International Development Studies
Betsy Brewer ('07)	Environmental Education

**3) Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.)**

Course Name and Number	Professor	# of Students
Anthropology 381: Environment, Economics, & Culture	Matt Samson	6
ART 220: Modern Architecture	Larry Ligo	29
Biology 112: Principles of Biology II	Dorcas; Peroni; Stanback; Paradise	100
Biology 312: Animal Physiology	Mike Dorcas	32
Biology 321: Ecology	Chris Paradise	17
Biology 361: Amphibian and Reptile Conservation	Mike Dorcas	12
Biology 322: Vertebrate Field Zoology	Mark Stanback	22
Biology 341: Biostatistics and Experimental Design	Pat Peroni	32
Biology 323: Animal Behavior	Verna Case	32
BIO 352: Herpetological Investigations	Mike Dorcas	5
Chemistry 107: Chemistry of the Environment	Cindy Hauser	32
Chemistry 202: Organic Chemistry II with Green Lab	David Brown	64
CIS 171: Introduction to Environmental Studies	Annie Ingram, Dave Martin, & Pat Peroni	29

Economics 229: Urban Economics	Fred Smith	16
ENG 101W: Environmental Writing & WLSC	Annie Ingram	13
ECO 295: Environmental and Natural Resource Policy in India	Dave Martin	16
Econ 336: Economic Growth & Sustainable Development	Peter Hess	10
Physics 103: Physics of the Environment	Larry Cain	39

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses?**

Dr. Dave Martin directed the Semester-in-India program this year, and he focused on Conservation issues in India. Sixteen students participated in this program.

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues?**

Yes. This list is probably not inclusive, but is all I'm aware of at this time.

- Mike Dorcas (Biology) is involved with conservation of reptiles and amphibians on land preserves and in the face of urbanization. An estimated 10 students work on these projects with them.
- Mark Stanback (Biology) studies the effects of golf courses on nesting success of bluebirds, with several students.
- Cindy Hauser (Chemistry) is studying air quality issues in north Mecklenburg County, especially around schools during drop-off and pick-up of students.
- David Brown (Chemistry) is a leader in the field of green chemistry curricula and has developed a "green" version of organic chemistry.
- Dave Martin (Economics) studies, among other things, the economics and sustainability of land trusts and land conservation issues.
- Cindy Hauser (Chemistry) is faculty advisor to EcoTeam, which involves over 20 undergraduates each year in education outreach to local elementary schools. Several students from the Environmental Action Coalition help to coordinate these activities.
- The Environmental Action Coalition (EAC) has continued to partner with Davidson Lands Conservancy (DLC) to raise funds and awareness for local land trusts.
- Chris Paradise is on the Board of Directors of a local non-profit, Carolinas Clean Air Coalition. Moira McCormick is being funded by ACS to serve as intern for CCAC, and Cindy Hauser has done some consulting with CCAC on air quality issues.
- Pat Peroni (Biology), Chris Alexander (Political Science), and Dave Martin (Economics) are all on the Board of Directors of Davidson Lands Conservancy.
- Shireen Campbell (English) serves the Town of Davidson by sitting on the Davidson Greenway Committee
- Mark Stanback (Biology) and Nick Diluzio ('09) are studying breeding birds on Davidson Greenway. Kealy Devoy ('08) and Chris Paradise (Biology) are studying benthic macroinvertebrates in the stream running along the greenway.
- Cindy Hauser (Chemistry) and Nina Mace ('10) have applied for an ACS internship to study local air pollution as a function of traffic concentration during the summer of 2007. The Stone Fund, Davidson College Office of Community Service, has supported this research for three consecutive years. Nina is additionally supported as a Merck Scholar.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc.**

The Wallace B. and Nancy Millner Environmental Fund was endowed by the Millners. The money in this fund paid for the following events:

7. Public Lectures supported entirely by the Fund
  - Sep. 2006: Dr. James Kahn, Professor of Economics, Washington & Lee University, "Is there hope for the Amazon Rainforest?" While here, Dr. Kahn met with faculty and students from the EAC. About 75 people attended his lecture.
  - Jan. 2007: Dr. Bill Ranson, Professor of Earth and Environmental Sciences, Mr. James Wilkins, Environmental Sustainability Intern, and Mr. Colin Hagan, President of Environmental Action Group, Furman University, "Achieving Sustainability at Furman University." These three individuals came to Davidson to present a public lecture on college sustainability. They also met with staff from Physical Plant, who are interested in sustainability issues in building, maintenance, and grounds, and they were guests of the Center for Interdisciplinary Studies during its weekly lunch.
- Public Lectures co-sponsored by the Fund
  - Feb. 2007: Dr. Gerald Poje, Toxicologist and Chemical Safety Consultant, currently serving on the National Academy of Science's Board on Chemical Sciences and Technology. The title of his presentation was "Preventing Chemical Disasters: Lessons Learned." Co-sponsored with Chemistry, Biology, The Dean Rusk International Program, and the Student Affiliate Group of the American Chemical Society.
  - Mar. 2007: Dr. Tim Flannery, who spoke about his book, "The Weather Makers." Co-sponsored with Chemistry, Biology, The Dean Rusk International Program.
- Environmental Programming: The Environmental Action Coalition organized a series of events during Green Week, the 2nd week of classes (1/22 through 1/26). Although not all these events were funded by the Millner Fund, Green Week was supported by it (details below).

**In addition, there were other environmental programming events and initiatives that occurred:**

- A group of students proposed Eco-Op, a living and eating cooperative that will focus on sustainability. The College has agreed to renovate a vacant office building into a duplex, where ten students will live next year. The building will slowly be retrofit for energy efficiency, and the students will focus their eating habits on local, sustainable agriculture.
- The Environmental Action Coalition organized a series of events during Green Week, the 2nd week of classes (1/22 through 1/26).
  - Monday, 1/22, 9:00 pm, 900 Room: Screening of "An Inconvenient Truth," Al Gore's documentary on climate change. The 900 Room was filled to capacity – we estimated over 200 people were in attendance.
  - Tuesday, 1/23, 4:00 pm, Dana 146: Experts from Furman University (Dr. Bill Ranson and Mr. James Wilkins) presented "Achieving Sustainability at Furman University" (see above)
  - Tuesday, 1/23, 7:30 pm, Hance Auditorium: "Davidson College Environmental Forum" - a panel of faculty, staff, and students discussed on-campus environmental and sustainability initiatives, and answer questions from the audience.
  - Wednesday, 1/24: Green Ribbon Day
  - Thursday, 1/25, 11:00 until food runs out: Organic Food Bake Sale (proceeds benefit the CMS Transportation System - EAC wants to retrofit a bus to reduce harmful emissions and protect kids)
  - Friday, 1/26: Wear Green Day

- Hall Recycling Talks to incoming first-year students
- CatCUPPS (Can't Use Paper, Plastic, or Styrofoam) reusable mugs
- Two Waste Audits – one each semester. EAC and Physical Plant partnered on this: an estimated 30 students, 1 faculty, 4 staff participated in these events.
- The 3<sup>rd</sup> Annual Green Ball was held and raised funds (~\$1,800) for Davidson Lands Conservancy.
- Earth Week:
  - Waste Audit
  - Dr. Paul Mayewski, Professor and Director of the Climate Change Institute, Univ. of Maine, spoke on "Understanding Climate Change." Sponsored by the President's Office
  - Day of Action: EAC members will educate the Davidson community about energy efficiency and pass out free Compact Fluorescent Bulbs
  - SGA and EAC sponsored Earth Day during the students' April-at-the-Lake series.
- Furniture and Clothing Drive
  - EAC: estimated 35 students, 2 staff, and 1 faculty
  - Partners: Goodwill, Crisis Assistance Ministries, Habitat for Humanity

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek life activities, earth month projects, recycling, energy conservation, etc.**

See #5 and 6 above. Many of those activities were coordinated by our interns, and involved students from the EAC. The interns are always selected from the Board members of the EAC (at least when CP is the Faculty Fellow), thus all intern activities closely overlap with EAC activities.

**Furman University**  
Prepared by Wade B. Worthen

**1) What courses were offered in your environmental studies major/minor/program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

**Fall 2006:**

BIO 40: General Ecology	26
ECN 43: Economic Growth and Development	21
EES 21: Environmental Science	19
EES 24: Introduction to GIS	12
REL 58: Religion and the Environment	12

**Winter 2007:**

BIO 39: African Ecology	13
BIO 50: Marine Biology	13
EES 26: Surficial Processes	6
PHL 20: Ethics	22
PHY 14: Energy and Man	30

**Spring 2007:**

BIO 40: General Ecology	12
CHM 47: Environmental Chemistry	7
EES 21: Environmental Science	26
EES 48: Watershed Hydrology	15
IDS 55: Environment and Society	13
SOC 45: Social Movements	18

**2) How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07?**

14

**3) Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

None, but an "Environmental Lit" class is in the pipeline for course approval.

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

BIO 39: African Ecology	13
BIO 50: Marine Biology	13

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If “yes,” please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

- Interns at a “smart-growth” non-profit (Upstate Forever) – 2 students
- Intern, National Wildlife Federation, Campus Ecology grant recipient – 1 student
- Furman Partnership with The Nature Conservancy to conduct research on a TNC Property – Committee of 8 faculty.
- Compton Fellowships – \$35,000 each - 2 students, for post-graduate projects

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.)**

2006-7 was declared “Year of the Environment” at Furman University

The major initiatives were (<http://www.furman.edu/press/pressarchive.cfm?ID=3877>):

\* On Sept. 25-27, the Richard W. Riley Institute of Government, Politics and Public Leadership will host a conference titled “The Environment: Critical Issues in the 21st Century.” John Glenn, the first American to orbit the Earth, was the keynote speaker. A number of activists, journalists, business leaders and policy experts were on hand to discuss issues of state, national and global importance.

\* As soon as school starts, ARAMARK and the Furman Dining Hall will begin serving fresh produce collected from 26 local farms. All the local suppliers are within a 150-mile radius of the campus, and the menus will be altered throughout the school year to accommodate what is in season locally.

\* Furman will introduce a new concept in student residential living — the Environmental Community of Students (ECOS). Twenty incoming students who have expressed an interest in the environment will live together in a residence hall. Participants will enroll in Furman’s introductory course in environmental science and are expected to be leaders in the sustainability efforts on campus.

\* The university will restore its campus lake to a more natural, healthy environment. Major changes will include providing new vegetation for the lakeshore and shallows (to naturally filter the water and reduce algae growth), and reducing the populations of waterfowl. A Waterfowl Management Plan and a proposal to construct a Lake Master Plan were approved.

\* The Eco-Cottage experiment on campus has been such a success that it will double in size this year. Due to student demand, a total of 16 students – eight men and eight women – will live in two Eco-Cottages located beside the lake. The Eco-Cottages feature a range of energy-saving devices, from solar panels to low-flow showers. The project, which began in 1999, allows students and professors to measure the effectiveness of energy conservation and sustainable living.

\* Students will continue working to produce alternative fuels for campus use. Members of the Environmental Action Group (EAG) operate a small facility in which they convert waste vegetable oil from the dining hall into biodiesel fuel.

\* The university has hired James Wilkins as its first Environmental Sustainability Intern. Wilkins, who recently graduated from Antioch College of New England with a master's degree in Environmental Studies, will be responsible for enhancing Furman's conservation and recycling efforts as well as supporting its sustainability programs and projects. One of Wilkins' primary responsibilities will be developing and maintaining Furman's organic garden.

\* Construction at Furman continues to be cost-effective, sustainable, and energy-efficient. The new \$60 million Charles H. Townes Center for Science, scheduled for completion in 2008, will be a "living building and laboratory" and feature a solar aquatic treatment facility, solar thermal panels, rainwater collection and day-lighting systems.

\* Campus Sustainability Day, in which the women's basketball and volleyball teams, with other volunteers (total of 60 participants) helped clean out the lake, helped clean out stream corridors, and help clean the grounds around the lake.

### **Grant Applications to support the lake Restoration Project:**

I wrote the following grants to support the Lake Restoration Project

ACS Undergraduate Research and engagement Grant: "Bacterial contamination and eutrophication of Furman Lake: an interdisciplinary study of potential contributing factors. With Dr. Lewis, Liao, Andersen, and Dripps. Not funded . \$25,000

Wildlife Conservation Society: Furman University Lake Restoration Project: Constructing wetlands and riparian zones as habitat for state priority species Pre-proposal (not invited to submit proposal). \$121,000

National Wildlife Federation, campus ecology fellowship to Elizabeth Cooke, To construct a rain garden at the lake (I am faculty sponsor). Approved. \$1,925

### **Programs, Lectures, Seminars (FU's Cultural Life Program)**

Kilowatt Ours – Sept. 12, 2006

Fall Convocation – Sept. 13, 2006 (focused on the year of the environment)

John Glenn's View from Space – Sept. 25, 2006 (Riley Institute)

The Media and SC's Environment – Sept. 26, 2006 (Riley Institute)

The Year of the Environment – Sept. 26, 2006 (Riley Institute)

South Carolina's Environment – Sept. 26, 2006 (Riley Institute)

The End of Oil – Sept. 27, 2006 (Riley Institute)

Globalization and the Environment – Sept. 27, 2006 (Riley Institute)

Our Planet, County, and the Environment – Sept. 27, 2006 (Riley Institute)

Awareness of Sustainability – Nov. 7, 2006

Sustainability in caterpillar, Inc. – Nov. 8, 2006

Greenways for Greenville County – Nov. 28, 2006

Politics, Economics, and the Environment – Dec. 6, 2006

The Supreme Court and Pollution – Jan. 30, 2007

Poverty, Housing, and the Environment – Feb. 12, 2007

Mountaintop Removal – Feb. 13, 2007

The Evidence for Climate Change – Feb. 14, 2007

An Inconvenient Truth – Feb. 15, 2007  
 Poets in the Forest – Mar. 9, 2007  
 Climate Change and Other catastrophes – Mar. 14, 2007  
 International Politics of Water – Mar. 22, 2007  
 A Worldview of Conservation – Apr. 4, 2007  
 Earth Art – Apr. 4, 2007  
 Sustainable Community Development – Apr. 23, 2007  
 Global Warming Alarm – May 9, 2007

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek life activities, earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.)**

- The primary project for the interns was to measure the response of the public to our “Please Don’t Feed the Waterfowl” campaign. They each walked around the lake once/week and they counted the number of groups and number of people feeding the waterfowl. I did the same. We approached people and described our Lake Restoration project. Signs were posted in late October, and other signs were posted in early March. There has been a statistically significant decline in both the mean number of groups (linear regression,  $F = 7.43$ ,  $p < 0.009$ ) and the mean number of people (linear regression,  $F = 4.38$ ,  $p = 0.04$ ) feeding waterfowl at the lake on one hour circuits, from September 2006 to April 2007 (Fig. 1).

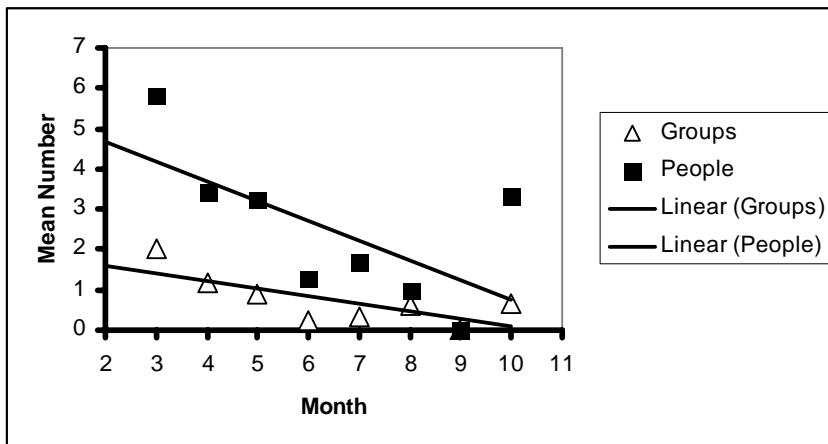


Fig. 1. Mean number of groups and people observed feeding waterfowl at Furman Lake on 1 hr circuits of the lake. Data were averaged for circuits made in a given month (Sept 2006 = month 3,

In addition, my primary responsibility as ACS Fellow was to walk around the lake once/week and record the number of Canada geese, ducks, and swans. These data were collected from July 2006 through April 2007. The mean number of geese decline significantly over this time period (linear regression,  $F = 8.78$ ,  $p < 0.006$ ; Fig. 2). However the mean number of ducks did not; largely because of the large number of winter migrants visiting the lake during the middle of the sampling period (linear regression,  $F = 0.018$ ,  $p > 0.05$ ; Fig. 2). So, it appears that our “Please Don’t Feed the Waterfowl” campaign is finding traction. In addition, it appears that the population of resident Canada geese has declined significantly.

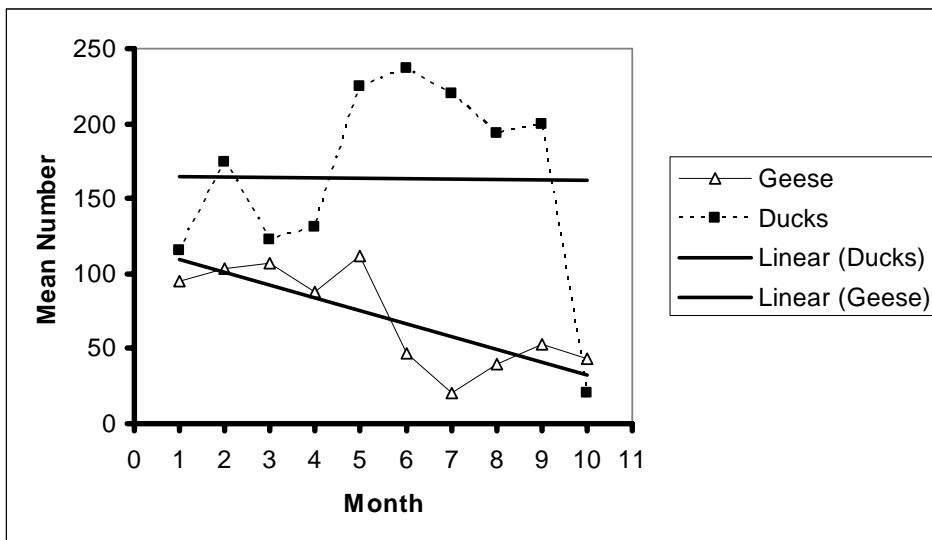


Fig. 2. The number of Canada Geese and ducks counted on Furman Lake, on weekly circuits (averaged per month; July 2006 = month 1, April 2007 = month 10).

The interns and I were also involved in:

- Creating a faculty panel discussion on environmental, social, and economic sustainability
- Leading the lake clean-up on Campus Sustainability Day
- Trying to stimulate a discussion about an Environmental residents program

The interns have also been helping to focus attention on an upcoming concert by “Guster”, an environmentally conscious band that is also sponsoring a traveling eco-village. The interns have been involved in the development and promotion of the eco-village on campus.

**8) Please list any other activities not addressed above, and give estimated # of participants.**

We attempted to get an Environmental Resident program going. I held three meetings with Rod Kelley, representative of student housing, and we called a meeting of interested students that drew only 2 people. At that point we decided to use the residents of the Eco-cottage as an advisory council for RA's. If RA's become interested in conducting an environmental project (and we hope to meet with them periodically to encourage this idea), then the Eco-cottage residents can help them in planning and implementation.

**Millsaps College**  
Prepared by William Bares

**1) What courses were offered in your environmental studies major/minor/program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

Homepage for Environmental Studies Concentration  
<http://www.millsaps.edu/academics/interdisciplinary.shtml>

The actual enrollment figures for the section(s) of each course are in parentheses  
**Fall 2006**

BIOL 1010 General Botany (21, 22)  
BIOL 3200 Aquatic Biology (14)  
CHEM 1213- General Inorganic Chemistry I and 1211 and the Lab  
(22, 26, 27, 15)  
ECON 2000 Principles of Economics (26,23, 20, 23)  
GEOL 1000 The Physical Earth (8, 20, 20)  
GEOL 1100 Environmental Issues of the 21st Century (25)  
GEOL 2000 Plate Tectonics/Earth History (5)  
GEOL 3300 Hydrology & Chem Natural Water (2)  
Political Science 1000- American Government (25, 23)  
Sociology-Anthropology 1100- Introduction to Anthropology (27)  
Sociology-Anthropology 1110- Introduction to Archaeology (33)

**Spring 2007**

BIOL 2200 Ecology (14)  
CHEM 1223 General Inorganic Chemistry II and 1221 Lab (8, 20, 20, 15)  
CHEM 3730 Environmental Chemistry (3)  
GEOL 1000 The Physical Earth (29)  
GEOL 1100 Environmental Issues of the 21st Century (28)  
GEOL 2000 Plate Tectonics/Earth History (8)  
ENVS 4911 Environmental Studies Seminar (3)  
Political Science 1000- American Government (23)  
Sociology-Anthropology 1100- Introduction to Anthropology (27)

**Summer 2007**

CHEM 1213 General Chemistry I  
CHEM 1223 General Chemistry II  
GEOL 1000 The Physical Earth  
PHIL 2140 Environmental Ethics  
PLSC 1000 Intro To American Govt  
SOAN 1100 Intro To Anthropology

**2) How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07? (If your campus doesn't have a major/minor/program/ concentration, or there have been any changes in status, could you please update me?)**

The Millsaps Environmental Studies Concentration will graduate 4 students this May 2007.

Three students enrolled in the spring 2007 Environmental Studies Seminar (ENVS 4911). The number enrolled in the concentration is generally not known until students make known their intent by enrolling in this seminar.

**3) Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

ADMN 4000 Legal Environmental Business - Harvey Fiser  
Fall 2006 Two Sections (27, 25)

BIOL 1710 Human & Natural Disasters - Stan Galicki & Bob Nevins (24)  
Fall 2006

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If "yes," please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

Dr. Galicki is studying parking lot water runoff at the MS Museum of Natural Science.

Dr. Mann's Environmental Seminar taught school children how to plant herb seeds, make snacks from these herbs, and how to recycle.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.)**

The Residence Life Department is developing "special interest" learning communities in the residence halls. They have identified three core areas: Community Service, Leadership Development, and/or Environmental Issues. A planning meeting was held in mid-December 2006 to identify faculty and staff members who could provide support and expertise.

The women's soccer program setup an ink jet cartridge recycling fundraising program with drop boxes in the fitness center in the HAC and in the College Center.

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek**

**life activities, earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.)**

Environmental residence hall program to begin in fall 2007.

Students assembled 38 recycling bins for the upper class dorms.

Pack Rat: Dorm residents donate items from their dorms to be re-used by other students.

**8) Please list any other activities not addressed above, and give estimated # of participants.**

Town Hall Meeting: A Conversation on Energy hosted by ConocoPhillips, Jackson State University, and Millsaps College, and moderated by Dr. Ronald Mason, Jr., President of Jackson State University. 7 PM Thursday, March 22, 2007. Panelists included: Robbie Fisher, state director, The Nature Conservancy Mississippi Chapter and Dr. William D. (Bill) Batchelor, co-director, Sustainable Energy Research Center, Mississippi. A related event was hosted on campus at 1:30-2:30 pm in the Leggett Center. Mr. Merl Lindstrom, general manager of research and development at ConocoPhillips, made a short presentation and answered questions from a student panel. Hannah served as a student panelist. Dr. Galicki's Environmental Issues class prepared a set of questions.

Members of the Environmental Coalition of Mississippi gave an on campus presentation Friday, November 10, 2006 about the Twin Lakes project – a proposal to control flooding of the Pearl River by building two impoundments (“lakes”). This proposal is opposed by environmental groups.

Global Climate Change enrichment course: April 2 and 9, 6:30-8:30 p.m. Teacher Luke Lundemo has completed the training under Al Gore and national science advisor Mike MacCracken to teach the findings of climate scientists. Enrollment (2)

Amanda Mayo: internship at MS Museum of Natural Science

## Rhodes College

Prepared by Chris Seaton, Katherine Panagakos, and Intern Leslie Samuelson

1) **What courses were offered in your environmental studies major/ minor/ program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

Geology 111: Introduction to Earth Science Systems (Fall, 2006)	(14 students)
Geology 116: Global Environmental Change (Spring, 2006)	(15 students)
Biology 105: Environmental Science (Fall, 2006)	(19 students)
Biology 315: Ecology (Fall, 2006)	(16 students)
Biology 212: Environmental Issues in Southern Africa (Spring, 2007)	(11 students)
Chemistry 406: Instrumental Analysis (Fall, 2006)	(6 students)
Chemistry 422: Advanced Organic Chemistry (Spring, 2007)	(5 students)
Biology 320: Conservation Biology (Spring, 2007)	(19 students)
Philosophy 302: Environmental Ethics (Fall, 2006)	(19 students)
Economics 265: Environmental Economics (Spring, 2007)	(22 students)

2) **How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07? (If your campus doesn't have a major/ minor/ program/ concentration, or there have been any changes in status, could you please update me?)**

There are seven students currently declared in the Environmental Sciences minor. There have been no significant changes to the program this year.

3) **Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

<u>Faculty Member</u>	<u>Course(s)</u>	<u>Enrollment</u>
Art Carden	ECON 101: Introduction to Economics	15/14 (2 sections)

There are discussions of environmental issues when the class talks about public goods and externalities.

Chris Wetzel	PSYC 323: Social Psychology	28
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I do a social dilemmas (tragedy of the commons) class exercise in my social psych course. The students, across 4-7 rounds (randomly determined), have an opportunity to earn as much as 15 points on their final exam grade if they selfishly keep all the points for themselves without donating back to the common good. Students who consistently give back to common good earn as little as 3 points. On each round, cooperative responses are amazingly high, over 70%, which is way better than what the research studies find with college students (usually from the R1 institutions). Social Rhodes students do "solve" the social dilemma in that they never have depleted the "bonus point pool." New England fisherman could learn from them!!

<u>Faculty Member</u>	<u>Course(s)</u>	<u>Enrollment</u>
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Michelle Voss Roberts      RELS 102: The Bible: Texts and Contexts      13/6 (2 sections)

The class discusses theological dualisms and their effect on the valuation of the earth. They read Sallie McFague, an eco-feminist theologian.

Chris Seaton, Rachel Dunwell      MATH 115: Applied Calculus      22/25 (2 sections)

Our students study methods of modeling the concentration of a toxin (a byproduct of a manufacturing process) and later learn methods of measuring the total accumulation of the toxin in a settlement tank. Many of the students' group projects have environmental components, such as modeling population, concentration of a pollutant, and the density of ice from a sample, and drawing conclusions from these models.

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

No.

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If "yes," please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

The following is from Carol Ekstrom in the Geology department:

I am leading an environmental education outreach program called SWEEP with Cypress Middle School. The program involves 4 Rhodes students and is in its 6<sup>th</sup> year. We have partnered with Lichterman Nature Center and the Cypress students presented their work at the EarthFest Celebration last week. We also partnered with the Memphis Shelby County Health Department on an Environmental lead (Pb) program. Three of the Cypress students gave a program about lead for the Healthy Thursday luncheon at Shasta Community Center. They will also present at URCAS this week.

Last year a donor provided a scholarship for one of the SWEEP students to attend the Teton Science School in Jackson Hole WY for their two week summer Middle School Field Ecology camp. The program has expanded this year and two SWEEP students have been awarded scholarships to attend the Teton Science School's three week course on Field Natural History.

I attended the 2<sup>nd</sup> annual Conference of the Tennessee Pollution Prevention Roundtable entitled TN Higher Education and Sustainability at Belmont College.

Three of the former SWEEP students took part in the Sierra Club annual clean up, and have worked with a local retirement home to help residents plant a garden.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.)**

#### ER Projects:

- *GreenRhodes* – an environmental newsletter put out by Julia Draper and Demetria Worley. Were able to produce three issues, but had difficulties attracting enough submissions. Have plans to assign deadlines in the future to add more structure.
- Clean Energy initiative -- Stephen Rintoul, Valisa Berber-Thayer, Kate Lindeman, and Molly Bombardi-Mount executed a clean energy survey to which they received 165 responses. Responses: \$20 avg. willingness-to-pay for green energy, and 142 out of 165 felt that the college's use of green energy would improve their opinion of Rhodes
- Admissions Alliance – Dusty Long attempted to start an alliance with the Admissions Office to market Rhodes' environmental initiatives towards prospective students. The results from the clean energy survey will provide the incentive to the Admissions Office to include the information. Although the admissions material is already finalized for next year, ERs will work in the fall to provide information to the Admissions Office for the following year's materials.
- Reusable Mug Raffle (see below) – Hilarie Dahlhauser developed an incentive program to increase the popularity and use of the new reusable mugs at the campus coffee shop. A sticker would be placed on the reusable mug each time it was used, and once 10 stickers were received, the person was to be entered into a raffle for one pound of coffee. She ran into problems with the inconsistent distribution of stickers.
- Tire Pressure Extravaganza – Leslie Samuelson (Environmental Intern), Katherine Panagakos (Environmental Fellow), and Christopher Seaton (Environmental Fellow) held one event in the fall with success, but had to cancel the one scheduled for April 17 in conjunction with Earth Week due to a lack of volunteers.
- Environmental Film Series – Anna Stagg and Leslie Samuelson held two environmental films in the spring semester. The first was *When the Levees Broke*, a Spike Lee film about Hurricane Katrina, which we co-sponsored with Rhodes Rebuilds, a group that does service work in New Orleans over spring break. The second was *Go Further*, a film starring Woody Harrelson that promoted organic food. The second film was co-sponsored with Earth Justice as part of Earth Week.

#### Other Projects:

- Showing of Al Gore's *An Inconvenient Truth* co-sponsored by the Environmental Planning Cooperative and the Rhodes-Memphis Colloquium on Religion and Science, coupled with a discussion led by Carol Ekstrom.
- Rhodes College participated in RecycleMania, a national recycling competition, from January 29-April 7.
- Earth Week, sponsored by Earth Justice, was held April 16-20 featuring *Go Further*, a film featuring Woody Harrelson (co-sponsored with the Environmental Residents Program); Green Shirt Day; and the Earth Day celebration.
- The school started selling reusable "Earth Mugs" and providing a discount for students purchasing various drinks across campus with a mug.
- The bike program continues to offer bikes for students on campus.
- The recycling program was completely overhauled and reorganized (by a committee chaired by Tracy Adkisson), including new matching bins placed throughout campus and new positions in Physical Plant.
- As part of the remodeling of the recycling program, Physical Plant surveyed all faculty, staff, and students to assess the recycling program and identify ways to improve.

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek life activities, earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.)**

Environmental Residents Program:

- Held bi-weekly meetings to discuss student projects and other ER activity
- Had ERs develop campus plans for their projects to encourage continued work
- Coordinated ER participation in various events, such as Paint-Your-Box Day, RecycleMania, and recycling bin placement
- Developed various ways to improve the ER program in coming years
- As stated above, participated in the Tire Pressure Extravaganzas and the Environmental Film Series

**8) Please list any other activities not addressed above, and give estimated # of participants.**

Starting in Fall 2006, Rhodes College implemented a new recycling program that includes paper, aluminum, and plastic recycling in all residence halls and academic buildings on campus. The recycling bins are emptied by work-study and Rhodes Student Associate students who empty the bins on an as-needed basis.

**Rollins College**  
Prepared by Barry Allen

**Question 1**  
**Fall**

- BIO 119 Conservation of Florida Freshwater – 22
- BIO 284 Marine Biology – Florida and the Caribbean – 17
- \* ENV 202 Economy in Historical Perspective – 29
- \* ENV 202 Economy in Historical Perspective (2) – 21
- \* ENV 202 Economy in Historical Perspective (3) – 25
- ENV 189 Environmental Crisis in Cultural Context – 21
- ENV 206 Caribbean Environmental History – 24
- ENV 260 History of Technology: Tools of Toil – 15
- ENV 323 Conservation of Biodiversity – 14
- ENV 325 Natural Habitats of Florida – 20
- ENV 347 Islands in the Stream – 16
- ENV 365 Environment and Development in Central America (and Field Lab) – 11
- ENV 389 Environment Planning – 14
- \* INB 230 Principals of Financial/Managerial Accounting – 18
- \* INB 230 Principals of Financial/Managerial Accounting (2) – 21
- \* INB 230 Principals of Financial/Managerial Accounting (3) – 17
- \* INB 230 Principals of Financial/Managerial Accounting (4) – 20

**Hamilton Holt School**

- ENV 120 The Biosphere with Lab – 23
- ENV 130 The Geosphere with Lab – 24
- ENV 189 Environmental Crisis in Cultural Context – 23
- ENV 327 Environmental Analysis with Lab – 12
- ENV 389 Environmental Planning – 21
- GMS 191 Humanscapes: Urban Process – 15
- GMS 215 Traditional/Vernacular Architecture – 18

**Spring**

- BIO 316 Ecology – 13
- BIO 320 Medicinal Botany – 12
- BIO 462 Evolution – 15
- CHM 110 Chemistry and the Environment – 22
- ENV 120 The Biosphere – 24
- ENV 130 The Geosphere – 19
- ENV 216 Ecology (X-listed with Holt School) – 10
- ENV 289 Nature in the City – 17
- ENV 292 Political Economy of Environmental Issues – 14
- ENV 348 Sustainable Development – 14
- ENV 353 National Parks and Protected Areas (and Field Lab) – 11
- ENV 413 Senior Seminar in Environmental Issues – 14
- \* INB 230 Principals of Financial/Managerial Accounting – 19
- \* INB 230 Principals of Financial/Managerial Accounting (2) – 17
- \* INB 230 Principals of Financial/Managerial Accounting (3) – 18

## **Hamilton Holt School**

- ENV 216 Ecology with Lab (X-listed with A&S) – 10
- ENV 220 Field Botany with Lab – 19
- ENV 270 Environmental Literature – 7
- ENV 284 Marine Biology with Lab – 18
- ENV 289 Nature in the City – 11
- ENV 300 Land Use Controls – 16
- ENV 302 Traditional Town Planning – 15
- ENV 315 Field Botany II – 11
- GMS 200 American Dream: Housing in America - 12

### **Question 2**

Environmental Studies – 36 majors, 3 minors

Sustainable Development –9 minors

Environmental & Growth Management Studies ( Hamilton Holt School) – 65 majors

### **Question 3**

#### **Fall**

- ANT 200 Cultural Anthropology – 27
- ANT 200 Cultural Anthropology (2) – 27
- ANT 215 Human Ecology – 21
- ECO 204 Alternative Economic Perspective – 12
- ECO 204 Alternative Economic Perspective (2) – 18
- RCC 100 America's Gift: National Parks, Jazz and Baseball – 15

#### **Spring**

- ANT 200 Cultural Anthropology – 21
- ANT 200 Cultural Anthropology (2) – 26
- ANT 215 Human Ecology – 15
- CHM 105 Chemistry and Society – 22
- ENG 190 Literature/Experience: River Community – 18
- FIL 250 Topics in Film Studies – 2
- FIL 450 Film Seminar - 4

### **Question 4**

- Barry Allen ENV 365 Environment and Development in Central America - 11
- Barry Allen ENV 353 National Parks and Protected Areas – 11

### **Question 5**

- Stephenson - Field Analysis—Goethe State Forest & Ichnutucknee Springs
  - Rollins College hosted the third annual conference of The Florida Chapter of the Congress for New Urbanism in January. A&S students along with Hamilton Holt students volunteered at the event(s).

- Morse-Genius Foundation – planning and planting of Genius Reserve. Many students worked alongside professors to assist on ecological restoration, nursery management and invasive control of the property.
- Senior Seminar – replanted butterfly garden in Winter Park's Central Park.
- Joe Siry – Islands in the Stream class replanted butterfly garden outside the Env. Studies Bldg.
- Steve Phelan – Friends of the Wekiva
- Barry Allen – Costa Rica Conservation Foundation – Economic valuation of migratory bird species
- Lee Lines – completed the study portion and reports on the Florida Hydrogen Initiative. Senior ES student Marissa Williams worked with Dr. Lines as a research assistant.
- Joe Siry – Florida Solar Initiative. Worked with students to help get solar panels installed on the first bldg on campus in February after an extensive 4 year study, battle, etc.

### **Question 6**

Profs. Allen & Lines received a \$50,000 grant for a new first curriculum program on food and sustainability entitled *Down to Earth or Out to Lunch – The Unseen Landscape of Food in America*

- Seven students attended Southeast Regional Alternative Energy Conference at Clemson University in February.
- Scott Bianconi, ACS Env. Intern and Env. Studies senior, accompanied Dr. Bruce Stephenson to Madison Wisconsin – John Nolen research, Univ. of Wisconsin Arboretum.

### **EcoRollins and Recycling Program**

- Earth Day Celebration - Hydrogen car, tie-dye t-shirts, local environmental organizations,
- America Recycles Day - collection of used cell phones and batteries, recycled giveaways (coasters, ruler, pads of paper), informational tables
- Alternative Energy Day celebration – information on various alternative energy options
- Recycling Program – an operational student run program on the campus continued their hard work to get more and more people on board with recycling. As always, staff and faculty are supportive, but the hard work is with the student's peers. More coordinators are being added to the payroll to help with getting more student coverage. The program was supported again by the Office of the Vice-President of Finance to supply more inside and outside bins on campus per requests and suggestions from students, faculty and staff.
- Students from the above organizations along with Dr. Joe Siry and students from all majors assisted in installing the initial solar panels on the first building here on campus. Students including seniors Sara Shaw, Tyler Kartzinell and Scott Bianconi continued the work that was started more than 4 years ago and were finally successful this year.

### **Question 7**

Please see Environmental Interns reports.

### **Question 8**

Please see Environmental Interns reports.

**Southwestern University**  
Prepared by Richard Osbaldiston

**1) What courses were offered in your environmental studies major/minor/program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

Fall 2006

Environmental Science (section 1) - 14

Environmental Science (section 2) - 11

Environmental Psychology - 25

Global Environmental Justice - 13

Economic Development - 19

Environmental Chemistry - 4

Independent Studies - 2

Academic Internships - 1

Spring 2007

Science and Technology in World History (section 1) - 16

Science and Technology in World History (section 2) - 21

Environmental Science - 16

Religion and Ecology - 22

Personal Health & Fitness - 23

Ecology - 13

Academic Internships - 1

Capstone in Environmental Studies - 4

**2) How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07? (If your campus doesn't have a major/ minor/ program/ concentration, or there have been any changes in status, could you please update me?)**

We have 13 majors, 2 minors for the spring 2007 semester

**3) Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

None known. We have very liberal guidelines for including courses in the env studies curriculum, and we regularly recruit faculty to list their courses as Env St. It is highly unlikely that there are courses on campus that include environmental content that we do not list as Env Studies courses.

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

None known.

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If “yes,” please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

Yes. Three faculty members were awarded a grant to study a nature/exercise trail along the river corridor. This grant includes programs with other stakeholders. Dr. Laura Hobgood-Oster can provide more info.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.)**

Please see student intern report.

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek life activities, earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.)**

See student intern report.

**8) Please list any other activities not addressed above, and give estimated # of participants.**

An important event that you should be aware of is that the Env Studies program committee recommended that the program be dropped from the catalog because of lack of support. According to Dr. Hobgood-Oster, when word got around that the program was in trouble, a number of faculty stepped up and said they wanted to help continue the program.

**Spelman College**  
Prepared by Fatemeh Shafiei

## **Green Building**

On October 20, 2006, Spelman College made history with the ground breaking for the new “green” residence hall. This new residential facility is the first at Atlanta University Center, and the first HBCU to receive Leadership in Energy and Environment Design certification through the U.S. Green Building Council. According to Art Frazier, Spelman’s director of Facilities Management & Services, out of the 237 educational institution members of the U.S. Green Building Council, Spelman would be the first LEED Certified Residence Hall in the state of Georgia. The LEEDS actual certification would be awarded after the building is completed in the spring of 2008. The residence hall would house 303 beds, would create 175 seat dining hall, and a 100 car parking deck.

Spelman’s President, Dr. Beverly Daniel Tatum stated, “Building ‘green’ is a smart investment in the future.” Expressing her support for sustainable development, she added, “The very future of our planet is at stake. I believe we have an obligation to increase our own environmental responsibility at Spelman and to educate students about it. With the ground breaking for this new ‘green’ residence hall, we are, like the founders of Spelman, building for the next 100 years and doing our part to protect the environment for the generations to come.”

## **Memorandum of Understanding between Spelman College and the U.S. Environmental Protection Agency**

On February 22, 2007, in recognition of the groundbreaking for an environmentally responsible or “green” dormitory, at Spelman College, United States Environmental Protection Agency (USEPA) Administrator Stephen Johnson visited the college, and signed a Memorandum of Understanding (MOU) with Spelman. Under that MOU, Spelman and USEPA will enjoy a collaborative relationship designed to enhance the college’s environmental policy and science curricula, and research relationships between the school and various federal agencies. In addition, MOU provides for internships and employment for students at USEPA and create sabbatical exchange opportunities for both Spelman faculty and USEPA environmental experts. This is intended to assist Spelman to establish itself as a model academic institution of Energy Conservation and Environmental Stewardship. To that end, USEPA has assigned one of its senior managers, Jewell A. Harper, Esq., to Spelman for two years to both teach and assist in developing seminars and courses designed to expand the school’s environmental offerings.

## **Curriculum Development**

1. In Spring 2007 semester, Dr. Fatemeh Shafiei, ACS Environmental Fellow, and Associate Professor of Political Science, and Jewell A. Harper, Esq., Deputy Assistant Regional Administrator at EPA Region 4, developed, revised and co-taught the Environmental Policy and Politics PSC 320 course. The course created an innovative approach in teaching environmental policy by exposing students to first hand knowledge of the process of policy implementation at the local, state, and national level.

USEPA Administrator, Stephen Johnson visited the Environmental Policy and Politics PSC 320 and lectured about the imperative of environmental stewardship. Attached is a photograph of the visit.

2. In Fall 2007 semester, Fatemeh Shafiei and Jewell A. Harper are planning to co-teach the Politics of Global Environment.
3. The course "Introduction to Environmental Sciences, ES211" was updated and was approved to be used to fulfill the divisional requirement for the Natural Science for non-science majors at Spelman College.
4. In Fall 2007 semester, for the first time at Spelman College, the course "Soil and Atmospheric Science"- ES 251 will be offered.
5. A new syllabus for the course "Introduction to Geosciences", ES 252 has been developed and the course will be offered in 2008.

### **ACS Grants**

Dr. Arturo Lindsay, received the faculty grant from ACS for Art Colony.

Mr. Art Frazier, Spelman's director of Facilities Management & Services, received ACS grant for recycling.

Jaira Harrington, Spelman College ACS environmental inter, received Model Internship Program for her work at the Sierra Club.

**Trinity University**  
Prepared by Richard Reed

1) **What courses were offered in your environmental studies major/ minor/ program/ concentration this year? Please list course titles and estimated # of students enrolled in each. (If your campus doesn't have a major/ minor/ program/ concentration, could you please update me on any changes in status?)**

The following includes the offerings available in our environmental studies minor and includes if it was offered (highlighted in yellow), and numbers for fall and spring semesters.

Environmental Studies Courses			
Course	FL2006	SP2007	Notes
ANTH 1301	65	90	(Introduction to Anthropology)
BIOL 1311	68	32	(Integrative Biology I)
ECON 1311	270	150	(Principles of Microeconomics)
GEOS 1304	90	70	(Environmental Geology: Humans and their Physical Environment)
ECON/URBS 3330	0	50	(Environmental Economics)
BIOL 3434	0	30	(Ecology)
CHEM 2319/2119	0	90/90	(Organic Chemistry)
GEOS 2304	6	0	(Earth Surface Processes)
GEOS 3411	0	0	(Hydrology) Course offered last in SP2004
GNED 1306	0	0	(Energy and Society) Course offered last in SP2000
PHYS 1303	0	0	(The Earth's Changing Environment) Course offered last in SP2004
ANTH 2357	20	0	Humans and the Environment
ANTH 3367	0	11	(South American Indigenous Peoples: Conquest and Development)
ANTH 3364	13	0	(Economic Anthropology)
ENGL 4325	0	0	(Seminar in Literary Periods: Special Topics)
HIST 4460	10	0	(Seminar in United States History: Special Topics)
PLSI 3346	0	11	(Geography and World Politics)
URBS 3347	0	0	(Urban Systems) Course offered last in FL2000
Totals	542	534	

2) **How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-07?**

There are 8 students are minoring in our program: 1 Political Science, 3 Anthropology majors; 1 Biology and 1 Geosciences Major and 2 Engineering majors.

**3) Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If “yes,” please list faculty, course titles, and estimated # of students enrolled in each.)**

ECON 3347	0	28	(International Trade)
GNED1300-7	0	14	(The Ethics of Modern Medicine)

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If “yes,” please list faculty, course titles, and estimated # of students enrolled in each.)**

Jennifer Mathews is teaching her summer archaeological field course on the ancient Maya (ANTH 3673-1: Archaeological Fieldwork) in the Yucatán Peninsula during the summer of 2007, which will include environmental themes.

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If “yes,” please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

- An ad hoc committee was named by the President to suggest the members and the mandate for a committee that would be formed to review the University’s capacity for “environmental sustainability” and identify areas of strength and weakness in environmental concerns. This committee will present its suggestions to the President in August of 2007.
- The Biology Department in collaboration with the Environmental Studies program has continued a program this year of co-hosting the Bexar Audubon Society monthly meetings. They are currently holding regular meetings at Trinity University during the academic year, which includes environmental lectures. Trinity students and faculty regularly attend, although community members make up the bulk of the attendees.
- Environmental internships are offered through Career Services, although they do not track how many Trinity students are placed in these. There are approximately 10-15 internships available per year.
- Dr. Diana Glawe, of the Environmental Studies Committee and the Engineering Department, has been awarded release time and federal government funding to complete a year long training program with the Environmental Protection Agency in Washington.

- Through the Lecturer's and Visiting Scholars Committee the Environmental Studies Committee is seeking to bring George Rogers of the Texas A&M University to talk on urban development and flooding in Texas cities.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.**

- Amnesty International continued their Recycled Notebook project, in which notebooks made from recycled materials (paper used on one side with covers made of cereal boxes or other materials) were sold and the proceeds given to Amnesty International. Over 100 notebooks were sold and over \$250.00 was raised. Approximately 20 students were involved.
- Trinity University Volunteer Action Committee (TUVAC) continues to run a recycling program for plastic and aluminum bottles in all of the buildings on upper campus. Approximately 15 students are involved in collecting, sorting and delivering the recycling materials during the school year.

**7) Please list all environmental activities initiated/continued by student interns in 2005-2006, if different from #1-5 above, including social clubs, Greek-life activities, Earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.) (If you are able to get this information from your interns, they will not need to turn in a final report.)**

- Two environmental interns, Molly Ellis and Meagan Wyatt, have successfully organized a "Sustainability floor" in a dormitory that is to be newly renovated and Leeds certified. Molly Ellis attended the ACS environmental conference held in the Fall of 2006.

**University of Richmond**  
Prepared by Chris Stephenson

1) **What courses were offered in your environmental studies major/ minor/ program/ concentration this year? Please list course titles and estimated # of students enrolled in each.**

Information is below. All courses are required or elective courses in the Environmental Studies curriculum.

<b>Course</b>	<b>Enrollment</b>
<i>Fall 2006</i>	
Envr 201, Intro to Env Studies	24
Envr 230, Env Economics	42 (2 sections)
Envr 250, Intro to Earth Systems and Physical Geography	15
Envr 260, Intro to GIS	16
Envr 362, Env Law and Policy	21
Envr 388, Environmental Individual Internship	5
Biol 210, Integrative Biology I	65 (2 sections)
Chem 301, Quantitative Chemical Analysis	24
Jour 304, Environmental Reporting	10
Plsc 260, Public Policy	86 (4 sections)
<i>Spring 2007</i>	
Envr 201, Intro to Env Studies	24
Envr 230, Env Economics	22
Envr 269, Env Ethics	36 (2 sections)
Envr 330, Envmtl and Resource Economic Theory	17
Envr 345, Society, Economy and Nature: Sustainable Development	19
Envr 365, Advanced Spatial Analysis	6
Envr 388, Environmental Individual Internship	1
Biol 111, Marine Biology of the Chesapeake Bay	31
Biol 333, Microbial Ecology	15
Biol 344, Behavioral Ecology	17
Biol 301U, Environmental Ethics	28 (2 sections)
Chem 110, Pollutants in the Envmt	29
Chem 316, Environmental Chemistry	8
Chem 302, Spectroscopy and Instrumentation	9
Econ 211, Economic Development in Asia, Africa and Latin America	22
Geol 398U, Earth Science	9
Hist 390, Food and Power in Africa and Asia	15

Mgmt 348, Envmtl Management	23
Plsc 260, Public Policy	85 (4 sections)
Plsc 379, Science and Public Policy Leadership	13
Psyc317, Applied Social Psychology Theory & Research	23
<i>Summer 2007: Chile and Easter Island Program</i>	
Envr 250, Intro to Earth Systems and Physical Geography	13
Envr 269, Env Ethics	13

**2) How many students, total, are enrolled in your majors/minors/program/ concentrations for '06-'07? (If your campus doesn't have a major/ minor/ program/ concentration, or there have been any changes in status, could you please update me?)**

Currently we have 27 majors and 12 minors. The number of minors is approximate since people don't have to declare it officially and can pick it up at the last minute; I know of 6 other students, for example, who consider themselves ES minors but haven't officially declared it.

**3) Other than in courses within the traditional environmental studies major/ minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses? (e.g., a writing course that includes a segment on local parks, etc.) Please check with faculty in philosophy, religious studies, literature, art, and other such humanistic disciplines, as well as the sciences and social sciences. (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

The previous table included all such courses. The courses with the ENVR designation are explicitly offered by ES faculty, but certain other courses (eg Chem 110 or Biol 210) are still required of all majors even though not cross-listed as "ENVR."

**4) Did faculty teaching international courses this academic year incorporate any form of environmental awareness modules or activities into those courses? (If "yes," please list faculty, course titles, and estimated # of students enrolled in each.)**

There are three international courses in the above table: Envr 345, Econ 211 and Hist 390. I am unaware of any other international courses with environmental content.

**5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If "yes," please estimate # of participants for each project and describe, using a 2-3 word phrase.)**

Yes. These will be described in the interns report.

**6) What non- or extra-curricular environmental initiatives occurred on your campus this year? Please list AS MANY AS POSSIBLE, not just those you or your interns initiated. Among other things, this might include grant**

**applications, career office activities, etc. (Please list sponsoring organization/office and give an estimated number of students/faculty/staff involved in each.)**

The intern report will list all these, and not just the ones they initiated.

**7) Please list all environmental activities initiated/continued by student interns in 2006-2007, if different from #1-6 above, including social clubs, greek life activities, earth month projects, recycling, energy conservation, etc. (2-3 word phrases only, please.)**

The intern report will list all these.