

**Associated Colleges of the South Environmental Initiative (ACSEI)  
2002-2003 Final Report**

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## **Associated Colleges of the South Environmental Initiative (ACSEI) 2002-2003 Final Report**

### **I. Overview**

#### **A. Teamwork**

Progress towards environmental citizenship is now apparent on a large number of ACS campuses, due primarily to teamwork by participants in the Associated Colleges of the South Environmental Initiative. Acting as a team has been the essential element of what we do, because our overarching, long-term goal is constructive change in the way people think and act in relation to the natural world. We hope to effect such change by enhancing our environmental curricula and programs at member institutions; by transforming ACS students, faculty, and staff into effective environmental citizens; and by fostering environmentally sensitive attitudes and practices throughout the consortium. Such actions are less effective if achieved by one campus alone; changing the way people think and act requires concerted teamwork among many different contingencies that transcend the boundaries of single institutions.

#### **B. Goals**

Our goals for the Initiative were to increase the level of teamwork and communication between and among Alliance members, Faculty Fellows, Facilities Fellows, and Student Interns. We also wanted to increase the number of environmental projects undertaken by faculty, staff, and students, and to hold workshops for each of the alliances. Moreover, we wanted to improve communications throughout the consortium around the topic of the environment. Finally, we wanted to complete an evaluation questionnaire for each campus, as well as host external evaluators at a select number of campuses.

### **II. Programs**

Programs in place during 2002-2003 included Faculty Fellows, Facilities Fellows, Student Interns, Team Training Workshop, Program Committee, Program Assessment, Environmental Website, and the Alliances.

#### **A. Faculty Fellows**

1. Faculty Fellows have been the heart of each institution's connection to ACS environmental programs. Besides serving as the key spokesperson for the ACSEI on campus, Faculty Fellows work approximately 100-120 hours per academic year. Among many other duties, Fellows act as liaison between and among faculty at other ACS campuses, ACS staff, and the Fellow's own campus community; they share information with colleagues; and they act as catalysts to stimulate environmental awareness and sustainable development, attending at least one ACS workshop per year.
2. We were extremely fortunate to have 100% representation among Fellows on our campuses; in 2002-2003, we had a hard working team of 18 faculty,<sup>1</sup> including one from our newest member of the consortium, Spelman College.
3. To assist our Fellows with communication between and among members of the team in 2002-2003, we not only continued our Fellows listserv, but developed, as well, a web-based newsletter, *The Green Times*, that allows Fellows to share environmental project news and digital photos throughout the consortium. This newsletter encouraged our Fellows to gather information regularly. It also contributed significantly to the high return rate of Fellows gathering crucial data via our Institutional Assessment Questionnaire, or IAQ.
4. Recent highlights of Faculty Fellow accomplishments included converting a campus to using all recycled paper; campus-community partnerships such as water quality monitoring; local parks signs and

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<sup>1</sup> Two of our institutions split the position between two faculty.

trails committee; converting to security police bicycles rather than cars on campus; Green Careers info exchange; improvements in environmental sections of websites such as *Connect Richmond*; more environmental majors/minors; environmental theatre; revival of clubs such as Sewanee's Eco-Domain, which unite efforts among environmental groups; Green Pledge signing; and Environmental Residents programs.

## **B. Facilities Fellows**

1. The Facilities Fellow at each institution has generally been a staff member at the Physical Plant or Campus Operations. Facilities Fellows devise strategies for achieving best management practices in sustainability wherever possible, helping the campus move toward a physical embodiment of sustainable development. Through this embodiment, Facilities Fellows educated people, both on- and off- campus, about what it means to practice environmental citizenship.

2. At most universities and colleges across the country, collaboration between academic personnel and physical plant personnel is rare. For this reason, the ACSEI plan of adding Facilities Fellows to our team was a bold and innovative move. Working closely with the Faculty Fellow, Facilities Fellows were key staff spokespersons for ACS initiatives related to "green" campus operations, acting as catalysts to stimulate and promote environmental awareness.

3. Teaming up with members of the Campus as Lab for Sustainability Alliance, Facilities Fellows attended a workshop at Birmingham-Southern College in October 2002. There, besides hearing from other Facilities staff about environmental projects and the ACS grants that made them possible, Facilities Fellows were given ample opportunities to network with their peers and to learn how other institutions are achieving best management practices in sustainability.

4. Facilities Fellows assisted the ACSEI in 2002-2003 by providing answers to sections of the Institutional Assessment Questionnaire and in many cases, by participating in interviews during the site visits of our external evaluators. They also provided reports on their activities and information for *The Green Times*.

5. Highlights of Facilities Fellows accomplishments included installation of waterless urinals; conversion of campuses to biking/walking rather than cars; working with students to create organic gardens and xeriscaped plots; conversion of work carts from gas to propane; assisting in developing LEED certified buildings and buildings that are "LEED-like"; establishing a Sustainable Practices Officer on one campus; assisting in recycling and composting efforts; land reclamation work; and native plant nurseries.

## **C. Student Interns**

1. Student Interns assisted the Faculty Fellow in bringing environmental projects and the ACSEI in general to the attention of individual students and groups on campus, with an emphasis on increasing student participation. They took on an independent leadership role by developing an environmental project, activity, etc., or by directly building on whatever environmental activity was currently taking place on campus.

2. By 2002-2003, virtually every campus increased its number of Student Interns. Overall, our campuses went from 40 to 57 interns in '02-'03, a 42% increase.

3. In 2002-2003, interns submitted bi-monthly reports for *The Green Times*. The professional look of this newsletter inspired students to report regularly, to stay on track with campus plans created at the Tremont training workshop, and to provide us with year-end reports, including photos.

4. Highlights of Student Intern accomplishments included Earth Day celebrations; raising recycling awareness; a student environmental film festival; refillable mugs for drinks; waste audits; organic gardening; establishing an environmental materials library; Fair Trade coffee made available at campus coffee shops; composting; Eco-houses established; elimination/decrease of paper memos/ads; recruiting non-intern students to environmental efforts; campus and community clean-ups; researching health status of local rivers; end-of-year clothing/furniture drives; and more vegetarian/organic options in cafeterias.

#### **D. Multi-Team Training Workshop**

1. Because we have learned that relationships and communication between Fellows and Interns are crucial to good teamwork on every campus, in September 2002 we brought together Faculty Fellows and Student Interns for our second annual training workshop at the Great Smoky Mountains Institute at Tremont. As we did in 2001, we enhanced cross-consortial teamwork by inviting Alliance Directors and Program Committee members to attend as well.
2. Our first session introduced participants to the concept of sustainability and to each other, helping them conceptualize themselves as a series of overlapping teams, as well as smaller teams within large teams. Participants also engaged in team-building exercises, and brainstormed to create 2002-2003 individual campus action plans (see Appendix A).
3. Emphasizing the way our alliances interact with virtually every campus, we pooled Alliance Directors in small groups with Interns and Fellows so that all could become familiar with the ACSEI organizational structure, goals, and methods.
4. Workshop attendees received background information on the evaluation procedure, which was to be a big part of their year. Each Fellow was asked to guide the information gathering and compiling process for the Institutional Assessment Questionnaire (IAQ) for their campuses, with the help of Alliance Directors, Student Interns, administrative officers, Facilities Fellows, and other campus constituents.
5. Judging by the accomplishments of Fellows and Interns this year, as well as by the many applicants for alliance grants, the Tremont workshop was highly successful. Moreover, if positive workshop evaluations are an indication, most participants came away with a renewed sense of belonging and commitment (see Appendix B).

#### **E. Program Committee**

1. The Program Committee (PC) established and reviewed policy guidelines for the ACSEI; recommended such matters to the ACS Council of Academic Deans; offered creative ideas for joint projects, the process to be followed, outcomes and other matters; and worked with the project director to develop long range plans for this initiative, encompassing a long-term environmental strategy for ACS.
2. The 2002-2003 Program Committee included eleven Alliance Directors from eight campuses, as well as three Deans and one Facilities Director from three other campuses. The variety of perspectives comprised by our PC reflected the diversity that characterizes our ACSEI team, and allowed key players to advise the program director on various issues, as well as to craft and guide programs that both respond to consortial needs, and move campuses and alliances forward.
3. Because none of our programs were new in 2002-2003, the Program Committee's second year in operation was more efficient and less exploratory than was the first year. Many tasks were accomplished via email rather than teleconference; therefore, we spoke as a group only 4 times (in person at Tremont and via conference call throughout the year).
4. Highlights of PC accomplishments this year include establishing guidelines and an emergency protocol for international courses and their lead faculty; strategizing about alliance activities and evaluation procedures; discussing protocol for external evaluation visits; creating long-range plans for the ACSEI; awarding non-alliance grants; and supporting campus projects.

#### **F. Program Assessment**

1. Faculty Fellows assisted ACS in a lengthy external evaluation, assessing campus sustainability and the impact of ACSEI. Fellows compiled information for the Institutional Assessment Questionnaire (IAQ). In some cases, Fellows also acted as hosts to our external evaluators, arranging interviews with key campus administrators, faculty, staff, and students.

2. Based on reports from the external evaluators, we are proud to report ACS campuses have made significant strides towards environmental citizenship since the program's inception in 1997. (For more information, please see the complete Campus Site Visit reports by ULSF staff in Appendix C.)
3. In addition to the IAQ for individual institutions, each Alliance Director used internal evaluation tools to gauge the effectiveness of his/her workshops, grants, and alliance activities (see Appendices E, F, and G).

## G. Environmental Website

1. We made good use of the Environmental Programs Website throughout the Initiative, providing highly accessible information about our ACSEI projects, as well as information about Alliances and Alliance goals, about grants available from the six alliances, and about environmental news across the consortium.
2. In addition, the website provided a user-friendly participant database, for easy communication among team members; it listed a variety of internships for students; linked to *The Green Times* newsletter and other environmental newsletters and websites; provided info on our summer programs; provided results of campus baseline surveys; provided ACS travel policies and a link to all ACS campus calendars; and detailed our mission, history, and a description of various positions on the ACSEI team.<sup>2</sup>
3. In 2002-2003, three alliances—SDE, SHE, and CFD—created their own websites, and these were linked to the Environmental Programs website.

## H. Alliances

1. The six alliances focused on developing student leadership in environmental activities, expanding academic environmental offerings, stimulating faculty and course development related to the environment, identifying best practices in campus operations related to sustainability, promoting partnerships between institutions and the surrounding communities, opening new international opportunities in environmental study or research overseas, and exploring the links between spirituality and sustainability.
2. Between 2001-2003, Rhodes College gave us the leadership we needed for the Campus-Community Partnerships Alliance (CCP) in co-directors Russ Wigginton and Lizabeth Zack; from Birmingham-Southern College we got co-directors Jeanne Jackson and Roald Hazelhoff for the Campus as Lab for Sustainability Alliance (CLS); Furman University provided director Wade Worthen, who runs the Curriculum and Faculty Development Alliance (CFD); Southwestern University nominated director Laura Hobgood-Oster for the Sustainability, Humanities and the Environment Alliance (SHE); Washington & Lee University came forward with Kelly Stewart and Helen Downes to co-direct the Student Development and Engagement Alliance (SDE); and Rollins College and Millsaps College gave us co-directors Barry Allen and George Bey for the Sustainable Development in the Global Community Alliance (GC).
3. As of May 2003, the CCP alliance had 12 members; CLS had 11 members; CFD had 10 members; SHE had 8 members; SDE had 7 members; and GC had 10 members. Within each alliance, an equal number of institutions are represented as there are members.
4. Alliance grants.  
One of the major goals of these alliances was to promote and encourage environmental projects through grant awards. Between January 2002 and May 2003, the six alliances awarded 129 project grants, for a total of \$267,486 to ACS faculty, staff, and students.
  - a. SDE grants increased visibility of student environmental initiatives, including action research; green career programs; earth day activities; film projects; and more.
  - b. CFD grants were awarded for courses and major/minor/program development on various campuses.

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<sup>2</sup> Please visit our website at <http://www.colleges.org/~enviro/>

c. CLS grants supported activities such as composting; planting native plants; procuring cardboard crushers; recycling; and the like.

d. CCP grants included an arboretum and nature center; an environmental justice society; local golf courses; city governments; high schools; conservation councils; and many others.

e. GC grants supported student attendance in international sustainable development courses as well as course development by faculty in countries in Africa, and in China, Bali, Costa Rica, and Panama. In 2003-2004, such grants will still be available via the CFD Alliance.

f. SHE funded summer pilgrimages, workshops, and courses in areas that have not been traditionally considered "environmental studies."

### **III. Conclusions**

#### **A. Challenges**

ACS Environmental Programs is in the process of seeking new funding sources.

#### **B. Accomplishments**

From 2001 to 2003, we built on the first four year grant received from the V. Kann Rasmussen Foundation, which enabled us to establish a firm foundation for all of our efforts.

With our second round of funding from VKRF, the past two years have been extremely productive for ACS Environmental Programs. We estimate that at least 5000 ACS faculty, students, and staff, and several hundred members of the surrounding communities, have been affected by the many projects and activities ACSEI has sponsored or supported. In 2001-2003, we added 30 faculty fellows, 15 facilities fellows, 97 student interns, and 70 alliance members to our team; awarded 129 grants for a total of \$267,486.00; and hosted or supported 15 workshops with a total of approximately 500 participants. As these numbers suggest, we have been very busy increasing the visibility of environmental issues on our campuses, significantly deepening their commitment to environmental citizenship. ACS Environmental Programs stimulated and empowered individual students, faculty and staff, and collectively, the 16 institutions, to take action for sustainable development in myriad ways. In addition, we substantially increased available resources at each campus through institutional fund raising. In short, ACS Environmental Programs dramatically raised the environmental consciousness of our institutional communities.

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**IV. Appendix**

**A. Campus Action Plans (see insert, next page)**

## B. Tremont Team Training: Workshop Assessments Compilation

### 1. What aspects of the workshop were the most helpful?

- Being in the mountains because it was a refreshing break from school that reminds me why I want to preserve the environment. It focused me on the goals at hand – networking to meet other people who do the same thing I do.
- Group discussions between colleges, intermingling between all interns, exchange of ideas across the board.
- Breaking down in the affinity workshop and taking in a smaller group. And the free time!!!
- Bringing people together – facilitated excitement for projects, new ideas, and sharing ideas to improve projects already in progress.
- It was helpful to hear other campuses ideas and projects. Also, working with our individual college was helpful for brainstorming.
- Discussion among campus groups for future environment improvement.
- Affinity groups and individual school meetings. And free time was enjoyed.
- I found the group discussions helpful, as well as the campus planning. Before the workshop, I wasn't sure what my project would be.
- Opportunity to meet faculty and students from other colleges in the region.
- Developing topics to turn into affinity groups on Sunday; lots of structured free time to network; having several people from each campus here.
- Quick, large, informational gatherings followed by team meetings. Those alliances (day 2) that explained how grants work and explained their purposes well. Overall, it was a very good and helpful workshop.
- The affinity groups were helpful because they gave us a nice focus on the smaller picture. Also, the meeting with our own campus helped us organize our thoughts and the action for the future.
- Alliance overviews, campus group meetings, interns reporting individual campus plans to large group, setting and accommodations.
- Just talking and sharing ideas with other interns and faculty. Saying what works and what doesn't. Having free time to explore ideas.
- Campus group meetings and free time.
- Bonding with student interns and fellows; hearing ideas from other campuses – esp. helpful were the affinity workshops – more time on this.
- Information about the upcoming evaluation - thanks. Small group work. Interaction with students and faculty from other institutions.
- The sharing between schools.
- Hearing about what other schools were doing and how they had solved certain problems was great. Having the focused time to come up with our own program was also invaluable.
- Interaction with other schools and interns. Affinity groups.
- Time to meet with campus group. Environmental theater was brand new to me! Affinity groups.
- I enjoyed the big group meeting, when we were allowed to share ideas across groups.
- Being able to hear what projects and what problems other schools are having was extremely helpful.
- Collaborating/sharing ideas in the affinity groups.
- I enjoyed hearing about what other campuses had in mind for projects. I also enjoyed the affinity groups.
- Affinity groups
- Hearing what the other schools had to say.
- Collaborative brainstorming. Sharing ideas to strengthen thoughts and build connections.
- Brainstorming and ideas sharing.
- It gave me a good sense of what my job as an ACS intern would be like. The brainstorming session with my group was productive.
- Small affinity groups that concentrated on particular cases were helpful to our specific circumstances.
- Opportunity to discuss plans with others from my school. Hearing about others' plans. Talking in affinity groups.
- The group meetings picked up a lot of info and ideas.
- Hearing that other institutions face the same problems that we do.

- Discussing what other schools were doing for their programs, alliance overview, affinity groups.
- Mainly, Saturday morning's job description session was the most helpful in my team and myself developing ideas with which to work.
- Discussions – both formal and informal, Barry's presentation, breakout sessions.
- The think tank of people talking and sharing ideas really helped us to hone in on our personal goals.
- Developing of campus plans for the year.
- Small group discussion.
- I especially enjoyed time to work with my students on specific projects. Also like presentations by all of the students – lots of creative, practical ideas. Liked Laura's eco-spiritualism time and Patrick's play.
- Hearing what kind of programs are going on at other schools and the problems they encounter and how they overcome these problems to succeed.
- The institutional round-robin. The other colleges have great ideas, and it's nice to know that we share the same problems.
- The sharing of ideas and time to meet with your groups.
- The networking with other fellows/interns and Ads – the "sharing and caring."
- Hearing what other campuses goals are, small affinity group meeting, chance to really spend some time with my interns.
- Time to break and go hiking/swimming was very helpful. Affinity groups also very helpful.
- Time spent discussing projects within our campus groups.
- Meeting with fellows and interns from other colleges and finding that others have similar problems. Learning about the various solutions and efforts to address similar problems.
- Simply hearing what problems/issues the other schools were experiencing/facing. Meeting the folks from other schools – networking!
- Small group meetings.
- It was encouraging to know that we are all working on similar projects, so that we can all help each other out. I feel as though the affinity groups were very helpful.
- The campus team meeting! They really gave us time to sit and talk about what we want and need to do this year.
- Getting together with my group and discussing the plans for the year.
- Time to work with campus group. Thanks for all the free time and optional activities – some of my favorite discussions happened during the "nature as a moral guide" session and other spontaneous person to person conversations.
- Affinity sessions, good audience for our work, brainstorming sessions.
- Explanation of our job and our duties. Hearing other schools' ideas. Getting together after ideas. Hearing informative talks on environmental issues.
- Planning time. Free time. This workshop allows our groups to focus on the issues at hand without outside distractions.
- Campus breakout sessions.
- Campus group meetings to draft plans.
- Learning about broad range of environmental activities on different campuses. Helped us identify goals. (can't read the rest.)
- Hearing the problems other campuses were having and being able to give and receive input about possible solutions.
- Recognizing that our schools share similar concerns/problems.
- Campus group meetings were really helpful in planning our goals and thinking of strategies for carrying out our goals. It was also helpful to hear interns from other campuses speak about their ideas.

## 2. What aspects were least helpful?

- Big group discussions that wandered to specific topics that were irrelevant to us.
- Drafting of proposals.
- Everything seemed pretty helpful.
- I found that most aspects of the workshop were helpful.
- All aspects were helpful.
- The affinity groups discussed things we had already covered at other points. It was the least helpful for me.
- The "group hug" aspect.

- Just having to sit for long periods of time, especially on Friday evening we were over lectured.
- When large group gatherings ended up addressing concerns of one or two.
- The question and answer sections.
- Big group
- Free time/optional activities, but I still found some aspects helpful.
- Big group.
- Larger blocks of free time for a nice hike. Hotels were a bit far from meeting rooms.
- Some of the big group activities – too large a group – use big group for report back purposes.
- Being treated like a child in common sense situations. Circular lectures with extreme repetition. Too rigid of a schedule. Needs to be more relaxed and fluid.
- A bit too much big group time, but overall the training was good.
- Needs more focus/detail. Teach us more. We need guidance.
- Detailed overview and changes of agenda.
- The workshop was helpful. I just don't like the fact that the AC was on full blast 24-7 since day one and consequently, I became very congested, because of the combination of wet outdoors and frigid indoors.
- This workshop was MICROMANAGED to death. We spent an ungodly amount of time discussing every minute self explanatory detail. I also did not appreciate it that the school project sharing time was cut short.
- The lots of Q&A time; need some, but not that much.
- I don't think that there was anything that wasn't helpful.
- Nothing was really very harmful.
- The whistling.
- The loud obnoxious whistling to get our attention.
- Hard mattresses and short beds.
- Cold!!
- Some of the Q&A sessions were not really such and it seemed to turn into discussion among the Ads. Some of these discussions were helpful, but others were not so.
- Q&A sometimes got bogged down. Probably need to have some time with faculty fellows and Ads on topics like evaluation. Student interns could use time figuring out what others have done – maybe a poster session from each school.
- A lot of the ideas were really beat into the ground – about half of our big group time could have been spared. For example, "Question 31 Discussion" could have been saved.
- Optional activities.
- It was all great – thanks for free time for hikes to the falls!
- Free time groups were not great. Hikes would have been wonderful.
- The sessions I attended were all helpful, so I would say – the meals, if I had to write something (Although they were really good.)
- Separation of faculty/interns lodging arrangements.
- None really
- The large group meetings seemed a little repetitive. Smaller meetings with only a couple of schools in the group would be helpful.
- The entire meeting was helpful.
- Session on the ACS assessment because UR already has begun evaluating and designating sections. Also, it was difficult to hear people. The extremely detailed agenda – difficult to follow.
- Maybe the free time groups. Not everyone went to them, therefore making them seem unimportant.
- Everything we did will help in some way.
- Big group.
- Of course, some elements were repeated from years before, but such aspects are surely necessary for first year interns and fellows.
- Some concepts repeated so much that it felt like first grade. I think repetition is good, but too much isn't.
- I can't say anything was not helpful.
- Too little time given for affinity issues.
- The very limited time that individuals were allocated to discuss interesting and pertinent issues.

- There was a lot to cover Saturday morning, and it was pretty scattered. Therefore, it was difficult to follow and get as much out of it as we might have.
3. Overall, how could workshops such as this be improved in the future?
- A clump of free time Saturday after lunch to hike, swim, or explore.
  - I would have liked to attend the “mini-workshops” and talks but they were all scheduled during our free time in which I took the opportunity to explore the area, swim, and hike.
  - There wasn’t enough time to fill out the chart carefully, so if schools could come with proposals (rough drafts) already and then revamp the proposals after suggestions.
  - I would enjoy a little bit more in the area of educational lectures like Barry Allen’s and Jason Hercules’ optional activity.
  - In order to have a tighter bonding experience, I think it would have been beneficial to do ice breakers.
  - This workshop was terrific. I really enjoyed the free time. Tremont was a great place to hold the conference.
  - Informing students what to bring and what the area/living situation would be like.
  - The flight coordination could be improved. Getting into Knoxville was a hassle because of a big football game. Looking at other activities in the communities in terms of choosing a date would be helpful.
  - The agenda could have been compressed into one full day or insert a 2-3 hour group activity in place of 1 hour interspersed “free time.”
  - Sometimes trying to have a large group discussion isn’t very productive – some people talk too much and others don’t feel comfortable to talk.
  - The free time was good on Saturday. On Sunday, however, I think the schedule should be tightened to allow earlier departure. We all have work that needs to be done on weekends.
  - Need a better sleeping environment – longer beds, etc. – so that we can really focus on the issues instead of the fact that we are tired.
  - More time for campus groups to meet and plan.
  - Less fluff, clearer purpose.
  - Maybe colleges who have environmental programs/projects that really work can lead short activities for those interested.
  - A good model already – though we sometimes ran overtime, we managed to cover the agenda items. Thanks for protecting our free time!
  - Do some more outside stuff, such as the lectures for everyone. Also, break up into smaller groups instead of always being in the big group. Therefore, discussion will be easier, and it won’t always be dominated by the same people. Use the environment we are in together and incorporate into each day for everyone.
  - A bit more flexibility with transportation to and from the hotel.
  - Free time was good, but I think we could have worked longer into the evening. Program could have been more focused and therefore more effective.
  - More intense on Friday PM! Offer more examples – talk about previous projects.
  - We could try a team-building exercise, such as the one used last year, in order to build a bond between people with common goals.
  - We should have done more outdoor activities, i.e. going on a hike and then having the meeting there, etc. Elizabeth needs to step out of the limelight and give others a chance to lead and talk. Also, consolidate free time! Our schedule was a JOKE!
  - Have more time for affinity groups/have them be more structured, i.e. have someone with an eco-house lead the workshop so people can take ideas from someone doing it right.
  - More ideas and solutions to problems.
  - Maybe some specialist guest lectures on environmental topics.
  - Perhaps a few small group conversations.
  - More multimedia and hard, inspirational facts.
  - I would have liked to hear more about the summer programs available via ACS. I think that we could benefit from meeting in smaller groups with people from other colleges.
  - Include more small group discussion.
  - Let’s get in touch with nature rather than being indoors.
  - Great location, but to take advantage of it, perhaps the schedule could have bigger slots for hiking, rather than several one hour periods of free time.
  - Perhaps not schedule so much into certain segments – some of the time periods (putting together campus plans) were too short.

- Possibly more variety in meeting places. Also, the affinity groups might work better on Saturday afternoon.
  - Longer blocks of time.
  - Different meeting places, variety in types of discussion formats – keep the free time.
  - Guest Speaker
  - Perhaps more getting to know you sessions with report of what each school has done/is doing.
  - Perhaps another activity on Saturday where students from different institutions could meet to chat about issues at their various schools (Affinity groups on Sunday were great!)
  - More expert speakers – Yeah Barry!
  - Having a team building exercise, whether it be a trust walk, buddy hike, inter-collegiate meals areas, etc.
  - Maybe more get-to-know you activities, more night activities.
  - Perhaps invite college administrators for first day?
  - Since it was such a big group, it might have been helpful to be able to sign up for several small affinity groups at different times (rather than rotating).
  - Earlier meeting time for affinity groups (before people have left).
  - I think if a couple of campus groups met to discuss their ideas between themselves outside of the big group, groups could learn more from each other.
  - Having short breaks between sessions and then fewer but longer free time breaks would have permitted participants to enjoy the hiking opportunities at Tremont.
  - We probably could do all this in a day! Come in on Friday and leave Sunday AM.
  - More time to meet with other student groups to hear their ideas. It was difficult to exchange information when we just made short announcements. Also, could have more sessions Friday and/or Saturday.
  - I thought it was great. We all worked hard, but had plenty of time to explore, get to know each other, and get some sleep.
  - I see no room for improvement – excellent workshop.
  - At times, it was difficult to hear the person speaking – maybe a microphone or something.
  - Continue to have them at low impact, outdoor-based facilities.
  - This was very good. Good job, Elizabeth!
  - Have more informative talks about environmental issues. Outdoor classes should be added.
  - It would be nice to go to a vegan-friendly place.
  - We focus on new goals so much – maybe a session on “what we are proudest of” on each campus.
  - More comfortable chairs.
  - The small time frames were sometimes unrealistic.
  - Instead of more=better, less=better. Don’t worry so much with the number of activities; the quality of them is more important and memorable.
  - Instead of one hour blocks of free time, it would be nice to have a more consolidated period of time so that we could explore nature more. In line with that, it would be nice to have more activities outside. (A student who went last year said the meeting was at Stone Mountain and there was a 4 hour team building hike up the mountain. That sounds like a great idea.)
4. What challenges do you foresee in implementing the activities discussed in the workshop?
- Apathy is a big one. Resources/money. Time.
  - Obtaining the means to fulfill our goals, but this is only an obstacle until we do it.
  - Finding the time to put 100% into the projects.
  - Keeping up excitement and following through once we return to campus and so many other things are going on.
  - Dealing with the administration who may not be supportive as the faculty here at the ACS workshop and with indifferent students.
  - Getting our students on campus to perceive the need to protect and change the campus environment.
  - Costs, inconvenience, rigid policies.
  - Our short term goals will be easily implemented without additional funding. Intermediate and long term goals will require funding. Hopefully, some of this will be available through ACS.
  - Some plans are too ambitious or vaguely defined.

- Hard to keep enthusiasm in the face of the daily rhythm of the school year...need ways to keep in touch and keep folks energized.
- None are insurmountable. Administrative support will be difficult. The university evaluation process – just the paper parts – will be an incredible time sink. It's too bad we need to do this now when our energy to focus is so much on the future, not the past.
- Motivating people on campus and getting the administration in on our projects.
- Too many projects proposed by some schools.
- Organizational – getting evaluation info together. Lack of time.
- Encountering student and faculty apathy; not getting support from administration; not keeping our own enthusiasm for our projects alive to push it further; money issues.
- Time and energy – need to develop communication and continuity for long term projects.
- We are already to busy! Coordinating our efforts and communications.
- Student apathy. Administrative restraints and monetary restrictions.
- Finding the time in our busy schedules. Overcoming administrative resistance and student inertia.
- Faculty/Staff support, manpower, apathy.
- Choosing most feasible projects and doing them until finished.
- Resistance and/or apathy from faculty, staff, and students may pose problems to implementation of our planned activities.
- It would take more initial planning time.
- The administration and funding.
- Money.
- Institutional cultures.
- Commitment and fortitude.
- Conflicts with administration, time commitments.
- Motivating our student body.
- Logistics, insurance issues with community garden land.
- Student cooperation.
- Administration, faculty, and student resistance.
- Completing the external evaluation – there is too much to do and it was unexpected. I don't feel that we are qualified to do this – nor do any of us have the time to do so.
- Primarily, I foresee cooperation from administration being my biggest challenge.
- I really feel pretty good about these.
- Campus apathy exists. Stress to the interns to have patience and persistence. If they affect one person, they succeed.
- Administrative apathy.
- Apathy from campus organizations.
- Students get motivated and have lots of ideas, then get back to campus and have a hard time getting others to work on a project plus they get busy with classes, etc. Trying to help them be visionary, but also realistic.
- Apathy. Money. Logistics.
- Economic and administrative, of course. But also student acceptance and support, especially when their privileges are taken away.
- Trying to get students involved at all levels.
- The low level of environmental "will" on our campus. Student/faculty/administrative apathy.
- Just getting momentum and getting people interested.
- Too many issues can lead to lack of focus and follow through.
- Student apathy, interns having limited time as college students. Campus' lack of environmental knowledge.
- Apathy, money, administrative concerns.
- Making the time to talk to and lobby the appropriate college administrators is my greatest challenge and making sure we set achievable short term goals.
- The assessment is quite daunting. I'm not sure how to solve this, but it will be very time consuming.
- Most of the students had big plans for their schools which might be overwhelming.
- We will have to get past some issues with the faculty and some students, but I don't feel as though it will be a huge problem. We will also have to do some fundraising.
- Time management – we are all leaders on campus and so I hope we can manage our time to get everything done.
- Just getting it started will be difficult. And the students around the schools apathy.

- Time constraints.
- This is time demanding work, so staying on task is a major issue. The evaluation work will occupy our time early in the year. Other than that, simply moving people to action is the hardest aspect.
- Mostly overcoming ignorance of environmental issues and problems. Getting people involved.
- My main challenges are going to be with administrative members who don't give a flip about the earth. Hendrix once had local/organic foods in the cafeteria in addition to getting rid of Styrofoam. Now the administration wants Styrofoam again and organic foods are nowhere in sight.
- Faculty inertia.
- Maintaining the energy and enthusiasm generated here. Maintaining student focus.
- Student apathy, administrative apathy.
- I think the biggest challenge will be to motivate other students on campus to become environmentally conscious and involved in our activities.

5. Will the information provided during this workshop help facilitate activities you hope to accomplish this year?

- Yes. Grant money is the biggest one.
- Yes, the energy expressed, ideas shared, and experience had all will help me accomplish my goals for Rollins.
- Yes, especially the web page.
- Yes. I learned about many things to try that I've never heard of before.
- I feel that the information provided at the workshop will be helpful for programming this year – with a general ACS background and other campus ideas.
- Yes.
- Yes.
- Yes, the workshop really helped in planning of our projects.
- It is clear that a face-to-face group meeting facilitates contact and collaboration between campuses. Also, the group meeting is effective for sharing information and ideas.
- Yes. And making contacts who are doing the same thing at other schools may be even more helpful!
- Yes.
- Yes.
- Yes, especially information about the different alliances and grants.
- Somewhat – we were already pretty much together, and it was in the campus group sessions that the most productive brainstorming took place.
- Yes, I truly believe it will. We've created a group of strong people who honestly care. Our ideas, our flowing, and our interest is high.
- Yes, especially contacts between interns to discover their experience.
- Yes, I think so. A good exchange of ideas.
- Yes, not all of it, but what I need to do my job at my school.
- Yes, I got lots of ideas and made lots of useful contacts!
- Certainly, by understanding how other schools have failed and succeeded we can be certain to plan accordingly with that in mind.
- Possibly.
- Some of it is valuable and specific to causes relevant to my campus, so I'll use those ideas as applicable in order to better accomplish our goals.
- Yes, hopefully.
- I think so.
- Yes.
- Yes.
- Yes. It helped to generate new plans and ideas and allowed the opportunity for others to learn from past mistakes.
- I hope so.
- Yes.
- Yes, we have a specific plan now, and those goals along with the support of ACS will help us complete that plan.
- I think so.
- Yes.

- Yes, definitely.
  - Absolutely. I learned a lot about the current environmental initiative in our country. I learned that there is more out there than I realized, such as funding.
  - Yes, especially the evaluation.
  - Actually, this workshop opened my eyes to the amount of grant money available!
  - Access to grant funding and ideas on awareness campaigns.
  - Info. on grants and hearing what other colleges are doing or have done.
  - Time to work with students; students from each college have time to bond; focus on similar problems/ideas at different schools.
  - Absolutely.
  - Yes. It was great to hear others successes, but even more, their ways around problems.
  - Yes, they have given me a jump start on what to do.
  - Yes, yes, yes! Lots of good ideas and strategies. We live on this energy all year!
  - Yes.
  - Yes, contact with others working on similar issues is very helpful.
  - Yes, I was able to modify a few ideas from other schools.
  - Somewhat.
  - Yes.
  - Absolutely. I have benefited greatly from this. I would have been hard pressed to do what I want and need to do without it.
  - Yes. Hearing of others successes on different activities gave us an idea of what was possible.
  - Definitely. I got a lot of ideas from several different campuses. Also, I have people to go to for advice if I get stuck with something.
  - Yes – we are going to attempt a lot of things we learned from others here.
  - I believe so; I really enjoyed the affinity groups. It helped hearing other students' ideas and incorporating those ideas into our school.
  - Yes, especially if ACS is able to provide us with a grant.
  - Yes. We've touched base with folks who might want our theatre work brought in. We also learned things that will help in addressing building on campus.
  - Yes, as a first year intern, I am really lost to all that being an ACS environmental intern entails.
  - Yes. I think that meeting with Dr. Schmidt and Dr. Shutt and other interns at Hendrix was a good thing. We had no communication before this conference.
  - Yes.
  - Yes – new ideas were certainly gained.
  - Yes, very much.
  - Some. The need for increased communication between "us" and the administrations was confirmed.
  - As stated before, sharing ideas for campus activities was really helpful and will motivate us to work hard on our projects. I'm not sure about the questionnaire. I feel as though some questions will be difficult to answer.
6. What can ACS staff do to further support environmental efforts at your institution?
- Communicate new grants and activity to us. Have a data base to show ways people have done projects that others can build from.
  - Keep everyone updated on upcoming grant due dates, keep everyone connected and be as open as possible for questions and help.
  - Work more directly with school administrators.
  - Perhaps advertise a bit more, and try to create a bit more excitement on campus (perhaps through professors). Maybe a few more students would come up with environmental initiatives with more encouragement.
  - By keeping the 16 ACS colleges informed on recent updates and information involving not only the ACS, but also worldwide environmental issues.
  - Grants.
  - Keep communicating and supporting other ACS schools.
  - Not sure, this is my first year as an intern.
  - Not sure yet.
  - Keep up the good work!

- Greater alliance info. – they are such ethereal groups. It's hard to get a sense of them. I don't know if it's impossible, but could the alliance groups meet simultaneously? Greater networking.
- Publish or send a document around to the administration of each campus about the problems all campuses are facing – recycling.
- Grant money.
- After submitting proposals, getting grant money; help us communicate and know what's happening on other campuses; keep updated schedule of events.
- Doing a fine job – grants for time to develop course not for travel computers, etc.
- Visits from environmental staff.
- Some sort of communication to get updates and hear about projects that are going well, not so well, etc. in order to make small changes.
- Keep us apprised of grants and help connect us with experts in our areas of interest.
- Provide more guidance, helpful hints – more contact.
- Send reminders of grants and necessary qualities. Send other types of projects used for each grant.
- ACS staff can continue to offer positive input; new insights into our environmental projects.
- Share more information among ACS schools.
- Help facilitate the communication process that we will undergo with the administration.
- Have this conference earlier in the fall so that we can get a quicker start.
- Help us provide a united environmental front. Show that other institutions are doing things well and put pressure on other institutions to keep up the pace.
- By hounding us until we meet our goals.
- Keeping us on task, even if it is our responsibility.
- They could formulate a specific plan for recycling. Many colleges have problems with their programs – some specific instruction in that area could really help.
- Continue to provide networking, money.
- An environmental awareness forum.
- Keep doing what you're doing!
- Keep reminding us of grant deadlines! Provide a summary report of the workshop for all of us.
- Advertise beyond the conference level for special programs and feedback on developing ideas (i.e. whether or not a similar idea worked at a different institution).
- Staff is great.
- Constantly check up with the interns and fellows. Even I need a push to be reminded of my obligations. Keep providing workshops-Keep providing money-Keep working.
- Continue having workshops, conferences, funding.
- Give more money, but I guess that is really more of a grant issue.
- A little more time for a few colleges to present a project that has been particularly successful on their campus; i.e. Eco-Cottage at Furman, recycling with freshman cups, hikes at Davidson, no parking at Furman, etc.
- Keep the deans and presidents informed as much as possible.
- Be more visible. I know some students who go all 4 years not even knowing about our ACS affiliations.
- Mid-year get together to see how things are going and share new ideas.
- Streamline communications – a two-way street!
- Can't think of anything.
- Provide recycling contact information. Provide grant opportunities.
- Nothing.
- Keep the lines of communications open and encourage workshops that focus on some of the affinity groups issues.
- Just keep on doing what you are doing. I plan to apply for a couple of grants and I'm sure that you will facilitate that.
- Provide encouragement! If communication lines remain open we will be able and more likely to ask for help.
- Give us advice and keep encouraging us as they have been.
- Keep the grants rolling in.
- Just keep in touch with us. I think if you all make an effort to e-mail, call, etc., it will help us.
- Thanks so much for all of your hard work.

- I would like to see some gentle pressure brought to bear on the ACS presidents suggesting that funding recycling coordinator positions would make things better for many ACS schools.
- Because I just found out what I'm supposed to do, I don't know yet what challenges the campus will give us.
- Of course, you can give us money. I think incentives such as awards or national recognition should be given to administration members who do good things (such as actually listen to interns).
- Pass info quickly and disseminate RFP's to campuses quickly.
- Keep up the good work!
- Keep working to build a network on each campus of students, faculty, and fellows.
- Improve communications among and within campuses.
- If possible, it would be great if ACS could provide each school with a small amount of money to get going on some projects. It seems most of our projects will require little/no funding, but it would help to be able to buy a few supplies.

#### 7. Additional Comments:

- The institutional assessment questionnaire is too much to ask from the team. I'd rather be using my time/energy to work on my project.
- I thought the workshop was extremely good. The facilities and food were great, and there was a very good balance between big group time, small group time, and free time. I think people from different campuses interacted very well and shared great ideas and information.
- This weekend just flew by and was an energizing experience to bring back to campus! Thanks for all your hard work and effort.....it definitely paid off.
- Just enough free time to explore the Smokeys!
- I thought there was a lot of paper waste (although probably not for any other workshops).
- Thanks!
- This was extremely helpful!
- I loved trash theatre.
- Great job, Elizabeth!
- I love Tremont, except some of my dorm mates were inconsiderate during sleeping hours. And, of course, adequate vegan food would be nice. Thanks for finding such a beautiful place to have a conference.
- I think that since we are an environmental group that we should implement outdoor classes at our retreats. It saves electricity and allows us to be closer to the environment.
- The theatre group was fun and entertaining. I'm very glad this workshop was at a facility that corresponds more closely to our ideas. It was a beautiful place to have it. The dorms didn't bother me at all, and it seemed to create a better bonding atmosphere.
- I am looking forward to the upcoming year.
- Thank you! I enjoyed it!
- I really appreciate the opportunities that I have gained from my internship. I'm sure that this workshop will help a great deal in my ability to improve my campus.
- The free time to enjoy this amazing environment was greatly appreciated.
- As usual, this meeting was both fun and productive. It gave us the time to ponder our priorities and develop a realistic plan of action.
- We needed some team building exercises. Overall, I was NOT impressed with this conference. I think endeavors of this nature (that go so poorly) are so sad because ACS clearly had the resources (know how, money, etc.) to make this program a success, but the administration failed in its execution. POOR PLANNING!
- Closer interaction between ACS schools would help schools learn better from each other. I feel as if my campus group remained separated from the others. The big group meetings were not very helpful.
- Great job!
- Thanks again, Elizabeth!
- The choice of Tremont was GREAT and much more in keeping with our mission. A luxury hotel (Stone Mountain meeting 2001) is very comfortable, but actually works against our philosophy.
- The time given for events, meetings, free time are well divided. You never really feel burned out or that you are not doing anything. It is a good mix.
- You guys rock. I can't believe I get paid to do this!

- Perhaps have faculty/staff do a more technical short presentation on practicality on new energy efficient technology, i.e. geothermal, photovoltaic cells, etc. Also, may want Barry or George to do a short “sell” on intern program as such a captive audience.
- LOVED TRASH THEATRE!!!
- There was not a great system of getting interns to meet people from outside their school. Icebreakers might be a good idea for Friday night and let the Ads speak on Saturday morning. Although it may sound like I am putting a lot of weight on the Saturday schedule, I think if the sessions ran smoother we would have more time to load Saturday. Also, the optional programs were great!
- I liked the setting, very appropriate.
- I had a great time this weekend. Thanks for the experience.
- Tremont was beautiful! Thank you for allowing the free time – exploring the area was wonderful. Thanks for all your work.
- Luxury is good. 4/5 star hotels are not a bad idea.
- Pretty area.
- The corporate banana industry is one of the leading destroyers of rain forests. We lose 2 soccer fields of rain forest every minute. We eat these bananas here.
- The location was great and gorgeous, and I really enjoyed the optional free time activities and the amount of free time.
- I really didn't enjoy the fact that the AC was on full blast from the first to last night we were at Tremont. Unfortunately, I'm not adapted to frigid environments, especially when it's already damp and cool outside. Furthermore, in the interest of preservation/conservation of nature, assuming Freon was used in the cooling system, it is more earth-friendly to limit use of such systems.
- It would be nice if each workshop had a new theme or focus so that we could be learning new and innovative ideas in environmental science.
- This could be done in one day without an overnight. Maybe start later on Saturday so that everyone can be there before the thing starts. The location was beautiful and nice, but it wasn't taken advantage of. Get done earlier in the day. Less free time or at least consolidate it at the end.
- Thanks.
- Thank you for everything! I'm so excited to be a part of this program and can't wait to get things going.
- Tremont was absolutely beautiful. Food was good. Philosophy discussion was good. Good experience.
- Excellent location for workshop – ethics good – A small request....but one of the difficult aspects of working with ACS Environmental Initiative is getting a sense of this 16 school collaborative. How about some physical help with this? A map with the schools located on it? A brief history of the institution? More info on grants. Why after all of the planning we've done are we informed that the first thing ACS is looking for in grants is collaboration between schools? If we'd known this, our planning would have been different.
- Tremont was a great setting for this workshop. Having the structured breaks for hiking, swimming, etc. was awesome. Just be sure to remind people to bring flashlights, outdoor gear, etc.

## C. External Evaluators' Site Visit Reports

### 1. ULSF Report

#### **Birmingham-Southern College, Birmingham, Alabama**

Submitted by Wynn Calder, Associate Director, ULSF

January 31, 2003

This report draws on responses to the Birmingham-Southern College Institutional Assessment Questionnaire (IAQ) and the evaluation site visit conducted on October 28-29, 2002. It can be considered a supplement to the comprehensive IAQ, and it is organized according to the IAQ categories (based on the Alliances). The report has a dual purpose: (a) to assess progress at the institution itself and to make recommendations for accelerating and institutionalizing environmental citizenship and sustainability on campus; and (b) to assess impact of the Associated Colleges of the South Environmental Initiative (ACSEI).

#### Introduction

The Birmingham-Southern College (BSC) community has been highly responsive to the ACS Environmental Initiative. BSC is hosting the Campus as a Laboratory for Sustainability Alliance and has representatives assigned to four others (only the Student Development and Engagement Alliance is without a representative). From the president, provost, and vice president for business and finance, to several college program directors, to various facilities staff, to a core group of faculty members and students, there is a clear commitment to fostering environmental citizenship and sustainability on this campus. Key members of each of these constituencies recognize the value of working to ensure that students are given the knowledge and tools to help build a sustainable world. Of all the BSC constituencies, it is the students who seem least committed to environmental citizenship. (Notably, we have found this to be true on most of the ACS campuses.) But as the administration and faculty find more ways to institutionalize these priorities and concerns, one can assume that awareness and interest among students will grow.

#### Curriculum and Faculty Development

The most significant contribution of the ACSEI at BSC is its role in bringing about the environmental studies minor, which was introduced in the fall of 2000. The minor is by definition interdisciplinary: most of the courses are team taught and required courses focus on biology, economics, political science, psychology and philosophy. This is a particular strength at BSC. The language used to describe the program is especially impressive for its explicit reference to sustainability: "The goal of the program is to educate future leaders who will contribute to a sustainable society." The popularity of the minor among students, however, has been somewhat disappointing: only ten students are completing the minor this year, and this number has remained steady.

It is extremely encouraging that both President Berte and Provost Penfield have expressed an interest in establishing an Environmental Studies Major. Penfield said he thought that a major would bring in 60 students a year (as compared with 8-10 for the minor). This would probably include students from those groups that have been difficult to reach, such as the fraternities. During the site visit, Penfield spoke of the relative advantages of environmental science vs. environmental studies, and figured this issue would have to be debated.

Between 1999 and 2003, the number of January Interim courses offered that address issues pertaining to environmental citizenship and sustainability has risen steadily: in 1999 there were three; in January 2003 there will be 11 (out of a total of 96). This year, for example, a social psychologist will be teaching a course on environmental problems and human behavior. According to the director of Interim and Contract Learning, this increase is largely attributable to the influence of the ACSEI, which has "made these concerns more legitimate" among students and faculty. The theme for Interim 2003 is "Exploring the Environment," due to this heightened interest in environmental issues on campus. The lower than expected enrollment in the environmental studies minor contradicts trends in Interim. The associate director of International Programs noted that she is also observing new interest in environmental studies abroad. In increasing numbers of Latin American programs, for example, sustainability issues are the chosen focus.

The Leadership Studies program at BSC is unique in that it includes Environmental Ethics in its list of applicable courses. The program also stresses social responsibility and the link between community

service and leadership, which relate directly to the goals of sustainability.

At present, there appears to be no faculty development opportunities in sustainability and environmental citizenship provided by the college. To date, these have come only from the ACS initiative. Faculty members noted that ACS workshops have been helpful in terms of sharing ideas with peers, though more could be done to encourage follow-up. Notably, new BSC faculty and staff tour the SEC and learn about environmental programs on campus.

A significant though subtle change has occurred in BSC's hiring policy, which now includes an environmental interest component. This was confirmed by Provost Penfield, Jeanne Jackson, and other faculty members.

#### Recommendations:

With the support of Berte and Penfield, take the necessary steps to move toward the formation of an Environmental Studies Major at BSC (as a next move in institutionalizing environmental citizenship and sustainability at BSC).

Make sustainability explicitly part of Leadership Studies. The argument can certainly be made that leadership in sustainability is a 21<sup>st</sup> century imperative. This would further distinguish this unique program.

Institutionalize a faculty development workshop each year (structured like the Ponderosa Project at Northern Arizona University or the annual Service-Learning workshops at Rhodes College) to give faculty the opportunity to incorporate concepts of sustainability and environmental citizenship into their courses if they choose to. It appears that the interest exists at BSC, and this could be done in a low-cost fashion for the school community.

Look at ways to facilitate greater integration between Environmental Studies and Service-Learning. There are clear potential links to be made with the community through ES classes. Ask the new chaplain to visit some of the ES classes and make these connections.

#### Student Development and Engagement

Members of all constituencies made note the disinterest and passivity of BSC students. On the other hand, there is clearly a strong and growing core of students committed to environmental citizenship at this college, and the ACS interns have been unusually active in supporting related activities on campus. The interns I spoke with seemed very engaged and are working closely with the Faculty Fellow. Opportunities to support greater environmental citizenship at BSC can clearly be built upon.

Sixty percent of students at BSC are members of Greek societies. Students and others observed that members of fraternities and sororities show little interest in environmental citizenship and that it is critical to bring them on board in order to foster real change in student culture. One ACS intern, as a member of a fraternity, is trying to engage this population but finding it difficult. Notably, the number of bike racks on campus is going up, and students appear to want more of them at the fraternity houses. (This may be due in part to a lack of parking spaces.)

The Conservancy is clearly a positive force for change at BSC, but while membership is quite high at 82, there are many fewer active members. The strong leadership in the Conservancy, a former faculty adviser to the group noted, is due mostly to the motivation of the ACS interns. One student feels strongly that the Conservancy should focus primarily on teaching students that BSC is their home and that good stewardship is a basic expectation.

According to Career Counseling Director Jane Seigel, perhaps ten out of 500 students she counsels each year express an interest in an environmental career. Even if they are interested, students clearly don't see much opportunity in the Birmingham region. This only reconfirms that student awareness-raising at BSC is an important issue. Nevertheless, Seigel feels strongly that "things are taking off here" in environmental citizenship, particularly among students working in the community. One area of opportunity at BSC is in a job mentorship program, through which one student, interested in environmental engineering, worked with Mercedes. Seigel plans to make environmental job resources available on the BSC website soon.

#### Recommendations:

Given President Berte's strong support of environmental citizenship and sustainability at BSC, the ACS interns (plus other motivated members of the Conservancy) should meet with Berte and ask his help in inviting the participation of the Greek system. An email to the community from Berte, for example, might have a significant effect.

Encourage a lack of parking spaces on the BSC campus! The parking and bike situation seems to warrant a serious effort to find ways to reduce student cars on campus and to forbid driving between classes. It may be worth considering not allowing first-year students to have cars on campus at all (NOTE: Centre has done it; Furman is in the process of doing it.) We understand that this may be politically difficult, but a justification might be a public BSC commitment to join a growing movement of U.S. colleges and universities working to reduce their greenhouse gas emissions. (We can send more information on this.)

Add or reinforce in student orientation the importance of respect and care for all members of the BSC community AND the physical environment. In other words, rather than singling out environmental citizenship, shape the overall message to include these considerations.

Though the connection has been made, the Conservancy should further explore links with Service-Learning.

#### Campus as Laboratory for Sustainability

Much of the success in sustainable practices in operations at BSC is attributable to the strong commitment of Roald Hazelhoff, director of the Southern Environmental Center (SEC). If encouraged and supported, however, facilities staff members at BSC are quite willing to address conservation challenges on campus. Working closely with Hazelhoff, they support a campus recycling program and are now monitoring electricity and water in most campus buildings. The facilities director asserted that "energy and water conservation is standard now." The V.P for Business and Finance concurred, adding that keeping buildings cooler in the winter and warmer in the summer is necessitated by increasing budget constraints. Will things go back to "normal"? He didn't think so. On the other hand, noted another staff person, the fact that energy is relatively cheap in Alabama has resulted in little aggressive action for conservation to date. Mostly in response to a recent mandate from BSC's president to conserve energy, the facilities department is taking increasing action.

Students complained about the recycling program (which notably is universally criticized on campuses across the country). They feel the freshman dorms are especially lacking, with "inconsistent" signage and pick-ups from the curb. They cited the computer labs as also often neglected. Students talked about needing constant reminders, better signs, and greater incentives.

With funding from an ACS grant, BSC's bicycle police force doubled in size over the last year with three significant results: a reduction in car use on campus by approximately 25,000 miles per year; increased mobility and response time for police; and more positive social interaction between BSC students and police.

The Director of Food Services is quite amenable to supporting environmental citizenship by offering more vegan and organic options. These have been offered for special events over the past year, but more options could be made available. The excessive use of "takeouts" (Styrofoam containers and plastic utensils) in BSC's cafeteria is a particularly visible example of unsustainable behavior at the college (this challenge is noted in the IAQ, p.7). Matt Ord said he would consider encouraging students (as well as faculty and staff) to use plates and silverware as a matter of course, and takeouts in the exceptional case. The economics of such a change might in fact save money.

#### Recommendations:

If recycling is considered sacred for its symbolic value at BSC (which is understandable and the case at many campuses), it may be worth paying work-study students to monitor recycling in dorms and computer labs (for a start).

Explore the feasibility of switching to primarily washable dishware and silverware in the dining hall. Styrofoam could be moved behind the counter so that students must request it.

Sodexo is increasingly making efforts to distribute organic foods, as well as to support local food production (Colorado College offers an impressive example). There may be new opportunities on the horizon, but this can also be investigated and requested.

Make the SEC-taught ecological footprint course a standard annual Interim experience. This is one way that BSC can institutionalize a faculty/student/staff campus assessment process. It could be improved on over time, and outcomes could be compared and reported on year-to-year.

Consider establishing a move-out program in which student materials and possessions slated for the trash are collected and made available, for example, to other members of the BSC community or the local community. The SEC, working with BSC facilities, seems well positioned to manage such a program.

#### Campus-Community Partnerships

Campus-Community partnerships are a strong tradition at BSC. Over 60% of students engage in service-learning (S-L) projects during their time at BSC, a fact that distinguishes the college from many of its peer institutions. A number of these projects address environmental issues, while most involve social service. While not explicitly linked to sustainable development, these projects deal with all of the challenges – environmental, social, and economic – that coalesce within this framework.

The SEC's critical role at BSC in terms of fostering and teaching environmental responsibility and connecting with the surrounding community is clear, and no other ASC school has such a multi-dimensional center. BSC's dynamic chaplain is particularly active in community service and S-L. He is now working with faculty to incorporate more S-L into the classroom, and there are currently four Interim S-L courses.

#### Recommendations:

President Berte supports and has made considerable efforts to connect with the Birmingham community, and would probably be a strong proponent of projects or initiatives specifically addressing environmental citizenship and sustainability if invited.

Research on environmental justice in the local region should be a specific focus for Service-Learning.

The new chaplain could be more engaged in environmental citizenship and sustainability if encouraged.

#### Sustainability in the Global Community

SC encourages students to study abroad and has official partnerships with 14 international programs. The primary goal of the Office of International Programs (OIP) is to broaden students' perspectives by exposing them to other cultures, global issues and experiences. While these programs make no explicit connection with sustainability or environmental issues, the relationship is often present and could be more clearly identified. BSC is currently proposing to establish a long-term relationship with the Amazon Center for Environmental Education and Research in Peru through a new course on international sustainability in the Amazon rainforest. The associate director of the OIP claims that the ACSEI (and the influence of the environmental studies minor) has brought more students to her office inquiring about environmental studies abroad.

#### Recommendation:

Explore ways of making sustainability a more explicit aspect of study abroad. Since environmental, social, and economic development issues are so intertwined with international study and global issues, this would be an easy fit.

#### Sustainability, Humanities and the Environment

BSC is actively engaged in teaching about connections between ethics, spiritual perspectives and the environment. The Chaplain is also actively engaged with students on these issues and has recently become the ACS Campus-Community Alliance representative.

#### Recommendation:

Continue to support this important aspect of environmental citizenship and sustainability.

### Institutional Mission and Structure

President Berte and Provost Penfield's stated interest in environmental citizenship has had a dramatic effect on various dimensions of BSC life. The College appears to be moving steadily in this direction. The ACSEI, Penfield said, has provided "wonderful support" for environmental citizenship and sustainability at BSC. Berte and Penfield approved, for example, the significant extra expense of variable speed fans in the recent science building renovation, counting on recouping the money over the next 3-5 years, saving energy and conserving resources in the long run.

The V.P. for Business and Finance said he felt that BSC has made a "general commitment" to the ACSEI, and that opportunities, for students especially, "to learn more about planetary fragility" are ever increasing. Without the ACS initiative, he didn't think the administration would even be considering sustainable design options for the new fraternity house. In addition, he noted, "what other ACS schools are doing matters." One faculty member concurred: "The mentality was, we don't want to be left behind."

The fact that environmental issues are high on the Dean's agenda, a faculty member noted, has made a great difference in how responsive BSC faculty have been to taking these concerns seriously.

The IAQ states that "the Board of Trustees has been informed about greater emphasis on environmental education and sustainability on the campus" (p.12). Penfield added that the task now is to educate them about what this means and how it matters for BSC. He said he is interested in looking at the language of BSC's mission statement in this regard, which currently makes no mention of "environment" or "sustainability."

### Recommendations:

With the clear commitment demonstrated by the leadership at BSC, we recommend the formation of an environmental or sustainability committee or task force that reports directly to the president. The level of support for environmental citizenship at BSC is such that this body could be very effective in strategic planning and implementation.

Give "environmental citizenship and sustainability" a more prominent place on the BSC website and in the school catalogue. This would be significant. Presently, the SEC is only findable by clicking on "Offices on Campuses" and then searching alphabetically, and the "Green Scene" can be found only through "Academic Programs." It would, of course, be a powerful statement to make these priorities more visible (see, for example, [www.newcastle.edu.au/our-uni/index.html](http://www.newcastle.edu.au/our-uni/index.html)).

Given general concerns about student and community awareness, the College should consider administering an online survey to the university community – staff, faculty, students – that gets at environmental/sustainability literacy, interests, concerns, recommendations, etc. in an unbiased way. (There is an excellent model of this at Colorado College, completed last fall.)

Given President Berte's demonstrated commitment, he might be urged to consider joining a growing numbers of U.S. colleges and universities that have signed the Talloires Declaration, which commits institutions to building a sustainable future. University of Richmond's President Cooper signed the document on January 22, 2003.

Work with Penfield to get the language of sustainability and environmental citizenship into the College mission statement.

### Conclusion

The 2002 World Summit on Sustainable Development recommended that the United Nations General Assembly declared a Decade of Education for Sustainable Development beginning in 2005, a decision that would help bring renewed global attention to the issue. The General Assembly has voted on and approved the Decade in December. At an institution like Birmingham-Southern College, with a demonstrated commitment to environmental citizenship and sustainability, this development presents an opportunity to consider its role in the global context and reaffirm its contribution to a sustainable future.

The challenge that lies ahead for BSC, which has accomplished a great deal on its own and in partnership with the ACS Environmental Initiative, is to further institutionalize these new priorities. Only then can the school be assured that these initial efforts will affect generations of students to come.

## **2. ULSF Report**

### **Centre College, Danville, Kentucky**

Submitted by Peter Blaze Corcoran, Senior Fellow in Education for Sustainability, ULSF  
November 24, 2002

#### Introduction

This field report is provided as a result of the final round of site visits under the ACS Environmental Initiative grant for academic year 2002-2003 from V. Kann Rasmussen Foundation. It is provided as a courtesy to Environmental Fellows on the campus visited and to the ASCEI staff in the hope that it will be useful to the process of formative evaluation and to institutionalization. The ASCEI has funded many alliance workshops, faculty initiatives, courses, research projects, and student activities. In this report, we seek to assess the impact this initiative has had on Centre College.

This report is based on a completed ACS Institutional Assessment Questionnaire (IAQ) provided in advance of the site visit and updated on November 13, 2002. The site visit took place on November 9-11, 2002. The report is also based on an analysis of materials previously provided and on file, such as the SAQ (September, 2000), the "Damon Waite" questionnaire (Fall, 2000), and various strategy materials filed with ULSF.

The visit included meetings with many stakeholders, ranging from the President to student activists, from Dean John Ward to several faculty. An additional benefit of my time in Danville was to meet with ACS Director Elizabeth MacNabb, who is headquartered at Centre. I deeply appreciate the Herculean efforts of Patrick Kagan-Moore as Environmental Fellow and in conducting the research to complete the IAQ.

I invite corrections or additions to this report. It is necessarily subject to the limits of the brevity of my visit, and to my interpretation.

#### Curriculum and Faculty Development

The curriculum at Centre includes a well-received and widely-supported minor in Environmental Studies (ENS). The development and institutionalization of this program can be directly tied to the work of the Environmental Fellows, especially Anne E. Lubbers, made possible by the ACSEI. Many opportunities exist for undergraduate research and interdisciplinary faculty research resulting from the work of the fellows and those they have involved in the work of the EI. Administrative support for curriculum development through the ENS minor and for faculty release time to work on such development is noteworthy. Dean John C. Ward offers course release time to the Environmental Fellow—a significant and, I think, singular commitment within the ACSEI.

#### Student Development and Engagement

The Environmental Interns have created a successful, if challenging, recycling program. The program provides leadership opportunities previously unavailable. One noteworthy and dynamic student endeavor under the leadership of Environmental Fellow Patrick Kagan-Moore and an outstanding Environmental Intern is the Environmental Theatre/Improv Group.

Orientation had included environmental service projects for many years but is using the increased interest in the EI to deepen and expand the program. Students are provided with excellent resources for environmental careers. The students are increasingly initiating new projects; they feel they benefit substantially from ACS Alliance activities for exchange. Environmental intern Samantha White has shown great commitment and leadership among the environmental community members on campus.

#### Campus as a Lab for Sustainability

Centre is involved in several significant initiatives, some of which precede ACSEI, some of which can be directly tied to it. A noteworthy model program is the renovation and reuse of campus buildings. The preservation of structures and conservation and reuse of building materials is a substantial contribution to the ethos and architectural integrity of the campus and a matter of much-deserved pride.

The move toward LEED strategies on the Crouse/Sutcliffe renovation is a demonstration of significant new movement toward campus sustainability propelled, in part, by ACSEI. A number of programmatic initiatives in institutional practice are well described in the IAQ. My interviews with key staff validate this report. My most significant finding was of the relative isolation among groups in their lack of awareness and integration of their diverse efforts. Jerome E. Meyer, Director of Physical Plant, is committed to the ACSEI and will, I hope, become a Facilities Fellow to share what Centre is doing.

#### Campus-Community Partnerships

These are well-developed at Centre, even within the environmental arena. It seems that ACSEI has had little to do with their success. Student life is actively considering increased opportunities to deepen the learning about the environment related to these programs. Again, isolation from academic programs and from ACSEI initiatives seemed a barrier to cooperative, and potentially synergistic, undertakings.

#### Sustainability in the Global Community

Here again we find substantial activity, but not influenced by ACSEI. The courses have excellent sustainability content and vision; indeed I think they have much to offer ACSEI sister schools. Perhaps this is an area for future cooperation.

#### Sustainability, Humanities, and the Environment

As per the IAQ, there has been little involvement in this Alliance and little impact on campus. One shortcoming of my visit was not meeting with the College Chaplain. It seems that, subject to resources, the Office of Religious Life could play a significant role.

#### Institutional Mission and Structure

The commitments made in the strategic plan are modest but significant. Modest in the sense that they reflect less-than-institution-changing commitments. Significant in that they are, after all, strategic and are thoughtfully included in the plan and are, therefore, taken seriously.

The future efforts outlined on pages 28-30 of the IAQ are consistent with recent experience and of the momentum created at Centre College. They are thoughtful and reasonable. I share the analysis that funding, even in modest amounts will enhance and extend current initiatives. I also share the conclusion that there is a valuable and vital opportunity for administrative leadership that could bring sustainability to a central importance in the culture of the College—to the great benefit of students—and to higher education in the region.

#### Recommendations

The commitment to the goals of the ACSEI is widespread and authentic. The ACS is viewed as a good partner and V. Kann Rassmussen funding is deeply appreciated as enabling Centre to realize activities that otherwise would not take place. High expectations for Centre College's realization of environmental sustainability are widespread but, at this point, without a clear plan or structure for achieving them. In order for this commitment to become more deeply rooted and institutionalized allow me to make several recommendations both large and small. Most of these recommendations were made by those I interviewed, and sometimes by more than one person.

The notion of a recycling coordinator was oft mentioned. Surely a staff position would greatly stabilize the Environmental Initiative at Centre. My recommendation is to hire a staff member with responsibilities for more than recycling—a sustainability coordinator or environmental program leader.

A college wide committee of stakeholders, perhaps answering to the President, would be an economical but substantial form of institutionalization, especially given the self-reported isolation and lack of coordination among environmental constituencies.

Continue to develop the environmental nature of first-year student orientation. Many excellent aspects are in place now but this could be the seminal introduction to the ethos of environmental commitment at Centre College—to clean-ups and service learning, to recycling and not wasting, to environmental curriculum, and to the conservation ethic. I particularly recommend enacting President Rousch's suggestion of reading David Orr's *Earth in Mind* (Island Press, 1994) as the "freshman book." I also recommend a "bookend" environmental service learning and reflection experience for Senior Week.

Promote Centre's remarkable conservation of architectural resources and building materials. I believe this is a mark of distinction. Using LEED standards on new buildings would be/is also an important step. The Physical Plant Department can play a critical leadership role in continuing to improve environmental services and infrastructure.

I urge President Roush and Dean Ward to continue to exercise the environmental leadership critical to the success of the sustainability initiative both on campus, in the local community, and in the ACS. For the aspirations of environmental citizenship to be realized, diverse endeavors can be undertaken. These include creating a structure for coordination on campus, modeling for the local and Kentucky community, and sponsoring on-going conferences to share information and nascent successes. The understanding, appreciation and involvement of the administration is commendable—and they are challenging themselves to do more.

The most difficult initiative in environmental citizenship efforts at Centre, surprisingly to this observer, is how to increase student involvement. This lack of interest or engagement in conservation behaviors on the part of most students was widely mentioned.

Small things matter here and may well multiply in larger changes for and into student culture. I recommend continuing to improve academic opportunities related to many disciplines, opening an "ecology house" residential option, strengthening and following up on orientation, involving Greek life and Christian student groups through service opportunities, and ongoing support for Environmental Interns. I was very positively impressed with the insight and sophistication of the students with whom I met. They can offer many answers and should be deeply involved in the process of building a Centre College legacy of environmental citizenship.

### **3. ULSF Report**

#### **Morehouse College, Atlanta, Georgia**

Submitted by Peter Blaze Corcoran, Senior Fellow in Education for Sustainability, ULSF  
November 22, 2002

#### Introduction

This field report is provided as a result of the final round of site visits under the ACS Environmental Initiative grant for academic year 2002-2003 from V. Kann Rasmussen Foundation. It is provided as a courtesy to Environmental Fellows on the campus visited and to the ASCEI staff in the hope that it will be useful to the process of formative evaluation and to institutionalization. The ASCEI has funded many Alliance workshops, faculty initiatives, courses, research projects, and student activities. In this report, we seek to assess the impact this initiative has had on Morehouse College.

This report is based on a draft of the ACS Institutional Assessment Questionnaire completed on November 7, 2002, an analysis of a variety of materials provided to us in 2000 including the "Damon Waite" questionnaire (fall, 2000), a previous one-half day site visit on January 25, 2001, and a one-day site visit on November 7, 2002 including new print materials provided at that time. I met with a variety of stakeholders and had extensive meetings with Dr. Larry Blumer, "senior" Environmental Fellow. I invite corrections or additions to this report. A report such as this is always subject to the limits of one's time on site and one's interpretation. It is clear that Morehouse College is making progress on the Environmental Initiative and has been influenced by it in several ways.

#### Curriculum and Faculty Development

The progress is excellent in slowly expanding the circle of interest among faculty—one of the largest issues at Morehouse being lack of widespread participation. The junior/senior fellow idea—in which a new person is always being engaged seems to work well. Assistant Professor of Biology and Environmental Fellow Larry Blumer has been absolutely essential to the ACSEI. He says his "greatest fear" is that "I am the only one who cares." Surely, the dependence of the program on the commitment of one faculty member, however extraordinary his contributions, is a problem. Dr. Blumer is aware of this and is working to alleviate it. The challenge, it seems, is to expand the circle of faculty, most of whom are motivated by their success in working together, if not by the larger goal of environmental sustainability. This is the most serious problem faced by the ACSEI at Morehouse. As more than one person told me, "The EI is Larry". Overall, five faculty members have served as fellows.

Curriculum is evolving, as is the Minor in Environmental Sciences. This is well-documented in the IAQ. These changes should increase the very small numbers of students involved—one to two graduated with the ES minor and six are currently pursuing it.

#### Student Development and Engagement

The student Environmental Intern program is now stronger at Morehouse, as elsewhere. The increase to four students provides a critical mass and seems to engender greater activity. The students with whom I met have divided responsibilities and seem to have been achieving success in their various programs. They are:

Bryan Mark Dewsberry with energy auditing,  
Frank West with solar energy projects,  
Brandon Mason with the educational dimensions of the community garden, and  
David Asiamah with paper recycling and community service activity.

#### Campus as a Laboratory for Sustainability

Much is now happening in this arena. New Vice President for Campus Operations Andre Bertrand is committed to several initiatives—and to remedying some problems, such as those in the recycling program. Projects include electric carts, and environmental considerations in the new parking building, dormitory, and leadership building. Plans include campus composting and a native plant nursery. My further analysis awaits receipt of the completed IAQ.

#### Campus Community Partnerships

Morehouse College has a long distinguished legacy in this area. The current efforts seem to show little influence by ASCEI, although many opportunities for an environmental focus exist.

#### Sustainability in the Global Community

Here again, there seems to be little sustainability focus in the International Studies Program. Further analysis awaits completion of the IAQ.

#### Sustainability, Humanities and the Environment

There is little ASCEI influence here. The IAQ points to excellent possibilities with “A Year of Reflection” and with Professor Valls’ ACS grant.

#### Institutional Mission and Structure

As the IAQ indicates, there is much opportunity for improved institutional support. On the positive side, there is no doubt that the opportunities created by the ACSEI and the support of the V. Kann Rasmussen Foundation have contributed to a heightened level of consciousness about environmental sustainability at all levels at Morehouse, perhaps especially among the senior staff. As Morehouse continues its redefinition of relationships among senior staff and as appointments are made to divisions and not departments, I anticipate increased institutionalization of environmental initiatives across many dimensions of Morehouse College.

#### Recommendations

Morehouse has made exciting progress since my last visit, especially in campus operations. The commitment of a new Vice President for Campus Operations Andre Bertrand is strong and thoughtful. On the academic side, Dean of the Division of Mathematics and Sciences J.K. Haynes reports strong support for the Interdisciplinary Environmental Studies program; it is one of three including Public Health and Neurosciences. He reports some institutionalization of sustainability through the strategic plan. The support of President Walter E. Massey is cited by all as vital to the Environmental Initiative. I recommend continued efforts to align the institutionalization of sustainability with his vision. His leadership seems particularly important to making this initiative campus-wide and to its thoughtful inclusion in collaboration with ACS fellow member Spelman College and the other Atlanta University Campus schools--as well as in the substantial local community redevelopment efforts contiguous to Morehouse. I recommend that we meet with President Massey and Senior V.P. for Academic Affairs Sheftall on the next visit.

Involve more faculty through a leadership, support, and reward system initiated at the upper levels of administration. Consider hiring new faculty with academic background in sustainability.

Actively support current student efforts and work to increase support for environmental citizenship among Morehouse men. It seems institutionalization of student participation in sustainability could become part of the legacy consciousness of which Morehouse is rightly proud. I believe Morehouse could be a model for the community, for Atlanta, for the Atlanta University Campus, and, perhaps, for the Historically Black Colleges and Universities and Minority Institutions.

Increase academic opportunities for students with Spelman College and Clark Atlanta University, creating an Environmental Studies Major, in addition to the Minor.

Capitalize on President Massey's and Dean Haynes' enthusiasm, through further support of Professor Blumer's heroic work, perhaps appointing him as Dean of Environmental Affairs.

#### **4. ULSF Report**

##### **Rhodes College, Memphis, Tennessee**

Submitted by Wynn Calder, Associate Director, ULSF

March 26, 2003

This report is based on the evaluation site visit to Rhodes College conducted on January 17, 2003 and draws on their responses to the Institutional Assessment Questionnaire (IAQ). It can be considered a supplement to the more comprehensive IAQ and it is organized according to the IAQ categories (based on the Alliances). The report has a dual purpose: (a) to assess progress at the institution itself and to make recommendations for accelerating and institutionalizing environmental citizenship and sustainability on campus; and (b) to assess impact of the Associated Colleges of the South Environmental Initiative (ACSEI).

##### **Introduction**

In support of environmental citizenship and sustainability, Rhodes College is particularly strong in institutionalizing mechanisms for dialogue and new initiatives on campus, especially in the area of environmentally responsible operations. The Rhodes Planning Cooperative (RPC), formed after a critical ACS meeting at Davidson in 1998, has been fundamental in promoting environmental citizenship and sustainability at the College. Perhaps most importantly, the RPC has increased general awareness of these issues by fostering a cross-campus community of interested individuals, including students, staff, faculty, and administrators. Rhodes volunteered to host the Campus-Community Partnerships Alliance, which is now well established. Due to the commitment of Dean Llewellyn, Rhodes assigned representatives to all six Alliances this year. By continuing on the path already established, Rhodes is positioned to be a leader among the ACS schools regarding long-term commitment to environmental citizenship and sustainability.

##### **Curriculum and Faculty Development**

There appears to be strong interest among a core group of faculty at Rhodes to educate students to be environmental citizens with a basic understanding of the challenges of creating a sustainable world. Rhodes has supported an Earth System Science minor since 1989, and significant numbers of students are being exposed to environmental topics through course work outside of the minor. The minor itself, however, attracts only one to two students per year. Without an Environmental Studies major listed in the Rhodes College catalog, potentially interested students are probably discouraged from applying. In addition, there is no Geology major, which typically attracts environmental types.

In light of this situation, there is a movement at Rhodes to develop an Environmental Studies or Science major. There are differing reports on the time it will take to get a new major established. From Dean Llewellyn's point of view, it is only an idea at this stage. A concern of the administration is whether there is enough student interest. Clearly a compelling case will have to be made and funding will be required to hire new faculty for the major. As it is, the faculty at Rhodes are stretched thin, which is why some feel the college needs a new major. At least some faculty and administrators believe that an Environmental Studies or Science major would significantly increase interest among students.

Even without the major, it is estimated that 25% of Rhodes students take a course during their stay at the College that addresses an environmental or sustainability topic (IAQ, p.13). Among classes currently being offered, Geology 214 is unique in that it integrates campus operations and teaching, and exposes students to the physical realities of the place where they live. The ACSEI was instrumental in

getting this course established and an ACS grant helped pay for the spring 2002 audits. The RPC has been also been helpful in proposing ideas for campus audits.

GIS has become an important new dimension of the curriculum at Rhodes, which hosted a workshop, "Integrating GIS into the Liberal Arts Curriculum," on November 20, 2002. Since its application to environmental and sustainable development research is strong, a GIS course fulfills a requirement in the minor. Given the emerging expertise on campus, Rhodes faculty members were invited to Millsaps to talk about GIS in February 2003.

The requirements for faculty research are getting stronger at Rhodes, according to some faculty members. At this point, however, there is little being done on sustainable development or even strictly environmental topics. One exception is Economist Daniel Arce's work on the human dimensions of global environmental change in Germany.

Each May Rhodes holds a 3-day grant-supported workshop for faculty to learn about Service-Learning. This attracts between 8 and 20 participants each time and to date nearly 25 faculty members have taken the workshop. Students are also recruited each year as S-L Fellows. Though the link between S-L and environmental citizenship/sustainability is not usually made, Chaplain Billy Newton feels that environmental interest and service is moving to the mainstream at Rhodes, and will become an important aspect of S-L in time. It is estimated that about ten Rhodes faculty members use S-L in a course on a regular basis (about 10%), and that five or six explicitly designated S-L courses are offered each semester. About 25% of all students take at least one S-L course (primarily in the humanities) while they are at Rhodes.

#### Recommendations:

Continue to push for the establishment of an Environmental Studies or Science major in order to build a solid faculty base and attract significant numbers of students. The minor at present focuses on environmental science not environmental studies. Since a large number of Rhodes students who currently take environmental courses are wary of the sciences and find environmental policy or history of more interest, we recommend offering an Environmental Studies major, so that those with an orientation toward the humanities and social sciences are not excluded.

Ensure that Geology 214 becomes a permanent fixture in the curriculum, since it provides an extraordinary opportunity for students (as well as faculty and staff working with them) to perform annual assessments/audits which can be compared from year to year and used to promote both accountability and improvement. Promote Geology 214 as a model for other ACS campuses.

Currently, there is an ad hoc committee of six faculty members set up to support GIS: the "GIS Group." As Carol Ekstrom has suggested, this body needs greater legitimacy and staffing on campus to be able to make GIS available to faculty in any and all disciplines.

Instead of adding new courses with sustainability content, it may be worth offering a faculty development workshop every two years (structured like the Ponderosa Project at Northern Arizona University or the annual Service-Learning workshops at Rhodes) to give faculty the opportunity to incorporate concepts of sustainability and environmental citizenship into their courses if they choose to. It appears there may be interest among Rhodes faculty, and this could be done in a low-cost way. Perhaps the Hill-Mellon grants for course development could contribute to such a workshop. Given Rhodes strong commitment to S-L, encourage a stronger connection between S-L and environmental citizenship/sustainability. The annual S-L workshop can and should reflect this, and Chaplain Newton seems amenable.

Continue to support interdisciplinary teaching, as this forms a strong basis for environmental citizenship and sustainability.

#### Student Development and Engagement

While overall student interest in environmental citizenship and sustainability is quite low (and consistent with other ACS campuses), Rhodes has benefited from consistently strong student leaders, especially since the ACSEI's beginning in 1998. Students have for years managed the recycling program, and though it has met with successes and failures, their dedication has been impressive. The recent appointment of a work-study Environmental Coordinator will certainly improve these efforts. Students

have also been critical to the success of the RPC and have advocated and supported numerous other campus greening efforts (i.e., use of recycled paper on campus, installation of double-sided printers, promoting fair trade coffee, etc.).

The perception of some students at Rhodes is that there is a considerable amount of activism and student group activity on issues such as hunger, homelessness, and AIDS awareness, but relatively little focus on environmental or sustainability issues. Student commitment to Campus Green has been disappointing, according to Coordinator Jennifer Riem. Notification of meetings goes to about 105 students each week, but only four or five show up regularly. Special outings, for example to a local organic farm, typically attract about five students. The IAQ claims that active Campus Green members number about 20 (p.3), which is probably an overstatement.

Problems with the fall 2002 Environmental Coordinator caused serious lapses in the administration of recycling, so that Ms. Riem had to run the program alone. "Recycling almost died last semester," one student said. Campus Green coordinators feel the way to improve recycling is to raise awareness. According to the director of Student Orientation & Leadership Marie Lindquist, activities focused on recycling can be incorporated into first-year orientation, but the orientation staff needs time to develop this into the program.

Campus Green students feel they have been cut out of planning meetings for the Barret Library, and have become skeptical about Rhodes' commitment to LEED standards. The students also acknowledge that they had a role in eroding trust and collaboration with the administration at earlier meetings.

Until last year, confirmed assistant director of Career Services Jennifer Winstead, environmental jobs were not discussed with students because no one was aware that such an interest existed. A "Careers in the Environment" workshop held last spring, however, attracted ten students who then started coming to the office for help. They had assumed the Career Services office catered only to business interests. Winstead attended the August 2002 career workshop and found it quite helpful in terms of her own work in this area. She believes that student interest in environmental citizenship and sustainability is "about to explode here," and feels the ACSEI has had a very significant role in fostering this transition.

#### Recommendations:

Work with David Kesler, Rhodes representative for the "Student Development and Engagement" Alliance, on reaching out to various groups within the student body, especially Greek societies, which involve about 50% of students at Rhodes.

Career Services "Shadow Program" could more actively emphasize environmental and other non-profit opportunities.

An informative project for Campus Green students (and others) might be to contact the city waste management service (that serves Rhodes) and visit the land fill, incineration, and recycling facilities to learn more about what happens to the waste Rhodes produces. (discussed with Tracy Adkisson)

Recycling and other student activities promoting environmental citizenship will require both awareness raising and clearer incentives and disincentives to act in the best interest of the community and the environment. Ms. Lindquist is open to including a recycling component in the orientation program, but details need to be worked out early this summer. Perhaps the new Environmental Coordinator can accomplish this for orientation 2003.

Percentage of students with cars on campus appears to be nearly 100%. Notably, public transportation does not adequately serve the Rhodes campus. Even so, we recommend serious consideration of a policy that disallows first-year students from having cars on campus. (Note: Centre has done it; Furman is in the process of doing it.) We understand that this may be politically difficult, but Rhodes has two possible justifications: (a) the new library is taking parking spaces away and is part of a campus plan to be more pedestrian friendly; and (b) a public Rhodes commitment to join a growing movement of U.S. colleges and universities working to reduce their greenhouse gas emissions. (We have additional information on this if interested.)

Career Services should make it a standard practice to invite to the annual Graduate School Expo representatives from business and law schools that are oriented toward environmental and sustainability issues. (discussed with Ms. Winstead)

We highly recommend that Rhodes consider incorporating into the social code (that all students must sign onto) a statement on sustainable or responsible living, which includes respect for the environment or good stewardship. Our sense is that this would be most powerful coming from the Rhodes administration. If the school is serious about these issues, then why should they not be incorporated into the social code? The issue is partly about how community members treat their home.

Given the positive feedback we've heard on most campuses regarding ACS interns and their value in supporting environmental citizenship, it is hoped that Rhodes can find a way to continue to support the internships after ACSEI funding is exhausted. Various interns have confirmed that it was often the small compensation that caused them to put Environmental Initiative activities high on their priority lists, despite having many other obligations and little time.

#### Campus as Laboratory for Sustainability

Of all the priorities of the ACSEI, Rhodes may be strongest in the area of sustainable campus practices. As is made clear in the IAQ (and other accompanying documentation), energy conservation, sustainable landscaping, hazardous waste handling, and campus auditing have been given particular attention. While energy conservation efforts at Rhodes preceded the ACS initiative, they have clearly been encouraged and strengthened by ACS. The RPC has been especially supportive of innovations in operations: it developed the Environmental Coordinator work-study position in 2001; members have participated in discussions with the administration on the new library; it sent two Rhodes representatives to the green building conference in Austin in fall 2002, and five to Oberlin to visit the A.J. Lewis Center and discuss curricular issues.

Recycling gets mixed reviews depending on who one speaks with on campus. The IAQ argues that it has improved a lot and is going well at present, despite problems during the fall 2002 semester. Associate Director of Physical Plant Tracy Adkisson says recycling continues to be a major challenge. She feels students should continue to manage recycling because it provides "hands-on, real world experience," but Rhodes must streamline it and properly fund it. The biggest problem with recycling, she noted, is staffing, which is inconsistent and voluntary. Presumably the addition of the Environmental Coordinator will over time put the program on a consistent footing.

In another committed action on the part of the Rhodes administration, the director of Physical Plant has been appointed Sustainable Practices Officer during construction of the Barret Library. Though Rhodes will not pursue LEEDS certification for the building, the new position ought to ensure that the maximum number of sustainable design features is included.

The new director of Dining Services, Mary Kingery, appears to be very receptive to environmental practices, and has already started offering fair trade coffee, more vegetarian choices, and some organic foods. There is probably significant potential in this area for more action.

#### Recommendations:

The Director of Physical Plant, given his new position as Sustainable Practices Officer, could benefit from direct contact with Richmond University Facilities Director John Hoogakker, for information sharing. Establish a move-out program, so that all student material is collected, given away to staff, and donated to the community. (discussed with Adkisson) (We can send information on successful existing programs.)

To reiterate a comment made in the IAQ (p.10), work with ACS to ensure easier access to information about sustainable practices across the consortium, including regularly updated facts and figures, audits and operations reports from each school.

A formal orientation process for Physical Plant staff on sustainable practices (and the justifications for moving in this direction) would be helpful for standardizing sustainability and environmental citizenship.

The RPC should plan to use the Barret Library as a teaching tool both for Rhodes students and for the community (primary and secondary school students especially). This follows on the David Orr's idea of the campus as crystallized pedagogy.

Perhaps facilities staff could play a role in advising students to save energy and conserve water during first-year orientation. This would also reinforce the message that facilities staff have a teaching role, are integral to the Rhodes community, and do not simply maintain the campus for student use.

Given that Ms. Kingery, director of Dining Services, is open to suggestions, continue to work with her through the RPC (of which she is now a member) and discuss the potential for composting and recycling of all cans, glass, and boxes, since the latter is easy to manage from the one facility.

#### Campus-Community Partnerships

Though the Campus-Community Partnerships (CCP) Alliance got off to a slow start at Rhodes in 2001-02, it has picked up momentum this year. Russ Wigginton and Lizabeth Zack, Alliance co-directors, are attempting to forge stronger relationships with existing community groups and associations. C.A.R.E., for example, being developed to foster economic development, environmental citizenship, and community improvement in Lamar and Airways, has great potential to make a difference in the community and expose Rhodes students to these challenges. As of this writing, however, the program has not been launched.

Rhodes hosted the January 2003 CCP workshop, which enabled participants from other ACS schools to share their projects, get exposure to the impressive GIS work at Rhodes, and learn about the challenges and accomplishment of VECA, the local Vollandine-Evergreen Community Association. While there has been an ongoing relationship between VECA and Rhodes College over the years (such as the service partnership through the Kinney Program), no connections were made between VECA and CCP at the workshop (nor is VECA part of CCP's scope of work outlined in the IAQ, pp.10-12). Aside from student interns who work with VECA, at least one class tours VECA during the semester and looks at environmental and social justice issues in the local context. The RPC has reached out to the student group, Friends of VECA, and is considering future collaboration. Dr. Wigginton, who was also recently appointed special assistant to the president for community relations, is eager to further exploit Rhodes' role as an environmental leader in Memphis.

Community service at Rhodes College is a long-standing tradition and is run out of the Chaplain's office. Remarkably, between 75-80% of graduating seniors report they have been active in service while at Rhodes. Only "Peace, Justice and the Environment," one of six areas of community service, has an explicit focus ACSEI-related issues. Rhodes works with Mid-South Peace & Justice, which became the foremost agitator for environmental justice in the region (identifying, for example, the "dirty dozen corporations"). A recent ACS intern became a major participant in the VECA Greenline project and interned with Mid-South.

#### Recommendations:

One way to make the link between campus and community stronger is to require ACSEI interns to play a role in an existing partnership, such as VECA. (This has been done to good effect at Washington & Lee.)

Given the richness and breadth of VECA programs, CCP might consider exploring new projects with VECA that directly address sustainable development challenges (similar in scope to the goals of C.A.R.E.)

It would be helpful if future CCP workshops included breakout sessions with discussion of the challenges of forming campus-community partnerships to the benefit of both; lessons learned; and new project ideas.

Encourage faculty in Chemistry, Physics, and Biology to apply for CCP grants to sample and study the Cyprus Creek floodplain.

#### Sustainability in the Global Community

While Rhodes does have an International Studies program (with six professors, and offering interdisciplinary majors with Economics, Modern Languages, History, and Political Science), there is no

explicit focus within the program on environmental or sustainability topics. The new associate dean of academic affairs for international education, Katheryn Wright, seeks to strengthen the international dimension of the Rhodes curriculum. Her goal is to make greater global citizens of both faculty members and students, and environmental responsibility, she feels, is a fundamental component of global citizenship. Dr. Wright hopes to get more faculty members to study and teach abroad and she intends to support the further integration of international issues into courses at Rhodes. Environmental studies in particular, she noted, is a good way to bring the sciences to international education. The Buckman scholarships offer an important new opportunity to deepen Rhodes' commitment to international education.

To date, Rhodes has taken little advantage of international study opportunities offered through the Sustainability in the Global Community Alliance. The major opportunity on campus, "Coral Reef Ecology," attracts about ten students per year and is also a requirement for the Environmental minor.

**Recommendation:**

Explore ways of making sustainability and environmental citizenship a more obvious focus for Buckman scholars. (See Katheryn Wright.)

With Jay White as the new SGC representative for Rhodes, a firmer connection with these Alliance opportunities should be explored.

Work with Dr. Wright to make an argument for developing an Environmental Studies major from the perspective of international education.

**Sustainability, Humanities and the Environment**

It is faculty members in the sciences and to some extent social sciences at Rhodes who seem primarily interested in teaching about sustainability and the environment. This Alliance has had little influence on Rhodes to date. The major opportunity for Rhodes students to engage in environmental citizenship from an ethical or spiritual perspective is with the Kinney Program through the Chaplain's Office.

**Recommendation:**

Consider new ways to encourage the incorporation of sustainability issues in courses in the Humanities and Social Sciences (see faculty development workshop recommendation above in "Curriculum" section).

**Institutional Mission and Structure**

Significant commitment to ACSEI priorities has come from the leadership at Rhodes College. The president is amenable to environmental concerns and Dean Llewellyn is actively in support of the ACS initiative, having advocated that Rhodes host the Campus-Community Partnerships Alliance beginning in 2001. There is deep appreciation on campus for all that the ACSEI has inspired over the years. Rhodes now seems firmly committed to the values of environmental citizenship and sustainability, and has institutionalized various positions and committees: the RPC is a standing committee with a modest annual budget; Russ Wigginton will officially work to foster stronger ties with the community as special assistant to the president (as noted above); Steven Brewer, professor in Biology, has been appointed to facilitate informal faculty discussion on a possible new Environmental Studies or Science major; the student Environmental Coordinator and Sustainable Practices Officer positions are in place; and Rhodes became a member of the U.S. Green Building Council in fall 2002.

According to Dean Llewellyn, about 50% of the Rhodes College community knows about the school's efforts to ensure greater environmental citizenship and sustainability. He believes the environmental minor has brought academic legitimacy to the study of these issues. Llewellyn said he is hoping for more faculty appointments in the area of Environmental Studies to "sustain the conversation about a possible future for the minor to become a major." Llewellyn expressed great appreciation for the RPC, feeling that it has made a significant difference on campus. He is equally impressed with the impact of the ACSEI, which was a major factor in getting the RPC established.

Though most of the Rhodes Trustees are uninformed about sustainability efforts on campus, the Buildings and Grounds Committee is somewhat informed and certainly very aware of discussions regarding Barret Library. It is unclear at this point whether the administration will begin to bring the Trustees more into this conversation.

Apparently the president is interested in changing the "Purpose Statement" for the college and may be amenable to stressing the importance of environmental citizenship or sustainability. The RPC, however, has to date been unable to influence the wording of the College's Mission Statement.

When asked about the possibility of continuing to support ACS interns and fellows at Rhodes, Llewellyn was not sure what would happen once support for the ACSEI ends. He said he hopes that Wayne Anderson will be able to raise more money to help fund this aspect of the initiative. He also suggested that one way to continue the tradition at Rhodes would be to allow service scholars to become environmental interns.

Regarding Barret Library, Llewellyn said that the administration is taking LEED considerations seriously. While it may be too costly to make the building officially LEED, architects have been asked to consider all possibilities in terms of achieving LEED standards. An example of the challenges posed by the building is the need to use leaded glass windows to achieve a look consistent with campus buildings. Planners have looked, so far without success, for an efficient version. The issue of future parking on campus has also been raised in connection with Barret, since it will be situated where the main campus drive and some parking spaces currently exist and since it will be at the center of a more pedestrian friendly campus. The administration has considered building an underground parking garage, but is acutely aware of the tremendous cost involved. (See recommendation regarding cars on campus in "Student Development" section above.)

#### Recommendations:

Given general concerns about student and community awareness, the College should consider administering an online survey to the university community – staff, faculty, students – that addresses environmental/sustainability literacy, interests, concerns, recommendations, etc. in an unbiased way. (There is an excellent model of this at Colorado College, completed in October 2002.)

The RPC should encourage the president this year to make explicit reference to environmental citizenship or sustainability in the new Rhodes purpose statement.

See recommendation above regarding the Rhodes social code (under "Student Development and Engagement")

The RPC should work with Rhodes Information Services department to incorporate into their data collection information on sustainability and environmental citizenship. This could be based on several basic indicators. Since to some extent we are what we measure, it is important eventually to include sustainability in the institutional research framework of any committed school. (We can forward information on possible measures and indicators.)

Give "environmental citizenship and sustainability" a more prominent place on the Rhodes website and in the school catalogue. This would be significant in terms of demonstrating commitment. (As an example, see [www.newcastle.edu.au/our-uni/index.html](http://www.newcastle.edu.au/our-uni/index.html).)

Given the level of administrative interest in ACSEI goals and concerns, the president might be urged to consider joining a growing numbers of U.S. colleges and universities that have signed the Talloires Declaration, which commits institutions to building a sustainable future. The University of Richmond's President Cooper signed the document on January 22, 2003.

#### Conclusion

Core members of each constituency at Rhodes College are clearly committed to the promotion and deeper understanding of sustainability and environmental citizenship. The ACS Environmental Initiative deserves much of the credit for supporting and nurturing these interests over the years. The eventual loss of V. Kann Rasmussen support for the ACSEI will no doubt be felt, but there is hope that the ACS will find other ways to keep some of these programs going and that Rhodes will continue to institutionalize the programs and efforts this institution has initiated. Ultimately, long-term success will rest on the priorities of Rhodes community.

The World Summit on Sustainable Development recommended in September 2002 that the United Nations General Assembly declare a Decade of Education for Sustainable Development beginning in 2005, a decision that would help bring renewed global attention to the issue. The General Assembly

voted on and approved the decade last December. This development presents a potential opportunity for Rhodes to consider its role in this global context and to reaffirm its commitment to a sustainable future.

## **5. ULSF Report**

### **University of Richmond, Richmond, Virginia**

Submitted by Wynn Calder, Associate Director, ULSF

January 13, 2003

This report draws on responses to the University of Richmond's External Evaluation Questionnaire (EEQ) and the evaluation site visit conducted on November 18-19, 2002. It can be considered a supplement to the comprehensive EEQ, and it is organized according to the ACSEI Alliances (where applicable), which closely correlate with the categories of the questionnaire. The report has a dual purpose: (a) to assess impact of the ACSEI; and (b) to assess the commitment of the institution itself and to make recommendations for accelerating and institutionalizing environmental citizenship and sustainability on campus.

#### Introduction

The University of Richmond is distinguished in terms of environmental citizenship and sustainability for having both high level support and leadership in this area and a deep commitment to greening its operational practices. After a slow start in 2001-2, when the ACSEI Alliance structure was launched (phase II of the Environmental Initiative), the University of Richmond (UR) now has representatives assigned to all six Alliances. With an environmental studies major up and running, a LEED building under construction, a new provost who is very committed to environmental citizenship and sustainability, and a president who has decided to sign the Talloires Declaration in January 2003, UR is among the strongest ACS schools in terms of environmental citizenship and sustainability.

#### Curriculum and Faculty Development

Environmental Studies at Richmond has had a strong start and appears to have the full support of the administration. The momentum to introduce Environmental Studies to the University of Richmond began as early as 1994, but a June 1998 ACSEI-sponsored workshop at UR had a significant impact on the establishment of the Environmental Studies program (ENVR) in 2000. The program is small but growing: 16 declared majors, with seven students anticipated to graduate in 2003 and nine in 2004. ENVR plans to assess the program after the second graduating class. The ACSEI appears to have influenced the hiring of an Economics professor (Andy Yates) who teaches environmental economics for the program.

Environmental Studies was one of five programmatic initiatives in the 2000 strategic plan. As a result, and with the help of the ACSEI, the Business School has hired an environmental economist, Arts & Sciences has hired two geographers, and a Biology hire is in progress. It was noted that an environmental understanding was emphasized in the interview process for these positions. In terms of long term planning for departments, there is an environmental component in plans for Physics, Biology and Chemistry (as part of a general expansion of science faculty, which is in progress).

Despite the clear success of ENVR, few students are being reached on the academic side. Discussion with some faculty and staff regarding the Core course revealed that here may be an opportunity to engage higher numbers of UR students.

Various faculty members claimed there are not enough resources to support team teaching. "You have to be a squeaky wheel" to get them, one person said. There appears to be a high interest in interdisciplinary teaching and research from the administration, but less interest in the departments and among department chairs. Deans Newcomb and Ruscio spoke of a push at UR to do more collaborative work across units and more interdisciplinary work. Newcomb noted that Weinstein and the new science building (whose expansion and renovation will occur between May '03 and August '05) have been consciously designed to encourage communication across disciplines and units.

Ruscio noted that there is an endowed Chair in interdisciplinary studies based at the Jepson School. While there is potential for this position to have a stated environmental studies focus, Ruscio pointed out that this is only one area of interest among many.

**Recommendations:**

Consider ways to provide faculty awareness raising on the benefits of interdisciplinary research and teaching, as well as faculty development opportunities for the growing core.

Make it an explicit option to include a book on sustainability issues in the Core course (generated at the EAG meeting during the site visit)

Consider adding a sustainable development (or environmental studies) focus to the Jepson endowed Chair.

**Student Development and Engagement**

Representatives from all school constituencies spoke of the passivity of UR students, a common theme at the ACS schools. However, ACSEI interns and Sierra Club members constitute a critical core of student activity in environmental issues. The ACSEI has certainly helped to foster this activity.

About 50 percent of students at UR are in the Greek system. No effort is being made at present to work with fraternities and sororities to support environmental citizenship and sustainability. According to the associate director of career services, many students believe that the only way to ensure getting a job after graduation is to enroll in the UR Business School. One student observed that UR students are generally apathetic on all issues except those that affect them directly, but noted she has seen, with the advent of ENVR, a slight rise in awareness and activity, especially with the Sierra Club. An ACSEI student intern said that the majority of UR students simply "do not care" about environmental issues, and this is very frustrating for student leaders in this area. There are active students, but they comprise a small, rather isolated core.

Interns this year introduced an environmental citizenship component to freshman orientation. At this early stage, it is difficult to know how successful or useful this was.

Liz Shupe is very motivated to improve career services offerings in environmental careers. She has worked with John Bishop on offering speakers series this year. She feels that the ENVR has had a direct impact on interest in environmentally related careers. The online resources offered through her office are quite good and she plans to add faculty and alumni resumes so that students, in this case, can see directly what others associated with Richmond have done with respect to environmental citizenship.

**Recommendations:**

It is critical that more attention be devoted to motivating students and generating awareness (one of the stated goals of the EAG). This is of course not an easy task, but there are numerous strategies (a letter to incoming students before they arrive, for example, will be read by the majority).

Send out a brief email questionnaire to first-year students to see what they retain from the freshman orientation program started by interns; ask students for their recommendations (as a way of engaging them); continue running the program and improve it based on the feedback.

Continuing on the latter recommendation, since the provost is considering revamping orientation, this is an opportune time to weigh in and discuss expanding the environmental citizenship component of freshman orientation. (Information is available on other models, such as Middlebury – relatively successful – and University of South Carolina – relatively unsuccessful.)

Add an environmental citizenship and sustainability component to the health requirements for first year students.

**Campus as Laboratory for Sustainability**

The extraordinary commitment and leadership of John Hoogakker puts UR out front in terms of campus greening at present, and the potential for greater progress in the future. Everything from the central powerhouse refit to the campus-wide EMS to water conservation to landscaping to commendable waste reduction and recycling is indicative of UR's comprehensive attempt to reduce its ecological footprint. The new LEEDS building on campus, even according to several faculty members, has put environmental responsibility on the radar screen at UR. Weinstein has acted as "a catalyst for community awareness," according to one staff person. And while the LEEDS process has required hundreds of staff hours, the

collective learning on campus has been significant and will affect decision-making in related areas for years to come.

Steve Glass claimed that there is no official training of staff in environmental practices at UR (though the evaluation questionnaire notes that environmental issues have been integrated into orientation for new facilities staff, and a "green library" has been established). The "Green Carts" project, started in August '02, is ACSEI funded, and will eventually generate a data analysis. Whether UR will invest in future conversions is unclear.

While Dining Services appears to be highly responsive to student wishes, to date there is virtually no interest in vegetarian or organic options (in fact student interest was higher three years ago according to Hardy). Dining staff are conservation minded and have been for years: use relatively little disposable ware; put napkin dispensers on tables (rather than at the entrance), which has cut use by 50%; use signage to educate about waste. Recycling continues to challenge the institution, especially in Virginia, where it is not a priority. Under the circumstances, however, UR is having some success (claiming 30% total diversion rate). One anonymous staff member claimed he has seen housekeeping put materials from the recycling bin together with the trash. Another claimed that "a lot of lip service is given to recycling."

#### Recommendations:

Regarding recycling, it may be worth considering reducing the scope and expectations of this program so that goals come into line with realities. Since VA is not supportive of recycling, the EAG should consider concentrating on valued recyclables such as aluminum, cardboard, and some paper. We recognize that recycling is very important symbolically, so that such a change would require some form of public education.

The EAG is preparing, in the next phase of its campus assessment process, to do an audit of the natural resources of the campus (an ecological audit). We suggest that as part of this effort to gather baseline data, there be an equivalent audit of campus consumption and waste production (energy and water use per capita; waste production per capita). These two audits would be intimately related, and student (faculty and staff) could learn about resources they see, enjoy, and use on campus. The audits can be well executed and educational if build into the work of a class, so that students, staff and faculty join together in the endeavor. (We have information on numerous campus audits and assessments.)

The teaching potential of the new LEEDS building (both at Richmond and beyond) should not be missed.

It was noted during interviews that first-year students are allowed to have cars on the UR campus. (The prevalence and use of student vehicles on ACS campuses is very high by national standards.) We recommend that the university consider not allowing first-years to have cars, and restricting car use by all students on campus. We recognize that this may be politically impossible, but if, for example, UR were to join with a host of other schools across the country in a greenhouse gas emissions reduction campaign (UR is in a position to do so), this could serve as a justification. Notable, the EEQ describes as a possible next step for Richmond (p.15) "a study for relocating automobile traffic on the fringes of campus in order to establish a pedestrian campus." This should certainly be considered along with a stronger response to student car use.

#### Campus-Community Partnerships

As the EEQ states, campus community activities involving environmental citizenship and sustainability at Richmond are limited mostly to faculty research projects and public lecture series.

The director of campus-community partnerships at the UR Jepson Leadership School is the representative for this Alliance this year. Nancy Stutts' focus on community action research has great potential both for fostering real changes in the local region and for including a future environmental dimension. A community research clearinghouse website was completed in November 2001 and Stutts claims this could be replicated in any community and serve as a powerful resource.

Dean Ruscio noted that community service is a strong priority at the Jepson School. They have not to date integrated an environmental element. Future hires might be asked to make that connection.

#### Recommendations:

Incorporate an environmental citizenship and sustainability component into the community research website and develop a process for replicating it in every ACS school community to begin with.

Notably, many of the fall 2002 sponsored participatory action research projects (which involve a community partner, a faculty partner, and students) deal with the social dimension of sustainability. Consider projects that also include an environmental dimension in the Richmond area (environmental justice, for example).

Find ways of engaging the Greek societies and Christian groups in campus-community activities for the environment and sustainability.

#### Sustainability, Humanities and the Environment

The UR representative for this Alliance, a philosophy professor, said she feels her department chair would be amenable to her teaching a 'philosophy and the environment' course, but that she doesn't have the time to execute it.

#### Recommendation:

It was noted by some faculty members that there are not enough electives for ENVR outside of the natural sciences. It is hoped that the Deans Office will pressure departments in this regard.

#### Institutional Mission and Structure

A strong feeling from the administration is that while there is growing commitment at UR to environmental citizenship and sustainability, it is not "pulled together" or coordinated "for visibility." It is not part of the university statement. However, President Cooper's signing of the Talloires Declaration in January 2003 will go a long way toward establishing that official commitment. There is significant commitment in the trenches: a core group of faculty (most connected with the ENVR), perhaps 15 out of 330; the ACSEI interns and several other Sierra Club members; facilities staff including the director; the new provost and other administrators.

Provost Aprille wants to make the case that environmental education is integral to UR. She said that though she has a lot on her plate, and many other priorities to address, she plans to establish an Environmental Council (EC) in the near future in order to "make the environmental statement more public" on campus and to coordinate and centralize all of the various efforts underway. Thus the EAG would be one member at the Environmental Council table. This is a critical next step at UR. Deans Newcomb and Ruscio made it clear that UR is serious about the strategic direction for the school, which includes strengthening environmental studies as well as related commitments to environmental citizenship and sustainability.

Aprille noted that the UR campus won't change significantly without personal behavioral changes, and that this must ultimately come from students. She believes the inherent interest may be there. This speaks again to the challenge of awareness raising and motivation among students, which the EAG is attempting to grapple with.

#### Recommendations:

The signing of the TD is an opportunity to (a) assign a campus task force (such as a possible EC) the responsibility of devising a 5 or 10 year sustainability plan for UR with the power of implementation; and (b) hire a full time sustainability (or environmental) officer to advocate for and support such activities on campus and in the community. This would be especially important once the V. Kann Rasmussen funding is gone. The latter was the specific suggestion of EAG members, one of whom made the strong point that successful programs nearly always have a full-time director to ensure they are carried out with solid planning and coordination. The international education program was given as an example. Top down leadership is indispensable for creating an effective structure.

A critical issue in terms of ACSEI success at any institution, according to Aprille, is the quality of those people trying to affect change. These people must be locally respected; they must know who should be included (or invited to participate); and they must be able to communicate back to the campus. This should be heeded when forming the EC.

UR must continue to ask the question, what does the institution need to better achieve environmental citizenship and sustainability? What are the unique strengths, weaknesses and opportunities here that

offer potential areas of focus? The EAG future EC should consider these questions more directly and perhaps hold a public forum for such a discussion.

UR will be establishing a centralized Institutional Research office in June '03. This is a critical opportunity to put some measures of environmental citizenship and sustainability on the list of research items.

The EAG (and future EC) should consider administering an online survey to the university community – staff, faculty, students – that gets at environmental/sustainability literacy, interests, concerns, recommendations, etc. in an unbiased way. It could be part of the Talloires Declaration process (this would legitimize it) and would offer insights into the question of raising awareness (as well as raise awareness at the same time). (There is an excellent model of this at Colorado College, completed last fall.)

#### Conclusion

The University of Richmond has been highly successful in moving down the path toward environmental citizenship and sustainability despite the activities of the ACS Environmental Initiative. However, there has undoubtedly been an overall positive ACS impact on many activities that have taken place. The Environmental Studies major is the primary example. The EEQ recognized as well that UR faculty, staff, and students have been generally satisfied and stimulated by ACSEI workshops.

A section on “Sustainability in the Global Community” is not included here because it was only briefly addressed in the EEQ and during the site visit. There is clearly more that could be done in this area. The final “Factors and Next Steps” section of the EEQ indicates a clear need and desire for funding to support many more activities at UR. This is of course a legitimate and ever present concern. However, it must be noted that some of these needs could have been satisfied had UR staff and faculty taken more advantage of the ACSEI funding that has been made available (through Alliance grants) over the last year and a half.

Perhaps the most critical (though least measurable) positive impact of the ACSEI, articulated by various UR representatives, is that it has given the institution a feeling of confidence in pursuing environmental citizenship and sustainability. Knowing that the initiative is supported by all the ACS member schools has meant that Richmond is not acting alone in these pursuits, and that it is part of a significant movement.

A critical next step for Richmond is to formulate a strategy for institutionalizing the gains it has made, and establishing an infrastructure that can continue to build a more sustainable institution.

## 6. ULSF Report

### Southwestern University, Georgetown, Texas

Submitted by Peter Blaze Corcoran, Senior Fellow in Education for Sustainability, ULSF  
November 24, 2002

#### Introduction

This field report is provided as a result of the final round of site visits under the ACS Environmental Initiative grant for academic year 2002-2003 from V. Kann Rasmussen Foundation. It is provided as a courtesy to Environmental Fellows on the campus visited and to the ASCEI staff in the hope that it will be useful to the process of formative evaluation and to institutionalization. The ASCEI has funded many alliance workshops, faculty initiatives, courses, research projects, and student activities. In this report, we seek to assess the impact this initiative has had on Southwestern University.

This report is based on a preliminary draft of the ACS Institutional Assessment Questionnaire provided upon arrival on October 22, 2002. It is also based on a site visit on October 22-23, 2002 and on an analysis of previously-provided materials including the SAQ (October 2001), various strategy documents, and the “Damon Waite” questionnaire (Fall, 2000). It includes observations and discussions from a visit to an alliance event hosted at Southwestern in February 2002 and from a previous site visit to Southwestern by Rick Clugston and Wynn Calder on October 22-23, 2000. It also draws on various materials from the University, both printed and electronic.

I want to thank Laura Hobgood-Oster for accommodating my schedule and Environmental Fellow Jason Hercules for organizing the visit and providing commentary and information throughout my visit. I invite corrections or additions to this report and apologize for any misunderstandings. A report such as this is always subject to the limits of one's time on site and one's interpretation.

#### Curriculum and Faculty Development

Course development grants and support of Environmental Fellows have been important to faculty. Faculty members with interests in sustainability have found innovative opportunities for collaboration in research and, to a lesser extent, in teaching. Consortial conversations through alliances are deemed important, even when the content of the meetings is not substantive or people think the money might better be spent elsewhere.

The contributions of Fellows was widely appreciated—especially those of Laura Hobgood-Oster to SU and the Sustainability, Humanities, and Spirituality Alliance and those of Jason Hercules, even though he is not a faculty member. Faculty effort toward sustainability is being recognized in terms of faculty promotion but not with actual resources to lead the program, such as release time from other duties.

#### Student Development and Engagement

Advances in student engagement have been made. At Southwestern, as elsewhere, the involvement of more students as Environmental Interns has made a critical difference. Students are very active in recycling efforts, a garden club, developing a "green" hall and the Southwestern Environmental Awareness Klub (SEAK). Students have many opportunities for environmental internships and for information on environmental career opportunities. In several meetings with students, it became clear that their priority for institutionalization was a new faculty position in environmental studies.

#### Campus as a Laboratory for Sustainability

There are many and increasing opportunities for sustainable institutional practice at Southwestern. Bob Mathis, Associate Vice President for Facilities and Campus Services, is a champion of such practice and of assaying the results. The projects stated in the IAQ were verified in my visit, ranging from drought-resistant buffalo grass to education of physical plant supervisors. Mathis is a Facilities Fellow and credits ACS Alliance meetings and V. Kann Rasmussen funding with generating momentum and inspiration on campus.

One sees that future development of all kinds on campus will be influenced by the commitment in this department. Exciting possibilities include the use of LEED standards in the new leadership center building and the designing of an ecologically-sound golf course.

#### Campus-Community Partnerships

Promising opportunities await for service learning with the upcoming Paidea program. The Career Service Office is creating environmental externships. Comment and analysis await answering questions 16-20 on the IAQ.

#### Sustainability in the Global Community

Sue Mennicke, Director of Intercultural Learning and International and Off-Campus Programs, indicated there was no influence of ACS nor any ACS involvement in Southwestern's programs. Questions 21-25 are not answered on the IAQ.

#### Sustainability, Humanities, and the Environment

This is an area of significant activity, both on campus and in the Alliance due to the efforts of Laura Hobgood-Oster. Most of the activity is academic and faculty-driven. The pressures on faculty at Southwestern are high. There is no release time for faculty Environmental Fellows—nor, I understand, for program or department chairs. This makes the contributions of the excellent faculty involved all the more impressive, but raises questions about the sustainability of their efforts—and even of the environmental studies program.

#### Institutional Mission and Structure

I believe there is an exciting constellation of interests and commitments at Southwestern University that are making a difference in realizing sustainability in the critical dimensions of university life. The basic IAQ questions related to "Institutional Mission and Structure" and "Factors and Next Steps in Responding to Environmental Citizenship and Sustainability" have not yet been answered, making it

virtually impossible to complete the analysis of Southwestern's participation in the ACSEI. I greatly appreciate Southwestern's accommodation of my visit at a time convenient to me and now recommend prompt completion of the self-evaluation task in the form of the questionnaire.

#### Recommendations

I recommend Southwestern seriously consider developing a state-of-the-art environmental center as mentioned by President Schrum. A study of the need for and efficacy of such a center within the ACS, the University, and the Georgetown or regional community would help discern the feasibility of such a center and the degree of institutional commitment to it. With its extraordinary blessing of land and of leadership in ACS, such a center would provide an opportunity for Southwestern to make a significant contribution to sustainability in higher education.

Many, or even all, of those with whom I spoke mentioned the need for a sustainability staff person to follow through on SU's initiatives. Several different titles and responsibilities were suggested. Clearly, the need for some kind of "sustainability officer" is widely accepted. The creation of such a position would be a strong statement of the institutionalization of sustainability. The potential availability of Jason Hercules makes this all the more possible.

Using LEED standards for the leadership center would demonstrate significant leadership (pun intended) within the ACS—as would redeveloping the golf course to Audubon International Standards.

The enhancement of institutional resources to support faculty involvement in the Environmental Initiative and the Environmental Studies Program clearly emerged as a need in my discussions with administrators, faculty and students. Faculty members are busy with this and many other things. Is support possible in course release time? Course development and research grants from ACS seem to be very important, as do SU grants for cross-disciplinary research. Are there resources to assist faculty in their professional development related to sustainability? The stability of the program would be strengthened in this way.

The use of institutional research at the Office of Strategic Planning and Assessment, as offered by Dr. Ronald Swain, could be very helpful in the institutionalization of sustainability. This could help identify progress against benchmarks, would raise the awareness of needs as well as the sense of accomplishment.

## 7. ULSF Report

### **Spelman College, Atlanta, Georgia**

Submitted by Peter Blaze Corcoran, Senior Fellow in Education for Sustainability, ULSF  
November 22, 2002

This is the report of a courtesy call on Dr. Bretta F. King, Assistant Professor in the Environmental Science Program at Spelman on Wednesday, November 5, 2002. Dr. King had not completed the "ACS Environmental Citizenship Programs 2002 Institutional Assessment Questionnaire." I invite corrections or additions to this report. A report such as this is always subject to the limits of one's time on site and one's interpretation.

Spelman is new to the Associated Colleges of the South, joining in 2000—and is, of course, new to the Environmental Initiative. Dr. King is the Environmental Fellow and Fatima Shaffei will be the new Fellow. There are four student interns—all active. An environmental task force has been formed with ten members, all of whom are students. Projects include: distributing environmental facts to the college community; working with the vegetarian student organization to provide vegetarian options in the Spelman cafeteria; starting an organic garden; researching campus composting options; and campus recycling of paper, cans, and bottles.

The academic program includes an Environmental Science concentration within natural sciences. Ten students are enrolled. There is also an Environmental Studies Minor with four students enrolled. There is discussion of an Environmental Studies major.

This was a very brief visit which included a meal in the staff and faculty dining room with Dr. Collette M. Hopkins of Clark Atlanta University, and a one and a half hour meeting with Dr. King, a chance meeting with Dr. Shaffei, and a campus walking tour.

#### Recommendations:

The process of researching and responding to the IAQ should begin immediately. I suggested to Dr. King that she involve as wide a circle of participation as possible and utilize the student interns in the data-gathering process. I suggested that ULSF services were available to assist. I recommend we return for site visit validation and analysis when the questionnaire is complete.

### **8. ULSF Report**

#### **Washington & Lee University, Lexington, Virginia**

Submitted by Wynn Calder, Associate Director, ULSF

February 20, 2002

This report is based on the evaluation site visit to Washington & Lee University conducted on November 7-8, 2002 and draws on responses to the Institutional Assessment Questionnaire (IAQ). It can be considered a supplement to the comprehensive IAQ (prepared by Helen Downes in the fall of '02), and it is organized according to the IAQ categories (based on the Alliances). The report has a dual purpose: (a) to assess progress at the institution itself and to make recommendations for accelerating and institutionalizing environmental citizenship and sustainability on campus; and (b) to assess impact of the Associated Colleges of the South Environmental Initiative (ACSEI).

#### Introduction

Washington & Lee University (W&L) is strongly committed to promoting environmental citizenship and sustainability in teaching and practice. Representatives from all constituencies at W&L – the faculty, staff, students, and administration – are providing leadership in these areas. The University has assigned representatives to all six of the ACSEI Alliances, and hosts the Student Development and Engagement Alliance. Though W&L was showing an interest in sustainability even before 1997, when ACS formally began the Environmental Initiative, there is little doubt that the ACSEI has encouraged and supported progress at various levels.

#### Curriculum and Faculty Development

W&L's Environmental Studies Program (ESP) is in its third year and going strong. The program reaches many more students than those who commit to completing it, and it engages numerous departments with its interdisciplinary approach. In addition to fulfilling requirements in a major area of study, ESP students must complete three required courses as well as other selections from the Social Sciences, Natural Sciences and Humanities. This year the program has added a service-learning component. In its first year, eight students completed the program; this year 13-15 are expected to do so. The introductory course, ESP Director James Kahn's Interdepartmental 110, is taught each semester and enrolls about 45 students a year. Kahn regularly turns students away. The ACSEI served as a "springboard" for W&L to receive the large Dupont grant that launched the program (IAQ, p.3).

Due mostly to the convictions of Kahn, the ESP emphasizes student research in environmental and sustainability issues. This has offered extraordinary opportunities to students. With a new course this year entitled Ecotourism and Sustainable Development; students are doing social science research to show the impacts of a beach development in Brazil, research that might affect the outcome. These students describe themselves as "hands on co-learners" in one of the most interesting courses they say they've ever taken.

Several recent hires have contributed to a culture of environmental citizenship and sustainability at W&L. Two biologists and one geologist were recently hired with the interdisciplinary needs of ESP in mind. Other established faculty members are adding environmental or sustainability dimensions to their courses: such as "Ethics, Economics, and Ecology"; "Ethics and the Environment." Two senior faculty members (in English and Biology) have redirected their research to incorporate environmental issues. Departments are increasingly encouraged to hire new faculty with interdisciplinary interests. In the last two years, there has been a huge increase in interest among economics students in the "Environmental Economics" course.

The greatest barrier to change in curriculum at W&L, according to several faculty members, is that departmental structure and autonomy is still very strong and the interest among faculty is to get rid of courses, not add them. Faculty and staff development opportunities in sustainability have been limited to ACSEI activities.

#### Recommendations:

Regarding faculty hiring, it would be worth considering a "University Professor" appointment in sustainable development (discussed with faculty members during the site visit), which by definition would have an interdisciplinary focus. A multidisciplinary committee could be formed to evaluate the applicant and position.

We recommend that ESP pursue an ecological footprint course starting in fall '03 or spring '04 and make it a permanent course, so that students (as well as faculty and staff working with them) perform annual assessments/audits which can be compared from year to year (Rhodes College provides a good model). This is particularly relevant at W&L since, according to the IAQ, little is known about the exact status of campus water and energy use, indoor and outdoor air pollution, etc. (p.6).

Instead of adding new courses with sustainability content, it may be worth offering a faculty development workshop every two years (structured like the Ponderosa Project at Northern Arizona University or the annual Service-Learning workshops at Rhodes College) to give faculty the opportunity to incorporate concepts of sustainability and environmental citizenship into their courses if they choose to. It appears there may be interest among W&L faculty, and this could be done in a low-cost way.

#### Student Development and Engagement

While it is fair to say that W&L students are lagging behind the faculty and administration in terms of their overall interest in environmental issues, there is a strong core of dedicated students. These include the ACSEI interns, who have provided exemplary leadership on campus, and other students who are active in the Outing Club. Many agree that the ACSEI has served as a critical "stimulus for student activity." The Outing Club is unique in terms of its extensive influence on campus. Roughly 40% of the campus has paid dues to the Outing Club, and of these 700 students, there is an active core group of about 50 individuals. The group has a pre-orientation program on the Appalachian Trail that is led by students and about 115 freshmen participate annually, with nearly 50 trip leaders. The Club also has a sub-group focused on environmental issues, and is assigned a faculty advisor.

One student felt that while good work is evident on campus, students are not being educated about it. Another discouraged student noted that there is "not a lot of activism about anything on this campus." The question was posed: "how can we better raise awareness?"

Career Services has made good use of a \$4,000 ACSEI grant, holding a successful November 4 event with Kevin Doyle as guest speaker on environmental careers. The "workshop" attracted about 30 students and his presentation has been put on the W&L website. The Career office is actively trying to increase the availability and quality of environmental career counseling.

#### Recommendations:

The Outing Club at W&L is uniquely positioned to communicate a broader sustainability-oriented message to participating students (no equivalent group on other ACS campuses reaches so many students). While it may not be in the interest of the Club to stray from its central purpose of fostering interest in outdoor activities and the appreciation of nature, a more conscious effort to teach and model sustainable living could be enhanced and even celebrated.

In a post-ACSEI world, both David McConnell and Robert Akins felt that the college should continue to support environmental interns (and perhaps faculty and plant fellows), as these positions bring great return for the money. Helen Downes confirmed that when she was an intern, it was often the small compensation that caused her to put those activities high on her priority list, despite having many other obligations and little time.

Given general concerns about student and community awareness, the College should consider administering an online survey to the university community – staff, faculty, students – that gets at environmental/sustainability literacy, interests, concerns, recommendations, etc. in an unbiased way. (There is an excellent model of this at Colorado College, completed last fall.)

### Campus as Laboratory for Sustainability

W&L is making great progress in sustainable campus operations through the work of a committed and increasingly educated physical plant staff and an official Environmental Planning and Management Committee (EPMC). The EPMC, which concentrates on campus operations, was formed in 1999 in response to the ACS Environmental Initiative as well as student interest in recycling. It includes faculty, staff and student representatives and reports to the provost. Various members of the committee agree that it is "helping to spread the word through the campus," and that "we are much further ahead now than we were three years ago." For ACS interns, who typically serve on the Committee, this has provided a unique opportunity to learn about solving sustainability challenges on campus in collaboration with motivated representatives from all constituencies. Bob Akins, who has chaired the Committee since the beginning, noted that he feels it is time for someone else to lead.

Director of the Physical Plant Scott Beebe is now quite knowledgeable about green building design and other sustainable operations practices. He said he has initiated the process of putting an Environmental Management System (EMS) in place, and plans to form a core committee (perhaps a sub-committee of the EPMC) to facilitate this process. Beebe hopes to have a basic EMS running within a year. Among the challenges in trying to create an EMS for the University is the historic nature of the campus: with many of the buildings, there is no way to measure water and energy use for the purposes an annual auditing and reporting. At this point, it would be very expensive to add meters and retrofit the old structures. Still, much more could be done with the existing infrastructure.

Beebe noted that "thinking about environmental conservation" has become standard practice, a relatively new phenomenon due primarily to the ACSEI. Chris Wise sees more awareness on campus than ever before, despite the "conservative student body." Beebe and Wise apparently provide informal training to staff in sustainability, and the office has a new staff member who is paying close attention to energy conservation. Clearly, ACS workshops focused on sustainable campus operations have been valuable in the overall education process.

W&L's commitment to sustainability in building design is clearly demonstrated in the construction of its new Student Commons, which will meet some LEED standards (though fall short of certification). Additionally the building will be used to educate students about energy and water use, passive solar, etc.

Recycling continues on a limited basis. While W&L has made progress in a state that does not require recycling, there are some ongoing weaknesses. For example, at the student Co-Op (a snack bar), students purchase an estimated 2,530 disposable cans and bottles per week, and few of these are recycled (except during the collection program on Mondays and Fridays, which has very limited effect). There are no outdoor receptacles on campus for recyclable containers (which might be particularly useful in front of the Co-Op). In addition, the main dining hall is currently not recycling cans or glass. Collection at the dining hall would be expedient, since kitchen staff could be asked to put those items in bins on a daily basis. Beebe noted that he would like to see recycling bins outdoors. The EPMC has committed this year to creating a program to educate incoming freshmen about recycling, working with the fraternities to establish a recycling program, and working with food service managers in the sororities to improve kitchen waste and other collection.

A new director of Dining Services is very interested in increasing sustainable practices at W&L. Based on a student request, he has made organic coffee available; he is buying in more bulk to reduce packaging; he is working with two faculty members on an ACSEI funded composting project; and he is slowly delving into the organic and local markets, and purchases Asian pears from a local organic producer (who came to him with an offer). He wants to reduce waste and increase recycling at catered events, which currently do very little in this regard.

ESP Project Coordinator Helen Downes is planning to head up a campus environmental audit in 2003 and is recruiting several students to work with her. An ACS intern may dedicate all of his or her time to this project. Downes is currently outlining areas to be tackled and plans to begin the project in earnest this summer.

Recommendations:

A more formal orientation process for Physical Plant staff on sustainable practices (and the justifications for moving in this direction) would be helpful for standardizing sustainability and environmental citizenship.

Encourage and support Beebe in the development of an EMS. (Note: the University of South Carolina has created an EMS for its Environmental Health and Safety group; its Housing Department has just completed one; and Facilities is beginning the process.)

We recommend establishing one or two student internships with Physical Plant. Beebe thought this could be "very helpful" and suggested students could do research by going through files, looking at trends, doing some number crunching, etc.

Ensure that the Student Commons be used as a teaching tool both for W&L students and for the community (primary and secondary school students especially).

Facilities staff should play a stronger role in advising students to save energy and conserve water during first-year orientation. This would also reinforce the message that facilities staff have a teaching role, are integral to the W&L community, and do not simply maintain the campus for student use.

Work with Dining Services to recycle cans and glass. It would be simple to involve dining staff in this effort and the head of dining is amenable.

It would be worthwhile to do a trash audit. Erik Kiewiet de Jonge (intern) is trying to get the fraternities to do this with a contest. See the recommendation under "Curriculum Development" regarding an annual campus environmental audit/assessment course.

See recommendation for an ecological footprint course under "Curriculum."

#### Campus-Community Partnerships

W&L students are annually involved with Boxerwood Gardens, Roots and Shoots, and the Rockbridge Area Conservation Council (RACC), and this year an ACSEI Campus-Community partnership grant is being used to increase awareness and relations between the campus and Boxerwood through research and service-learning opportunities. RACC also holds a community clean-up annually, and more than 200 students participate in this annually.

If funding becomes available, Helen Downes, Project Coordinator for ESP, will work to establish long-term relationships with the County and City planners, Boxerwood, and RACC to have permanent internships in their organizations each summer. She plans to have an application and interview process for interested students, and hopes this will become "a permanent fixture" of the Environmental Studies Program.

Service Coordinator Eric Owsley has seen an increase in environmental awareness at W&L over the past few years, though it's not clear to him what factors account for this. Eric said he can encourage students to engage in volunteer environmental projects, but clearly there are other competing issues. Notably, the "environment" was the "theme of service" twice in the last year at W&L. Service-Learning Coordinator Kelly Nichols would like to make a clearer connection between environmental issues and service programs, finding agencies, for example, that bring poverty and the environment together.

#### Recommendations:

One way to make the link between campus and community stronger is to require ACSEI interns to play a role in an existing partnership (serving on the Rockbridge Area Conservation Council board, for example, was a responsibility of past intern Helen Downes).

The Shepherd Poverty Program could be linked to sustainability (or sustainable development) if W&L wanted to take a more active part in promoting the interconnection of social, economic and environmental problems. The Shepherd courses, for example, would be appropriate venues for introducing SD concepts, since they are so intimately linked to the subject of poverty (environmental justice being one example). There also may be other agencies (in addition to the 35 with whom W&L is in contact for Shepherd) that appropriately deal with SD and poverty and who would take on W&L interns.

W&L's Office of Leadership Development is a natural place to make the connection with sustainable development. The argument can certainly be made that leadership in sustainability is a 21<sup>st</sup> century imperative. This would further distinguish this unique program.

#### Sustainability in the Global Community

In terms of international programs, W&L had extensive offerings for an institution of this size. Environmental citizenship, however, is not emphasized. The Global Stewardship program, for example, which started less than two years ago, requires two foundation courses, Human Geography and Contemporary Global Issues, study abroad and an overseas internship. W&L's Center for International Studies, which began five years ago, focuses on bringing more international students to campus (up 300% since the program's inception) and finding opportunities for students to study abroad (up 50%). An average of one student per year studies at the Organization for Tropical Studies and the School for Field Studies, both of which have an ecological focus. While a contribution to environmental citizenship and sustainability on campus from these programs is not a priority, they clearly foster a greater awareness of international experience and concerns among W&L students and indirectly support ACSEI goals.

Notably, there is growing number of internationally focused courses that deal with environmental and sustainability issues: environmental economics courses in Brazil and Bolivia and in Mexico; an ecology course in the Galapagos; a botany course in Costa Rica to name a few.

Recommendation:

Explore ways of making sustainability a more explicit aspect the Global Stewardship program and the Center for International Studies. Since environmental, social, and economic development issues are so intertwined with international study and global issues, this would be an easy fit.

#### Sustainability, Humanities and the Environment

In this section of the IAQ, there is little evidence of a commitment on the part of W&L to learn and teach about "the role of ethical, spiritual/religious, or other 'worldview' perspectives in shaping responses to issues of environmental citizenship and sustainability" (two questions were left blank). Notably, Philosophy 108, "Ethics and the Environment" appears to be popular course, and English professor Jim Warren, who attended the Southwestern ACSEI workshop in spring 2002, said he has taught the Earth Charter in his classes this year.

Recommendation:

Consider new ways to encourage the incorporation of sustainability issues in courses in the Humanities and Social Sciences, both through the ESP and future ACSEI workshops (see faculty development workshop recommendation above in "Curriculum" section).

#### Institutional Mission and Structure

W&L has shown increasingly strong institutional support for environmental citizenship and sustainability in recent years. It has hired a director of the ESP with tenure in the Economics Department. In the last year ESP gained a program assistant and project coordinator. The EPMC was established by the President and the VP for Academic Affairs in 1999. In addition, the Outing Club has a professional director, which helps keep the group strong and active. Provost Boetsch said he felt there is a genuine commitment to environmental citizenship among members of the faculty and administration and "a growing group of students."

The trustees of W&L have had little exposure to the ACSEI. In terms of environmental concerns, they have been involved only in discussions about the future of a large nature preserve on the edge of campus. Provost Boetsch said he is interested in getting the Trustees to approve a proposed environmental mission statement for W&L. The EPMC supports the mission statement and has submitted it for consideration to the administration.

President Burish comes to W&L with a strong interest in both diversity (among students and faculty) and interdisciplinary teaching and research. Both interests are supportive of ACSEI goals. He said he would like to find a way to endow the student interns and faculty fellows (since they are considered to be so valuable), for this would ensure continuity. He wondered whether ACS could help in establishing such an endowment. President Burish is very interested in sustainable campus operations, especially if this

can save money over the long run. He feels the curricular side is well established and will take care of itself.

#### Recommendations:

Noting that the Environmental Planning and Management Committee has been very effective in terms of operations at W&L, we recommend either the transition of this committee into one with a broader sustainability/environmental citizenship mandate, or the formation of a new committee which looks at sustainability in all dimensions of campus life: curriculum; research and scholarship; operations; faculty and staff development and rewards; outreach and service; student opportunities; and institutional mission, structure and planning. Given the strong leadership support at W&L, an environmental or sustainability committee or task force could be very effective in strategic planning and implementation.

Provost Boetsch confirmed that a new office for institutional research is being established at W&L. This offers a great opportunity to begin measuring and assessing environmental citizenship and sustainability as a matter of course for the university. (We can forward information on possible measures and indicators.)

Give "environmental citizenship and sustainability" a more prominent place on the W&L website and in the school catalogue. This would be significant in terms of demonstrating commitment. (As an example, see [www.newcastle.edu.au/our-uni/index.html](http://www.newcastle.edu.au/our-uni/index.html).)

Given President Burish's interest and Provost Boetsch's demonstrated commitment to ACSEI goals and concerns, Burish might be urged to consider joining a growing numbers of U.S. colleges and universities that have signed the Talloires Declaration, which commits institutions to building a sustainable future. The University of Richmond's President Cooper signed the document on January 22, 2003.

Work with Provost Boetsch to get the language of sustainability and environmental citizenship into the University mission statement.

#### Conclusion

Beyond the clear commitment of core faculty, students, staff, the administration has stated definitively that W&L has a sustaining interest in environmental citizenship and sustainability. The eventual loss of V. Kann Rasmussen support for the ACSEI will no doubt be felt, and there is hope that the ACS will find other ways to keep some of these programs going. But as Provost Boetsch stated, "When the ACSEI goes, we'll look at what we're losing and then go after it."

The 2002 World Summit on Sustainable Development recommended that the United Nations General Assembly declare a Decade of Education for Sustainable Development beginning in 2005, a decision that would help bring renewed global attention to the issue. The General Assembly voted on and approved the Decade in December. At an institution like Washington and Lee University, with a demonstrated commitment to environmental citizenship and sustainability, this development presents an opportunity to consider its role in this global context and to reaffirm its contribution to a sustainable future.

The challenge that lies ahead for W&L, which has accomplished a great deal on its own and in partnership with the ACS Environmental Initiative, is to further institutionalize these new priorities. Only then can the school be assured that these initial efforts will affect generations of students to come.

## D. Alliance Year End Summaries

### 1. Student Development and Engagement Alliance (SDE), Helen Downes and Kelly Stewart Nichols, Co-Directors

#### a. Progress Towards Goals

The Student Development and Engagement Alliance was conceived in order that ACS institutions could develop a new, more comprehensive student development initiative that focuses on environmentally sustainable life choices, enhancing student environmental citizenship. In 2002-2003, we have seen broader student participation in the SDE workshop, enhanced effectiveness of career preparation and placement in environmental jobs and internships, and more student interest and activism in environmental issues.

#### b. Grants Awarded

i. The alliance decided to revise our Request for Proposal document this year, in order to include more clear language and requirements. We divided our funding options into three categories: Environmental Career Planning, Student Leadership and Engagement, and Circuit Rider funds. We placed a \$5000 limit on environmental career planning funds, a \$4000 limit on student leadership and engagement funds and a \$500 limit on student research. The Alliance also chose to instate established deadlines to better facilitate communication and cooperation on review within the group, and to aid students in planning and time management. We established four deadlines - October 15, Friday, November 15, Friday, January 31, and Friday, March 28.

ii. The SDE alliance received 29 grant proposals during the 2002-2003 academic year, and awarded funds to 24 students, faculty, and staff members. The grants range in amount from \$300 to \$5,000 for a wide range of topics such as green careers, environmental service learning, Earth Day celebrations, and wildlife research.

#### c. Workshop

i. The Alliance hosted the Second Annual ACS Student Sustainable Leadership Workshop March 7-9, 2003 at the Heifer International Ranch in Perryville, Arkansas. Forty students from eleven ACS schools attended, along with six alliance members. The theme of the workshop was "Engaging Campus Leaders in a Vision for the Future."

ii. The alliance chose to focus on campus leaders in their recruitment of conference attendees instead of the typical "green" students this year.

iii. Attendees were led through exercises in leadership, personal accountability, and grant writing. They were also given time to interact with one another (many did not know the attendees from their own schools) and to formulate action plans for their campus and the organizations they represented. They also participated in the Global Village experience at Heifer Ranch where they learned more about the economic and environmental realities of people around the world, as well as group cooperation.

iv. The keynote speaker for the conference was George Bandy II, the Social Sustainability Manager at Interface Research Inc. Mr. Bandy worked with the students for an afternoon, discussing the topic of sustainability and leadership in the workforce today and conducting exercises along these topics.

#### d. Website

In 2002-2003, SDE was able to share all of these innovative ideas, along with their authors, with the ACS community through our newly created SDE website (<http://sde.wlu.edu>). In addition to this sharing, the alliance awarded circuit rider funds to two grant recipients, who used these funds to further share their ideas through travel and more in-depth websites. Our website was also a platform for publicizing our alliance and our RFP along with our annual student conference.

#### e. Budget – 2002-2003

Student Development and Engagement Alliance: 2002-2003 Budget (REVISED 9/03)					
Activities	Year One Carryover Funds	Year Two New Funds	Year Two Total Funds	Year Two Actual Expenditures	Year Two Carryover Funds

Career Planning	\$4,496.78	\$15,000	\$19,496.78	\$20,125.00	-628.22
Student Leadership	\$12,127.37	\$17,500	\$29,627.37	\$24,148.65	\$5,478.72
Student Grants	\$7,020	\$20,000	\$27,020	\$32,795.59	-5,775.59
Circuit Rider	\$1,650	\$4,000	\$5,650	\$2,000	\$3,650.00
Website	\$1,000	\$1,000	\$2,000	\$2,143.85	-143.85
2002 discrepancy	\$2,168.11	0	\$2,168.11	0	\$2,168.11
TOTALS	\$28,462.26	\$57,500	\$85,962.26	\$81,213.09	\$4,749.17

## 2. Curriculum and Faculty Development Alliance (CFD), Wade Worthen, Director

### a. Progress Towards Goals

The CFD Alliance has a long term goal of raising the visibility of the environment as a focus of teaching, learning, and research, while developing environmental studies concentrations, majors, minors, courses, and modules. In fall of 2001, 10 of 16 ACS schools already had some sort of institutionalized program that earns certification in Environmental Studies; therefore, CFD members determined to devote special attention to those institutions still in the process of defining their academic program, enabling them to learn from the experience of institutions with established environmental curricula. To this end, the CFD Alliance designed and inaugurated an informational website that would promote workshops and grant opportunities; offered grants that would motivate and support faculty who wanted to design environmental courses; and held two workshops to enable peer training by faculty who had successfully initiated environmental programs at their schools.

In 2002-2003, we continued these efforts by completing the website for course postings (which will be completely operational by August 1, 2003), by distributing funds for course development, and by co-hosting a "Green Teaching Conference" to publicize the new courses funded in the 2001-2002 budget year.

### b. Grants Awarded

CFD Grants were given to support nine new courses in the first and second round of applications. Courses funded involved international, interdisciplinary courses (Bahamas, Peru, Brazil, and India), interdisciplinary field courses in the United States (New Mexico's culture and geology), and courses in environmental civic design, economic education, and introducing eco-theology into the humanities curriculum. The courses span the natural sciences, social sciences, and humanities. A total of \$16,309 was awarded for CFD grants this year.

### c. Workshop

CFD was one of four alliances co-hosting the "Green Teaching Conference" in Greenville, SC, in early April. The primary goal of this conference, for CFD, was to showcase the projects and courses funded by the alliances in the preceding year, in order to give other ACS faculty ideas about what they might try on their own campus. There were 48 ACS faculty from 12 ACS schools in attendance, and guest speakers from Vollintine-Evergreen Community Association, The School for field Studies, and University of Central Arkansas. In addition to sessions by each of the four alliances (CFD, SHE, CCP, and GC), there were sessions on Green Pedagogy, Computer-Based Resources, and Green Grants.

### d. Website

Dr. Kevin Treu, Professor of Computer Science at Furman University, was paid a stipend of \$2500 to construct an accessible database for environmental course work. This site will allow ACS faculty to "drag and drop" their syllabi, reading lists, and examples of student course work into the site. This will be an extraordinary resource for the development of environmental courses throughout the consortium.

### e. Budget – 2002-2003

Curriculum and Faculty Development Alliance: 2002-2003 Budget					
Activities	Year One Carryover Funds	Year Two New Funds	Year Two Total Funds	Year Two Actual Expenditures	Year Two Carryover Funds
Faculty Dev. Workshop	\$10,667	0	\$10,667	\$8,630	\$2,037
Curriculum Dev. Grants	\$1,093	\$16,000	\$17,093	\$16,309	\$784

Instructor Resources	0	\$2,500	\$2,500	\$2,685	\$ -185
Enrollment Surveys	0	0	0	0	0
TOTALS	\$11,760	\$18,500	\$30,260	\$27,624	\$2636

### 3. Campus as a Lab for Sustainability Alliance (CLS), Jeanne Jackson and Roald Hazelhoff, Co-Directors

#### a. Progress towards Goals

The goal of the CLS Alliance is to use the campus and its various assets as models for best management practices in sustainability. This goal has been achieved through supporting new sustainability projects and by "greening" on-going campus operations projects. This year, nine grants were given to nine different ACS colleges. Faculty, staff, and students used Circuit Rider funds to attend several national conferences on sustainability and visit other ACS campuses to exchange ideas. The CLS Alliance sponsored a successful workshop in the fall at Birmingham-Southern College on campus sustainability. Representatives from 13 ACS institutions attended the conference.

#### b. Grants Awarded

In 2002-2003, CLS awarded a total of \$31,000 in nine grants to nine different ACS institutions. The projects varied from vehicle testing of service cars to a biodiesel demonstration project to a composting program to waterless urinals.

i. J.D. Thompson at Hendrix College received a grant of \$3000 to turn an unused greenhouse into a functional eco-awareness facility. The greenhouse is located near the center of campus with closely proximity to the biology department and the student center. It will not take considerable work to convert the greenhouse, and the Maintenance staff and student volunteers will complete the work. The furniture will be made of recycled materials, and environmental concepts will be laminated on the tables. It will be used for meetings of environmental groups.

ii. John Hoogakker at the University of Richmond will test the vehicle emissions of various service vehicles, compare results and make plans for future use. Several other ACS institutions are interested in this project, and results will be circulated. The grant is for \$3500 and UR will supplement the cost.

iii. Rich Redfearn at Rhodes College will operate a biodiesel-fueled car as a demonstration of how alternative fuels are practical for use on a college campus as a fleet vehicle. The project could be reproduced at any college and results will be shared with other ACS schools. The College will manufacture the biodiesel fuel and conduct experiments in the chemistry lab under Redfearn, a Rhodes chemistry professor. The grant is for \$4000.

iv. Teresa Hanlon and Bill Hamilton at Washington and Lee will turn the original dining room materials composting project initially funded by the CLS Alliance into a full-scale functional system. With a grant of \$3500, W&L director of dining services will purchase rectangular tanks and construct new composting systems. A student will be hired to assist with the composting project. The 2002 fall grant to W&L for the can crusher was not utilized, so the \$3000 from the fall grant will be applied to this request. Hence, only an additional \$500 was given this spring.

v. Roald Hazelhoff of Birmingham-Southern College purchased waterless urinals and initiated water conservation practices, including low-flush toilets, with a grant of \$5000. Water conservation equipment was installed in the main administration building and the Southern Environmental Center. In addition to conservation of water, the new devices will significantly reduce energy costs on campus.

vi. Bryan Dewsbury at Morehouse College was awarded \$1500 to purchase recycling bins for academic buildings and residential halls. Morehouse has already begun a successful recycling project and the grant will support their efforts. Great strides have been made in coordinating recycling efforts with physical plant staff, housing staff, the cleaning service and campus operations, and resident advisors.

vii. Debra Butler of Spelman College received a grant of \$500 that will purchase recycling bins to promote a recycling campaign. Information will be circulated throughout campus about recycling efforts and staff at Spelman will work with the ACS intern and professors at Morehouse College.

viii. Jason Hercules and Bob Mathis of Southwestern University were awarded a grant of \$5000 in the Fall 2002 term to landscape a neglected area with native plants and add a natural putting green to test environmentally sound golf course methods.

ix. Phil Lewis of Furman University received support in Fall 2002 to purchase bike racks to promote safe storage of bikes that were purchased with ACS funding. The \$5000 grant will discourage car use on campus.

#### c. Workshop

The Campus as a Lab for Sustainability Alliance held a workshop at Birmingham-Southern College October 25-27, 2002. Thirty-one participants from 14 ACS institutions attended the weekend conference, which began with dinner in a downtown loft apartment and a slide presentation on redevelopment efforts in Birmingham.

i. Keynote speaker Dennis Creech, Executive Director of Southface Institute in Atlanta, spoke on "Greening the Campus One Building at a Time." He was followed by a panel discussion by experts on "Green Developments in the Southeast." Panelists included Bob McNutt, Chattanooga Neighborhood Enterprise, Gordon Kenna, Resource Consultants in Atlanta, Andre Bertrand discussing urban redevelopment surrounding Morehouse College, and Carol Ekstrom from Rhodes College highlighting campus audits. Additional workshops included an overview of BSC's new outdoor classroom which controls campus runoff and a discussion of LEED certification by Dennis Creech, Phil Lewis of Furman University, and John Hoogakker of University of Richmond.

ii. Other sessions included discussion of xeriscaping and rain gardens by the grounds director at the University of Richmond, composting and recycling by Washington and Lee and Hendrix College faculty members, and transportation initiatives by John Hoogakker at the University of Richmond. Wynn Calder of University Leaders for Sustainable Future attended the conference and shared with the participants information about the programs of his organizations as well as innovative sustainable practices on other campuses.

iii. The highlight of the workshop was the exchange of ideas about campus sustainability by physical plant directors, faculty members, and college staff. Several physical plant directors had not been active in sustainable practices and became enthusiastic about projects for their campuses. Others gleaned ideas of better methods to improve existing practices.

#### d. Circuit Riders

i. Every year the Atlanta-based Southface Institute hosts its Greenprints Conference, which draws national and international participants. CLS Alliance co-director Roald Hazelhoff participated in a panel discussion entitled "Adding Value to Green Space" at the Greenprints '03 Conference on February 13-14, 2003 in Atlanta. Jeanne Jackson, co-director of the CLS Alliance and Phil Lewis, CLS Alliance representative from Furman also attended this two-day event.

ii. CLS co-directors Roald Hazelhoff and Jeanne Jackson met up with ACS constituents Elizabeth MacNabb, Jason Hercules, and Bob Mathis in Austin, Texas for the first Green Building Conference on November 13-15, 2002. The event provided valuable insights on ways to fund green buildings, changes in the LEED certification process, and examples of "eco school design." A working tour of nearby Southwestern University was also organized by Bob Mathis, CLS Alliance member. It included a meeting with Southwestern faculty, physical plant staff, and students.

iii. Alliance co-director Jeanne Jackson visited the campus of Washington and Lee University and met with Dr. Bill Hamilton, CLS Alliance representative about the composting project on campus.

#### e. Budget – 2002-2003

Campus as a Lab for Sustainability Alliance: 2002-2003 Budget					
Activities	Year One Carryover Funds	Year Two New Funds	Year Two Total Funds	Year Two Actual Expenditures	Year Two Carryover Funds
Workshop	- \$2,448	\$37,000	\$34,552	\$10,060	\$24,492
Grants	0	\$28,000	\$28,000	\$31,000	-\$3,000
Circuit Rider funds	0	\$8,000	\$8,000	\$3,611.29	\$4,388.71
Surveys	0	\$1,000	\$1,000	\$8.37	\$991.63
TOTALS	- \$2,448	\$74,000	\$71,552	\$44,679.66	\$26,872.34

#### 4. Campus-Community Partnerships Alliance (CCP), Lizabeth Zack and Russ Wigginton, Co-Directors

##### a. Progress Towards Goals

The overall objective of the Campus-Community Partnership Alliance is to extend environmental awareness and resolve localized environmental issues and problems at ACS institutions and the broader communities in which they reside. In order to implement and sustain comprehensive plans/programs, the CCP Alliance seeks to encourage and facilitate ACS institutional development of innovative partnerships with surrounding communities by faculty, campus operations staff, and students at each school.

##### b. Grants Awarded

The CCP Alliance had tremendous success in awarding grants during the 2002-03 academic year. In all, the Alliance made 15 awards for a total of \$40,578. This number was a noticeable increase from the previous year, and may be attributed to a fall and spring request for proposals; the fall rfp generated 7 grants awarded and the spring generated 8. Grants awarded include the following.

- i. Libby Yost, Birmingham-Southern College, "Up the Creek Without a Paddle: Ecological Awareness of Village Creek, Shades Creek and the Cahaba River," \$1200.
- ii. Teresa Hanlon, Washington and Lee University, "Brushy Hills Trail Management," \$978.
- iii. Nancy Stutts, University of Richmond, "Connect Richmond Website," \$3500.
- iv. Mark Stanback and Michael Dorcas, Davidson College, "Vertebrate Survey of the Bracket Bluff Preserve: A Partnership between Davidson College, The Town of Davidson, The Davidson Lands Conservancy, The Catawba Lands Conservancy, and Mecklenburg County," \$3500.
- v. Mike Kirby, Rhodes College "Vollintine-Evergreen Urban Forest," \$3500.
- vi. Julian Reed, Frank Powell, and Veronica Yockey, Furman University, "Health, Exercise and Ecology," \$3500.
- vii. Albert Crawford, Airways/Lamar Business Association, "Connecting ALBA and Rhodes Through the Environment," \$3500.
- viii. Carol Ekstrom, Rhodes College, "SWEEP TWO," \$3500.
- ix. Roald Hazelhoff, Birmingham-Southern College, "Storm Water Management and Restoration of Terrain Project," \$2000.
- x. Patrick Kagan-Moore, Centre College, "Eco-House," \$3500.
- xi. Mark Stanback, Davidson College, "The Screech Owls of Davidson," \$750.
- xii. Bruce Stephenson, Rollins College, "Integrating Sustainable Native Landscape Design," \$2970.
- xiii. Chuck Stinemetz, Rhodes College, "The Establishment of an Environmental Policy Pilot Course at Lausanne Collegiate High School," \$2680.
- xiv. Andrew Wilkins, Vollintine-Evergreen Community Association, "The VECA Tech Center," \$2000.
- xv. Scot Duncan, Birmingham-Southern College, "Promoting Sustainability of Mountain Longleaf Pine Forests," \$3500.

##### c. Workshop

The CCP Alliance held a workshop plans at Rhodes College January 17-19, 2003. Participants included grant recipients from the 2001-02 academic year, who had the opportunity to hear about a variety of projects from other ACS schools as well as to discuss the various campus cultures related to environmental issues. These dialogues allowed everyone to leave with possible strategies for increasing environmental awareness and action on the campuses of their host institutions. A tour of the Vollintine-Evergreen area that neighbors Rhodes was considered especially useful as numerous partnership experiences between Rhodes and VECA were highlighted for the participants. Additionally, a formal presentation at the National Civil Rights Museum from keynote speaker Dr. Beverly Wright, Director of the Deep South Center for Environmental Justice, highlighted connections between issues of race and environmental justice.

##### d. Budget – 2002-2003

Campus-Community Partnerships Alliance: 2002-2003 Budget					
Activities	Year One Carryover Funds	Year Two New Funds	Year Two Total Funds	Year Two Actual Expenditures	Year Two Carryover Funds
Workshop	0	\$34,000	\$34,000	\$12,528	\$21,472
Grants	\$92	\$25,000	\$25,092	\$40,578	-\$15486
Surveys/Assessment	\$1000	\$1000	\$2000	0	\$2000
TOTALS	\$1092	\$60,000	\$61,092	\$53,106	\$7986

5. Sustainable Development in the Global Community Alliance (GC) Year End Summary, Barry Allen, Director

a. Progress Towards Goals

The long-term goal of the GC Alliance is to strive for a growing understanding of global sustainable development issues by participating students; therefore, the Global Community Alliance strategy has been to support student attendance in international sustainable development courses via student scholarships and to support an increasing number of international sustainable development courses offered by the ACS and member institutions. In 2002-2003, the GC supported three sustainable development summer programs abroad and awarded several course development grants for new courses and modules (see below). GC also supported and participated in a faculty workshop in spring 2003 to showcase the progress of the Alliance.

b. Grants Awarded

The Alliance awarded six grants for the development of course material related to sustainable development. This included four grants for new sustainability modules in existing courses and two grants for new courses in sustainable development. The geographical areas covered are Bali, South Africa, China, West Africa, Costa Rica and Mexico. Recipients represent four ACS campuses. The successful proposals are listed below.

i. Cynthia Hewitt, Assistant Professor of Sociology, Morehouse College, was awarded \$4,000 to develop a new study abroad course entitled "Development, Pan-Africanism and the Subsistence Perspective."

ii. Ming Tsui, Associate Professor of Sociology, Millsaps College, was awarded \$2,000 to fund a student study tour of the Yangtze River and the Three Gorges Dam site as part of the Millsaps Summer in China program.

iii. Glenwood Ross, Assistant Professor of Economics, Morehouse College, was awarded \$2,000 to develop a field-based module on sustainable land use, housing and food security for his course, "Economy of South Africa."

iv. Hoyt Edge, Professor of Philosophy, Rollins College, was awarded \$2,000 to develop a module on sustainable rice cultivation and the impact of tourism to the travel lab for his course, "Art & Religion in Bali."

v. Charles Brockett, Professor of Political Science, University of the South, was awarded \$2,000 for the development of a module, "Plan Puebla: Panama and Alternate Visions of Sustainable Development." This module will be integrated into the existing course, "Political Economy of Sustainable Development." The module will be made available through the internet for use by other ACS instructors.

vi. Wendy Brandon, Assistant Professor of Education, Rollins College, was awarded \$4,000 for developing a new course on sustainability education for elementary school teachers in Costa Rica.

c. Summer Programs

i. The three summer programs supported by the GC in 2002 were in Costa Rica, the Dominican Republic, and the Yucatan. The six-week "Sustainable Development in Costa Rica" course (June 1-July 15, 2002), managed by Rollins College, enrolled 12 students from 4 ACS institutions. The four-week "Living in the Yucatan" course (June 1-29), managed by Millsaps College, enrolled 13 students from 4 ACS colleges and universities. Finally, the four-week "Water Purification in the Dominican Republic" service learning project (June 1-30), managed by Rollins College, was performed by one graduate and one undergraduate student and one chemistry professor.

ii. The Costa Rica Program for 2003 (June 8-July 18) has enrolled 15 students from 3 ACS institutions. This year's program has a lengthy waiting list of both ACS and non-ACS students.

iii. For 2003 the four-week "Living in Yucatan" course (May 28-June 25) has enrolled 12 students from 2 ACS colleges.

iv. The 2003 "Water Purification" project has enrolled one Rollins student and one Washington and Lee student.

d. Workshop

GC together with SHE, CCP and CFD held a "Green Teaching" faculty symposium in spring 2003 to showcase the progress of the Alliances. The workshop demonstrated ways in which other faculty might incorporate sustainable development topics into existing courses, or create new courses focusing on that subject. A total of 48 faculty from 12 ACS institutions attended.

e. Budget – 2002-2003

Sustainable Development in the Global Community Alliance: 2002-2003 Budget					
Activities	Year One Carryover Funds	Year Two New Funds	Year Two Total Funds	Year Two Actual Expenditures (spent or comm	Year Two Carryover Funds
Summer Programs	\$7400	\$15,000	\$22,400	\$25,927	-\$3527
Workshop	\$13,953	\$6,000	\$19,953	\$5,490	\$14,463
Grants	\$1,000	\$20,000	\$21,000	\$16,000	\$5000
TOTALS	\$22,353	\$41,000	\$63,353	\$47,417	\$15,936

6. Sustainability, Humanities and the Environment Alliance (SHE), Laura Hobgood-Oster, Director

a. Progress Towards Goals

The Sustainability, Humanities and the Environment Alliance seeks to explore and analyze the natural world as conceived and portrayed in the belief systems and conceptual themes of a variety of humanistic disciplines. Through experiential, interdisciplinary programs that promote consciousness of the interconnectedness of life and of a sustainable future, the SHE Alliance engages scholars in a discussion of the philosophical, ethical, historical, literary and social role of humanity in the natural world. To work towards these goals during the 2002-2003 academic year, SHE sponsored or co-sponsored three workshops and provided grant money to four faculty persons for course development. In addition we developed the SHE website. This website served as the primary communications venue for facilitating grants and workshops.

b. Grants Awarded.

i. "Religion and Animals Conference" (November 2002) – The purpose of the Religion and Animals Conference, sponsored by Hendrix College, was threefold: (1) to give scholars of religious studies around the nation the opportunity to learn about one another's research, (2) to give teachers of religious studies an opportunity for sharing ways of teaching courses dealing with religion and animals to college undergraduates, and (3) to develop a national network of scholars interested in religion and animals.

ii. "Creating Change: Environmental Studies and the Arts" (April 2003) – This workshop, hosted by Spelman College, focused on encouraging interdisciplinary collaborations between professionals in the fine and performing arts, environmental sciences, philosophy, and religion; engaging students in considering avenues for cross-disciplinary research and creation; enhancing liberal arts institutions' ability to actively engage science and arts faculty in developing new curricular offerings. Specific results may include developing or restructuring elective courses for the environmental studies minor, including visual and performing arts.

iii. Professor Lawrence K. Schmidt, Hendrix College – "Environmental Philosophy" – the purpose of this course is to concentrate more on questions of ontology and epistemology than ethical issues, though a part will briefly survey these approaches; to develop a series of modules lasting three to four weeks on a normal semester plan, so that the modules could be used in other courses and so that more modules could be developed and later interchanged at the discretion of the professor; to (potentially) use a discussion of anthropocentric global warming as a problem to which many of the discussions could be attached.

iv. Professor Lynn Poland, Davidson College – "Religion, Sustainability and Food" – this course will complement another course offered at Davidson ("Christianity and Nature"); it will contribute to the Religion Department's offerings and to the possibility of an environmental studies

concentration at Davidson; it will explore the production, preparation, and consumption of food as a religious practice; it will study normative issues regarding what we eat; it will consider global issues of sustainable food production and consumption; in all of these areas religious practice and belief will be considered.

v. Professor Michael Kamen, Southwestern University – “Environmental Education” – the purpose of this course will be to provide students with workshop training in specific environmental curricula such as Project WILD, Project Learning Tree, and Project WET; to examine academic literature related to environmental education; to sponsor field trips where students can observe and/or participate in environmental education programs.

vi. Professor Elizabeth Ward, Trinity University – “Outdoor Studio” – this course will combine studio art projects with the study of local and regional archaeological sites and environmental and sustainability issues; it will allow for excursions to sites in the San Antonio (Texas Hill Country) area; it will challenge students to create works of art either on site or based upon site visits; the course is intended to raise students’ awareness of the surrounding environment in a profound way.

c. Workshop

“Green Teaching Workshop” (March 2003) – This workshop was co-sponsored by four alliances: SHE, CCP, GC, and CFD. The primary SHE emphases of this workshop were fund-raising and curriculum development/best practices sharing. We also included a section on future planning for ACS Environmental Initiatives.

d. Budget – 2002-2003

Sustainability, Humanities and the Environment Alliance: 2002-2003 Budget					
Activities	Year One Carryover Funds	Year Two New Funds	Year Two Total Funds	Year Two Actual Expenditures (spent or committed)	Year Two Carryover Funds
Workshops	\$ 1447	\$10,000	\$11447	\$13,761.50	\$-2314.50
Grants	\$ 1000	\$10,500	\$11500	\$12,000	\$-500
Administrative Assistant	\$ 1000	\$4000	\$5000	\$750	\$4250
Website	\$ 1000	\$2000	\$3000	\$960	\$2040
Surveys/Evaluation	\$ 1000	\$1000	\$2000	\$134.43	\$1865.57
Earth Charter Conference	\$ 2500	\$2500	\$5000	0	\$5000
<b>TOTALS</b>	<b>\$ 7947</b>	<b>\$30,000</b>	<b>\$37,947</b>	<b>\$27,605.93</b>	<b>\$10,341.07</b>

## E. Alliance Workshop Evaluation Compilations

### 1. Campus as a Lab for Sustainability Alliance Workshop at BSC, October 2002

1. What aspects of the workshop were most helpful?
  - Introduction to the LEEDS Program
  - John's "Green Cart" report, interaction with other facility managers, and the tour of the SEC
  - To know about/learn about LEED criteria and how this will work
  - The evening settings at loft and ArchitectureWorks provided a gracious and inspiring backdrop. The incredible work done by Roald is an example to us all.
  - New ideas, information sharing, and "outside" presentations
  - The presentations by grant recipients on the status of current projects and the presentations by Dennis Creech and Gordon Kenna.
  - Campus presentations
  - Presentations
  - All presentations had valuable information. EcoScape was cool. Evenings were lovely, thanks.
  - Discussion of green building design especially Southface presentation; discussion of water runoff control. Richmond carts story.
  - All presentations had some value.
  - For me, community gardens, bikes for campus security, green buildings, and ULSF.
  
2. What aspects were least helpful?
  - The highly technical presentations regarding run-off and heat islands. While they were informative, I would like to have seen applications to a campus setting.
  - I am so interested in all that was discussed. Since we (at Miles) have so much to do, the aspect or presentation that I am most excited about is my least helpful.
  - No negative aspects at all.
  - The student presentations on the local creek studies. Although those presentations were interesting, they are not easily transferable to other campuses.
  - Visit to architecture firm and panel on LEEDS—need conversations with those that have real experience/success.
  - Time limits, need to include visual presentations as available
  - As usual, it was all helpful. It is always good to hear about other projects and see successes and potential problems.
  - Discussions of neighborhood developments
  - Chocolate brownies
  
3. What ideas from the workshop will you try to implement? What steps will you take?
  - Cardboard compaction, "e" glass, and natural light
  - I will try for propane conversion on our next vehicle, a different transportation for security officers (not a bike, but a propane cart), and finally an eco-demonstration area in our science building.
  - To clean the campus via collecting items for composting, to get campus involved in initiatives similar to Morehouse's community involvements. I will contact Morehouse about their strategies, etc.
  - Reduce impervious surface; alternative vehicles
  - Cardboard isolation and recycling and propane conversion of golf carts. I will speak to physical plant and operations to discuss those issues.
  - Runoff project on a micro scale; design, implement, and monitor propane conversion; research local options
  - Look into propane vehicles; see if our new electric generated cars will handle tasks
  - Native plant area; I will approach Chris wise about possibilities. Energy efficiency to save money; budget is a big deal right now. I need to carefully approach energy saving measures with president.
  - Controlling water runoff from new parking lots we are designing and saving trees around them. Interested in moving to carts vs. trucks.
  - LEEDS standards, bicycle police, perhaps porous concrete and light pipes will be discussed with college president.
  - Community gardens, bikes for campus security, green buildings, and ULSF

4. What challenges do you foresee in implementing the ideas presented in the workshop? What could the Campus as a Laboratory for Sustainability Alliance do to help you meet them? How could your institution help?
  - Finding the time
  - Funding! I've got to get the administration to see this as a concept we should embrace as a continuing improvement rather than single episodes to be implemented (like when we build a new building).
  - To implement many of the ideas will create formidable challenges; however, I can pick and choose, prioritize, and really go forth! We really must develop the EcoScape facility like you have at BSC.
  - Up front costs are the major issues for any environmental efforts even those that result in long-term savings. Seed money from the CLS Alliance helps as if for major projects. The institution can help by trying new approaches at least on a small scale.
  - Economy and endowment are down; ACS can help with education process
  - Budget limitations
  - Mostly working to overcome the status quo. Summoning up courage (that's just me).
  - LEEDS certification is questionable for us. We seem to be in the "lowest possible ????" made for new construction.
  - A website containing conference information was a good idea.
  - The Leroy Factor—selling project not just to administration but also to personalities involved. I would love to get my hands on specs, proposals, etc. these people successfully sold the program to their schools; I want a copy of their winning proposals.
  
5. Overall, how could workshops such as this be improved in the future?
  - Greater details, tech talk
  - I enjoyed the round-table discussion at Rollins more than the auditorium type presentations here. I left Rollins knowing my counterparts; here was less personal.
  - Thanks for inviting Miles to your program. We could benefit so tremendously by having three students invited.
  - Follow up survey is a great idea-don't forget to do it in April '03.
  - More time for presentations.
  - The workshop was excellent. Pacing was good and the diversity of presentations was excellent. More or continued reports on actual campus projects is most helpful.
  - Better its support
  - Maybe; very good workshop
  - Nothing you could do to improve. I wish I had my facilities fellow here.
  - I think these workshops work best when students are involved.
  - More discussion on simple inexpensive initiatives would be useful.
  - More coffee! Don't tempt me with all the sugary stuff. Seriously, great attention to details. Loved having the organic and veggie options.

## 2. Campus-Community Partnerships Alliance Workshop at Rhodes, January 2003

1. What aspects of the workshop were most helpful?
  - It was very helpful to see how others were implementing environmental change using the community. I enjoyed the presentations and hearing about the experiences of others.
  - Seeing how other faculty interpreted campus-community partnerships. Getting ideas for projects we can do on/around our campus.
  - Saturday morning presentations; VECA tour
  - Hearing how grantees went about establishing partnerships in their respective communities. In addition, face to face meetings facilitated discussion on how ACS institutions could work more closely together.
  - I really enjoyed hearing what other people are doing at other campuses.
  
2. What aspects were least helpful?
  - Nothing really stands out as unhelpful
  - Though not all of the activities over the course of the weekend were applicable to our situation here, everything was highly educational for me.
  - Though very interesting, the Wright talk was least relevant, I think, to the work of CCP participants.
  - The weather.
  - I was not able to stay for the entire time, all aspects that I was present for were very helpful.
  
3. What ideas from the workshop will you try to implement? What steps will you take?
  - The workshop presented ideas on relating to the community that I will try to incorporate. The steps that I could take involve having community members give input as to the directions they would like to see conservation in their area take.
  - Working with the college to deal with storm water; Getting students more involved with community issues
  - N/A
  - After hearing of the effectiveness of water quality testing equipment used by one of the grantees, we are now committed to purchasing the same equipment for our campus projects.
  - Some of the ideas from other campuses and some of the testing techniques they used will be very helpful for my research next semester. With the grant that I have received, I will be better able to implement some of the aspects of testing.
  
4. What challenges do you foresee in implementing the ideas presented in the workshop? What could the Campus-Community Partnerships Alliance do to help you meet them? How could your institution help?
  - Some of the ideas are very project specific and could only be implemented in context of that project. The overall goals and attitudes of the participants is something that I took away from the workshop. The CCP web site is a great idea and I think the alliance can continue to use web-based resources to increase communication and keep people updated. For example, the CCP could put the power point presentations given at the workshop on the web for others to view that could not attend.
  - As I said earlier, not all the ideas presented were applicable to our situation here. However, I think the flexibility of the CCP Alliance allows faculty at different ACS institutions to tailor their projects to their own situations. Obviously, institutional involvement is one key to success (with ACS support nicely legitimizing our efforts to convince the administration of the value of particular projects).
  - N/A
  - The main challenge as always is funding. The CCP provides a useful forum to discuss in-kind services and locally derived funds that can be used as a match for consortium grants.
  - The major problems, like many problems, lie in the structure of the campus. Money, drive, and people who have passion or spirit, also serve as large challenges. The CCP already provides grants and support. The only other thing that I could think of that might be helpful is a site on line or such that each school could be a part of that would serve as a journal of what is happening and how schools are going about their projects. This might be an incentive to many schools to get out and serve as a resource for others on how to get around some of the complications that they are facing. Institutions just need to back projects and give insight.
  
5. Overall, how could workshops such as this be improved in the future?

- I thought the workshop was very well run and our hosts did a wonderful job of showing us the area and promoting interaction with others.
- Presentations of CCP projects by attendees who were not current grant recipients. The more ideas and examples, the better.
- Here I have a number of reactions:
  1. First, I think the workshop would have been significantly better had the Saturday morning speakers been asked to present their projects and THEN talk about ways in which the project is supporting the “development of mutually beneficial partnerships between interested ACS institutions and their surrounding communities related to environmental citizenship and sustainability.” (As I recall, some attempted this, but not most.) This link was rarely articulated, whereas I think it should have been first and foremost on the minds of all of us. My point is that these faculty are committed enough to have received grants from CCP to attempt to break through the ivory tower and do a form of environmental/ sustainability “action research” – in a sense, this is what CCP stands for, to its credit. But if presenters at this kind of event are not asked to explicitly make that connection, or at least address it (even if their projects have not quite achieved this objective), then what’s the point? In part I’m suggesting that presenters be given much clearer directions about what they should talk about prior to the workshop.
  2. There was too much passivity on the part of participants. If you go to the trouble to fly these bright individuals to Rhodes, why not ask a little more of them. Instead of simply listening to a few talks and asking some questions, it would have been productive, for example, to conduct breakout groups involving all participants to discuss the real challenge of forming partnerships (usually through some kind of research project) that mutually benefit school and community in terms of sustainability and environmental citizenship. In truth, this is a great and elusive goal. Each breakout group, in this case, would have a presenter represented, so that his or her project could be part of the focus. Outcomes from each group could then be presented to the larger group and discussed.

Additional breakout sessions could focus on lessons learned; pitfalls and challenges to achieving workable partnerships; new project ideas. These ideas could then be made available to all ACS schools on the EI website.

(In terms of scheduling all this, presentations and breakout groups could have gone through lunch until about 2pm, then Wright could have spoken there at Rhodes. The day could have ended at ca. 3:30, with a ride to the hotel and Civil Rights Museum.)

3. I think Rhodes CCP-related projects should have been presented on Saturday along with the others (and it turned out there was enough time for this). Clearly Rhodes, as CCP leader, has a story to tell, and it makes sense to work that in.
  4. I understand that the morning session on GIS was excellent (and I’m sorry I missed it – I discussed it later with Carol). The VECA tour was fascinating, but again, it was presented quite apart from Rhodes. If you’re going to feature such an impressive community organization at this event, it is critical to focus in particular on links with Rhodes: What works? What doesn’t? How is VECA serving the interests of Rhodes and how is Rhodes serving the interests of VECA? What are potential areas of development in light of the CCP and its goals? In this way participants can draw conclusions relevant to their own campuses and local community challenges.
- Because these workshops are typically held on weekends, a significant portion of the campus community misses out on these worthwhile reports. Despite scheduling challenges, perhaps future workshops should try to include a Friday session as a way of compensating for this.
  - Perhaps having more presentations or more interaction with the members.

### 3. Student Environment Leadership Workshop at Heifer Ranch, March 2003

1. This workshop was intended to provide student participants with concrete leadership skills in order to support environmental initiatives on campus, while at the same time providing a setting for student networking and to learn about Heifer Project International. How well did the workshop accomplish its goal in:
  - A. Teaching specific leadership skills (e.g. facilitation, brainstorming, meeting planning)
    - Brainstorming, planning and execution through activities seemed enjoyable and relevant experience
    - Made it possible for participants to make vital decisions regarding food allocation and trade, facilitated group interaction and harmony
    - Great organization and delivery
    - Good ideas discussed but specific implementation steps were left out
    - Leadership is a style, not something you learn
    - speaker provided good opportunity for group work and leadership skills
    - brainstorming could be better
    - power of group leaders wasn't spread democratically
    - no one activity that really targeted leadership that was liked
    - leadership not as well explored
    - stronger emphasis needed
    - drawn out-could have been condensed into a weekend
    - good starting point
    - no leadership techniques taught
    - enjoyed the more heated discussions
    - very motivating
    - should be more activities that taught how to become an effective leader
    - didn't see so much of an emphasis on "teaching" these skills and I did on "practicing" these skills
    - facilitation wasn't as good as brainstorming and planning
  - B. Developing and defining a plan for your campus environmental initiative
    - learned about what's going on in other campuses, helped to crystallize my own plans
    - workshop gave me motivation and ideas to impact and empower Morehouse
    - very good mixing of old and new ideas for action
    - few specifics, more concrete plans would help
    - gave a lot to think about, but still left up to each institution and individual
    - done well
    - needed more time for discussion
    - more one-on-one or one-on-the school group
    - helped centralize main problems that needed to be addressed
    - provided ownership and initiative
    - not really
    - would be more helpful to present outlines of the structure of existing and successful programs
    - amazing
  - C. Providing a setting to network with workshop participants and facilitators
    - networking was great
    - most valuable tool of them all
    - setting for networking was always present
    - very good
    - most important part
    - Awesome!
    - e-mail list and newsletter will be awesome
    - the people met will be great resources
    - somewhat
    - fabulous
    - got a better idea of how to obtain the resources needed to get projects done

- liked how we were able to go outside to refresh ourselves and renew our inspiration for why we're here
- D. Exploring the mission of the Heifer Ranch and Heifer Project International
- greatly influenced by its REAL in-your-face exposure to raising important questions
  - good job through videos, the walk around global village and the discussions
  - previous knowledge has been expanded
  - excellent
  - learned a lot without Heifer sounding like an advertisement
  - go into more detail, meet some more volunteers, explore opportunities to be a volunteer
  - opened eyes to their mission, will definitely be a volunteer here next summer
  - showed students the things that are being accomplished in the world
  - talk about helping society along with the environment
  - video was helpful
  - could have been expanded to include background (ie. why)
  - outstanding charity
  - should have had more group discussion about the mission
  - spent too much time debriefing
  - very well organized and informative
2. What are the three most useful things you learned this weekend?
- our efforts have backup support, sustainability is NOT an abstract concept, living consciously doesn't mean being a weird environmentalist
  - how to make a difference on campus, environmental science beyond the "science field", value of animal's life
  - statistics regarding the world's population and food consumption, mission of Heifer Ranch, lives of people less privileged than myself
  - to be appreciative of unseen privileges, listening and sharing knowledge is very important in developing common goals, reality and experience is relative to the environment
  - other schools have similar problems, we're willing to share resources, must take initiative to change campus
  - personal choice/responsibility makes a difference, every field directly/indirectly affects environment, other people share same passions
  - what other schools are doing to promote environmental stewardship, issue of eco injustice/racism and what a problem it is
  - global village experience, networking I have developed through other participants
  - hunger is a bigger problem than originally thought, everything is interconnected, don't lose sight of other things just as important as the environment
  - simplicity, stillness-remembering connection to earth
  - what's most useful wasn't what I learned but how much I was motivated
  - leaders have a tendency to be the most sensitive people, what good are opinions if you can't control your emotions in a conversation with opposition, world needs followers just as much as leaders
  - new perspectives on issues I learned about
  - persistence, understanding
  - wide range of environmental careers
  - my university isn't as bad as I thought it was
  - change is easily possible with initiative, environmental programs we take for granted were the product of someone else's hard work
  - most national corporations focus on sustainability
  - networking skills, how to get apathetic students involved
  - not everyone is as environmentally conscious as the next person, be open and sensitive to other points of view
  - ACS intern info, possibility of eco-friendly businesses
  - how to start a fire in the woods
  - awareness, new ideas, ways to implement ideas
  - people do live outside modern suburbia, amount of money one can save by practicing sustainability
  - new sources of knowledge-books and websites to check out

3. What about this workshop would you eliminate or change?
- more games involving environmental issues
  - devote small portion of talks to environmental aspects from an African American or urban standpoint
  - nothing
  - breakfast at 7am
  - give time to rest after Global Village
  - too many activities, split them up and have conference people decide what things they want to go to
  - lectures were disempowering, would rather be engaged in dialogue than be talked at
  - bigger focus on social issues and how they're interconnected with the environment
  - one more day in Global Village, have everyone assemble during the afternoon of the second day and still have lectures
  - more time outdoors
  - insufficient time allocated for discussions
  - change the icebreaker
  - more discussion on specifically campus environmental issues, don't increase size of conference
  - make it shorter
  - don't try to pack too much in on Saturday
  - focus more on the economics of environmentalism, see an administrator from each school to foster more effective communication between these two sides
  - add informational sessions on problems in the U.S. or our specific communities
  - a time to sleep after the village (the next morning)
  - change the PowerPoint careers lecture
  - less Heifer, more environmental stuff
  - do a better job at showing how different aspects of the workshop were all related
  - switch the groups a little more so as not to always be working with the same people
  - shift focus away from our campuses to more general eco-issues
  - length of the speaker after Global Village- too tired to grasp the message
  - give a break between events
  - small group talks on topics of our choosing
4. If you were designing this conference for the next group of students, what would you add to the agenda?
- one fun outdoor experience apart from the global village experience
  - more diverse environmental topics, such as race, gender or major
  - nothing
  - student led session on a "list topic", court case with good guys (env. conscious) vs. bad guys (polluters) with an unbiased jury
  - Water buffalo ride!
  - encourage different groups (athletes, academic clubs, greeks) to mix with environmental groups
  - more discussion about environmental issues, time to meet with our schools and discuss a plan of action when we get back
  - more down time so students don't have to go back to school tired
  - active listening-one person talks for 5 min. and the other can only listen
  - human component of sustainable development (ie. sweatshops)
  - discuss more political issues
  - strong basic foundation of environmental education
  - add a business perspective and how to effectively communicate with other students
  - more info on eco-friendly food companies so we can be better consumers
  - something service oriented
  - have a few people from different fields that we could break off into groups with and talk to, the challenge course and riding water buffalos
  - more time to discuss a range of campus topics
  - discussion group twice and earlier in the agenda, change groups up, have a "hot topics in environmentalism" session to define "hot" topics and areas
  - add more about how environmental issues fit into other fields of study
  - more in-depth learning
  - an environmental injustice section
  - give a talk on successful environmental initiatives from other colleges

- find out what the most progressive environmental campus is
- discuss more about the humanitarian aspect
- a marine perspective of environmental stewardship and a seminar on how to enact change on campus in dealing with administration

5. Please rate the following by circling the appropriate number:

		Poor			Excellent	
Marketing/Advertising of Workshop	1-(2)	2-(7)	3-(11)	4-(12)	5-(2)	
Travel Plans/Pre-Workshop Comm.	1-(0)	2-(0)	3-(5)	4-(9)	5-(23)	
Conference Location	1-(0)	2-(0)	3-(2)	4-(6)	5-(26)	
Organization of the Workshop	1-(0)	2-(1)	3-(8)	4-(17)	5-(11)	
Appropriateness of Topics	1-(0)	2-(2)	3-(4)	4-(14)	5-(16)	
Meals	1-(0)	2-(3)	3-(3)	4-(12)	5-(18)	
Encouraged Collab. Relationships	1-(0)	2-(0)	3-(4)	4-(9)	5-(23)	

Comments:

- really enjoyed the conference and I feel more equipped to return to my campus and enact change
- had no idea of what the weekend would entail before I got here so I was kind of uneasy
- great group of people – I am impressed and enjoyed meeting everyone
- schedule a break the morning after Global Village
- great job organizing
- it seemed somewhat vague and unorganized until I got here
- wish this workshop could attract others even less aware of the issues
- wish I had heard about ACS a few years ago. I would have taken action on environmental issues sooner
- more advertisement
- include the human piece of sustainable development while cutting out the more fluffy things, less of the “name game”
- in planning and information for students, they might need to be more informed as to what to bring (warm clothing, sleeping bags) in preparation for a Global Village experience
- nice workshop, but the activities programming could be better (ie. shorter)
- the experience enabled the purpose of the workshop to be very clear
- missed the original e-mail containing all of the introductory information

6. What can the conference facilitators and ACS Staff do to further support environmental efforts at your institution?

- no comment
- follow-up through e-mail, continue grants
- publicize their grants, support and encouragement
- continue conferences to keep ideas and issues flowing among students
- advertise internships to all students on campus, expand newsletter to campuses
- send personal e-mails to get word out better and bring a larger response
- facilitators did great job
- make whole campus aware and not just interns and their friends
- continue to facilitate not only these types of conferences but also the interns and grants
- offer names of speakers who would be willing to speak
- keep us updated on future opportunities
- they're doing great, conferences liked this to draw in less involved people are key
- keep consistently and persistently getting the word out about problems, student accomplishments and opportunities
- continue the great work
- look into costs for trash cans w/compartments for recycling so that it will be more visible and easier to recycle
- be a little inflexible with food timings
- advertise more for grant giving
- form a faculty association of environmentally conscious individuals who are committed to lobbying for issues

7. Please feel free to make additional comments here. The goal of ACS is to expand opportunities for ACS students and faculty. We welcome your feedback and ideas. Thank you for helping us strengthen ACS programs!

- keep program going, its great
- beautiful location
- experience of a lifetime in just one weekend
- try to move attitudes of environmental responsibility out of left wing, radical activists and into the common attitude of general campus population
- leaders are developed when power is shared, allot more time for discussion to be open and not dictated by what the leader wants to discuss
- George Brandy was excellent but long
- incredible program, maybe incorporate Heifer more
- more advertisement
- would have taken action sooner if I has heard about ACS a few years ago
- put more information about the workshop on your website
- thank you for this awesome connecting experience
- feel more optimistic and gladly shoulder a sense of extra responsibility
- there definitely needed to be more concrete information and stated purposes and events available prior to the conference
- ACS should start a health branch because a lot of people would get involved in Health related things
- Allot time for sleeping the morning after Global Village
- you have opened my eyes and changed my hear
- really enjoyed the mixture of people that were here because of the different outlooks that they had
- ACS interns need to advertise about ACS more so that more people in the campus know about it
- great group of people-I'm impressed and enjoyed meeting everyone
- programs at each campus orienting students to ACS in general
- really enjoyed the conference and feel much more equipped to return to my campus and enact change

#### 4. Green Teaching Workshop at Furman, April 2003

1. What aspects of the workshop were most helpful?
  - Meeting colleagues from other ACS schools and exchanging ideas for the classroom. Also seeing how other faculty implement case studies and initiatives, negotiating various hurdles that arise.
  - I only attended one session, so I am not in a position to answer this question in a meaningful manner.
  - As usual, the brainstorming at the end!!
  - I really enjoyed the smaller sessions. While I wanted to get a chance to see everything, the smaller sessions made the presenters seem more approachable and open to questions.
  - Presentations about courses. Meeting and talking with colleagues. This is a good location for a meeting, good hotel, good downtown. The visit to Furman was useful also. Furman people were great hosts!
  - Examples of how environmental thinking was incorporated into different classes. Meeting new contacts. Seeing the Green Building
  - The brainstorming session and seeing examples of innovative curriculums in reports on courses.
  - I enjoyed talking to others and discovering what they are doing. It was amazing to me how varied the presentations of different types of classes were.
  
2. What aspects were least helpful?
  - Would like to hear more about field studies associations.
  - I only attended one session, so I am not in a position to answer this question in a meaningful manner.
  - All the sessions were extremely effective at presenting useful information.
  - I was not able to attend long enough to find something that was not helpful.
  - I wish that we did not have parallel sessions.
  - Dual sessions. Welcoming reception – better. Break-out sessions – little unorganized.
  - Seeing programs that hadn't been implemented yet; School for Field studies, but only because it doesn't apply for me.
  - Nothing stands out. One talk I had heard before but that is not our fault.
  
3. What ideas from the workshop will you try to implement? What steps will you take?
  - Down the road hope to build on some service-learning ideas presented, particularly presentation on activism and eco-justice. More immediately, will add suggestions from presentations on Bali's rice growing practices and China's Three Gorges Dam.
  - I was most struck by the explanation given in the session I attended about how some people perceive a transcendent quality in nature (i.e., how a dramatic mountain vista can evoke a certain feeling of the divine). I would like to try to use this example as a way to describe the notion of transcendence in some of the courses I teach.
  - I will get more involved with our student group, and will work on the website.
  - N.A.
  - We are trying to make a building on campus a LEEDS building. We will try to work with the Yucatan project. We are trying to develop or connect more with summer travel/field work, especially in Mexico. We are revising our Environmental Studies program.
  - I will try and put journaling into my classes. I am also interesting in continuing undergraduate research opportunities with my students. In addition, I think it would be interesting to have a course on Ecotourism.
  - Ideas for Student Research Conference
  - Since I am working on an environmental philosophy class, perhaps the most relevant was the discussion of journals by Annie Ingram and Wade Worthen's discussion of Biophilia.
  
4. What challenges do you foresee in implementing the ideas presented in the workshop? What could the Curriculum and Faculty Development Alliance do to help you meet them? How could your institution help?
  - Mainly financial, although good discussion late Saturday on seeking out grants
  - Given my limited participation, I can't address this question effectively. I do not see any challenges to accomplishing what I have mentioned in question #3, though.
  - Support a student intern!
  - Money

- Faculty are already overworked and don't have time to participate. It might be useful to develop a group of faculty who could come to different campuses to talk about how they do green teaching on their home campus.
  - For teaching a course on Ecotourism, a reconnaissance trip would be in order. It would be great to have grant money available for that. Also, the institution would need to be in favor of team teaching.
  - n/a
  - As noted in another context, much of my problem is getting money and time just to read and develop a class, as opposed to going places or buying equipment.
5. Overall, how could workshops such as this be improved in the future?
- Perhaps more small group discussion as done on Sunday morning. Dialogue here was fruitful. Also would be good to hear from students themselves if they come to such workshops in the future, both formally and informally.
  - Maybe a larger audience could be generated if such a conference could tie its particular themes to larger issues in the sciences and the humanities (i.e., suggest how individuals not directly working in the fields of ecology and the environment could benefit from attending the conference).
  - Get more folks!
  - More workshops throughout the year.
  - This was an excellent workshop. Other than an open bar, I don't see much need for improvement. I would emphasize field trip components more.
  - By providing name tags and an opportunity for introductions. Providing short bio/contact information for people.
  - online evaluation forms ☺ ask your friendly ACS Tech Center
  - They are fine as is if there will be future ones. At some point if there are enough people available, more discipline specific discussions could take place.

## **F. Grant Recipients' Assessment Questionnaire Compilations and Grant Reports**

### **1. Campus-Community Partnerships Alliance Grants Assessment Questionnaire Compilation**

1. How helpful were the Request For Proposals and contact with members of the SDE Alliance in preparing your proposal? Are there improvements you would suggest?
  - No problems encountered
  - Fine. No suggestions.
2. How helpful was the proposal review process? Did you get feedback? Was it clear? Was it prompt?
  - No problems.
  - Some (enough) but not a great amount.
3. How effective was the funds dispersal process? Were funds made available to you on time? Was the process excessively complex?
  - Fine, very straightforward
  - Yes, it was difficult (although I think that had more to do with my home institution not knowing how to disperse the money).
4. How is implementation of your project going? Are you making progress toward your objectives? Have there been unexpected obstacles? Have you modified your plans? Have you noticed any indirect or unexpected effects?
  - Project is moving along nicely. Preliminary results encouraging. Just got a call from the local newspaper about the project!
  - I did most of what I set out to do, but the funds turned out to be much less than expected (they are taxed pretty high, something like 28%) and so I had to scale back some of my work accordingly. I would have done more had there been more money available.
5. Is there anything the CCP Alliance could have done to facilitate implementation of your project? Do you have general suggestions for post-award support to grantees?
  - No complaints
  - Definitely run the workshops as a follow-up to the projects. That added another dimension to my project in a way that I had not anticipated. Also, there could be a more concerted effort (all of us, as a group) to think through how these projects might be implemented at other institutions, or at least what their value is in that respect. This seems to have been left up to each of us in a way that will likely lessen the potential impact.
6. Overall, how could the CCP grant program be improved in the future?
  - Provide a notification date so that applicants won't feel the need to pester to find out if they were funded.
  - See response to 5. Add another aspect to the projects/workshop that deals specifically with the practicalities of implementation beyond the institution where a project was done.

## 2. Campus-Community Partnerships Alliance Grant Report

### The Village Memphis Grant Project

Thank you for approving the grant for The Village Memphis @ Vollintine Evergreen, here is the evaluation requested.

The Village Memphis @ Vollintine Evergreen is a web site conceived to give neighbors of the Vollintine Evergreen area access to crime information, neighborhood resources and news pertaining to the neighborhood.

I'm pleased to report the site has met most of its goals. On the site is a listing and contact information for all the churches and schools in the area, and many of the other resources available. Also, the crime in the area is posted every week on the site and every two weeks (beginning in April) stories about goings on in the neighborhood are featured.

The site receives about 100 hits per week, strictly by word of mouth and e-mail forwardings. Some of the grant money was used to help equip the VECA Technology Center, which is now up and running and has a steady flow of users.

I have so far been unsuccessful in attracting Rhodes students to help write for the site. I will make further attempts when school begins this fall. Besides that, and difficulty in getting information from schools and churches, the site has been very successful.

In conclusion, I believe The Village Memphis @ Vollintine Evergreen is a positive resource for the community and several neighborhood groups have expressed interest in expanding the concept to their area. Thank you for supporting independent media and community development.

Andrew Wilkins  
The Village Memphis

## 3. Campus as Lab for Sustainability Alliance Grant Reports

### a. Water Conservation at Birmingham-Southern College

The waterless urinal has been installed at the Southern Environmental Center and is performing as advertised...no smell or unsightly appearance, and this single unit is projected to save an astronomical 44,000 gallons of fresh water per year!

The retrofitting of the commodes in Hanson Dorm is currently underway and will hopefully be completed by the end of June 2003. Twenty five of the 43 existing 4.5gpf (gallon per flush) units will be replaced with 1.6gpf units. Performance and consumption differences will be monitored by Operations staff, and the Southern Environmental Center will summarize findings via periodic reports to ACS.

### b. Bike Racks at Furman University

Furman University has purchased several bike racks with the CLS Grant. These racks were located in areas that needed additional spaces. The remaining balance of the funds awarded is \$3871.35. These funds will be spent during July and August 2003 in the construction of additional bike parking areas including bike pads and racks. The financial support of the Campus as a Lab for Sustainability Alliance is making a positive difference in the increased use of bikes for transportation on Furman's campus.

## 3. Sustainable Development in the Global Community Alliance Grant Report

I received an ACS Sustainable Development in the Global Community Course development grant of \$2000 to enhance an existing course on sustainable development. This grant funds travel through Meso-America (largely southern Mexico) to develop an interdisciplinary course module on alternative visions of sustainable development and how it is to be realized in poor countries. This module will be placed on the web for use by other ACS instructors.

I have arrived in Mexico and have begun collecting local materials on Plan Puebla-Panama (PPP), the specific focus of my research. I will soon begin interviewing representatives from a diverse set of groups and organizations with varying positions on the issues related to PPP.

Charles Brockett  
Professor of Political Science  
University of the South

#### 4. Student Development and Engagement Alliance Grants Assessment Questionnaire Compilation

1. How helpful were the Request for Proposals and contact with members of the SDE Alliance in preparing your proposal? Are there improvements you would suggest?
  - I did find a few things confusing, but obtained clarification from a professor on campus.
  - The members of the committee were very helpful with their suggestions, which ultimately lead to a successful proposal that otherwise might not have been funded.
  - During the internship seminar I was given instructions on how to apply for the grant. The packet was very helpful. It explained the information needed, and who to send it to. I wasn't sure if the project I wanted to run would be considered under the SDE, but I took a chance it's been successful.
  - The process was extremely helpful. The contacts were responsive and provided answers to all of our questions. The documents provided were fairly clear and organized on how to present the information in our proposals.
  - At the time of my application the information available on the web did not reflect the current state of the program, which caused some confusion and concern.
  - The Request for Proposals process was a smooth process with enough support for success. The ACS conference in Richmond last summer really motivated me to want to do this. Moreover, the team assigned to this process quickly answered the questions we had.
  - I actually wrote my proposal to the Alliances in Environmental Citizenship program, using their Request for Proposals, and was recommended to send my proposal to the Student Development and Engagement Alliance. Therefore, I did not see or use the SDE Alliance's Request for Proposals.
  - I did not ask for or receive help with my application from the SDE Alliance. My faculty fellow provided all the help I received.
  - What little contact was necessary was helpful and supportive. No improvement suggestions.
  - Due to severe time constraints, my contact with members with the Alliance was very limited. Overall, communication went well. As expected, most of this communication came early in the process, ensuring that applications were written in a manner to make them competitive and to ensure all necessary information was turned in on time. Contact with members of the Alliance was very helpful in these instances.
  - The heads of the Alliance were very helpful and always responded promptly to our emails.
  
2. How helpful was the proposal review process? Did you get feedback? Was it clear? Was it prompt?
  - As I recall, the review process was helpful and relatively prompt. I received comments from numerous members of the alliance. The comments varied from both ends of the spectrum, and gave insight as to where my project would need more attention. If I were to do it all over again, I would definitely repeat the process of the pre-proposal as a precursor to the proposal.
  - The review process was unclear. I was told that some of the goals of the alliance were changing and that some committee members had concerns over my proposal in light of the new goals—even though I applied under the guidelines of the previous goals. It was a drawn out process and took much longer than I was initially told.
  - The feedback was clear, prompt, and helpful. They kept me informed during the review process and helped me send in the appropriate forms.
  - The proposal process was very prompt. The members who reviewed provided information on why we received what was awarded and how we could increase our funding in the near future if we wished to submit a supplemental proposal at a later date.
  - The responses were all prompt, but no distinct feedback was provided on the proposal.

- The proposal review process was fine. We did not receive any other feedback on our proposal, other than the news we were being funded. Yes, the response was prompt. More feedback on ideas to improve our proposal would have been helpful.
  - I was promptly told that my proposal had been received and would be reviewed, and shortly after notified that I would be awarded the grant. All interaction was very clear.
  - I did not submit my proposal for review.
  - Yes. Feedback was helpful and prompt.
  - The proposal review process was quite helpful. It provided the applicant with a much better understanding of what the committee expected and helped formulate better applications according to the committee's expectations. Feedback was informative and arrived in a prompt fashion. Because of the proposal review process, we were able to condense several proposals into one concise request that was eventually successful.
  - We did get feedback, but unfortunately we were unable to implement the suggestion.
3. How effective was the funds dispersal process? Were funds made available to you on time? Was the process excessively complex?
- The funds were allocated to me in a timely process that was not complicated.
  - Once I received official word that I was being awarded a grant, the funds were very quickly dispersed and the process was not overly complex.
  - The funds were on time and accessible. I assume we are not taxed as if we made an income from Washington & Lee, but this was not made clear. The 1099 form came as a surprise.
  - We had difficulty with the funds dispersal process. Funds were made available as promised however the funds were not clearly identified as to who they were awarded to which took some time to figure out on our campus. Once we realized the problem, the SDE assisted in locating the check.
  - Check was sent to the incorrect address, but it eventually found us.
  - The funds came quickly and the process was very simple.
  - On behalf of ACS, the funds were available on time and the process was very easy. The process on the Trinity end was, however, very complex and it took a while for Trinity to write the checks that I needed.
  - The funds were dispersed very quickly. The process was easy. They really worked with me in regards to the tax situation.
  - Yes, we received the amount we had requested on time and through a simple, straight-forward process.
  - The funds dispersal process was relatively efficient. In my scenario, I acted as the middle person for the transition of funds. This is not a big issue and is actually the job of the fellow. However, a direct deposit system, if available would cut down slightly on the paper used and might reduce some of the confusion involved in the three person system. I'm not sure if this process is the same for all institutions.
  - Very simple, effective and prompt.
4. Please assess your project. Did you complete your objective? Were there unexpected obstacles? Did you modify your original plan? Did you notice any indirect or unexpected effects?
- I completed my objective -- I saw many things from individual institutions that can be used to help the entire association. This project posed many obstacles. Communication is first and for most. The ratio of returned communication from May until this fall is estimated to be well below 40%, possibly below 30%. This adds many complexities when the basis of your project is increased communication of past present and future successes of environmental initiatives.
  - My second obstacle was the fact that I am only one person who was forced to operate on a limited schedule. Some meetings provided only a couple of hours to obtain a wide variety of information. Perhaps if returned communication had been better prior to my visits, the isolated instances where only a couple hours were allocated would not have been as overwhelming. However, I think I managed to pull out notes of interest that are applicable from each campus. Modification to the original plan was definitely required. The biggest instance of this was in writing my final report. For weeks I struggled thinking I had set out to obtain the items listed in my preparatory document goals.doc. Finally I realized that the goals.doc was a rough guideline to follow that would take me to the things that I was trying to find. It also became clear to me that if I were to post all the raw data I collected it would mean relatively nothing to those who

reviewed it. Instead, I managed to create a comprehensive summary of institutional examples that the entire association could follow.

- Modification was also needed during travel. When organizing, you need to 'go with the flow.' There were many times when what I had planned did not work out but at the same time that which was not planned fell into my lap!
- In relation to direct and indirect effects, I have already seen some spin off from my travels, and anticipate more once the final product is posted. I recently drove through Atlanta on my way to a conference in North Carolina. While passing though I stopped by Morehouse College, the first stop on my summer tour. I spoke with Chief of Police Vernon Worthy, and he stated that my visit has prompted some progressive moves from the college. Since my visit in June, they have phased out a Ford Taurus, and 2 Crown Victorias. They have also budgeted \$47,000 with which they plan to by 2 Hybrids next July. They have also purchased 5 electric carts for campus use, and are slowly liquidating their fleet of gas powered carts.
- Aside from this obvious direct change, many instances were noticed where people thought of things they might have otherwise not, just through simple conversation.
- Also worth note is my recommended course of action to be posted on my web page, [www.changeofatmosphere.org](http://www.changeofatmosphere.org) It is my hope that my recommendations construct some sort of change where it is stated that change would be helpful.
- My project is currently under way. I have been successful at extracting turtle DNA from the samples I have taken and am currently in the process of getting the primers to work. As described in my proposal, I fully expect that the techniques for this project will be adequately developed for the next student to continue this project in future years.
- I have purchased all the equipment. Fortunately, the businesses stocked enough equipment to prevent any headaches.
- Our project has just completed the first of four phases. The only obstacle we faced was time in determining speakers for the opening program. We have modified our original plan simply due to funding award, but not in the essence of what we hope to present. Based on our first event, the indirect effect was the enthusiasm and amount of knowledge that was shared with our students from the panelists that attended. It has open doors for some of our students for developing their network of contacts within the environmental field.
- The project was very successful. I implemented the malathion FETAX assay in the developmental biology curriculum as planned and am in the process of submitting my work as a manuscript to the journal Cell Biology Education.
- Our proposal was for an 11-month program. We are currently in the middle of the program. To date, we are achieving our goals. We did have to modify our original plan of subsidizing environmental internships because we received a reduced amount of grant dollars.
- I did meet my objective of hosting a social and environmental student film festival. I had five film entries, which I thought, given the lengths of the entries, was a perfect number for a one evening event. While there were approximately 40 people in attendance, I was disappointed that it seemed no one from the greater San Antonio community (non-Trinity affiliated) came. I was originally going to hold the event in early to mid-April, thinking that would be a better time—before the crunch that comes with finals. However, several of the students who were interested in entering films said they wouldn't be ready with their films until May, so I decided to push back the date in the interest of having more entries. One negative result may have been a lower attendance, as some people may not have come since they had finals to study for and papers to write.
- My project is definitely in stage 1 (planning). Although I received this grant in December, academic and personal situations have caused project delay. My objective will be complete by July 1<sup>st</sup>, 2003, with plenty of time before the freshman class of 2003 arrive. However, the unexpected obstacles have not caused me to modify my original plan.
- Our Green Pledge project went even better than hoped. We had a significantly greater amount of student response, interest, and participation than we had expected. This meant we had to find even more funds, but we were fortunately able to pull some money together from other local sources. The weather hindered the implementation of our original plan for the signing ceremony, but we had previously arranged a rain location, and we were able to use this site very well in carrying out almost every one of our initial goals just as planned. The accumulated effects of the informational campaign, the signing ceremony and dinner, and the ribbons worn at graduation led to greater institutional awareness about environmental commitment as well as a

more cohesive student community that is dedicated to working and living in light of that commitment.

- The project is not yet underway. Due to a small backlog of ACS grant projects, the LEED project has not been stated yet. It is slated to begin in the Fall.
- Overall the project was very successful- we had wonderful attendance and participation. The one thing I did not think to do was to call the panelists on the day of discussion to make sure they remembered. A couple of panelists were late for our meeting time, so I worried they weren't going to show up.

5. Is there anything the SDE Alliance could have done to facilitate implementation of your project? Do you have general suggestions for post-award support to grantees?

- The implementation of this project lies in the post work. If students become engaged in the recommendations, it will ensure the success of this Student Development and Engagement grant.
- In the case of my project, which is more research-based towards the goal of providing data to community organizations, post-award support was not necessary. It could be beneficial to grantees to have the contact information of students who have conducted similar projects in the past, if applicable.
- No, everything went well.
- Not that I am aware of at this time. As stated in an earlier response, we have just begun implementation of our proposal.
- No suggestions
- Sharing a compilation of what grants/programs were funded and the results to other ACS schools would be wonderful. It would create a "best practices" environment and help us all learn from each other.
- I cannot think of anything the SDE Alliance could have done to help with my particular project, except maybe brainstorming ideas for advertising. In general, maybe just letting grantees know that the Alliance is there for any additional help or suggestions.
- No, all fault for the delay lies with me. I feel that I can better answer the second question after my project is finished.
- No. Thank you.
- I don't think there was any way that the SDE Alliance could have helped with the implementation of this project. Ideally, all of the ACS grants would have been coordinated through me (or one person) and I (that person) would have had been able to fully invest enough time to ensure the projects were sequenced properly and received enough attention. Unfortunately, this was not the case and the projects did not run smoothly.
- Really, the only thing we needed help with was the \$. Also, the Alliance was extremely understanding and accepted our proposal late because we (student interns) had a miscommunication problem and then Spring Break came and we didn't get our app turned in on time.

6. Overall, how could the SDE grant program be improved in the future?

- No response
- In my studies of the ACS, I found it very hard to obtain information on past projects carried out by the ACS. The SDE grant program would be improved in many respects if there was some platform (ie. Website) which posted all of the previous grants and the discoveries found!
- The goals and guidelines for the grants should be clearly stated during the application process and those guidelines should be followed in the subsequent evaluation of the proposal- even if the goals of the alliance change. I believe the confusion over my proposal was an isolated problem and suspect that future projects will not have the same trouble.
- My suggestion to the program is to do follow up with the grantees once the awards have been mailed to confirm receipt. Otherwise, my experience with the SDE to date has been positive and supportive.
- Just ensure that the web site info reflects the current state of the program.
- This is a great program that offers real flexibility and creativity to ACS schools. No suggestions for improvements at this time.
- I had a good experience with the grant program and have no complaints; therefore I also can't think of much advice for future improvements. I guess just, as I mentioned above, periodically let the grantees know that you can offer help with ideas or other advice (or whatever you can help with). Overall, I think it's a great program.

- I do not see any reason for improvement. The members were very friendly and excited about the project, and from the list of past and present projects supported by this program, their decisions for funding seem reasonable.
- Continue!!
- I cannot think of any improvements at this time.
- I was extremely pleased with the entire process and cannot imagine how it could be improved!

## **5. Sustainability, Humanities and the Environment Alliance Grants Assessment Questionnaire Compilation**

1. How helpful were the Request for Proposals and contact with members of the SHE Alliance in preparing your proposal? Are there improvements you would suggest?
  - The proposal was clear and questions I had were answered. I received excellent support in developing the proposal.
  - Very helpful contact. may a bit more on what proposals should contain in information
  - Because of time restrictions (we found out about the grant ten days before the deadline), our contact with members of the Alliance was limited. But the communications we did have were useful in helping prepare a proposal.
2. How helpful was the proposal review process? Did you get feedback? Was it clear? Was it prompt?
  - It was fine.
  - I do not think i got any response, so things were fine
  - Feedback was prompt but somewhat limited. We were told that some Alliance members asked whether the term "spirituality" had to be included in the proposed conference title, etc., but this query was not contextualized, which led to some confusion on our part.
3. How effective was the funds dispersal process? Were funds made available to you on time? Was the process excessively complex?
  - Fine--no problems.
  - process was timely and worked well
  - Very effective and helpful. Simple and quick.
4. How is implementation of your project going? Are you making progress toward your objectives? Have there been unexpected obstacles? Have you modified your plans? Have you noticed any indirect or unexpected effects?
  - See preliminary report. I am beginning to meet with people and get resources.
  - Progress now that there is time to work. The paper is nearing, i hope, completion. the class schedule is still being considered as more topics appear. (Please see individual reports submitted by grant recipients)
  - (Please see individual reports submitted by grant recipients)
5. Is there anything the SHE Alliance could have done to facilitate implementation of your project? Do you have general suggestions for post-award support to grantees?
  - I would like to know more about what others are doing.
  - no and no

## G. Alliance Representatives Survey Compilations

### 1. Sustainable Development in the Global Community Alliance Assessment Questionnaire Compilation

1. How helpful have Alliance activities -- e.g., workshops, the summer experience, and others -- been in encouraging and supporting consideration of global environmental perspectives in work related to environmental citizenship and sustainability at your institution? What impact have they had?
  - They have been moderately successful; generally, I can get what I need from our ES department, but I found hearing what others are doing very helpful.
  - Students have been impressed with these options and some have taken them with great success. So, I would say they have impacted a few students lives quite directly.
  - This process was very helpful to me
  - The Alliance activities have given Davidson faculty valuable opportunities.
  - Whether or not we have taken advantage of all that the Alliance has offered is a different question doesn't diminish the value of the offerings.
  
2. Are you comfortable with the way we do things? Are we too autocratic? Too democratic? Do you have any suggestions for improving the way we do our work?
  - Comfortable
  - Fine
  - I got feedback of varying helpfulness.
  - I am very comfortable with the autocratic-democratic balance.
  - I don't have any suggestions for improvement.
  
3. Are you comfortable with the workload? Do you feel burdened by alliance duties or would you like to take on more responsibility?
  - I'm comfortable.
  - Fine as is.
  - Quite effective. No problems here.
  - I think that the workload is fine as it is (see below).
  
4. What suggestions would you make for improving our effectiveness in working with the ACS institutions? What have we learned that would make us more effective in the future? If there are needs that are not being addressed, how might they be addressed?
  - I don't feel particularly well qualified to answer this. I don't see the big picture as much as I should perhaps. I have no strong recommendations for change.
  - The implementation is going well; in fact, it is going better than I thought it would. I changed partners in Bali, and the new person is working out excellently; we can communicate by email, whereas the suggested partners in the grant would not have done this. This is going to allow me to have a much more substantial change in my course.
  - Over the past two years I have served as the representative to two alliances. I don't that such a concentration is healthy. More than the extra responsibilities, the pressure to be THE environmental person on campus should be shared by several people.
  - At the same time, there is no effective communication across the alliances on our (Davidson) campus. The "story" we perceive is that each alliance and every aspect of the ACS Environmental Program is a separate entity. We need the expectation coming down from ACS to our Dean that (a) the representatives to the different aspects (faculty fellow, student fellows, alliance representatives, GIS person) need to meet as a group on a regular basis and (b) some times (once a semester?) the Dean should participate in those meetings.
  
5. Is there anything the GC Alliance could have done to facilitate implementation of your project? Do you have general suggestions for post-award support to grantees?
  - The quarterly reports are a bit much, but otherwise, things are going great.

## H. ACS Faculty Fellows Year End Summaries

### 1. Birmingham Southern College

📍 Faculty Fellow Jeanne Jackson

Four ACS interns have successful year

The four interns had wonderful and varied projects this year, contributing to the College community greater knowledge and enthusiasm about environmental issues. Libby Yost presented her research on three local rivers to four groups including the CLS conference at BSC, the ACS conferences at Rhodes College and Furman University, and Honors Day at BSC. Thomas Wells has been successful placing recycling bins behind the new fraternity houses on campus. He requested SGA funds for new recycling bins in the male and female dorMs. One of the most rewarding internships has been the work of Mary Helen Ferguson. She worked on an urban Ecoscape near an inner city school, Woodlawn High School. Through her work with the Woodlawn Ecoscape this year, she attracted the interest of other BSC students who tutor at the high school. They wrote a successful grant to the Campus-Community Partnership Alliance to create a new urban garden at the high school and begin working with high school students this summer to raise basil, then make and sell pesto. The fourth intern, Cori Jobe, worked extensively on a new website for the environmental studies program. The new BSC website is expected to be on-line in the near future.

Grant received from Campus-Community Partnership Alliance

Four students wrote a grant to the Campus-Community Partnership Alliance to fund a new project "Greening Urban Schools." The \$3400 grant will create an urban garden/environmental classroom at a city high school. The garden will be designed this summer, and native plants will be planted in the fall at the high school. During the summer former ACS intern, Mary Helen Ferguson, will work with a high school student to raise basil, purchase equipment to make pesto, and market the pesto to local markets. Students will also work with Cornerstone Elementary School on garden plots for science experiments. Both schools are near the Woodlawn Ecoscape, a garden built and maintained by BSC students and community members in an abandoned lot.

Two Faculty Members Plan Course in Peru

Dr. Megan Peterson and Dr. Barbara Domcekova were awarded grants of \$2000 each from the ACS Curriculum and Faculty Development Alliance to work with the Amazon Center for Environmental Education and Research (ACEER) to plan an interdisciplinary travel interim to Peru. The biology and Spanish professors will travel to Puerto Maldonado and Iquitos, Peru, both ACEER sites, this summer to visit each site in preparation for the January course. During the interim course, students will study both ecology and Spanish.

New BSC Ecology Faculty to Study Sustainability of Mountain Longleaf Pine Forests

This summer Dr. Scot Duncan will work with a BSC student to study longleaf pines at Oak Mountain State Park near Birmingham. He received a \$3500 grant from the Campus-Community Partnership Alliance to work with the naturalist at Oak Mountain State Park to focus on the sustainable management and restoration of mountain longleaf pines. Dr. Duncan and his BSC student assistant will develop empirical data on the effects of prescribed burns to the forests. The student will be involved in the research and writing of the study, and Dr. Duncan plans to continue the research in the future. He intends to create an interpretive trail to guide hikers through a representative portion of longleaf pine.

Environmental Focus for First-Year Orientation in 2003

For the first time there will be an environmental focus to Orientation this year. All incoming students are requested to read a common book in the summer then discuss it with faculty and peer advisors during Orientation. The selection this year is E.O. Wilson's The Future of Life. In order to facilitate discussion, BSC is developing a webpage with information on Dr. Wilson as well as other environmental sites. During the summer the college will manage an on-line discussion about the book for incoming students. A national environmental speaker will address the students at the Provost's Convocation during Orientation, and there will be tours of the Ecoscape as well as green games at dinner one night. It will be an ideal opportunity to introduce all incoming students to the environmental studies minor.

Two students Receive Environmental Grants

Senior Cori Jobe received an ACS Student Development and Engagement grant for \$1000 to purchase thermal travel mugs made of recycled plastic which will be given to all freshmen during Orientation.

Refills of the new mugs will be sold at a reduced price in the cafeteria. The project, "Green to the Last Drop," will create awareness of environmental issues during the first week of school and it is anticipated that carrying the recycled mug will become "in." Junior Libby Yost was awarded a grant of \$1200 to publish a booklet on Village Creek, Valley Creek, and the Cahaba River, all local streams, from the Campus-Community Partnership Alliance. The publication will be distributed to schools, advocacy groups, city officials, and college faculty members interested in protecting these rivers.

#### Campus Security Force on Bikes

The Campus Security Force is the proud owners of seven bikes! Security guards are seen everywhere on campus with helmets and shiny bikes. An ACS grant purchased two bikes, and Security recently purchased two more. The bikes are cheaper to maintain than cars, use no gas, and are accessible to more areas of campus. Plus our security guards are in great shape!

#### Local Supporter Funds BSC Environmental Projects

Dr. Ed Blackburn, a friend of the College's and an environmentalist, gave \$2300 to BSC to support student environmental projects. His funds will be used to hire students to monitor the environmental on-line discussion page for the freshman book, The Future of Life, plan for environmental events for Orientation, update the environmental webpage, and organize environmental activities for the fall term.

#### BSC Receives Two Grants to Promote a Sustainable Campus

There are waterless urinals in the Southern Environmental Center thanks to a \$5000 grant from the CLS Alliance of the ACS. The urinals are a part of a project to promote water conservation in administration buildings. Roald Hazelhoff, Director of the Southern Environmental Center, received a second grant to build a model demonstration site to minimize storm water runoff from the campus into a local river, Village Creek. The project includes sediment retention ponds, native planting, and the creation of a small wetland area. Chemistry faculty members monitor water quality at the site and the area will be featured at the Village Creek/Campus Community Day.

#### New Environmental Faculty Hired at BSC

Over the past four years several new faculty have been hired with strong backgrounds in environmental studies. Dr. Kathleen Rossman, an economist with a specialty in environmental economics, and Dr. Scott Dorman, a chemistry professor with a background in water pollution, joined the faculty recently. Last year the College hired Dr. Megan Peterson, an animal behaviorist with a strong environmental background, and this year Dr. Scot Duncan, an ecologist, was hired. The new sociologist who will begin this year has a background in urban redevelopment. Currently 10-12 students are involved in the interdisciplinary environmental studies minor, and the college expanded the job responsibilities of Jeanne Jackson, Director of Leadership Studies and an adjunct environmental studies faculty, to include promotion of the ES minor.

#### Livable Cities Conference Addresses Urban Transportation

The Southern Environmental Center (SEC) hosted its 4th Annual Livable Cities Conference on April 11, 2003. As in years past, the conference drew significant interest from other ACS schools including Spelman College, Rhodes College, and Furman University. Preceding the conference, the center also helped organize a number of public meetings, classroom presentations, and community charettes looking at ways to create pedestrian and bike friendly communities and address related smart growth issues. Speakers included Fred Kent, Project for Public Spaces, Jim Charlier, Charlier Associates, Michael Kinsley, Rocky Mountain Institute, and Andy Clarke, U.S. Bike and Pedestrian Coalition. The Associated Colleges of the South served as a co-sponsor of this event.

## 2. Centenary College

### Faculty Fellow Harold Christensen

The student interns had a very successful year compared to previous years on our campus. In addition to the work the interns did, I also worked with the Food Committee (yes, we actually have a student committee with that name!) of the SGA on a variety of issues with the cafeteria, mostly wasted food and styrofoam usage. I have passed on to that group the information you sent us recently on Sodexo since we are one of those campuses.

I also continued to work with David Bieler in Geology on continuing to incorporate environmental topics into the First Year Experience curriculum. FYE hosted Mark Fischetti in February for a week of public presentations. He concentrated primarily upon the topic we use as an assigned reading in FYE, "Drowning New Orleans". His most recent interest is in the use of fossil fuels so he also did a couple of presentations on the possibility of 40 mpg SUV's. He was a wonderful speaker and a great role model as a writer of broad interests--I would recommend him highly. In terms of overall effectiveness, I think that I did better at influencing the curriculum in FYE toward environmental topics during 2001-2002; this year we treated significantly fewer topics in common, with each of the 15 of us teaching sections wandering off into pet (rarely environmental) areas.

Although neither David nor I can take direct credit for this, the English department is teaching a new special topics class next fall in "Environmental Literature". Other former faculty fellows on campus continue to teach and model environmental issues. Mary Barrett (Geology) is a regional leader in water quality research while Ed Lueck (Biology) maintains the campus arboretum featuring a native Louisiana ecological system.

### 3. Centre College

📍 Faculty Fellow Patrick Kagan-Moore

### 4. Davidson College

📍 Faculty Fellow Gayle Kaufman

Waste Audit: earlier in the semester 16 students went through dumpsters to count the number of recyclable materials that had been thrown out. A story on this was published on the front page of the Davidsonian (school newspaper).

Recycling Bins: more bins have been distributed to residences.

Clothing/Furniture Drive: students plan to collect clothing and furniture that seniors (and others) donate or throw out at the end of the year. These items will be given to Habitat for Humanity and Crisis Assistance Ministry (in Charlotte).

Tree Canopy Analysis: students are helping the Charlotte Tree Commission to locate places in Cornelius that need trees (they will plant trees next fall).

Clean Up: cross country trail clean up.

Plans for Summer and Next Semester:

Davidson College is planning to convert a few school vehicles to bio-diesel.

A student, Jessica Carlson, will lead a summer trip to Ecuador in which students will be involved in eco-touring and community service.

A student, Brewton Brownlow, received a grant from the Stone Fund to give all first-year students hot/cold drink cups at orientation. Students can keep using these cups for refills on any drinks sold at the union for discounts (rather than using disposable cups).

There are plans for students to go to elementary schools next fall to teach environmental issues.

### 5. Furman University

📍 Faculty Fellow David Redburn


This has been an active year here at Furman. In the fall I wrote a grant to ACS for money to fund additional bicycle racks on campus. That request was funded and we have 20 new racks that hold 180 bikes. This was in response to changes that the administration made with regard to driving on campus which was initiated by environmental groups on campus.

We held Earth Month again this year. In the month of April there were over 20 activities ranging from bird watching and a biological/geological tour of campus to a lecture by Robert Kennedy Jr. on "Our Environmental Destiny". The month was capped by an Earth and Arts Festival in downtown Greenville which brought together local and regional artists and environmentalists.

Much of my time this year was taken up in the development of the environmental assessment for the Rasmussen foundation and while in the end this assessment was not necessary, as the funding was not forthcoming, this document provided an opportunity to develop a comprehensive look at all of the environmental initiatives that Furman has accomplished over the last two years.

My interns have been active this year as well, mostly in the planning and development of Earth Month but more recently in the integration of environmental training into the overall training of our residence hall advisors.

## **6. Hendrix College**

 Faculty Fellows Allison Shutt & Lawrence Schmidt

After attending the informative Team Training Workshop in Great Smoky Mountains from September 20-22, 2002, the fellows (Lawrence Schmidt and Allison Shutt) and interns (Jamie Koonce, Amanda Baugh, Hannah Schmidt, Seth Baldy and Callie Latimer) returned to campus with many plans and ideas. Our goals for the year included improving the recycling program, working on a community garden, developing a library collection of environmental and ACS materials, developing a green residence hall, and working towards greening the planned building projects. Schmidt and Shutt also attended the "Green Teaching Workshop" hosted by Furman. While there we had a chance to tour the "green buildings" at Furman.

Our most important obligation this year was to complete the Institutional Assessment Questionnaire and prepare for Rick Clugston's visit. Each intern and faculty fellow participated in preparing this document. In addition, Jay McDaniel was integral to this process, as were the President Cloyd, Provost Entzminger, Associate Provost Eslinger, and facilities fellow, J. D. Thompson. In the course of completing the questionnaire we held a series of meetings to exchange notes and clarify information. Schmidt and Shutt also met with the Provost, Associate Provost and buildings manager in preparation for Rick Clugston's visit. Rick Clugston reviewed the Hendrix program on November 4<sup>th</sup> and 5<sup>th</sup>. Unfortunately we have never heard back from the evaluator and feel we have missed an important opportunity to learn from this exercise.

The already existing recycling program project improved by reducing the amount of sorting of materials and number of bins in different locations, thereby making it easier for everyone to recycle. This move was possible since the materials were all put together anyway and then resorted at the recycling center.

Regarding the organic garden project, we decided to work with an already established community organic garden in Conway and help there. This co-operative work had the advantage of pooling our resources, and thus lessening the problems of summer recess. This cooperation would also highlight environmental concerns in the community.

The library agreed to help set up a depository and catalogue materials concerning the environment projects at Hendrix. Presently Dr. Schmidt is collecting materials, including the old video on the local food project, an environmental assessment study conducted in 1998-99, and the Institutional Assessment Questionnaire.

The project to develop a green building or residence hall made some progress but much more is needed. Jamie Koonce proposed a pest management experiment for several dorms, and even wrote a proposal for ACS money. Unfortunately, for reasons that are not entirely clear, her proposal ran into resistance here at Hendrix. Nonetheless, we now have an idea to work with next year.

The greening of planned building projects is progressing well. On Earth day interns Amanda Baugh and Hannah Schmidt organized a panel presentation and discussion entitled, "Environmental Building Panel Discussion". Amanda and Hannah applied for and received an ACS student initiative grant to support

this panel discussion. The panel discussed the costs and benefits of environmental building techniques. Panelists included: architects Stan Hobbs and Martha Jane Murray (Hendrix Class of 1977), Heifer International representative Gerald Cound, and solar panel expert Jamie Windsor. The informative discussion and healthy food and juice attracted about forty students and five faculty members (including Schmidt and Shutt) to the event.

Hendrix College students are actively involved in understanding and debating environmental issues. As a result, many of the events and concerns that might be the sole preserve of the ACS environmental interns and fellows are already in place here. The student senate, in fact, supports an Environmental Concern Committee that is very active on campus. Among other things, they coordinate distribution and collection of washable dishes and cups to different events (such as the Earth Day panel discussed above) to reduce the use of Styrofoam and non-recyclable materials. They are working to recycle unwanted mailings to students, and planning environmental events, such as the week long celebration of Earth Day, that will include lectures, a canoe trip, and music.

All in all, the year was successful. We completed the Questionnaire, improved recycling on campus, cooperated on a community garden, established a library of ACS/environmental materials, embarked on a plan for alternative pest management, and hosted a successful panel discussion on green buildings. Though there are still many challenges ahead, we have built on our strengths and made progress.

## **7. Millsaps College**

📍 Faculty Fellow Patrick Hopkins

The Millsaps interns and fellows had a busy and successful year. Millsaps sponsored a "Green Semester" in the spring, which featured all sorts of classes, training sessions, information sessions, and guest speakers on environmentalism, including the highlight--a visit and talk by Jane Goodall. The ACS interns, working with our student environmental group worked closely with the Green Semester, including running and organizing campus clean-ups, organizing a food waste reclamation and information project in our cafeteria, running the children's' portion of a Mississippi 20/20 Future Fair (which focuses on eco-friendly technology and sustainable practices), organizing Earth Day festivities, performing the "Little Green Riding Hood" play (graciously shared with us by Patrick Kagan-Moore and the other good folks at Centre College) for high school students at Jane Goodall's talk, and finally, we used our grant money to buy enough recycling containers to equip up an entire dorm as a pilot project.

## **8. Morehouse College**

📍 Faculty Fellow Andrew Valls & Larry Blumer

## **9. Rhodes College**

📍 Faculty Fellow Richard Redfearn

In this academic year, Intern Jennifer Riem was very interested in promoting a wider awareness about environmental issues on the Rhodes Campus. In collaboration with the student environmental advocacy group Campus Green, she organized several activities which should help in this regard.

Early in the school year, she put together a Fair Trade coffee tasting. The campus environmental advocacy group Rhodes Planning Cooperative gave financial support, and she received lots of help from Intern Erin Hoekstra and Campus Green. The most important outcome to report is that our campus Food Services Director Mary Kingery began ordering Fair Trade coffee and offering this as part of the available beverages in the campus coffee shop, Java City. So Rhodes students, faculty and staff are reminded about global sustainable practices with their morning coffee every day.

To enjoy Fair Trade coffee and other beverages, Jennifer recognized that the community ought to move away from styrofoam and other non-recyclable containers, so she worked with Campus Green to institute a sale of EarthSense mugs. These are accepted into the refill program at Java City, so each one used will reduce the amount of paper or styrofoam while spreading the sustainability message.

Jennifer also organized the Earth Day picnic on April 22, on a beautiful day. Organic snacks and beverages were enjoyed by a variety of students and faculty.

To show appreciation to the student recycling volunteers, Campus Green is planning some fun activities for them, including a party and the awarding of free t-shirts silk-screened with an environmental message. They will also make these available to interested faculty and staff at a later time.

All in all, Jennifer has done an outstanding job of increasing student awareness this year at Rhodes. We will be working hard to build on her success, starting with a slot at next fall's orientation schedule for incoming first year students – it's never too early to begin the indoctrination!

#### Badger Envirographic Paper News Release

The following news release was made during the Spring semester of 2003. This was a big step ahead for the purchase and utilization of post-consumer recycled paper products at Rhodes.

#### Rhodes Converts to Purchasing Recycled Paper

February 18, 2003

Contact: Rhodes Planning Cooperative

(Memphis, Tenn.)--- A Victory Declared for Tennessee Forests and Student Environmentalists  
Rhodes College took a major step towards a more sustainable campus and protecting southern forests earlier this semester. Rhodes began its total phase in of 100% PCW Badger Envirographic 100 recycled paper earlier this semester after a campaign by Rhodes Campus Green, Rhodes Planning Cooperative, and Rhodes College Greens. The campaign was marked with significant cooperation of the Physical Plant, especially the purchaser Charlene Craig.

Prior to this change, all of Rhodes's paper came from virgin tree fiber. 77 percent of the nation's pulpwood is cut in the Southern United States. Now, the paper is completely from consumer recycling and it is whitened without using any chlorine. No other college in Memphis has shown this level of support for protecting the Southern forests.

Joshua Low, the lead campaigner, commented, "This is a major step matched by far too few colleges. It is satisfying to see such significant progress. Rhodes is leading southern colleges in sustainable purchasing."

Campus Green, Rhodes Planning Cooperative members, the Sierra Club, and the Dogwood Alliance are all welcoming this positive switch to recycled paper and protecting regional forests.

Mel Richey, the Executive Assistant to the President, stated, "I'm thrilled the campus has moved to recycled paper."

## 10. University of Richmond

📍 Faculty Fellow John Bishop

### Campus-Community

#### Environmental Awareness Group (Stewart Wheeler, Chair)

- Prepared Environmental Audit of UR
- Prepared Environmental ULSF questionnaire for ACSEI evaluation by ULSF on UR campus
- Met with Wynn Calder of ULSF about ACSEI's influence on UR campus
- Carried through President Cooper's signing of the Talloires Declaration.
- Assisted UR Facilities Department in gaining LEED certification for Weinstein Hall
- Ongoing discussion about possibility of achieving LEED certification for new science center

#### Water Quality Monitoring (Paula Lessem and Debra Wohl, Principle Investigators)

- Continued studies with local students and teachers on water related issues

#### Washington, DC Internship and Alumni Career Seminar (Dan Palazzolo, Coordinator)

- National Wildlife Refuge Association
- Department of the Interior
- National Wildlife Federation

#### Campus Community Partnerships (Nancy Stutts, Director)

- Funded Paula Lessem's community-based research through the Bonner Foundation
- Began working on improving the environment section of the Connect Richmond website ([www.connectrichmond.org](http://www.connectrichmond.org))
- Presented Connect Richmond and community-based research at last weekend's ACS meeting in Greenville

#### Environmental Senior Seminar (ENVR 391-392) (Steve Nash and Peter Smallwood, Instructors)

- Invasive Species Bill Students in Environmental Senior Seminar developed and lobbied for bill # 2436 in the House and Senate of Virginia. They conducted studies of invasive species and developed a bill to coordinate the efforts of state agencies to control or prevent invasions by species. They found a sponsor, Del. James H. Dillard II (R-Fairfax), and modeled the bill on similar legislation in Missouri. The bill was passed unanimously by the House and Senate and signed into law by Governor Mark Warner. The bill will establish a nine-member council to provide "state leadership regarding prevention and control of invasive species and preparation of an invasive species management plan."
- Urban Practice and Policy Forum "Soul of the City" (Stuart Wheeler and Kathy Panoff, Coordinators). Three lectures explored how cities can change to make people's lives more meaningful.
- January 22 UR President Bill Cooper signed Talloires Declaration and international architect, Renato Severino, spoke on "In Quest of the Ideal City"
- February 12 Margaret Wheatley, president of the Berkana Institute, spoke on "Turning to One Another."
- March 19 Panelists discussed "The City and the Arts: Current Challenges and Practical Applications." Panelists were Kathy Panoff, executive director of the Modlin Center for the Arts, Brad Armstrong, president of the Virginia Performing Arts Foundation; Jack Berry, executive director of Richmond Renaissance; Karen Lewis, executive director of Philadelphia's Avenue of the Arts; and Rick Pender, managing editor of Citybeat Magazine in Cincinnati

#### Courses in environmental studies major/minor/program/ concentration this year

Course #	Course Title	Instructor	Class Size
ENVR 201	Introduction	Bishop	28
ENVR 230	Economics	Yates	48
ENVR 250	Earth Systems & Physical Geography	Harrison	15
ENVR 260	GIS	Harrison	17
ENVR 300	Special Topics	Davis	2
ENVR 301	Research Methods	Harrison/Murphy	12
ENVR 330	Envr. & Resource Econ. Theory	Yates	19
ENVR 360	Remote Sensing	Harrison	4
ENVR 362	Law & Policy	Wolf	15
ENVR 391-392	Senior Seminar	Nash/Smallwood	6

#### Courses outside major

Course #	Course Title	Instructor	Class Size
BIO 108	Env. Biology	Reiner	80
BIO 330	Ecology	Bishop	7
BIO 332	Tropical Marine Biol.	Bishop	16
BIO 334	Oceanography	Kingsley	17
BIO 341	An. Physiol. Eco.	Reynolds	4
BIO 344	Behavioral Ecol.	Smallwood	12
CHEM 110	Pollutants in the Environment	Stevenson	56
CHEM 316	Envr. Chem	Stevenson	11
HIST 395	Food & Power in Africa & Asia	Summer	20
ECON 211	Economic Dev. Asia, Africa & Lat. Amer.	Wight	57
IS 301	Dependency & Development	Lewellen	16
MSYS 348	Env. Management	Kendell	15
PLSC 260	Intro. Public Policy	Roof, Thompson, Erkulwater	178
PLSC 360	Internat. Development Policy	Carapico	32
SOC 315	Population	Stewart	15
JOUR 304	Reporting on the Envr.	Buckley, Kindel	44

Art Gunlicks (Instructor): Taught a seminar on the EU. Two students wrote and presented papers relevant to the environment. One was on the EU and environmental degradation in Russia. The other was on the Common Fisheries Policy, which focused on the decline of fish, especially cod, in the North Atlantic and other EU waters.

International courses

Jim Murphy (Instructor)

- GEOG 207 "World Regional Geography: Developing Regions" I spent 2-3 weeks discussing the environmental problems plaguing the varzea (lowland tropical forests) in the Amazon basin. 41 students total (2 sections)
- GEOG/PLSC/IS 320 "Power, Space, and Territory: Geographies of Political Change" class - - we will be spending two weeks on Political Ecology and environmental justice issues starting next week. There are 19 students in this course.

John Outland (Instructor)

- I think most all of us who teach the PS 250 "Introduction to International Relations" spend at least a day on environmental problems -- i.e., "ecopolitics." I have a four day sequence when I teach the course (e.g., this semester) where I talk about population pressures, natural resources questions, immigration issues, disease, and environmental threats generally i.e., "global maintenance problems."
- In my International Law and Organization PS 352 course in the fall, I spent one day on international environmental law.

Sheila Carapico (Instructor)

- My "International Development Policy (PS355, offered last fall) has a pretty strong environmental component, with a significant component devoted to the Meadows' policy simulation game and research options.

Student development/engagement

Career Development Center (Elizabeth Shupe, Assistant Director)

UR Environmental Career Speakers Series began this year with the hope of including faculty, students, alums and employers in an educational exchange of information regarding careers in the Real World...beyond the traditional academic path. It consisted of informal lunchtime meetings about environmental careers.

- Sept. 25th - THC - 308 – Jim Murphy, UR Geography "Thinking Globally, Acting Globally: Perspectives on International Environmental Careers"
- October 16th - THC – 331 - Paul Hagenmueller, UR Alumni Office, "Evolution of U.S. Forest Service"
- November 13 - THC 308 - Heather Stevenson, Environmental Attorney, McGuire Woods, "Environmental Law"
- February 12 - THC 331- Eugene Maraukis, Science Museum of Virginia, "Becoming More than a Museum Scientist"

Additionally, a "Careers in Science" was held both semesters discussing the wide variety of career opportunities in the Science field and beyond, and the skills learned and how to implement them to a successful internship or job. The Career Development liaison also presented in several classes over the year regarding particular scientific interests including Tropical Marine Biology, and Environmental Science options.

Environmental activities initiated/continued by student interns in 2002-2003.

Student Interns (Jenny Bohrman, Allyson Ladley & Michael Watrous)

- Apartment Composting test (bins obtained and plans in place)
- Environmental-fact advertisement
- Park clean ups
- Earth day Celebration -awareness
- Double sided academic printing
- Decreased styrofoam in Dining hall
- Recycling competition

Environmental survey of campus, e.g., assessment of vegetation, etc. The EAG is developing a survey of vegetation on campus, which will build upon a previous study of campus trees by a student, Tihomir

Kostadinov. Tihomir conducted his study under the direction of John Hayden, Department of Biology. The results of his study are posted on the web at <http://cramer.richmond.edu/~tkostadi/trees/>

#### Administration

- Signed Talloires Declaration (President Cooper)

Facilities (John Hoogakker, Associate VP)

Converted three cart-type service vehicles from gas to propane powered under a grant from ACS

## 11. Rollins College

🌐 Faculty Fellows Barry Allen and Lee Lines

The highlight of the academic year at Rollins College came on Earth Day when President Rita Bornstein signed the Talloires Declaration. The signing complements and extends Rollins' new mission statement which states "We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility & environmental stewardship." This was approved by the All College Planning and Priorities Committee, October 3, 2002.

The Earth Day events were supported by a grant to the Recycling Program, the Rollins Outdoor Club, and Eco-Rollins from the SDE Alliance. SDE also provided funding for the placement of recycling bins in all dorm rooms. ACS supported another student project, the ongoing cleanup of Lake Virginia, by providing funding for the purchase of necessary equipment.

Rollins sent a large contingent of students to the ACS Student Leadership Workshop at Heifer Ranch. The group included leaders from student government and student organizations.

Facilities was also active, hiring a new Grounds Director who has been busy re-landscaping with native and xeriscape plants. More than a dozen native long leaf pines have been planted in an effort to reestablish native habitat. Also, the first of many waterless urinals on the campus were installed in the Cornell Campus Center.

Faculty were also active in ACSEI activities. Five Rollins faculty attended the Green Teaching Workshop in Greenville; two, Hoyt Edge and Wendy Brandon, presented the progress made in their ACS supported projects on sustainable development on Bali and Costa Rica respectively. Bruce Stephenson received grants from CCP for designing native gardens for Winter Parks' Central Park, and for integrating native landscape design in the Genius Preserve. Prof. Stephenson also presented the results of earlier ACS supported work at the CCP workshop in Memphis.

The Office of International Programs continued its invaluable support of the ACS Sustainable Development Program in Costa Rica for which Rollins is the agency college.

## 12. University of the South – Sewanee

🌐 Faculty Fellow Sid Brown

Oh, how I wish we had photos of last night's Green Pledge Dinner. Over sixty people attended, enjoying a sumptuous vegetarian feast catered by a local environmental caterer who lives sustainably on a land trust! (Julia is great, and so is her food.)

Whimsical table decorations made from houseplants and sundry items of the organizers (the six-foot rubber snake was a hit), candles (that, had the weather been cooperative, would have been floated on a local lake as part of the ceremony), little white lights. An inspiring talk by Prof. David Haskell, inviting all the graduating seniors to become "little green angels" that keep in touch with the University and urge its members to greater sustainable living.

Extra food was composted; reusable plates were used; the pledge was printed on small credit card-sized cards and a green ribbon was pinned to each so that at graduation seniors could show their commitment.

All was organized by a group of Environmental Residents (who wore black like stagehands) and one intern (who wore regular clothes and just tried to enjoy the dinner!)--

In short: the interns have done a great job in reporting our many, many events this semester. Our three main Tremont objectives have been realized fantastically: near central campus parking by students is being phased out in favor of a more pedestrian and bike friendly campus. The Environmental Residents program is up and running. An EcoHouse has been established.

These three initiatives have brought many other joys in their wakes--for example, at "Room Draw," a stressful event that most students go through related to their housing, the Environmental Residents played music and gave out free cookies, sodas, and environmental poetry.

### **13. Southwestern University**

📍 Faculty Fellow Jason Hercules

The ACS interns were fortunate enough to be able to report to Laura Hobgood-Oster, director of the Sustainability, Humanities and the Environment Alliance. She has a lot of familiarity with the ACS and the Faculty Fellow position. She also held the responsibilities of the Faculty Fellow position on an interim basis until the University officially named the Fellow. Jason had some involvement with the interns but Laura had the most contact and provided greater guidance to the interns.

Laura and Jason also worked on the ULSF evaluations together. Laura took the lead by contacting appropriate university staff and faculty members to help fill out the questionnaire. Jason worked to compile the responses. We both worked to make the evaluation readable, coordinate Peter Corcoran's schedule, answer his questions and show him around campus. Jason failed to initiate proper follow-up for the evaluations but Peter Corcoran's responses showed that, while there were some missing pieces, there was potential for environmental improvement at Southwestern.

ACS interns worked a great deal with the SU Garden Club. Through intern leadership, the Garden Club became a more established organization completing several projects. Two such projects – an off-campus community garden and an on-campus landscape project – helped demonstrate organic and sustainable gardening and landscaping techniques.

Through intern management and labor, expanded recycling continued at Southwestern University. Once again, interns made it possible to supplement the aluminum and paper recycling by making it easier for students to recycle glass and plastic. They collaborated with the student organization, SEAK, to coordinate pickup days and deliver recyclables to a centralized point. From that point, the interns took the materials to the community recycling center. The interns were also represented on the recycling committee and helped create a plan that, if implemented, would upgrade the current recycling centers on campus.

Just as ACS interns were very instrumental in helping to structure SU's Environmental Studies Program, they have also been instrumental in benchmarking the quality of the program. Interns spent time researching top liberal arts institutions' Environmental Studies programs to help Southwestern's Environmental Studies faculty evaluate their program.

Maria Kruger, Internship Specialist for Southwestern University, collaborated with Jason Hercules to apply for an ACS grant. The grant called for a combined effort between SU and Trinity to develop students' interests, knowledge and connections in the environmental field. The first phase of implementation has been completed and, although there is room for growth, the project has been successful thus far.

Southwestern University was also fortunate to have Bob Mathis, Associate Vice President for Facilities and Campus Services, serve as the Facilities Fellow for this academic year. Though assisted by Jason Hercules, Bob chiefly drafted several grants submitted to the ACS for environmental projects to be conducted on campus. These grant applications were successful and when these projects are completed they should be of benefit to Southwestern and the ACS.

Bob Mathis and Jason Hercules structured internship positions for the 2003 Summer according to guidelines laid out by an ACS grant. As stated in the grant, the summer interns will be working with land reclamation, environmentally conscious weed control, native plants selection and an inviting sustainable putting course. In working with Maria Kruger, we set up the structure for the internships. Bob and I publicized the positions and selected interns from the pool of applicants available. There are currently two full-time and one part-time intern working on the issues mentioned above.

Although work was somewhat delayed due to unexpected circumstances, Jason Hercules worked to initiate the Solar Shingles project linked to an ACS grant. The grant was written at the end of the 2002 academic year by ACS interns, with my assistance, and was received through the Campus as a Lab for Sustainability Alliance. Through contacts in the Solar Power industry, I was able to receive a referral for a local company that works with proven solar technology – the same solar equipment used at Southface Energy Institute. I have been working with Bob Mathis to select the best area for the installation and have been working with the contractor to begin the installation process. The installation is expected to begin later this summer and be complete in time for an unveiling event during the Fall 2003 semester.

Jason Hercules also sponsored the viewing and discussion of the *On the Brink* PBS program. Campus-wide publicity, including flyers and voicemail, was sent out to raise awareness of the issues presented in the program. A room was reserved and snacks were provided during the viewing and I facilitated the discussion afterward. Although attendance was sparse, discussion was poignant, powerful and helped raise participants' levels of awareness. There was also a distinct possibility that several people watched the program from other locations due to the campus-wide publicity.

Finally, Jason worked with Residence Life and ACS intern Greg Mast to further develop guidelines and structure for the "Green Hall" at Southwestern University. The Green Hall – a hall intended to bring environmentally aware students together to share ideas and work together – has faded in and out of existence over the past few years at Southwestern. It became active last year and was fairly well received. Although several of the members of the hall were active and environmentally conscious, there was concern that several of the students on the hall were using the preferred sign-up status of the hall to increase their chances of living in the more desirable residence hall. Greg and I worked to improve leadership in the hall, provided a formalized hall environmental event format and build in punishment of those persons inexcusably missing the required amount of environmental programs by the end of the semester. The thought is that those that don't reach these reasonable goals, without an appropriate excuse, were not dedicated to environmental issues and just used the "Green Hall" to live in preferred housing. These changes were accepted by Residence Life and will be utilized in 2003-2004.

This is the sum of the ACS-related environmental projects that involved the Environmental Fellow's participation or that were reported to me. There were several independent steps made in positive directions and some steps taken the other way regarding environmental change on campus. Altogether, there is still a strong grassroots environmental sentiment on campus that supports environmental change. It is my hope that progress continues toward this end.

#### **14. Spelman College**

📍 Faculty Fellow Bretta King

#### **15. Trinity University**

📍 Faculty Fellow Jennifer Mathews

During my tenure as Environmental Faculty Fellow, I have hosted four student interns, Rebecca Mateer, Billy Allen, Sara Marshall, and Jana Perser. We meet 2-3 times a semester to discuss the progress on each project and produced regular written reports to the ACS Environmental Program. Their programs are summarized in the ACS Environmental intern final report.

Environmental events/programs on campus this year included: the fall and spring Community Market, the Organic Garden, the Recycled Notebooks project, the Adopt-A- Primate program, two semesters of a student-run Seminar on Sustainability course, Fair Trade coffee at Java City (campus coffee shop), a lecture on Fair Trade Chocolate from a cooperative in Ghana, the Earth Day celebration, and the Environmental Film Festival. Paper memos were eliminated on campus (everything is done via email,

unless otherwise requested by individuals) and a printing charge was put in place in the library to curb the amount of paper printing being done in the computer labs. A more comprehensive recycling program for plastic and aluminum was also instituted by the Trinity University Volunteer Action Committee on upper and lower campus.

As the campus fellow, I publicized and forwarded all information on ACS conferences/events to the appropriate people on campus. Several students and faculty members attended various events throughout the year: 1) I attended the ACS Environmental Team Training workshop in Knoxville with my four interns in September; 2) Professor Liz Ward of Art and Art History attended the Green Teaching Conference in Greenville, South Carolina in March; 3) Professor Diane Smith of Geosciences attended the Seminar on the Brownfield Action Curriculum: Using Digital Technology to Advance Undergraduate Science Education in New York City in April; and 4) students Clara McDaniel, Laura Wilke, Cara Mowen, Christina Perry, Rashna Patel and Sofia Bahena attended the ACS Leadership conference at the Heifer Ranch in March.

As the campus fellow, I also reviewed all grant proposals being submitted to the ACS this year. I assisted Becky Spurlock of Career Services in putting together an ACS Student Development and Engagement Grant (Environmental Career Planning Area), which was funded. I also helped Professor Liz Ward put together her environmental course development proposal, which was funded. Finally, I helped Jana Perser with her Proposal for Campus Environmental Awareness Mini-grants to fund an environmental film festival, which was funded.

I was also the primary person to put together the questionnaire for the external review of environmental programs, although I did not host an on-campus visit, as they chose not to come to our campus. I coordinated answers from approximately 15 different members of campus (students, faculty, administrators and staff) and worked with Professor Fred Loxson in producing an 18-page report that documents the history of environmental programs, courses and curriculum at Trinity University. This was submitted to the ACS in January.

Overall, this has been a great experience, and I have thoroughly enjoyed acting as an ACS Environmental Fellow. I appreciate the opportunity to have contributed to the ACS community and to increase awareness of the programs on my campus.

## **16. Washington and Lee University**

📍 Faculty Fellow Teresa Hanlon

### **Project 1 – Freshmen Recycling Education**

Before orientation this fall I met with the Dean of Students to make sure that recycling education would be included in orientation activities. I also met with all of the dorm counselors and resident assistants to tell them what and where to recycle and to encourage them to get their halls to participate.

When the freshmen moved into the dorms each was provided with a recycled, reusable mug with the university's motto, "Non in cautus futuri" – Not unmindful of the future, and a pamphlet with some W&L environmental facts and recycling information.

ACSEI intern Nick Gorham worked to stay in touch with dorm counselors and try to minimize contamination of recycling bins in the dorms. He also sent out recycling reminders via campus notices.

Anecdotal evidence from our physical plant suggests that recycling by the dorm residents has increased some this year over last, but we still have contamination problems. Other recycling efforts where students are not involved seem to be operating smoothly.

### **Project 2 - Composting**

A major project for me this fall was working with Bill Hamilton to start a composting project. We received funding from the Campus as a Lab Alliance and we also used one ACSEI intern, Ryan Howe, to support this effort.

We got essential and enthusiastic support from Alex da Silva, the Head of Dining Services. We provided the kitchen with "Compost Only" bins, and he helped us educate the staff about what should go in them (raw fruit and vegetable scraps, stale bread and crackers, and napkins).

Support also came from the Environmental Studies Program, who provided money to allow us to hire three students, in addition to our ACS intern, to handle compost collection every evening of the week.

The Physical Plant's help was also vital because they delivered campus leaves to the site and let us borrow equipment that allows us to mix the compost quickly.

For the year, we are averaging about 175 pounds of compost collected every day. If you know about compost, you'll understand that this actually hasn't really amounted to a lot of dirt, yet. We do have some ideas for creating an herb garden with the dirt. The herbs would be used in meal preparation at the dining hall. I am quite pleased with how smoothly this project is running. Although we have no man-power for keeping the project running through the summer (when there is just as much activity at the dining hall) we expect to be able to start the project up again at the beginning of the next academic year.

#### Project 3 – Brushy Hills

I am a member of the Brushy Hills Signs and Trails Committee. This committee is improving the trail network at a 600-acre wooded parcel owned by the city of Lexington. We are also providing a kiosk (in conjunction with the Virginia Military Institute timber framers) and maps at the main trailhead.

James Dick of the W&L Outing Club and I received funds from the Campus–Community Partnership Alliance to purchase tools needed for trail building, repair and maintenance. Some of these funds will also help purchase wood for trail intersection markers and map photocopies. This project is progressing slowly, but I hope for a lot of progress this summer.

#### Project 4 – Fraternity can recycling

Our fraternities are not allowed to have kegs, so there are lots of beer cans that could be recycled after their parties. An ACSEI intern spent much of the year trying to get the fraternities involved in a recycling contest. He wrote what I thought was a good proposal to the Student Development Alliance to try to make his contest work, but it was turned down.

I was awarded a Campus as a Lab grant to purchase a can crusher for this effort, but I am discussing with the alliance director whether I should return this money because it cannot be used for the exact purpose described in the grant.

#### Summary

I continue to serve on two campus committees, Environmental Studies and Environmental Planning and Management Committee that keep me involved in other aspects of environmental concern not mentioned above. I think we have had some good success this year, and I look forward to continuing as W&L's ACSEI Fellow again next year. I would also like to thank Elizabeth and the Alliances for their support.

## I. ACS Facilities Fellows Year End Summaries

### 1. Birmingham Southern College

📍 Facilities Fellow Roald Hazelhoff

Alternative fuel for fleet operations. We are currently working with BSC's Campus Police and Alagasco, to obtain a natural gas powered security car from the University of Alabama at Birmingham (UAB). Once the process is complete, Alagasco will donate a fueling station (valued at \$8,000), and BSC's campus police's gasoline powered fleet will be reduced by fifty percent. SEC will help record emission savings, etc.

Campus Audit. We recently facilitated a series of meetings between BSC's maintenance department and members of WRATT (Waste Reduction and Technology Transfer), a local nonprofit made up of retired engineers. The result was a 30 page report providing a comprehensive assessment, on ways BSC can save energy and avoid pollution costs. We have since forwarded the major recommendations of this report to the Board of Trustees Buildings & Grounds Committee.

ACS Information Exchange. The ongoing discussion flow between ACS Facilities Fellows provides many benefits. A good example is provided by Rollins College's recent decision to install waterless urinals. Based in part on their positive experience, BSC and Southwestern facilities fellows have since initiated pilot programs on their own campuses.

### 2. Centenary College

📍 Facilities Fellow David Martin

### 3. Centre College

📍 No Facilities Fellow at this time

### 4. Davidson College

📍 Facilities Fellow David Holthouser

### 5. Furman University

📍 Facilities Fellow Doug Lange

### 6. Hendrix College

📍 Facilities Fellow J.D. Thompson

Our focus has been on utility conservation this year. We did the traditional "reminder stickers" about turning off the lights, but took the more drastic step of turning off the hot water boilers and turned down all heating units during our breaks (Christmas and Spring). We started a maintenance routine of cleaning our piping systems for more efficiency, and scaled back on-times for unused areas. Some of our measures included shutting off water heaters in off-campus houses used as office space, adding set-back thermostats to those residential-style units, replacing air filters every 3 months rather than every 6 or 12, and making sure our energy management controls were working properly. Our cardboard baler is now making money for the College as well as saving money and space at the landfill. We are compacting our large-scale waste in a 40 cy container with a backhoe (until money becomes available for a compactor) to get more from our waste management budget. We oriented our new Art Buildings so that their long sides were east-west to take advantage of winter solar gain as well as summer shading. Our students have a regular voice in the campus newspaper to address environmental issues, and they work closely with campus housekeeping staff to recycle residential hall waste. I am currently anticipating a grant to establish an Environmental Awareness Center in an old greenhouse on campus.

### 7. Millsaps College

📍 Facilities Fellow David Wilkinson

## 8. Morehouse College

🌐 Facilities Fellow Andre Bertrand

## 9. Rhodes College

🌐 Facilities Fellow Brain Foshee

Rhodes College took a major step towards a more sustainable campus and protecting southern forests earlier this semester. Rhodes began its total phase in of 100% PCW Badger Envirographic 100 recycled paper earlier this semester after a campaign by Rhodes Campus Green, Rhodes Planning Cooperative, and Rhodes College Greens. The campaign was marked with significant cooperation of the Physical Plant, especially the purchaser Charlene Craig.

Prior to this change, all of Rhodes's paper came from virgin tree fiber. 77 percent of the nation's pulpwood is cut in the Southern United States. Now, the paper is completely from consumer recycling and it is whitened without using any chlorine. No other college in Memphis has shown this level of support for protecting the Southern forests.

Joshua Low, the lead campaigner, commented, "This is a major step matched by far too few colleges. It is satisfying to see such significant progress. Rhodes is leading southern colleges in sustainable purchasing." Campus Green, Rhodes Planning Cooperative members, the Sierra Club, and the Dogwood Alliance are all welcoming this positive switch to recycled paper and protecting regional forests. Mel Richey, the Executive Assistant to the President, stated, "I'm thrilled the campus has moved to recycled paper."

Rhodes made great strides this year in sustainable practices. Design has been completed and construction of the Paul Barret, Jr. Library is underway. Mr. Brian E. Foshee, Director of Physical Plant and the Facilities Fellow for 2003, was appointed to serve as the Rhodes "Sustainable Practices Officer" during the construction of the Barret Library. The duties of the Sustainable Practices Officer are:

1. To meet with the architects and contractors at every scheduled meeting to discuss and champion sustainability issues regarding the construction of the Barret Library.
2. To negotiate the implementation of the sustainable construction practices and environmentally sensitive materials as outlined in the document "Planning Principles for the Paul Barret, Jr. Library." (vide infra)
3. To serve as an effective communication link between the architects and contractors and the rest of the College community.
4. To collaborate with the Rhodes Planning Cooperative to resolve conflicts between the implementation of sustainable materials or practices and practical barriers such as cost.

After much discussion, the College decided not to seek LEED certification for the project, but chose to be as "LEED-like" as possible. Following the spirit of LEED, the following planning principles were outlined for the Paul Barret, Jr. Library:


- Compliance with the Montreal Protocol for the reduction of ozone depleting gases by avoiding mechanical systems using HCFC's or Halon.
- Designing the building with the main mechanical spaces close to existing utilities, so the earthwork and clearing of vegetation for the building itself can be limited to a minimal distance beyond the building perimeter to reduce site disturbance during construction.
- Computer modeling to maximize energy performance in the HVAC system. The system will be designed to exceed state and federal energy efficiency standards.
- An erosion and sedimentation control plan to reduce negative impacts on water and air quality in the project area.
- Net reduction of storm water runoff due to the addition of green space over a large portion of what is currently an asphalt parking area.
- High efficiency irrigation technology.
- A minimum of exterior lighting.
- High efficiency toilet room fixtures.
- Widespread use of efficient light fixtures, automatic sensors to turn off fixtures in rooms not in use, and efficient location of water heaters in close proximity to points of use.
- Continuous electronic monitoring of mechanical systems to provide optimal building energy utilization and water consumption.
- Re-use of rubble or cut limestone and other products where possible from demolished structures.

- Re-use of excavated fill for landscaping and backfill wherever possible thereby reducing off-site transportation of fill material.
- Liberal use of natural lighting throughout the building through efficient window design and placement.
- Use of certified sustainable harvested wood products wherever possible.
- Enhanced in-door air quality through ventilation system design.
- Use of low VOC (volatile organic compounds) materials for all adhesives, paints and carpets.
- Investigation of energy efficient window and thermal glass products.
- Purchase of building products such as natural rubble stone and limestone from vendors in close proximity of Memphis thus reducing transportation costs and vehicular emissions.
- Heavy landscaping to produce shade to reduce "heat island" effect.
- Carbon dioxide building monitoring systems.
- Electronic temperature and humidity monitoring.
- Use of recycled building products wherever possible.
- Joining the U.S. Green Building Council, a national volunteer organization committed to developing standards for the design and construction of buildings that are environmentally friendly and healthy places to live and work.
- Working with the Council to develop energy and environmental standards for new construction and renovation on college and university campuses.
- Use of "porous surface" technology as an alternative to impervious asphalt in new parking areas.

Currently twenty-three of the twenty-five outlined principles have been met or initiated. The remaining two are being evaluated.

Recycling on the Rhodes campus is a student volunteer initiative, with assistance from Physical Plant staff. This year, a ten hour per week internship (during the fall and winter semester) and a full time summer internship was added to help with recycling and sustainable initiatives. Both positions have been very beneficial.

## 10. University of Richmond

 Facilities Fellow John Hoogakker

The University of Richmond has enjoyed several accomplishments this year with regard to sustainability.

The Environmental Awareness Group was inaugurated on-campus last Fall. The EAG considers overall sustainability issues for the University and is constituted of faculty, students and staff.

Upon recommendation of the EAG, University President William E. Cooper signed the Talloires Declaration on behalf of our institution. The signing occurred at one of the events scheduled as part of a Sustainability Speakers Series on January 22, 2003. Win Caulder was able to attend and offer remarks on behalf of ULSF and ACS.

Also announced at the January 22nd event was the University's decision to earn LEED Certification for Weinstein Hall - the new building accommodating several of the Social Science Departments. Leadership in Energy and Environmental Design (LEED) is a program of the U.S. Green Building Council that monitors and documents sustainability efforts in building construction.

In 2002 ACS made a grant to the University to conduct an alternative fuel demonstration project called "Green Carts". The project explores use of propane fuel for the small service carts the Facilities staff uses for on-campus transport. Results to date have been most encouraging, showing a 68% decrease in carbon monoxide emissions, a 89% decrease in hydrocarbon emissions and a decrease in fuel expense. A follow-up ACS grant has recently been awarded to more carefully monitor and document the results of this project.

Efforts continue on other sustainability efforts including energy consumption and reuse/recycling. Thirty percent of the campus waste stream is currently being diverted from local landfills and a recent reuse effort collected and resold twenty one tons of surplus material donated or left by students at the end of the school year. This effort also produced over seven thousand dollars in revenue for two local Sierra Club chapters.

## 11. Rollins College

📍 Facilities Fellow Scott Bitikofer

### Recycling

We have tried to simplify the recycling process for the students, and make recycling and trash pick up a parallel process. Our trash truck has been compartmentalized so the pick up is the same for trash and recyclables. Having color-coded bags has made the process easier for the students to keep their trash separate. We have also modernized trash rooms in the residential facilities to accommodate recycling bins. Outside, we have placed six recycling collection canisters at key locations on campus for ease of disposal of recyclables.

### Chiller Plant

We now have on-line our second regional chiller plant—this allows us to provide cooling for multiple building from one plant. This has also enabled us to replace antiquated and inefficient equipment with a highly effective Trane central vac-chiller. This is one of three on that circulation loop. The multiple chiller plant allows us to stage equipment in proportion to present load, allowing a further reduction of electric consumption.

### Sandspur Field

The decision to replace natural grass with synthetic turf was finalized this year. This will result in a substantial savings in irrigation water and remove the need for fertilizers, pesticides, and weed control agents that would seep into the ground water.

### Digital Direct Controls

In our on-going efforts to install digital direct controls (DDC) campus-wide, we have installed DDC into two additional buildings on campus for better environmental control. It also allows us to shut down equipment after hours, thereby better managing our electric resources.

### IPM Program-Integrated Pest Management

We are developing a sustainable IPM program to manage pest and disease in the landscape areas, with an emphasis on practicing environmental stewardship. This IPM program will employ a variety of strategies to manage pest and disease, while ensuring an aesthetically pleasing and safe outdoor environment on our campus.

### Centralized Irrigation

We are looking to improve the management of our water resources by implementing a Centralized Irrigation Control pilot program. The program will identify system capabilities versus our needs. The benefit of centralizing our irrigation control is the ability to be more responsible in our management of our water resources. We will be able to monitor actual usage, quickly identify problems and deficiencies in the system, create water budgets specific to needs of plant material (reduce waste), adjust usage based on actual need in relationship to weather conditions and quickly shut down or start the system.

### Miscellaneous Environmental and Energy Savers

This year we were able to exchange three golf carts from two-cycle gas to battery-powered. Two 1950s vintage gas boilers in dorms were exchanged for high efficiency gas boilers. We changed our purchasing policy for paper towels, and are now using towels that are brown recycled instead of bleached white. We have also tested and approved the use of waterless urinals on campus. They will now be the standard for all new construction and campus renovations. By the end of the summer, there will be two dozen installed on campus.

## 12. University of the South – Sewanee

📍 Facilities Fellow Marvin Pate

- Revived our monthly campus-wide environmental coordination lunches which we call EcoDomain meetings.
- Attended the Tremont team training workshop.
- Attended the Campus as a Lab for Sustainability workshop at Birmingham Southern.

- (As a result of teamwork developed at Tremont) Completed a campus parking survey/study with Student Intern (Derek Lemoine) which has resulted in the University approving a two-step policy change which says that students can no longer drive vehicles into central campus to attend class. This next year roughly one-half of the students in dorms that are currently allowed to drive will cease -- next year the rest. To get this approved took formal presentations to six groups on campus and a vote by the Student Assembly.
- Participated in the training of students assigned to dorms in our new Environmental Resident program which starts next fall.
- Changed our recycling strategy such that Physical Plant Services took over responsibility for weekly pick-ups at dorms and other buildings.
- Constructed a glass recycling area at the PPS compound.
- Participated in the written assessment for VKRF and participated in interviews for USLF site visit.
- Participated in ACS Environmental Program Committee teleconferences.

### 13. Southwestern University

🌐 Facilities Fellow Bob Mathis

Planning for the Land Reclamation, Native Plant Nursery and the Solar Panel projects was completed this spring. Summer interns have been hired to finalize the designs and complete the projects this summer. To date, no funds have been expended as we were in the planning phase. Most of the funds will be spent by end of summer.

Interns for the Nursery and Land Reclamation projects have completed the following in the first weeks of summer:

- 1) Reviewed scope and objectives of all projects with Bob Mathis
- 2) Researched native plants for both the Nursery and Land Reclamation projects
- 3) Researched alternatives to herbicides for the Land Reclamation project
- 4) Inventoried available material resources for the Land Reclamation project
- 5) Drafted preliminary designs for the Nursery and Reclamation projects
- 6) Met with Physical Plant to set priorities and schedule for all three projects
- 7) Researched testing methods and criterion for alternatives to herbicides
- 8) Documented existing conditions with digital camera

A part-time student intern has been hired for the LEED certification project to begin preliminary work with architects. Design of the CLL will begin in earnest this fall and interns will be working directly with Architects in the fall. An estimated \$800 - 1000 will be spent this summer and the balance in the fall.

### 14. Spelman College

🌐 Facilities Fellow Keith Pittman

### 15. Trinity University

🌐 Facilities Fellow John Greene

### 16. Washington and Lee University

🌐 Facilities Fellow Chris Wise

## J. ACS Environmental Interns Year End Summaries

### 1. Birmingham Southern College

- 📍 Cori Jobe
- 📍 Mary Helen Ferguson
- 📍 Libby Yost
- 📍 Thomas Wells

Libby Yost presented her on-going research regarding the health status of three local rivers (Village Creek, Cahaba, and Shades Creek) at a conference in Greenville, Alabama in March. She is currently finishing the third section of the book she plans to publish, and hopes to have it complete by the end of May. On Honor's Day, she presented her research to the BSC community.

Thomas Wells is very busy. He submitted a proposal to the SGA, in order to have funds allocated to buy roughly 150 new recycling bins for the female and male dorMs. If successful, he plans to purchase the bins immediately and put them in place as soon as possible. He is coordinating the removal of the old fraternity row recycling bins, which will be placed behind the new fraternity row. He expects this change to increase the participation in the newly established recycling program. He is also planning a final workday at the BSC Ecoscape to end the school year, and is trying to devise a schedule of work days for next year so that students and faculty will be more aware. Kappa Alpha fraternity has already agreed to create a work day schedule for their fraternity members for the upcoming year. Thomas also plans to notify other fraternities about this opportunity, and encourage them to participate as well.

Since the beginning of March, Mary Helen Ferguson has developed projects with two schools near our current urban garden, the Woodlawn Ecoscape, which ACS has provided a grant for. She reports that three other BSC students have made contacts at Woodlawn High School, and together they are planning to create a garden on their campus. The garden will include native plants and basil, so that students can make pesto. At Cornerstone School, they are planning to put in a butterfly garden and an herb/vegetable garden. She has continued to oversee workdays at the Ecoscape, which recently involved a good bit of weeding. She says that neighborhood children are always invited to help, and on one Saturday morning, six or seven neighborhood children came. She reports that more new plants are scheduled to be put in soon. As a summary of her year's work, she reports that she has continued to rally student involvement, tend to the general upkeep of the gardens, and do seasonal planting. In addition, she has attended meetings of the Woodlawn Initiative group, maintained contact with local schools, and called local children to let them know when we would be at the garden. She helped to attain clearance for a reservation system that has been set up so that citizens can use the Ecoscape for private parties. On campus, as part of a joint effort by the interns to encourage recycling, she has written a job description for the dorm recycling chairs and has submitted it to residence life officials so it can be used in the future. Her future plans include continuing the development of the gardens at the two schools and further developing and publicizing the reservation system for the Woodlawn Ecoscape.

Cori Jobe regrets to report that the new BSC webpage is still not on-line, therefore no corrections to the Environmental Studies website can be made at this time. However, she plans to have the website ready for the upcoming year as soon as possible. She does report that her "Green to the Last Drop" grant from ACS is near completion. She has decided on a design and color scheme, and has a meeting scheduled for next week with a local advertising company to finalize the deal. She is also currently planning a freshman orientation program focused on the environmental opportunities at BSC, upon which the cups will be given to the freshman class of 2003. In addition, she reports that the Earth Month activities have come to an end, and the BSC Conservancy will meet to plan for the upcoming year. She asserted that environmental awareness and concern seem to have increased this year, and attributes this change to her fellow interns.

As a group, they have had great success this year, which has not gone unnoticed. The BSC seasonal magazine, "Southern", focused its spring edition on the many environmental programs at BSC. In addition to the inclusion of the BSC Ecoscape, Southern Environmental Center, and the Environmental Studies Minor, were page summaries of each intern and the projects that they have focused on this year. In addition, the interns were honored by an invitation to meet with Robert Kennedy Jr., who was the Alex Sterling speaker this year. They have all greatly enjoyed their experiences, and would like to

thank ACS for the opportunity to be active in their college and community through environmental efforts.

## 2. Centenary College

- 📍 Morgan Elliott
- 📍 Robert Savage

### Saving Electricity

In a push to reduce energy costs for the college, the school has researched plans to implement a shift in lighting from candecent bulbs to the more efficient florescent bulb. The shift is arranged in phases and will soon have all facilities lighted in a more environmentally friendly way.

### Recycling

According to many students, programs that promote recycling are necessary but have proven ineffective in the past. Because of the apparent need to develop stronger recycling programs at the college, we are developing a greek recycling program to be initiated in the fall semester. As plans for the program are being developed, the problem does not go away. For this reason we had recycling bins installed at locations accessible to the greeks.

### Saving Water

Largely thanks to the effort of intern Andrew Irby, the college now has a program designed to switch to shower heads that cut water use by a substantial amount. For those students who live on campus, don't worry. The water pressure will remain the same, but the wasted water from leaks and other problems will be eliminated.

### Project Updates: January 2003

1. We are pleased to announce that the cafeteria switched to unbleached napkins; however we are still working to incorporate the product policy for Randall's, a mini café service provided by Sodexho. We are concerned about a new food delivery system that uses paper and styrofoam at the late night dining time and to-go orders. Arranging a meeting with Sodexho management and addressing these issues will be part of the focus for our February undertaking.
2. We were set back significantly in the month of January because we have adopted the work of our fellow intern, as he left the internship to fulfill his graduate plans.
3. After a brainstorming session, we concluded that we should center our attention on more facilities issues. One of which is a move to change all campus 35W light bulbs over to halogen lights. The switch merely requires the school to purchase a different type of bulb, yet the bulbs will last significantly longer and decrease power input. We have a meeting scheduled with Dave Martin, ACS facilities fellow and director of Centenary facilities, to consider the project more seriously.

### Project Updates: October 2002

1. In response to the growing need to begin a recycling program with the Greek community, we began talks with the Inter-fraternity Council and the Pan-Hellenic Council regarding a can collection system. The idea is up for discussion at Greek advisory meetings.
2. In conjunction with Rollins College we have worked to evaluate Sodexho's position as an environmentally sustainable company. Some of the issues discussed with Centenary Sodexho management include the use of styrofoam, alternative dietary habits, bleached napkins, and cardboard box recycling programs. Our goal is to continue to work with Noel Smith at Rollins and prepare a proposal for Sodexho in the spring for a more sustainable food service program.
3. We checked the validity of the recycling programs at Centenary. Although we have heard a number of rumors that the program is defunct, the program is still in working order according to Dave Martin, Centenary's director of facilities services and ACS facilities fellow.
4. In regards to campus awareness we persuaded the student newspaper staff to publish an article on the conference and future plans for the internship. It is our goal to do at least one thing a month for campus awareness in order to continue the fight for environmental appreciation in our community.

## 3. Centre College

- 📍 Meghan Langley
- 📍 Adam Watson

- 📍 Will Johnston
- 📍 Samantha White

The month of March has been relatively productive. Patrick and Samantha attended a budget meeting to determine whether or not Centre is going to get an environmental coordinator. As of right now it is looking really positive because various organizations on campus gave us money out of their budgets so that we could fund this position. The Ecohouse is also an almost definite thing. We are currently recruiting people to live there and the response has been good. We are planning to work with Danville High School on an Earth Day project and possibly perform more environmental theatre there this semester. Samantha attended a meeting of the student congress and they expressed an interest in helping with environmental activities and recycling. We have also been recruiting people to work for the recycling department next year so that the program runs more smoothly. Megan is continuing the glass recycling project, while Will and Adam have been helping recruit people and starting up the environmental theatre again. We have also been writing grants because although we didn't get the large one from the state for the Ecohouse, we will not let that stop us.

#### 4. Davidson College

- 📍 Dan Divis
- 📍 Karen Goldman
- 📍 Haley Lambert

After the waste audit success, the EAC, SGA, ACS interns, DO, and other student organizations are applying for the "Improve Davidson Fund" grant. All of the listed groups have decided to work together and to focus on solving our recycling program. The grant is for up to \$10,000. The proposal includes getting reusable mugs for students on campus to use at the Union and main dining center. We also proposed the idea of getting small personal recycling bins for each first year students' rooms. We will be finding out shortly if we have received the grant.

Along with that proposal we have also been in contact with the Residence Life Office here and have discussed having a recycling "seminar" as part of freshmen orientation.

We had an on campus woods clean-up, sponsored by Davidson Outdoors.

As the semester draws to an end, the plans for a clothing and furniture drive are well underway. We noticed a huge increase in the amount of waste the school produces during the month of May. So this year we have instituted a clothing and furniture drive, mainly aimed at graduating seniors, but to the whole community. We are having boxes set up in all the dorms for people to put clothes they no longer want into. And after exams we will have student volunteers on call to pick up old couches and other furniture that would otherwise just be thrown away. After we have all of these items, we plan on giving the clothes to a local Goodwill. What to do with the furniture is still up in the air. We may also give it to Goodwill, but there have been ideas to resell it at the beginning of the next semester to students on campus. The idea to recycle our own furniture within our community seems to make sense.

Our environmental awareness on campus has increased dramatically since last semester, which was one of our major goals.

#### 5. Furman University

- 📍 Elizabeth Carroll
- 📍 Erika Kayea
- 📍 Thad Wilson

Thad and Elizabeth sat down with our housing coordinator and explained our idea for an environmental RA training program. (This is a spin off of what the University of the South is doing with its environmental residents. Thanks for the great idea!) The RAs hold informational meetings at the start of every school year to explain how life in the residence halls works. They are also the first person that most freshmen students go to when they have a question about life at Furman. RA's go through about a week worth of general training sessions in the summer before school begins every year. Thad and Elizabeth proposed that this training include a one hour session on environmental awareness in the

residence halls and apartments that would be facilitated and organized by us. This idea was well received by the housing coordinator and the housing office and our program has been scheduled into this summer's training.

Now that we have the go ahead, we have been brainstorming about what specifically we want to do. We are currently researching how to present conservation and environmentally friendly actions in everyday college life. Topics we plan to discuss include: the recycling program, energy conservation, water conservation, the Eco-Cottage, and the Environmental Action Group. Our next step is to put together our materials (we plan keep our paper usage efficient!). We hope to have this training program permanently instated so that more and more students can become environmentally conscious at Furman.

## 6. Hendrix College

- 📍 Amanda Baugh
- 📍 Jamie Koonce
- 📍 Hannah Schmidt
- 📍 Callie Latimer

We received a grant for \$300 to fund earth day activities. Our main project was a panel discussion on green building, entitled, Environmental Building Panel Discussion. The panel discussed the costs and benefits of environmental building techniques. Panelists included architects Stan Hobbs and Martha Jane Murray (Hendrix Class of 1977), Heifer International representative Gerald Cound, and solar panel expert Jamie Windsor. The event was catered by Stoby's and Ed's Bakery, about forty students and five faculty members attended. We considered the activity to be highly successful.

## 7. Millsaps College

- 📍 Jazmin Gargoum
- 📍 Meghan Pigott
- 📍 Paige Henderson
- 📍 Adryon Wong

Millsaps College Hosts Green Semester and Future Fair

As part of its "Green Semester," Millsaps College in Jackson, MS joined with community partners to host a Future Fair on March 26-29. The Fair featured speakers, a film festival, exhibits, music, and interactive town hall meetings, all aimed at exploring sustainable paths into the future.

The keynote address was delivered on Friday, March 28 at 7:30pm by Lester Brown, President of the Earth Policy Institute in Washington, D.C. His address is entitled, "Our Role in Building an Eco-Economy." Brown has been described as "one of the world's most influential thinkers" by the Washington Post. He has authored or co-authored forty-eight books, is a MacArthur Fellow and the recipient of many prizes and awards, including the 1987 United Nations Environment Prize. He founded the World Watch Institute and launched the influential State of the World report, which has been published in over thirty languages, along with World Watch magazine and the Vital Signs series. Brown's visit is co-sponsored by the Millsaps Faith & Work Initiative, the Millsaps Forum Series, E.A.R.T.H., and Mississippi 2020. The event was free and open to the public.

Other Green Semester events included:

Dr. Jerald I. Schnoor, Dept. of Civil Environmental Engineering, Univ. of Iowa, Iowa City, IA

"Eco-Logic: A Perspective on Global Change and Sustainable Development"

Mark I. Wallace, Associate Professor of Religion, Swarthmore

"Earth God: A Christian Eco-Theology with Mississippi Roots"

(The lecture was followed by a lunchtime panel discussion, plenary session with Dr. Wallace, and a performance of earth-centered musical pieces by the Millsaps Singers.)

Jane Goodall, esteemed primatologist and environmentalist, Special Speaker

Dr. K. R. Munkittrick, Canada Research Chair in Ecosystem Health Assessment, University of New Brunswick, N. B.

"Sex and the Single Sucker: Responses of Fish Populations to Effluents from Pulp/Paper Mills"

Jay Nussbaum, eco-psychologist and author of Blue Road to Atlantis

## 8. Morehouse College

- 📍 Bryan Dewsbury
- 📍 David Asiamah
- 📍 Franklin D. West III
- 📍 Brandon Mason

At Morehouse College the Green Project continues to make progress in each of its ventures. In the month of March the club was able to reorganize the recycling bins on campus, relocating them such that each recycling bin was placed next to a regular bin with a sign indicating which bin was for which purpose. We also established a link with the Outdoor Activity Center. This center is a trails and activity center aimed at involving low-income community kids in outdoor and environmental work. The center is equipped with miles of trails, a community garden and a solar cell project. The Green Project will provide manpower and expertise towards this venture. The Morehouse Green Project also joined with the Georgia Conservancy to do trail cleanups at Beech Bottom Trail in Cisco, GA. This collaboration is the beginning of a host of future joint projects between the club and the GA conservancy.

## 9. Rhodes College

- 📍 Erin Hoekstra
- 📍 Jennifer Reim

The Earth Day event was a picnic in Oak Alley, open to the entire campus. Food from the Midtown Co-op was provided.

Campus Green is working with the Greek system on recycling representative appreciation. They want to throw a party for the student reps. We're working on the t-shirts, and found some that are organic cotton and union labor, but they're pricey so we're trying to find some additional funding for them from Kinney or Physical Plant. We're going to silkscreen them ourselves with some help from Scott Banbury. At the party we hope to hand out t-shirts and certificates. We will also give t-shirts to faculty and staff at a different time.

Campus Green is also selling Earthsense mugs we purchased from Aramark. Each comes with a coupon for use in Java City, and people using the mugs get refill prices at Java City and the Lair. We've sold quite a few of them so far. We're planning on going around to faculty and staff offices selling them since lots of people have been interested in the mugs but didn't have money on them in the Rat. I wrote an editorial about the mug sale that was published in the student newspaper when the sale started. I am emphasizing the use of the mugs over the styrofoam cups in the Rat and the Lair.

Campus Green also participated in this year's Rites to Play, which is a children's carnival run every April by student organizations on campus. Our contribution was a flower planting. About 300 children attended. We held an Earth Day picnic with organic food.

## 10. University of Richmond

- 📍 Jenny Bohrman
- 📍 Allyson Ladley
- 📍 Michael Watrous

Our biggest news was the purchase of the compost bins! We have them in our possession but because our spring semester is so compact (last day of class is April 19th) we'll most likely get the composting program organized and ready to start first thing this fall. Also, we received confirmation that an environmental "station" of sorts will be part of a BBQ for first-year students during orientation in the fall. Our charge now is to revamp our program from last year and make it fit this new situation. Our Earth Day Celebration will take place on April 16th and will be in the main academic quad on campus. We'll have carnival-type games, Sierra Club will be selling tote bags and collecting money to adopt animals at a local park, and we'll have a trash sculpture contest. We have continued our environmental advertisement section of the school newspaper as well. Should be fun!

## 11. Rollins College

- 📍 Melissa Bray
- 📍 Devon Chapman
- 📍 Mandy Freeman
- 📍 Peter Sullivan

We started the month with a car wash (using biodegradable soaps of course) that benefited the recycling program, and raised over \$120. We also had a successful lake clean up, using the lake clean up supplies that Pete Sullivan purchased with the ACS grant received earlier this year. We had a peace demonstration/ walk out, where over 150 students and faculty turned out and showed their support for peace. We also secured a \$1,200 ACS grant to fund the massive earth week celebration that we've been planning all semester. ECO-Rollins, the on campus environmental and social activist organization, held officer elections for next year, and we also had a local television station come and interview ECO-Rollins for a piece on what college activists are doing in central Florida. We have been busy continuing to finalize the plans for our earth week, and are all very excited about that. We have also been pursuing the implementation of an organic garden on campus, but several logistical issues from the administrative standpoint have held up the process.

## 12. University of the South (Sewanee)

- 📍 Kali Phillips
- 📍 Derek Lemoine
- 📍 Andrew Schmidt
- 📍 Emily Wright-Timko

At the ACS training and planning workshop last semester in Tremont, the interns, fellow, and physical plant services head sat down as a group and carved out plans for three bold and challenging projects. Each of these initiatives was far-reaching in its plans for affecting the Sewanee campus and community. We weren't sure we would be able to complete all of them in one year, but we were highly committed as a group to these three specific projects, which were 1) the development of an Environmental Resident Program, 2) a solution to our campus' parking problems (which, at the time, were requiring the construction of a new parking lot), 3) an initiative to start an Eco-House on campus.

As you'll see in our report below, we're very happy and encouraged to realize that we have completed each of these three initiatives! (and a couple more!) Last week, at the Annual Student Assembly Awards Ceremony, each of these three projects won an award. The students in charge of the Parking Solutions Project and The Eco-House Project tied for "The Best Initiative" Award. The Environmental Resident Program won the award for "Best Up & Coming Club."

This has been an incredible year for environmental projects at Sewanee. Environmentalism had been slowly gaining ground here for the past decade, but this year all of those simmering ideas and ground-breaking contributions have finally taken off to produce quite a snowball effect in terms of environmental awareness and activism. The Sewanee community has been really energized as a result.

What has been most motivating about our efforts this year is seeing what can happen when various groups collaborate together on a project. This year, we have worked with Residential Life, Physical Plant Services, the local Land Trust, the Student Programming Board, the Student Popular Music Association, Dining Services, the Head Residents, Various sororities and fraternities, alumni, faculty members, and Deans. We are also incredibly grateful, of course, for the encouragement and support we've received from ACS.

Our future plans include the continuation and maintenance of these three programs, as well as any other efforts that also work to similarly institutionalize environmental initiatives on campus and in the community. This year has shown us the power of collaborative and institutionalized programs. Thanks for supporting us for what has been a productive and inspiring year!

The Revival of EcoDomain:

Our fellow helped us immensely to spark the revival of EcoDomain, a group consisting of campus environmental leaders among the faculty, administration, and student body that seeks to unite the oft-disparate efforts among these groups. Many of the participants are affiliated with ACS Environmental Initiative Alliances and the awareness of each other's projects generated ideas and helped bring the projects to fruition.

#### Parking Solutions:

At Tremont, College Student interns and fellow made it their explicit goal to reduce driving and parking on campus. Working with Physical Plant Services to gain exact data on who was parking where and when around campus, we developed a plan to eliminate student driving, to significantly reduce the number of cars parked around campus, and to avoid the imminent construction of a large parking lot. The Student Assembly endorsed the plan and we then presented it to every administrative group that had been formed since the Civil War. In the end, the administration decided to implement the plan over two years, with some dorms losing their on-campus parking privileges next year and the others to do so the following year.

#### The Eco-House:

All of Whitney White's hard work last semester has paid off now that Sewanee has agreed to convert Emory dorm into the Eco-house. Emory will house ten co-ed environmentally active students who have made commitments to achieve a more sustainable standard of living through educational campaigns and personal lifestyle choices. The Eco-house will also act as a headquarters, of sort, for the environmental movement on our campus. Environmental literature will eventually be compiled at the Eco-house in order to create a "Green Library." In addition, the Environmental Residents will hold their meetings at the Eco-House. The ACS Interns owe a lot of credit to May Bartlett and Bert Harris for their work towards the realization of this wonderful idea. Plans are already underway to find an actual house for the Eco-house that students can "green-up" as a model for environmentally conscious building construction and especially renovation. For this coming year, however, Emory dorm will serve as a wonderful test site – we're very excited!!

#### The Environmental Resident Program:

The ER program is modeled on two existing programs here at Sewanee: that of the assistant proctors (AP's, in other schools these students have titles such as resident advisors) and that of the resident computer assistants (RCC's). After a wonderfully inspiring, educational, and formational spring training weekend at Dubose Conference Center, Sewanee ended up with 23 students excited to be Environmental Residents for the upcoming year. Jamey Lowdermilk and Caitlin McCollister will act as Head Environmental Residents during the 2003-2004 school year. The 23 Environmental Residents have modeled themselves after the following ideals. "Environmental Residents: Are rooted in and conscious of their surroundings, Learn more about sustainability and the environment every day seek to reflect sustainability values in there every day lives, Take the initiative to solve environmental and sustainability problems, Strengthen others in their work and commitment to sustainability, Cultivate optimism and enthusiasm (despite reasons for despair!), Express gratitude to those who help the environment, Use good judgment in seeking to help our environment, Naturally earn the trust of others."

Environmental Residents are to increase environmental awareness and responsiveness by beginning where we live- in the dorMs. Environmental Residents have three primary responsibilities: First, educate students in their residential area about environmental issues, second, act to encourage sustainable living, and third, coordinate their building's recycling program.

Even though the ER Program doesn't officially begin until the ERs are in their new dorms next year, they have already taken advantage of the momentum gained in the training weekend to kick off some wonderful initiatives before the year ends! We are off to an awesome start with weekly meetings, most of which have been geared towards the planning of our Earth Week festivities, which are featured below:

#### Earth Week:

Earth week in Sewanee looks promising for fun and excitement this year! Students will have the opportunity to learn about meatless and organic foods through "table-tents" (a fun way of displaying information on cafeteria tables), walk-n-learn signs, and taste tests in and around the cafeteria all week. We've been working very closely with our dining services to provide more vegan and vegetarian options

and labeling of those options. On Earth day, seniors will sign-up to participate in the Green Pledge program. In the dining hall, there will also be a poster display of students' research in the new environmental studies majors. Friday night will kick off our celebration as the student music group of Jim Brantley and Mac Brown will open for James's fox band in the campus courtyard, and the celebration will culminate in Field Fest at the lake on Saturday afternoon. Students will enjoy volleyball, ultimate Frisbee, handstand contests, tie-dye, battle of bands, snow-cones, and a student art show. We've also arranged for many professors to volunteer to sit (and fall!) in our dunking booth at the Field Fest. All the proceeds from the dunking booth will go towards the Shakerag Hollow Conservation Effort, an initiative run by a local, volunteer conservation organization to raise money to buy an ecologically precious piece of land currently in danger of being developed. Our new head ERs have shown tremendous leadership and enthusiasm in helping organize Field Fest.

The Green Pledge Graduation Alliance Program:

A group consisting of new Environmental Residents, an intern, and our fellow, have been working on the second year of our campus' involvement with the Green Pledge Graduation Alliance Program. Senior graduates will commit to the pledge at a signing ceremony that will include a locally-catered, vegetarian dinner, conversation, and a lake-side candle-lighting ceremony. The dinner will occur May 5, the week before graduation week, at a beautiful secluded outdoor area on campus where students can enjoy the company and conversation of other students as well as faculty whose experience "out in the world" will be of benefit to students at this transitional stage in their life. We plan to decorate the area with handmade tablecloths and brought-from-home plants. From the use of non-discardable plates to the meal selection, the dinner will model simple but responsible environmental decisions.

Humboldt State University (California) started this program, which is now managed by Manchester College. Students at over a hundred campuses have used the pledge. The Program has received media attention from many large networks. Graduates who voluntarily signed the pledge have turned down jobs they did not feel morally comfortable with and have worked to make changes once on the job. Schools sometimes reword the pledge to better suit their preferences. We broadened the pledge's scope to include more than career choices alone. Our version of the pledge reads: "I pledge to explore and take into account the social and environmental implications of my life decisions as I cultivate local and global levels of awareness. Through what I choose to create, consume, and support, I hope to contribute to a more conscientious and sustainable community worldwide."





At our information session, we had over 60 students sign up to sign the pledge! This is two times more students interested than we had expected, so we're looking for extra catering money in addition to the funds we have already received from ACS and our environmental organization. A great problem to have!!

Further plans for this year's program:

At commencement, the wearing of green ribbons by green pledge signers and faculty/staff supporters. At commencement, a notice at the main tent will inform attendees as to the meaning and import of the green ribbon wearers and the pledge they have signed. Signers will receive a wallet-sized card of the pledge. We will look for media coverage from our public relations department, our community newspapers, and more.

Kali Phillips is currently working on research into what recycling materials each of our living spaces needs in order to make the environmental resident's jobs more productive next year. Once she has inventoried what we have and what we need, she will be working with the university to meet these needs and hopefully have each living space fully equipped before students return to school next year. We are also hard at work on many projects for our Earth Week celebration.

### 13. Southwestern University

-  Greg Mast
-  Stephen Smajstria
-  Travis Witherspoon
-  Zachary Martin

Greg Mast's duties and goals as an ACS Environmental intern on Southwestern University were dominated by efforts to transition the Garden Club from a loosely organized, rather inactive group of

about three people to the multi-project, integrative group of upwards of fifteen active members that it is today.

The Garden Club succeeded in obtaining a plot of landscaping on campus and doing two distinct landscapes of this same plot, one each semester. We did a collaborative fundraiser with the Art Association of selling painted pots with herb seeds and instructions for growing them, then selling them at the campus wide fall earth day. We also helped construct a community garden and then planted a large bed of organic vegetables for the fall spring and summer, utilizing techniques such as inter-planting, diverse varieties of crops, and natural pest control. The produce from this has been used at the spring earth day as tasty examples of local produce and a way to publicize the club.

We have elected officers for next year and are in the process of obtaining school funding. Next semester promises to be good, as experience and involvement build.

The Southwestern recycling program is currently preparing a manual which aims to institutionalize the program here on campus. Over the past three years, recycling at SU has gone from a couple of student volunteers with a few haphazard bins to a program where we have bins in every floor of every dorm, and two ACS paid intern positions involved in weekly pickup. As someone who has been involved in the program both as a volunteer and now as an intern, I can attest to the great increase in volume. Our biggest challenge at this time is what to do with cardboard. It is not accepted at the local station, and currently Zac is using his truck to take it himself to a place in Austin. We have several options on how to fix this situation. Anyway, we will talk about all of this stuff in our recycling manual. We could send you an electronic copy as an e-mail attachment, or if you want a hard copy, we could send it in that form.

March was a good month. The environmental club (SEAK) had a highway cleanup, a stream clean up on campus, and did some landscaping on campus. The Garden Club also did some native landscaping, and work continued on the organic community garden. We also sponsored a viewing of Bullfrog Video's "Seeds of Change" a documentary on social change and activism through gardening projects.

Earth Day festivities included local environmental activist groups, the Green Party, and numerous campus groups on April 22, and the campus NORML affiliate's Extravaganja (an informative and celebrative event partly about the environmental benefits of hemp production) on April 23.

Signups for the Green Hall, an environmentally themed hall have begun.

Two hard freezes (constituted by a snow and then an ice storm two weeks later) complicated gardening for the month of Feb. Though most of the seedlings survived due to proper crop choices and a good insulating cover, some of the plants are now behind schedule in their growth for the unique Texas growing season (i.e. a short spring and fall season divided by a summer death season). It remains to be seen whether the cool season crops will come to maturity as temperatures heat up in March and April. A fire ant colony in the lettuce has been giving us a hard time; I have applied an organic concoction of various herbs and citrus oils with boiling water to see if this will drive them away. This was under recommendation to use orange peels as an ant repellent. The repellent proved unsuccessful and I will be trying a soap and water solution next.

The Garden Club will be working in conjunction with the local APO chapter, the Green Hall (eco-minded residence hall) here at SU, and SEAK (southwestern environmental awareness klub) on various projects during the month of March, including a stream clean up, and a replanting of several beds on campus with native plants and wildflowers.

We are experimenting with inter-planting of crops, by planting some sweet corn amongst yellow squash and tomato plants on one corner of the garden. Also, we put in some wildflowers and sunflowers in the cinderblock walls to attract pollinating insects and other beneficial bugs to the garden, and provide shade from the Texas sun for some cooler weather crops, in an effort to extend their growing season.

The compost efforts have not worked out, though I have received donations from a few people on campus. It seems that people do not want to hold on to their old kitchen scraps for days at a time.

#### 14. Spelman College

- 📍 Andrea Blanton
- 📍 Tiana Blount
- 📍 Debra Butler
- 📍 Milan Griffin

Here at Spelman College, we are approaching the end of the year, and we have had the opportunity to complete a lot. We are still working with our organic garden. The plots have been weeded and tilled. Humus/manure mixtures have been added. The only thing left to do is plant. Not only will we plant fruits and veggies that we want to eat, but we will also be doing phytoremediation experiments- planting various flowers and herbs that can clean the soil. These experiments will be used in some of our Environmental Science courses. We are also preparing for Earth day. In conjunction with Environmental Task Force, an environmental club here on our campus, we have arranged a week's span of events. They will include Neighborhood clean-up with Eco-watch, open Mic Night where students can express themselves through poetry, Mass Transit Day, where we will encourage students to carpool and use the city's massive public transportation instead of their individual cars, and we will also be hosting a clean-up day on Saturday, where we are actually going out into surrounding communities. We are also continuing with our efforts to expand environmental awareness. Not only do we email a new fact to the campus every couple of weeks, but we have also become interested in children and other youth. We are in touch with the Genesis Early Learning Center (a daycare center in the community) where we will be expressing the importance of the environment to the young people. A couple of us met with the cafeteria and they are becoming more vegan friendly. They have accepted recipes from us and will implement them. We have also done a survey for them so that they will know how many vegans are on campus. Lastly, we are looking at having a Candle Light day, where we encourage the Spelman community to go for a day without lights. Those are the major projects wrapping up the end of the year.

#### 15. Trinity University

- 📍 Billy Allen
- 📍 Sara Marshall
- 📍 Rebecca Mateer
- 📍 Jana Perser

Becky Mateer, Community Market/Energy Awareness

As the school year comes to a close, my position as an ACS intern comes to a close, but the projects I have worked on will continue and grow after I leave. The Community Market I organized last semester had ten vendors and earned one hundred dollars for environmental issues on campus. That money is going to a recycling competition between residential halls at the end of April. Prizes will be awarded to the hall that recycles the most plastic bottles. Trinity University Volunteer Action Committee (TUVAC) is helping organize the recycling competition. A sophomore, Katelyn Werner, is taking over the Community Market. We are working together this semester to put on the event. It will be April 22<sup>nd</sup>, Earth Day, in conjunction with the Earth Day festival that I have also been working on. There will be organic, sweatshop free t-shirts, a Hybrid car, flower planting, music, organic food, and the market place. The market looks to be as big as it was last semester, and it will also donate fifteen percent to the environmental issues on campus- most likely the organic garden.

The energy awareness campaign and project to get light switch covers has been bumpy. The physical plant does not want the covers because they are not aesthetically pleasing. The energy project was in conjunction with an awareness campaign for sustainable development, and Ben Miller has taken over that project. The sustainable development class has found a way to keep it going through a process of recruiting new class members, and their classes' projects continue to hit environmental issues on campus. This is a system I helped develop. The best part is that it is set up to sustain itself; the community market has been running the same way. I have trained Katelyn, and she, in turn, will find a replacement for herself. That replacement process is something I have been working on all year. Someone has to do the work, but they also must find other people to get involved. This system has

been my approach to this internship. I have been encouraging people to apply to the ACS to keep the energy and activism alive.

Billy Allen, Environmental Advisory Committee

Since last time, Trinity University Environmental Advisory Committee Proposal has started to work its way through the University's various stages of approval. It has the backing from the Fred Loxsom, Vice President of Academic Affairs, and Jennifer Mathew, Assistant Professor of Anthropology and ACS Representative. The Association of Student Representatives (ASR) has also approved the Proposal. Right now I am making some last minute changes to the Proposal before I send it to the Chair of the Faculty Senate, who, if the proposal meets qualifications, will bring it to the table to be voted upon. If all goes to plan, the Senate should approve the committee leaving only the President's signature to put the Trinity University Environmental Advisory Committee in the University's Faculty and Contract Staff Handbook.

Sara Marshall, Trinity Recycling

These past few months have been very busy months for Trinity plastic recycling. I am proud to say that I believe Trinity is finally off to a good start with its program. My main goal for March was to promote recycling and get the word out (i.e. distribute flyers, find the most effective way to label the recycling bins, etc.) and also find a solution to keeping the signs I posted up on the walls and bins. There was a problem for a while with students, faculty, etc. tearing down the labels and flyers, but that has since stopped once the labels were put on the bins themselves. Unfortunately, for my job, there hasn't been much more that I can do. This semester, TUVAC (a Trinity volunteer group) took control of the recycling program and so far, is doing a great job. They not only have the money but also the people power to run it effectively. Thus, my job has been promoting what they have started, and to my knowledge people are becoming more and more aware about what they can and cannot recycle due to my promoting. In the past month since I posted my first sign, I have noticed a drastic increase in plastic recycling as well as an increase in recycling the appropriate types of plastic (1 and 2 only). Additionally, TUVAC beat me to a recycling contest between the different dorms, awarding a prize to the dorm that recycles the most. You can never have too many people interested in one cause. The more people involved the better. Finally, since I am graduating this May, I am also producing a list of concerns and ideas that can be expanded on next semester with the new interns. I am excited about what we have accomplished this year, even if it only felt like we were taking small steps at times. Eventually, those small steps will add up and our goals and all that we have worked for will become a reality.

Jana Perser, Social and Environmental Film Festival

As an ACS environmental intern I have had four main goals:

- To attract and reach a large portion of the student body, including students who may not be inclined to attend lectures and/or panels
- To inform about and raise awareness of social and/or environmental<sup>3</sup> current issues
- To initiate critical thinking about the way we live
- To motivate into action towards a more sustainable future

In order to reach these goals I have decided to organize a student film festival to be held in the spring semester. The purpose of the film festival is for students to make and be able to present films addressing some social and/or environmental issue, with the hopes of raising awareness and initiating critical thinking about the way we are living, and to motivate the Trinity community into action towards a more sustainable future. I will be opening the event to students at Southwestern University for both attending and submitting films to be viewed (Jason Hercules has expressed interest in involving his campus.)

I think that by having a film festival, as opposed to the more traditional guest speaker, panel, forum, etc., more students will become involved (both through making films and attending the festival), and

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<sup>3</sup> Although the ACS environmental internship program stresses "environmental" issues, I have decided to open my project to issues that do not necessarily address "environmental" topics directly. It is my belief that social conditions and environmental conditions are so mutually dependent that I should allow students to submit films even if they do not obviously address environmental concerns. Without a healthy social environment, how can we expect the physical environment of our planet to be protected?

my biggest hope is to attract those who do not seem to care about environmental issues and would not go to more traditional events (as those are the people who most need to be reached!)

#### Project Description

The film festival will provide an outlet for students to show and watch films that they have created, which portray an environmental or social issue of concern. The event will run one or two evenings, depending on the number of films entered, and at the end a cash prize will be awarded to the first place and runner-up films, based on aesthetic value, message/content, and effectiveness of communicating the message.

#### Funding

I applied for and received a Campus Environmental Awareness Mini-grant. This money will be used to pay for an advertisement to be placed in the San Antonio Current, the local arts and entertainment events magazine, and to award to the top films, probably two. I requested \$765 (\$150 for prizes, \$615 for advertising) and received \$800.

#### Publicity

I posted fliers requesting film submissions at the start of the spring semester, and sent emails to all academic departments to notify professors so they could consider integrating the event in their classes if appropriate, and to notify their students. I placed an advertisement in the San Antonio Current, to be run the week of the event and the week preceding it. I enlarged this ad and made copies to post around campus the Monday of the week before the event. A reporter from the Trinity newspaper, the Trinitonian, contacted me for more information; however I have not heard back from her after my response and need to follow up on the possibility of having the event featured. The week of the event I plan to make announcements in my classes, and I have asked several other students to do the same.

#### The Event

I reserved a location on campus that had comfortable stadium seating and was set up for video projections – the Science Lecture Hall. I considered having the festival outside, since it was an environmental event, and also for increased visibility to the student body, but decided to have it indoors for the following reasons: fewer distractions; easier set-up; better audibility; more conducive for discussions; no concern over weather conditions.

I contacted the ACS interns at Southwestern to ask if they would be interested in coordinating their campus with my event, but either got no reply, or responses of being too busy to help. I emailed Jason Hercules specifically, as he had previously come to me with the idea, but got no response. I did not try to follow up.

Two professors have agreed to serve as judges for the event, and I am waiting for a response from the third. I still need to create guidelines and a process for the judges to use in evaluating the films.

I physically have one film entry at this time, but have been notified by four other students that they will submit films. I have requested that all films be given to me by the Friday preceding the event.

The film festival will take place on Thursday May 1, at 8 pm. I decided to have it on only one night, due to the number and length of film entries.

#### Future Suggestions

If any student wishes to continue this project and organize a similar film festival in the future, I have the following advice to offer. Publicity is very important, both in getting film entries and in getting an audience. The biggest worry that I have had is not having films to show! I would advise doing more advertising in addition to what I have done. At the beginning of the fall semester (or even during the summer) and during Winter Break, contact professors so they may work a film project into their classes. Get fliers up and the word out early in the semester (both semesters) so students can start thinking about making a film before they get overloaded with required schoolwork. Also, I think it would be great to get students from other campuses involved, not only Southwestern but also other colleges in San Antonio. With more film entries, you can make it a bigger event, and get more attention. For more advice feel free to contact me!

The festival is going to be held on Thursday, May 1, at 8 pm. At this point I physically have two submissions, but I'm expecting one to be turned in any day, and two more are being finished. The deadline for submission was supposed to be today, but I have to be flexible. (This is stressing me out a little, but I trust that they will get them to me in time.) I reserved the room for Friday, as well, in case I got a lot of submissions or some longer films, but at this point I'm planning on only Thursday. Since I've only been advertising for Thursday, at this point I won't accept more entries than I can show in one evening (in about 2 hours). The only criteria for the films are that they be student-made, address a social and/or environmental issue, and be less than 45 minutes. I am the only one working on organizing the event, although my friends and professors have helped spread the word about the festival.

I was very pleased with how the festival went last night. I ended up having five entries, which was a perfect number for a one evening event. We started a little past eight and ended around 10:30; there were an estimated 40 people in attendance. Here's a list and short description of the entries, in the order they were shown:

*Drive*, by Alfred Montoya; 20 minutes -- an artistic piece depicting the drive from Mexico to San Antonio, while recreating the anxiety that is experienced by thousands of Mexicans as they attempt to immigrate to the US.

*When I Dream Dreams*, by Brian Birdwell, Andi McDaniel, Keenan Sloan, Jennifer Smith; 19 minutes -- a documentary that tells the story of Hispanic school children who grew up in San Antonio at a time in history when speaking the Spanish language in the schools was illegal.

*Neverthought*, by Danny Bourque; 10 minutes -- a silent film style fictional narrative commenting on the pervasiveness of technology in our society.

*African American Politics in San Antonio*, by David Allen, Becky Mateer, Amber Rogers; 22 minutes -- a documentary describing the history of African American's roles in the city politics of San Antonio, focusing on former city councilman, Rev. Claude Black.

*The Unbelievable Truth*, by Alfred Montoya and Jana Perser; 28 minutes (not judged) -- a video montage--combining images from news stories, commercials, TV shows, documentaries, and movies-- that demonstrates systems thinking through the juxtaposition of images from first and third world societies, exposing the worldwide social and environmental ramifications of our current paths of development.

*When I Dream Dreams* was awarded the Grand Prize of \$100, and *Drive* won Second Place (\$50).

## 16. Washington and Lee University

- 📍 Nick Gorham
- 📍 Kara Harbert
- 📍 Ryan Howe
- 📍 Erik Kiewiet de Jonge
- 📍 Catarina Passidomo

Erik A. Kiewiet de Jonge, ACS Intern

Since my proposed fraternity recycling program failed due to lack of Greek support and inadequate funding, I have focused on promoting recycling within in my own fraternity. Along with another W&L ACS intern, Nick Gorham, I have begun planning a "Bike-to-School" day/week for the fourth week of Spring Term. We hope to promote alternative means of transport and cut down on students driving to school. Although many students walk to school from their apartments and houses, we want to display how fast and easy it is to ride to school instead of driving. Nick and I are working with both the Outing Club and the Cycling Club to get funding and support for the program. We're hoping to offer food and bike prizes for participants. Nick and I also hope to get out to the Brushy Hills trails and do some more trail maintenance. So far, Nick has made progress at improving this trail system.

I started this year planning and constructing a fraternity recycling program. In the first half of the fall, I researched recycling possibilities here at Washington and Lee. This included sending surveys to all of

the fraternities and talking with various figures around campus. I learned that some fraternities have recycling programs in place, which was encouraging to hear. After gathering information, I wrote an ACS grant proposal to fund the program. The grant was denied, and I was forced to consider new options at the end of the fall semester.

At the beginning of the winter semester, I met with several administrators and staff members to discuss new ideas for a recycling program. With their input, Teresa Hanlon and I were able to create a plan for the rest of the semester. Plan in hand, I presented my program to the Inter-Fraternity Council. The program was received with little enthusiasm, and I received no replies to my plans. With no formal interest expressed, Teresa and I decided that starting the program would be fruitless, as it looked as if few if any fraternities would participate. We did not buy a can crusher and did not move a bin into the fraternity area because it would have been a losing proposition.

With fraternity recycling setbacks, I began thinking about other projects for the semester. Nick and I began considering a "Bike to Work" day/week and have begun working with others on this. Later in the semester, I hope to do some trail maintenance at a local trail system.

Kara Harbert, Environmental Intern

Throughout March, I worked with Boxerwood Gardens—a local arboretum and nature center—and the Rockbridge Area Conservation Council (RACC) to organize and see through the 9<sup>th</sup> annual RACC Clean-up. This project covered two major areas—Landfill Road and an illegal dump site. University and community volunteers came together to help clean these areas, carrying out bags of trash, tires, and even large appliances. It was a successful project for all involved.

In April, I continued my work with Boxerwood to help with the 2<sup>nd</sup> annual Woods Creek Restoration Day. This project was held on April 26<sup>th</sup> and included trash pickup, planting and composting. The day ended with participants enjoying a local band, local food, and, if you're a kid, kid's games! The success of last year's WCRD combined with participation this year lead to increased funding for yet another WCRD which will be held the same time next year, but with increased focus on habitat restoration.

For the semester that I have been back and acting as an environmental intern, I have concentrated my work with Boxerwood, doing both environmental teaching on my own and helping to organize these larger events. For the remainder of the semester, I'll be teaching and beginning work on our university's environmental assessment with Helen Downes.

**K. Financial Report**