

**Faculty Fellows End-of-Year Questionnaires
2005-2006**

Centre College
Prepared by Rob Ziembra

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

Course	Course Title	Sec	Cred.	Faculty	Max	Reg	Wait
Fall 2005							
BIO 370	Principles of Ecology	a	4	R Ziembra	28	29	0
ENS 401	Independent Study	a	2	P Miles	30	1	0
PYB 330	Animal Behavior	a	3	Bre White	30	20	0
Winter 2006							
ANT 360	GIS and the Environment	a	3	E Nyerges	14	15	0
BIO 260	Tropical Ecology	a	3	R Ziembra	20	15	0
BIO 460	Tropical Ecology	a	3	R Ziembra	10	6	0
Spring 2006							
ANT 350	Ecological Anthropology	a	3	E Nyerges	30	11	0
ECO 355	Environmental Economics	a	3	D Anderson	30	17	0
NSC 140	Environmental Geology	a	4	C Shiba	32	29	0
ENS 210	Intro to Environmental Studies	a	3	E Nyerges	30	25	0
ENS 401	Independent Study	a	3	D Anderson	30	1	0

2) How many students, total, are enrolled in your majors/minors/program/concentrations for '05-'06?

Continuing:

Name	Major 1	Major 2	Minor 1	Minor 2
Crain, Philip Ray	BIO		ENS	
Herndon, Elliott Jepson	ANSO		ENS	
Patrick, Andrew Parker	PHI		ENS	
Smith, Reed Keehner	BIO		ENS	
Stephens, Bradley Alan	REL		ENS	

Graduating:

Name	Major 1	Major 2	Minor 1	Minor 2
Carlyle, Alison Marie	ECO		ENS	
Abbott, Joshua Garth	CHE		ENS	

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

Course	Course Title	Sec	Cred.	Faculty	Max	Reg	Wait
FRS 132	Your Automobile, Our Environment	a	3	M Barton	15	15	0
FRS 117	American Utopianism	a	3	M Reigelman	15	15	0
NSC 120	Natural Science-II	a	4	A Lubbers	28	28	0
ENS 250	Sci. & Eco. Devel./Latin America	a	3	J Morrison	30	5	0

Courses with significant environmental content are included in the above list.

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

Course	Course Title	Sec	Cred.	Faculty	Max	Reg	Wait
BIO 260	Tropical Ecology	a	3	R Ziemba	20	15	0
BIO 460	Tropical Ecology	a	3	R Ziemba	10	6	0

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

Farm-to-cafeteria committee. Comprises faculty members, administration, students, staff, food service representatives, state agency representatives, and non-profit representatives. (11 members)

Interns Ethan Link and Kerri Howard have been in contact with the Sierra Club regarding farm-to-cafeteria and other sustainability issues.

Faculty Fellow Rob Ziemba and visiting prof. Rose-Marie Roessler hosted a volunteer training workshop for the Kentucky River Watershed Watch at Centre College (10 participants)

Rob Ziemba was a trainer at four watershed watch workshops in 2005 (~30 participants)

Rose-Marie Roessler has hosted several meetings of the Clarks Run Educational and Environmental Corporation (CREEC) at Centre College. Some of the CREEC events this year included tree plantings and creek walks and involved Centre Students as well as local school children and other citizens. (~50 participants)

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

Interns Ethan Link, Kerri Howard, and Charlie Boyd have been active in advocating the green construction of Pearl Hall and LEED certification for the project. These activities have included attending meetings, lobbying administration officials and students, coordinating a letter-writing campaign to the president of the college, and writing editorials in the student newspaper.

Ethan Link and Kerri Howard have been working on the farm-to-cafeteria initiative.

CentrePeace (student peace and justice group) and ECCO (student environmental group) sponsored a convocation on peak oil and the energy crisis in the United States.

Mike Barton and Rob Ziemba participated along with five Centre Students participated in the Danville Kids University program on oceans and coral reefs. This program involved a strong emphasis on environmental problems in these ecosystems.

Davidson College
Prepared by Chris Paradise

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

None, since we have no official program. As you are aware from your conversations with Dave Martin, we have an opportunity to develop two interdisciplinary environmental studies courses, which involved faculty hope will be the seeds of a new interdisciplinary major. We'll keep you posted on developments along that front.

2) **How many students, total, are enrolled in your majors/minors/program/ concentrations for '05-'06?**

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

Kealy Devoy	Environmental Studies
Laura Beach	International Development Studies
Betsy Brewer	Environmental Education
Will Perreault	Rural Poverty Studies & Community Development
Jesse Sharp-Williams	Community Development
Kendal Stewart	International Development Studies
Noelle Thomas	Industrial Ecology

3) **Other than in courses within the traditional environmental studies major/minor/ program/concentration, have faculty on your campus incorporated environmental themes or promoted environmental sustainability in other courses?**
Yes

Course Name and Number	Professor	# of Students
Anthropology 377: Imaging the Earth	Bill Ringle	10
Biology 112: Principles of Biology II	Dorcas; Peroni; Stanback	100
Biology 312: Animal Physiology	Mike Dorcas	32
Biology 321: Ecology	Chris Paradise	17
Biology 361: Amphibian and Reptile Conservation	Mike Dorcas	12
Biology 322: Vertebrate Field Zoology	Mark Stanback	22
Biology 341: Biostatistics and Experimental Design	Pat Peroni	32
Biology 323: Animal Behavior	Verna Case	32
Chemistry 104: Chemistry of the Environment	Cindy Hauser	25
Chemistry 215: Chemical Equilibrium	Durwin Striplin	22
Chemistry 304: Topics in Green Chemistry	Cindy Hauser	13
Economics 229: Urban Economics	Fred Smith	16
Economics 226: Environmental Economics	Dave Martin	12
Econ 336: Economic Growth & Sustainable Development	Peter Hess	7
Physics 103: Physics of the Environment	Larry Cain	39

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

No

5) Has anyone (students/staff/faculty) initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc.

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

- Center for Interdisciplinary Studies majors: see table in answer to #2
- Mike Dorcas (Biology) is involved with conservation of reptiles and amphibians on land preserves and in the face of urbanization. An estimated 10 students work on these projects with them.
- Mark Stanback (Biology) studies the effects of golf courses on nesting success of bluebirds, with several students.
- Chris Paradise (Biology) is studying the effects of invasive mosquitoes on communities of aquatic insects. Two students have worked with him on this project.
- Cindy Hauser (Chemistry) is studying air quality issues in north Mecklenburg County, especially around schools during drop-off and pick-up of students.
- David Brown (Chemistry) is a leader in the field of green chemistry curricula and has developed a "green" version of organic chemistry.
- Dave Martin (Economics) studies, among other things, the economics and sustainability of land trusts.
- Rick Gay (Education) is faculty advisor to EcoTeam, which involves over 20 undergraduates each year in education outreach to local elementary schools. Several students from the Environmental Action Coalition (EAC) help to coordinate these activities.
- The Environmental Action Coalition has continued to partner with Davidson Lands Conservancy (DLC) to raise funds and awareness for local land trusts.

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

- Hall Recycling Talks to incoming first-year students
 - Environmental Action Coalition (EAC) and the Student Government Association (SGA): 50 students
 - SGA has partnered with EAC to develop a recycling video that will be shown to all new students
- CatCUPPS (Can't Use Paper, Plastic, or Styrofoam) reusable mugs
 - EAC: 15 students
- Two Waste Audits – one each semester
 - EAC and Physical Plant: 25 students, 1 faculty, 4 staff
- The Environmental Faculty Fellow invited Professor Norman Myers, noted ecologist, to campus.
 - EAC, the Departments of Biology, Economics, and Political Science, and the Dean Rusk International Studies Program co-sponsored the event.
- The All Recycling Coffee House
 - Sponsored by the Student Union Board & EAC: 25 students attended

- Earth Month: a series of Davidson College faculty presented environmental issues (from economics, biology, and chemistry), and events to raise awareness and create community partnerships
 - Sponsors: Biology Department, Chemistry Department, Economics Department, EAC, Physical Plant, SGA, ACSEI
 - Partners: Davidson Lands Conservancy, Town of Davidson
 - The 2nd Annual Green Ball was held and raised funds for Davidson Lands Conservancy
 - SGA and EAC sponsored Earth Day during the students' April-at-the-Lake series.
- Furniture and Clothing Drive
 - EAC: estimated 35 students, 2 staff, and 1 faculty
 - Partners: Goodwill, Crisis Assistance Ministries, Habitat for Humanity

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

See #5 and 6 above. Most of those activities were coordinated by my interns, through their involvement with EAC.

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

I've just been invited to a meeting with the VP for Finance regarding sustainability. This is all I know, but I'm excited that the administration may finally be getting officially behind sustainability and environmental issues on campus. I'll certainly keep you posted on developments on that front, as I intend to be involved in this initiative. Let's hope they put their \$\$ where their mouths are!

Hendrix College
Prepared by Eric Binnie

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

Courses:

Africana Studies: African Developmental Issues: Pierre Antoine: students=7
Anthropology: Ethnographic Methods: Anne Goldberg: students=4
 : Human Ecology and the Ancient world: J. Hill: students=11
 : Global Studies Seminar: Anne Goldberg: students=6
Art: Beginning Photography: Maxine Payne: students=33
 Intermediate photography: Maxine Payne: students=8
Biology: Natural History: Peter Colverson: students=25
 Environmental Biology: Tammy Tintjer: students= 46
 Ecology and Evolution: Tammy Tintjer: students=26
 Plants and Human Affairs: Linda Gatti-Clark: students= 24
 Field Ecology: Matt Moran: students=9
Chemistry: Integrated Biochemical Topics: Goodman & Kopper: students= 15
Economics: International Economics: Ralph Scott: students= 10
English: Women's Vocation in Literature & Film: Carol West: students= 21
 Ghana & West African Literature: Carol West: students= 6
Environmental Studies: Senior Seminar: Matt Moran; students=3
History: Native North America from 1815: Alan Shackelford: students=23
 Colonial Latin America: Alan Shackelford: students=11
 Colonial African History: Allison Shutt: students=15
 Culture & Colonialism: Allison Shutt: students=7
 Indians &Iberians in the Americas: Shackelford: students=6
International Relations/Global Studies: Senior Seminar: Ian King: students=12
Philosophy: Philosophy of Religion: Robert Musser: students=20
 Environmental Philosophy: Lawrence Schmidt: students=28
Physics: Synthesis: Pradip Bandyopadhyay: students=5
Politics: Global Politics I: Ian King: students= 36
 Global Politics II: King: students=18
 Politics of Non-profit Organizations: Kim Maslin-Wicks: students=4
Psychology: Marine Mammal behavior: Staff: students=2
 Comparative Animal Behavior: Penner & Lombardi: students=24
Religion: Religions in a Global Context: Staff: students=112
 Native American Religions: Jane Harris: students=28
 States of the World: J. McDaniel: students=3
Sociology: Consumerism in Context: John Toth: students=21
 Social Change/Social Movements: Stella Capek: students=9
Spanish: Conquest of America: Lilian Contreras-Silva: students= 15
Theatre Arts & Dance: Playwriting from Myth: Ann Muse: students=1

Collegiate Center: Journeys: Staff: students=270
 Explorations: Staff: students=270

I include many courses here with major components on environmental /sustainability issues, for example, the last two; compulsory core requirements for all Freshers. Journeys contains a

major section on Evolution and Darwin taught in all sections, Explorations discusses these issues in all sections, but also includes a service component, frequently completed at the Heifer Project, the Elephant Farm, or in recycling efforts.

2) How many students, total, are enrolled in your majors/minors/ program/ concentrations for '05-' 06.

We had three Majors, but most of the students graduating in May '06 had several environmental credits. Since our students are notoriously remiss in declaring Majors, one can only guess at how many are in the pipeline. The Environmental Major has so many optional concentrations that we have no Minor, since it would have little cohesion. Yet all Hendrix College students take some courses with Environmental concerns, and most are directly involved in efforts at sustainability, often guided by the ACS Environmental Interns. Precise numbers are hard to estimate, especially as we are in a transition period in which the new Odyssey initiative, which has an environmental component, has been highly successful, but not all aspects can be, or have been, tabulated, and not everything in Odyssey counts as a course, or not yet. Examples:

- At the present time members of the Biology, Anthropology and Spanish faculty are in Costa Rica in the process of establishing a new nexus of study likely to bear credit in all three departments.
- Later in the summer several faculty members from many disciplines will travel to the South-west to investigate new course possibilities there.
- Presently Dr. West is in Ghana with six students, who will receive course credit in English, but I would contend that one cannot visit West Africa without developing awareness of sustainability issues in that region. Certainly their future projects and essays will be informed by this experience.

The new Odyssey Initiative is only one of the parallel organizations at Hendrix College that complement environmental concerns; there are also the Hendrix-Lily Foundation, The Hendrix-Murphy Foundation, Faculty grants, etc. as outlined in 3.

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

It would be easier to list course at this college that do NOT include environmental themes or sustainability issues. I'll list some that might be overlooked.

- Hendrix-in-London. This semester long option includes a course on Victorian London that has two components, lectures based on readings and weekly walking tours. The tours include activities and discussion of urban development and visits to the many parks in the metropolis with discussion of related health and exercise possibilities.
- Last summer, I led a Fulbright-Hays study abroad tour of Cameroon, Africa, mostly for local schoolteachers. This had been preceded by on-campus workshops led by Dr. West, and was conducted under the aegis of Hendrix College. Most of the participants developed teaching materials for their individual classes based on environmental/ sustainability issues in central Africa.

- Last summer, and again this summer, The Hendrix-Murphy Foundation helped launch a new Dance Program with a celebration of movement and poetry related to the joint themes, Rhythms of the City, Pulse of the Land, performed on outdoor locations around campus.

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

We have a new relationship with *l'Accademia dell'Arte* in Italy, mostly based on performance studies so far, and open to students from other colleges with grades to be validated by Hendrix College. As yet, nobody has explored the possibility of environment-centered courses but there would be a good opportunity for theatre students to develop short performance pieces based on sustainable issues, but presented with all the panache of the traditional commedia stereotype figures.

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

As stated above, much of the Hendrix-Lily Initiative is concerned with environmental concerns, such as damage-control service trips to hurricane relief centers in Louisiana. These service trips and initiatives are too numerous to mention here but might be discussed with the director, Dr. Peg Falls-Corbitt.

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

Dr. Warfield Teague received an ACS faculty grant to spend this summer planning a new course, with two student assistants creating appropriate laboratory opportunities for students in the new course, which will be offered next year; Chemistry of the Environment.

I believe this is part of a major concern by all members of our Chemistry department to promote “Green Chemistry.”

Professor Maxine Payne in co-operation with Arkansas Heritage and public television (AETN) completed a highly commended photographic record of old Arkansas bridges, the video version of which project included, in her voice-over many of Maxine’s pithy comments on environmental issues.

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

This information has already been turned in by the Hendrix College ACS Environmental Interns, Leah Card, Jillian Gilbert and Marion Field, which you should have received by now.

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

I can only suggest that the Odyssey office, the Hendrix-Lily Initiative, and the Hendrix-Murphy Foundation be approached directly, since many of their activities are bound to have escaped my attention, for example, many of the guest speakers these organizations have brought to campus this year have given presentations that had major environmental and sustainability aspects to them. This would include poets and creative writers as well as academic critics.

Rhodes College

prepared by Chris Seaton and Katherine Panagakos, Co-Fellows

Rhodes College Community Report

(Organized by Questions and within each alphabetically by department)

1) Have you incorporated environmental themes or promoted environmental sustainability in your courses?

Anthropology/Sociology (Kus): In my Introduction to Anthropology class we address the environmental sustainability, ethics, and traditional world views practiced by many peoples. Indeed, sensitivity to and empirical knowledge of the environment, local landscapes, plants and animals, etc., underpin most non-state societies' daily and ritual activities. I try to show the students that "the love of mother nature" that most traditional peoples have is not based on mysticism and naivete, but rather on sophisticated and complex empirical ecological knowledge. In one particular section, students read a small ethnography on the Imbonggu of New Guinea (*The White Man Will Eat You*); they also read a short essay by the poet and "deep ecologist," Gary Snyder ("Reinhabitation"), and then they write an essay on "knowing where they are" in terms of environment, etc. I have attached a copy of the essay by Snyder and the writing assignment. They also read two short articles on "Easter's End" (about culturally induced ecological disaster on Easter Island) and "The Worst Mistake in History" (about the problems of agriculture) by Jared Diamond.

Biology (Kesler): Ecology – 16 students; Coral Reef Ecology – 13 students
See syllabi at <http://www.rhodes.edu/biology/kesler/ecology.html> and http://www.rhodes.edu/biology/kesler/coralreef_list.html.

Chemistry (Cafiero): In Chemistry 112 (section 3) we did a 1.25 hour lecture on global warming followed by a mini-project in the homework. I also assigned an extra credit problem on global warming. I also assigned extra credit for a scientific analysis of the movie "The day after Tomorrow."

Chemistry (C. Ekstrom): Geology 111- 20 students; Envir. Geo- 18 students; The GIS class had an environmental component this year. Enrollment was 16 students.

History (Jackson): I have done some environmental readings in my Search course: excerpts of Rachel Carson's *Silent Spring* and E.F. Schumacher's *Small is Beautiful*.

International Studies (Risley): I incorporated a unit on the politics of the environment in my Government and Politics of Latin America course (offered last fall). 25 students were enrolled.

International Studies (Cooper): I consider environmental problems in China in IS261 (Government and Politics of China) and IS262 (China's Foreign Policy). In the former I discuss environmental issues as they relate to Chinese politics and to economic development policies. As you may know China has 16 of the top 20 most polluted cities (air). Water pollution is also a serious problem. Citizen concern and protest is becoming a matter of concern for the political leadership. In IS262 I talk about China's pursuit of energy as a foreign policy problem as well as its spreading air pollution to other countries in the area.

Psychology (Wetzel): In social psychology, I do a class demonstration of the dilemma of the commons where students can extract extra-credit points from a pool. If they extract too much, the pool collapses. There is a chapter in the social psych textbook on the environment.

Religious Studies (McNary-Zak): A few years ago I got a small grant from ACS to write an

Ecotheology module for my section of Humanities 202. I have taught portions of that module for the past two years; as well, in each year, one group of students has created a project on the topic that is presented to the entire class.

Spanish (Henager): In very nearly every literature course I spend some time attending to “green” literature. There’s a long tradition of environmental writing in Latin American lit and, whether I consciously plan it or not, it turns out that at least a couple of days in each course are centered around representation of the environment.

2) Did you incorporate any form of environmental awareness at any point in your courses?

Art (Vandenberg): My studio courses take great advantage of many eco/env friendly themes. Students frankly just do not want to spend money on specialty art supplies, so we turn this into an advantage by utilizing found objects and good ol' fashion dumpster diving. Certain assignments are geared directly to working in the environment, contextualizing the art, and leaving the space in which they created in better shape than they found it. I may have some picks available if you need some eye candy for your cause. I have also attached the guidelines for one assignment that sort of pulls together many of your questions. I hope this helps, let me know if you need further explanation. The courses I am directly referring to are ART 107/307/407, all sculpture sections. Although I do revisit this subject even when I am teaching drawing.

French (Wright): I did bring up the notion of the continued desertification of the Sahel.

Math & Computer Science (Gottlieb): The only thing I have done re: the environment was a mention of emissions control devices in my Linear methods classes as an example of the prisoner’s dilemma (game theory). I wouldn’t go so far as to call it environmental awareness, just an example. I have 60 students or so in my 2 sections.

3) Have you initiated, or been involved with, any form of partnership or on-going projects with local/regional/national community organizations with regard to environmental issues such as experiential education, internships, service learning, off-campus research, etc.?

Associate Dean (Strandburg): Because I am serving as an Assoc Dean I only teach two courses a year – the St. Jude Interdisciplinary Senior Seminar and a Psychophysiology lab, but as Director of Rhodes CARES I support a number of programs that promote environmental awareness such as Carol Ekstrom’s SWEEP initiative at Cypress Middle School and our Community Outreach Partnership Center in the Hollywood Springdale area.

Chemistry (Stinemetz): I have worked on a community outreach program with Lausanne Collegiate School. This program was originally sponsored by an ACS campus and community partnership grant and then later by the American Society for Plant Biology. We have submitted a proposal to the EPA to expand this program. The program offers high school students a project-based approach to investigating a pending piece of environmental legislation and then reporting to staffers from four congressional offices. We just finished our luncheon where we reported to staffers from Senators Alexander and Frist and Representatives Ford and Blackburn. The program is sponsored by Senator Alexander's office.

4) Have you been involved with any other non- or extra-curricular environmental initiatives this year on campus?

Biology (Kesler):

Off campus student research-Teresa Bell '07. Size-age relationship, patch growth, and genetics of the Pawpaw (*Asimina triloba*) in Overton Park. Christie Campion '07. Size-age relationship, patch growth, and genetics of the Pawpaw (*Asimina triloba*) in Overton Park. Mark Stratton '06. The role of light and oxygen in *Chaoborus puntipennis* diel vertical migration.

Off campus research-Kesler, D.H., N. Van Tol, D. Manning, and D. Hubbs. 2005. Freshwater mussels of the Hatchie River in western Tennessee. Tennessee Academy of Science Meeting, Martin, Tennessee. Kesler, D.H., T.J. Newton, and L. Green. Long-term monitoring of growth in the Eastern Elliptio (*Elliptio complanata*) in southern New England: A transplant experiment. Submitted to the *Journal of the North American Benthological Society* – In Press. Christie Campion and I generated a new map of the Old Forest Trail in Overton Park for Park Friends, Inc.

Chemistry (C. Ekstrom): I have led an environmental education outreach program (SWEEP) at Cypress Middle School for the year which has an average attendance of 15 Cypress students/week and 4 Rhodes students. I was invited to give a presentation at the Conference on Environmental Sustainability and Compliance in Tennessee Higher Education, Fisk Univ., Nashville, 3/7-8/06. Talk was entitled, "Addressing Sustainability: the Campus as a Classroom"

International Studies (Risley): This spring, I gave a brief presentation on sustainable development in Latin America (outside of class) to a group of 5 students. The students are preparing for a service-learning project in New York City this summer entailing work with an NGO that monitors the United Nations.

Other Environmental Activity:

Biology (Stinemetz): The creation of an interdisciplinary environmental science program was approved. This program is a collaborative effort between biology, chemistry, math/computer science, and physics/geology to offer a minor in environmental science. We already have 5 students interested in declaring the minor next year even before it comes on line!

Chemistry (C. Ekstrom): I led the Environmental Research session at Undergrad Research and Creative Activity Symposium again this year. The topic this time was "Addressing Sustainability at Rhodes". 28 people attended in addition to my class of 18. Summary of the session: There is an action plan for Freshman Orientation next year. ER Program will be in place. Environmental activities are planned, an environmental brochure will be included in the orientation packet, one of the "Memphis Connection" trips will focus on the environment.

Rollins College
Prepared by Barry Allen

1) Courses in Environmental Studies Major :

F – Fall '05

S – Spring '06

H – Hamilton Holt School (evening program)

- ENV 120 The Biosphere with Lab 25 (F) + 21(S) + 20 (H)
- ENV 130 The Geosphere with Lab 16 + 26 (H)
- ENV 189 The Environmental Crisis in its Cultural Context 18 + 23 (H)
- ENV 389 Environmental Planning 15 + 18 (H)
- ENV 413 Senior Seminar in Environmental Issues 13
- ENV 205 The Living Planet 24
- ENV 216 Ecology with Lab 21
- ENV 348 Sustainable Development 9
- ENV 292 Political Economy of Environmental Issues 16
- ENV 305 Environmental Advocacy 9
- BIO 284 Marine Biology 18
- ENV 289 Nature in the City 14
- ENV 347 Islands in the Stream 18
- ENV 260 History of Technology: Tools of Toil 19
- ENV 365 Environment and Development in Central America 12
- ENV 377 Wilderness and the American Mind 10
- ENV 386 Environmental Law 12
- PHI 309 Environmental Ethics 16
- ENV 115 Oceanography 16
- ENV 220 Field Botany 20

**Additional courses for ENVIRONMENTAL & GROWTH MANAGEMENT STUDIES
(Major, Minor)**

- ENV 302 Traditional Town Planning 16
- ENV 270 Environmental Literature 12
- ENV 300 Land Use Controls 24
- GMS 200 Pursuing the American Dream: Housing In America 22
- ENV 320 Aquatic Biology 10
- ENV 212 FL Water Resources 6

Additional courses in Sustainable Development:

- POL 333 Political Economy of Sustainable Development 10
- POL 325 Sustainable Development in Southeast Asia 10

2) Majors: Environmental Studies – 39

Environmental & Growth Management Studies – 60

Minors: Environmental Studies – 4

Sustainable Development – 3

3) **non-traditional courses**

- ENG 235C Poetry of the Earth – Steve Phelan 20 students
- RCC 100 America's Gifts – Allen 17 students
- RCC 100 Environmental Politics – Gunter 17 students

4) **international courses**

- ENV 365 Environment and Development in Central America- Allen 12 students
- POL 325 Sustainable Development in Southeast Asia – Allen, Lines, Lairson 10 students

5) **community partnerships**

Stephenson - Field Analysis—Goethe State Forest & Ichnutucknee Springs

- Center for New Urbanism – conference host
- Morse-Genius Foundation – planning of Genius Reserve
- Senior Seminar – replanted butterfly garden in Winter Park's Central Park

Phelan – Friends of the Wekiva

Allen – Costa Rica Conservation Foundation – Economic valuation of migratory bird species

Lines – Florida Hydrogen Initiative

6) **Extra-curricular activities**

America Recycles Day, Alternative Energy Day, Campus Climate Challenge, Recycling Program, Solar Project, Earth Day – all student-led initiatives sponsored by the Department of Environmental Studies with each involved about a dozen students in the planning, with most of the entire student body participating. All of these activities had the unflagging and vital support of the Department's Administrative Assistant, Ann Francis.

- Students in ECO-Rollins received a grant to assist in supporting Earth Day activities.
- Collaborated on tree planting to coincide with Earth Day.

Southwestern University

Prepared by Richard Osbaldiston with the help of other Env. Studies committee members

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

(Note: all enrollments are approximate)

Environmental Studies Courses

Fall 05

No ENV courses offered

Spring 06

Introduction to Environmental Studies (enrollment = 15)

Capstone in Environmental Studies (enrollment = 12)

Cross-listed courses

Fall 05

Global environmental justice (15)

Environmental economics (18)

Environmental psychology (32)

Race and ethnic relations (8)

Environmental Science (12; lab course)

Chemistry of the environment (8)

Environmental chemistry (8)

Seminar in environmental chemistry (4)

Feminism and the environment (15)

Independent study (2)

Spring 06

Diet, health, and the environment (20)

Personal health care and fitness (5)

Public policy (20)

Environmental Science (12)

Global change biology (10)

Chemistry of the environment (25)

Animals and religion (10)

Independent study (3)

Academic internship (2)

2) **How many students, total, are enrolled in your majors/minors/program/concentrations for '05-'06?**

Environmental studies majors: 12 students

Environmental studies minors: 10 students

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

disciplines, as well as the sciences and social sciences. (If “yes,” please list faculty, course titles, and estimated # of students enrolled in each.)

Yes. Please see #1 for a listing of courses that were cross-listed as Env Studies courses. All of these courses include a significant portion of material that focuses on environmental issues. There are also probably other ways in which the faculty are incorporating environmental themes that we do not know about.

Also, the Environmental Studies Program Committee hosts an “Organic wine and cheese” reception and personally invites professors who may teach environmental content. At the reception, we try to discover if there are other courses that could be cross listed. As a result of this year’s reception, we will probably be adding two additional courses to our cross-listed offerings, African History and Contemporary German Culture.

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

No. We are not aware of how professors in the international studies areas may have incorporated environmental activities into their courses.

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

Yes.

a. The Capstone in Environmental Studies course (12 students) included an experiential learning component in which students designed projects for the local Montessori school. These projects included creating a native grassland prairie and building a wetland area for instructional use.

b. All Environmental Studies majors are required to complete a one-semester academic internship that includes 120 contact hours with an agency or organization. Three students completed these internships this year. We also arranged for Texas Council on Environmental Quality and Texas Parks and Wildlife to come to campus to recruit possible interns.

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

a. Brown Symposium. The Brown Symposium is one of our two major, highly publicized University-wide events. The topic this year was “GNP or National Well-Being?” We invited in four world-class researchers to discuss the relationship between monetary wealth and personal well-being. Of course, this topic was very closely linked to environmental issues, and nearly every speaker explicitly mentioned how our current lifestyle is non-sustainable.

b. Fine Arts reception and exhibit. Fortuitously, three seniors majoring in fine arts pooled their resources and put together an exhibit featuring artwork with environmental themes. The students’ work was tremendous, and the reception and exhibit were very well received by the community.

- c. Students for Environmental Activism and Knowledge (SEAK) activities. The student group SEAK put on two Earth Days (fall and spring). These events were open to the campus, occurred during our highly visible lunch hour at the Commons, and featured lots of environmental information. The featured event was the distribution of free compact fluorescent light bulbs. Other activities included Env Studies capstone students presenting posters of their research projects, raising money for the Food Bank by selling hand-crafted ceramic bowls, and a used clothing exchange and donation to the local aid agency. SEAK also organized "Waste Week," in which food waste from the cafeteria was collected, weighed, and reported on a highly visible display in the cafeteria. This project had a very nice effect because the amount of food wasted was lowered by nearly 50% by the end of the week. The long-term effects are unknown.
- d. Development of Environmental Zone. Southwestern University has designated a portion of its non-developed land as an environmental zone. This designation has been in place for more than a year, and we are moving forward slowly on deciding what should be done with this zone. This year, we held focus groups to determine what the options are.

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

- a. The primary goal of this year was to work with our facilities management staff and install motion-detection light switches. The interns collected data about what areas of campus would be the best places to install such switches, they researched the switches, and they made recommendations to the facilities manager. It seems likely that this project will move forward next year.
- b. The secondary goal of this year was to create visibility and awareness of environmental issues on campus. To this end, the interns were involved with SEAK, the student environmental club.

Trinity University,
Prepared by Jennifer Mathews

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

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

Environmental Studies Courses			
Course	FL2005	SP2006	Notes
ANTH 1301	96	33	(Introduction to Anthropology)
			(Integrative Biology I)
BIOL 1311	157	0	New Course added to TU curriculum
ECON 1311	254	193	(Principles of Microeconomics)
GEOS 1304	82	76	(Environmental Geology: Humans and their Physical Environment)
ECON/URBS 3330	0	45	(Environmental Economics)
BIOL 3434	0	0	(Ecology) Course offered last in SP2004
CHEM 2319/2119	0	84/81	(Organic Chemistry)
GEOS 2304	13	0	(Earth Surface Processes)
GEOS 3411	0	0	(Hydrology) Course offered last in SP2004
GNEC 1306	0	0	(Energy and Society) Course offered last in SP2000
PHYS 1303	0	0	(The Earth's Changing Environment) Course offered last in SP2004
ANTH 2357	0	0	(Humans and the Environment) Will be offered in FL2006
ANTH 3367	0	11	(South American Indigenous Peoples: Conquest and Development)
ANTH 3364	13	0	(Economic Anthropology)
ENGL 4325	0	0	(Seminar in Literary Periods: Special Topics)
HIST 4330	15	4	(Seminar in United States History: Special Topics) Changing to HIST 4460 in FL2006
PLSI 3346	0	11	(Geography and World Politics)
URBS 3347	0	0	(Urban Systems) Course offered last in FL2000
Totals	630	452	

2) **How many students, total, are enrolled in your majors/minors/program/ concentrations for '05-'06?**

There are 5 students are minoring in our program: 2 Political Science, 2 Biology and 1 Geosciences Major.

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

ART 2395	5	0	(Outdoor Studio)
ECON 3318	25	0	(The Global Economy)
ECON 3347	0	25	(International Trade)
GNED1300-2	0	14	Making a Difference for a Livable Planet

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

No, although Jennifer Mathews will be teaching her summer archaeological field course on the ancient Maya (ANTH 3673-1: Archaeological Fieldwork) in the Yucatán Peninsula during the summer of 2006, which will include environmental themes. There will be four students attending the session.

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

- An ad hoc committee was formed to review the Environmental Studies minor. Approximately 8 faculty members have been meeting to discuss updating the course offerings list and requirements for the minor.
- The Biology Department in collaboration with the Environmental Studies program has continued a program this year of co-hosting the Bexar Audubon Society monthly meetings. They are currently holding regular meetings at Trinity University during the academic year, which includes environmental lectures. Trinity students and faculty regularly attend, although community members make up the bulk of the attendees.
- Environmental internships are offered through Career Services, although they do not track how many Trinity students are placed in these. There are approximately 10-15 internships available per year.

- In the course, Making a Difference for a Livable Planet, twelve students volunteered at the San Antonio Botanical Garden for a variety of projects, including helping in the children's garden, helping establish a composting operation, and working in the native or endangered plant areas. Unfortunately, with the arrival of a new director at the gardens, all projects but the children's garden were put on hold. Several final projects for the class included an action plan for establishing a campus composting operation, an action plan for establishing a campus recycling project, a video modeling ways students can be more environmentally responsible, and in inquiry into ways that Trinity's buildings might be less resource-intensive in the future.
- Through the Lecturer's and Visiting Scholars Committee the Making a Difference instructors brought Dr. David Orr (environmental studies director at Oberlin) to speak. TU Press sponsored a visit by Dr. Carl McDaniel (biology and environmental studies professor at Rensselaer Polytechnic Institute). In addition, we had some guest speakers for the class: Skip Richter, organic gardening specialist for the extension service; Brian Montgomery, owner of Texas Farm to Market Cafe, David Langford (member of the governor's Environmental Flows Advisory Committee), Dr. Rich Butler (TU economics professor), and Dr. David Crockett (TU political science professor).

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

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

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

- Two environmental interns, Ellen Thompson and Peter LaChance, worked on a year-long bike donation campaign to encourage faculty, staff and students to ride their bikes to campus to reduce parking issues and pollution. Both interns also attended the ACS environmental conference held in the Fall of 2005.

University of the South, Sewanee

Prepared by Lucia Dale

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

ENST 100 Walking the Land (15 students)

ENST 200 Intro to Env'l Studies (51 students divided among 2 sections)

ENST 140 Readings in Island Ecology (13 students)

ENST 400 Seminar Env'l Studies (4 students – restricted to seniors)

2) **How many students, total, are enrolled in your majors/minors/program/ concentrations for '05-'06?**

About 50

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

Computer Science 120 – "Environmental Computing" included instruction on using GIS
Taught by Assoc Prof. Lucia K. Dale (16 students)

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

Not this year...

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

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

Environmental Residents:

25+ students, 2+ faculty, 3+ staff

First Year Recycling

<http://ers.sewanee.edu/orientation2005>

Speaker Series (Eustace Conway, Dr. Richard Olson)

Campus Sustainability Week (Oct'05)

<http://ers.sewanee.edu/sched.Sustainability.html>

Earth Week (Apr'06)

EcoCup – All campus awareness & energy & waste conservation competition among dorms

<http://ers.sewanee.edu/EcoCup>

Recruiting & Training of new Env'l Residents for '06-'07

Recycling collection in dorms

Letter writing campaigns to senators & representatives

Coffee Ground collection ("Grounds for the Ground") from university dining hall

WasteNot

Hike with a TrashBag Events (for litter collection)

Movie series

Glass Collection to main location for transport to recycling facility

EcoHouse

Community Garden

Community potluck picnic

SewaneePreservationSociety

Organizing Protect Lake Dimmick information & protest sessions

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

All Environmental Resident and EcoHouse activities listed above as well as some of WasteNot

Washington & Lee University

Prepared by Bill Hamilton

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

ENV Concentration at W&L	
INTR 110: Introduction to Environmental Studies	37 students
INTR 397: Capstone Seminar in Environmental Studies	13 students
BIOL 120: Atmospheric Sciences	10 students (est)
BIOL 245: Ecology	8 students (est)
BIOL 246: Biological Diversity	8 students (est)
ECON 255: Environmental and Nat. Res Econ	24 students
GEOL 141: Global Climate Change	60 students
INTR 395: Special Topics in Env. Ethics	17 students
INTR 111: Environmental Service Learning	13 students
PHIL 108: Ethics and the Environment	15 students (est)
PHIL 240: Philosophy of Nature	10 students (est)
University Scholars 202: Field Biogeog. and species conser.	9 students
REL 195: American Indian Religions	31 students
REL 224: American Indian Religion, Land, Identities	18 students
REL 295B: Cherokee Land: Religion, History and Culture	13 students

2) **How many students, total, are enrolled in your majors/minors/program/ concentrations for '05-'06?**

30 Students are enrolled in the program (currently 3 have created independent environmental studies majors)

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

I am waiting to hear back from faculty on this.

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

Econ 385/6: Environment and Economic Development of Amazonia, Prof. James Kahn
14 students

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

with regard to environmental issues? This could include experiential education, internships, service learning, faculty involved in off-campus research, etc. (If "yes," please estimate # of participants for each project and describe, using a 2-3 word phrase.)

Summer Internships

1 student, Rockbridge Area Conservation Council, I-81 Rail Solutions Project

3 students, Henry's Fork Foundation, long term fish population surveys

1 student, The Nature Conservancy, Flat Ranch, Island Park, ID; stream restoration projects and educational outreach

1 student, Oregon Natural Desert Association, Bend, OR, wildlands project support

Service-Learning

13 students, Boxerwood Gardens, a local non-profit arboretum

Courses with Regional Themes

Biology/Chem 120: Atmospheric Sciences. Survey of particulate matter along interstate 81. Funded by ACS Science Reform Grant

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

Composting Audit (2 students, 1 faculty), Energy Audit (4 administration), Environmental Audit (~15 students, fac, staff), Nabors Service League Fraternity Recycling Initiative and Sustainability Suite, Campus Sustainability Roundtable (Env'l Planning and Management Committee), Natural Resources week (Env'l Studies and International Student group)

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

Composting audit, coordinating with greek organizations for recycling