Associated Colleges of the South Environmental Initiative (ACSEI)
2003-2004 Annual Report

Table of Contents

Associated Colleges of the South Environmental Initiative (ACSEI)
Final Report

I. Overview

A. Teamwork

Progress towards environmental citizenship is again apparent on ACS campuses this year, due primarily to teamwork by participants in the Associated Colleges of the South Environmental Initiative. Acting as a team is 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 constituencies that transcend the boundaries of single institutions.

B. Goals

Our goals this year 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 maintain a solid number of environmental projects undertaken by faculty, staff, and students, and to hold three workshops. Moreover, we wanted to continue to improve communications throughout the consortium around the topic of the environment.

II. Programs

Programs in place during 2003-2004 include Faculty Fellows, Facilities Fellows, Student Interns, Workshops and Conferences, Program Committee, and the Alliances.

A. Faculty Fellows

1. Faculty Fellows are 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, and some attend ACS workshops and/or conferences.

2. We were extremely fortunate that all member institutions were represented among Fellows again this year. In fact, this is the first year we have ever had such a big team: 22 faculty working assiduously to change the culture of their campuses.[1]

3. To assist our Fellows with communication between and among members of the team, we continued our Fellows listserv and our web-based newsletter, *The Green Times*, allowing Fellows to share environmental project news and digital photos throughout the consortium. This newsletter encourages our Fellows to gather information regularly.

4. Highlights of Faculty Fellow accomplishments this year include: Information sharing website; Earth Month; Earth Week, Earth Day; Earth Day Fair; campus speakers; Waste Management System Analysis; Theo-Eco alliance, environmental stewardship partnerships with local churches; Enviro Action Group; tours of local green spaces; clean up and planting community area; watershed study; environmental collage; photo contest; enviro films; state

[1] Five of our institutions had two or three faculty fellows.

conservation lecture; green bike relay; plant sale; food waste analysis; enviro freshmen orientation; residence hall advisors training in recycling and conservation; Native Plant Society Symposium; animal welfare groups; Heifer Project activities; Environmental Concern Committee; sustainable health practices; enviro grasslands grant from NSF; enviro earth science grant from NSF; enviro statistical analysis grant from EPA; West Africa sustainability grant from Arkansas Humanities Council; darkroom silvery recovery equipment; recycling; voluntary simplicity dinner; enviro pledge ceremony; Greening Our Future conference; Wilderness Society; Earthwise minority project; Atlanta Community Food Bank partnership; Hands On Atlanta elementary school landscaping project; meetings with local green entrepreneurs; solar power demo project; recycling evaluation; paper and paperboard recycling; SWEEP(Storm Water Environmental Education Project); Frontiers of Environment and Culture interdepartmental course at Jicarilla Apache Reservation; water quality monitoring; eco-theology module in humanities introductory course; module on transformation of the Amazonian rainforest; module on the Arctic National Wildlife Reserve; gallon-scale biodiesel manufacturing plant; Campus Green group; Bhopal remembrance symposium; Rhodes Enviro Planning Cooperative; Chaco Canyon field trip on environment and the ancient Puebloans; educational work with YMCA; "Environmentalists in the Elementary Schools" project; Green Chemistry course; Smart Growth San Antonio; Clear Air and Water Coalition; regional United Students for Fair Trade conference; Texas Fair Trade Coalition; lecture for Master Naturalists chapter; mammals survey, San Antonio Missions National Historical Park, funded by National Park Service; Research/consultant for Texas Parks and Wildlife at Government Canyon State Natural Area; Water and Civilization course; garbage study; Archeological Fieldwork in Yucatan, Mexico; Field Course in Costa Rica; exam exemptions for enviro community service; EnAct Environmental club; student-faculty formal dialogue; S.E.E.D.S. festival (solidarity, equity, ecological awareness, diversity, self-management); TREEs program; Environmentalists in the Schools program; park restoration; Hunger Banquet; organic chocolate letter writing campaign; trail work and trail marking; Annual Community Cleanup; Woods Creek Restoration Day; tree planting; Environmental service learning course at Boxerwood and Rockbridge Area Conservation Council; Environmental Planning and Management Committee; campus environmental audit; Nabors Service League Environmental club; Environmental Studies Program seminar luncheons, World Wide Wednesday activities, and campus lectures; Outing Club; history of student recycling; environmental careers library; Kompost Krewe; Environmental Residents programs.

B. Facilities Fellows

1. The Facilities Fellow at each institution is generally a staff member in 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 educate 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 are key staff spokespersons for ACS initiatives related to "green" campus operations, acting as catalysts to stimulate and promote environmental awareness.

3. Doubling as members of the Campus as Lab for Sustainability Alliance, Facilities Fellows attended a workshop at Birmingham-Southern College in May 2004. 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. Highlights of Facilities Fellows accomplishments this year include: attendance at green campus conference at BSC; conversion of campuses to biking/walking rather than cars; working with students to create organic gardens and xeriscaped plots; assisting in developing LEED certified buildings and buildings that are "LEED-like"; assisting in recycling and composting efforts; land reclamation work; and native plant nurseries.

C. Student Interns

1. Student Interns assist 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 take on an independent leadership role by developing an environmental project, activity, etc., or by directly building on whatever environmental activity is currently taking place on campus.

2. This year, virtually every campus maintained its number of Student Interns, with a total of 40, averaging 2.5 interns per campus.

3. In 2003-2004, 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, and to provide us with year-end reports, including photos.

4. Highlights of Student Intern accomplishments this year include: Bi-annual waste audit; environmental celebration of service; earth day booklets; Greening Our Future Conference; recycling; Wilderness Club; Wildlife Club; insulated cups; donation to a wildlife reserve; dorm posters; competition to increase recycling; info sharing website for all environmental groups; student sierra club; recycle sale and website instructions; environmental program partnership with YMCA children; Earth Day, Earth Week, and Earth month celebrations; environmental campus newspaper articles; recycle bins; recycle dumpsters; recycle websites; College Green Project Club; solar panel project; budget analysis of the campus' waste management; community clean ups; environmental forums, lecture series, and speakers; Eco-House recruitment, activities, and retreat; Eco-House charter to become sponsored organization on campus; campaign for Green Energy; green energy party, band, petitions, and posters; Green Pledge dinner; Environmental Leadership Award Envirovote; EcoHomes area tour; Earth flag; red worm vermiculture; donate a tree program; inter-fraternal and inter-group competitions for enviro activity; enviro research computer skills workshop; cafeteria compost project; environmentally and outdoor-focused career books and magazine subscriptions; glossy journal recycling; Campus Clean-ups; Pack-Rat project; Earthfest; Waste Awareness Week; laminated energy and water conservation signage; tree planting; community information sharing meetings; conference presentations; enviro t-shirts; old growth forest protection land purchase; Bhopal candlelight vigil; partnering with Residence Life for Environmental Resident Assistants for dorms; supporting local and organic farmers; starting a food co-op; nature hikes with the local elementary school; double-sided printing in computer labs; "Lending Library" of Environmental Education Posters; all-student email regarding responsible giving during the holidays; Living Sustainably programs (biking and walking when possible, sensitivity to water and energy use, recycling and composting, and eating organics); Environmental Studies potluck; Audubon Bus tour; green bike loans; biodegradable laundry detergent; low-flow shower heads; adopt-a-highway program; Talloires Declaration signing project; arboretum planting, informational/instructional materials, and webpage; Enviro Film Festival; mountain top removal speaker; recycle van paint job; permaculture garden; Trash Theatre; recycling and composting community-based schools program; end of year dorm items sale; recycled toothbrush sales; clearing forestry fire trails; “A Day of Action" re drilling in the Arctic National Wildlife Refuge; America Recycles Day; campus organic garden; discouraging styrofoam use; fraternity recycling; hug a tree event; local produce at eating houses; appearance in local and regional newspapers for enviro projects; birding trip and rehab birds event.

D. Conference and Workshops

A. Spelman College hosted our first-ever ACS Undergraduate Environmental Research and Faculty Development Conference April 24-25, 2004. In attendance were 31 bright, thoughtful and articulate ACS student researchers from Birmingham-Southern College, Centenary College, Davidson College, Furman University, Millsaps College, Morehouse College, University of Richmond, Rollins College, University of the South, Southwestern University, Spelman College, Trinity University, and Washington & Lee University. For more information, please see our website at

http://www.colleges.org/%7Eenviro/workshops/index.html and the agenda at http://www.colleges.org/%7Eenviro/workshops/SpelmanFinalAgenda04.pdf

1. ACS students spoke very professionally on topics such as modeling carbon dioxide emissions; statistical analyses of airplane emissions in Atlanta; eco-justice and religion in Mexico; ecojustice and minorities in the US; insect and predator-prey studies; soil and water monitoring; ecotourism in Latin America; over-fishing and the sardine industry; profiles of three Alabama naturalists; eco-poetry; recycling; waste water reuse; pine beetle monitoring and forestry; green buildings; and more.

2. Equally professional were the seven student posters, which included soil studies, mammal counts, solar energy, environmental chemistry technology, swamp monitoring, and dairy farm waste management.

3. Nine ACS faculty presented lively and informative talks about integrating student research into the curriculum; creating an interdisciplinary environmental studies major; inter-institutional courses in Costa Rica and Mexico; partnering with K-12 teachers to create green curricula; an online eco-media humanities course; sustainable development research in Panama; and EPA course development grants to train undergraduates to analyze environmental data. In addition, 13 faculty mentors observed their colleagues' presentations as well as the incredibly impressive ACS environmental studies students' work, and were inspired to continue their mentoring and perhaps to initiate more environmental courses.

4. Students and faculty alike were entertained and inspired by keynote speaker Bob Bullard, Director of Clark Atlanta University's Environmental Justice Resource Center, and Ware Distinguished Professor of Sociology. Bullard discussed his and others' work to bring into the public domain the concept and practice of eco-justice, as well as his work over the decades to fight environmental injustice in Georgia and elsewhere. In addition, EPA project officer Margaret Crowe distributed leaflets, posters, and informative handouts about EPA grants, with a question and answer session for those interested in applying for such grants in future.

5. ACS Environmental Programs and the CFD Alliance paid for this conference, at a cost of approximately $15,000.

B. The Student Development and Engagement Alliance's 3rd annual Student Environmental Leadership Workshop was held April 2-4, 2004 at both Duke University and UNC Chapel Hill, NC, in conjunction with the Southeast Student Renewable Energy Conference (SSREC). Twenty-one ACS students and 3 ACS faculty/staff members from Centre, Furman, Hendrix, Morehouse, Richmond, Rollins, Trinity, University of the South, and Washington & Lee attended. For more information and the agenda, please see our website at http://www.colleges.org/%7Eenviro/workshops/index.html and the agenda at http://www.duke.edu/web/env_alliance/conference/agenda.html

1. The SDE, CFD, and CLS Alliances paid jointly for this workshop (which cost only about $5000 due to the fact that we combined forces with the SSREC), because all our directors agreed upon the importance of continuing the tradition of leadership workshops for ACS students.

2. Keynote speaker was Randy Udall, director of the Community Office for Resource Efficiency (CORE), a nonprofit organization that promotes energy efficiency and renewable energy, and board member of Solar Energy International and Colorado Renewable Energy Society. Udall's joking presentation manner and his insider's knowledge of U.S. politics (Morris Udall is his father) was extremely entertaining. Many other inspiring speakers kept students' attention as well. Representing 44 colleges and universities and 14 southeastern states, a total of 200 students participated, making this one of the most exciting and dynamic environmental events of the decade.

3. ACS students learned about student leadership from their peers, who gave presentations on their own campus projects and discussed the mysteries of applying for ACS environmental grants. SDE Alliance faculty and staff mentored students on creating new projects and maintaining on-going environmental programs.

4. In addition, ACS students were inspired and educated by presentations from experts in the renewable energy industry, politicians, activists, advocacy organizations, and scholars. They were able to work directly with ACS students from other campuses, and to network with non-ACS students from their own states and as well from other states.

5. At least one ACS student (from Rollins) found a paid summer internship at the conference via her contacts with professionals in the renewable energy field.

C. The Campus as Lab for Sustainability Alliance (CLS) hosted a Green Campus workshop May 13-14, 2004, at Birmingham-Southern College, in conjunction with the Southern Environmental Center's 5th Annual *Livable Cities Conference*. The SEC is always an inspiring and motivational venue for ACS facilities and physical plant managers, because it is the largest educational facility of its kind in Alabama. This 5,600 square foot facility, refashioned from a former indoor pool, can educate groups of up to 200 visitors at a time about sustainable practices; and in addition to its award-winning Interactive Museum and EcoScape Gardens, the SEC is also active in the community, and has initiated a number of model partnerships targeting water quality, smog, and urban sprawl. For more information and the agenda, please see our website at http://www.colleges.org/%7Eenviro/workshops/index.html and the agenda at http://www.colleges.org/%7Eenviro/workshops/livable_cities04agenda.pdf.

1. Eighteen ACS faculty and staff from Centenary, Centre, Davidson, Hendrix, Richmond, Rollins, Southwestern, Trinity, and Washington and Lee attended. A reception for these colleagues was held Wednesday night in an elegantly retrofitted "green" loft in downtown Birmingham.

2. At the workshop, ACS faculty and staff were able to network with their peers, share information, and compare techniques and practices regarding their various campuses' environmental progress. In addition, they were inspired by presentations about sustainable building and maintenance work around the country.

2. Keynote speaker was Portland, Oregon, councilman Rex Burkholder, who spoke about regional cooperation. Other speakers included representatives of environmental law firm McGuire & Woods, who asked the question "Can…Builders Be Green?" (You perhaps will not be surprised to learn that the answer to this question was a resounding YES.)

3. The University of Richmond's architect Andrew McBride spoke about the work involved in getting a building LEED certified at UR. Andrew made the process as transparent as possible, sharing the ups and downs of this difficult and time-consuming undertaking. His talk was invaluable.

4. During group discussion, vice president Bob Mathis of Southwestern University shared information about plans to begin construction on a possible LEED building at SU. He also told us about various practices such as xeriscaping at SU. Chris Wise of Washington and Lee spoke about plans to get a building at WLU LEED certified. Brian Baker of Centenary and Laura Coar of Rollins also discussed green practices at their campuses.

5. In addition, Randy Adams, project manager at Berea College in Kentucky, discussed the Berea Eco-Village, an ecologically- and socially-sustainable residential and learning complex designed to meet the housing needs of students (principally those married or single parents) in a manner that supports their academic, labor and family responsibilities. The housing complex features environmentally sustainable waste disposal, water and energy conservation features, passive solar design, and more. Other presentations by regional and national experts focused on LEED certification, green roofs, EnergyStar, sustainable/native landscaping, retention ponds, and rain gardens.

6. The workshop finished with a tour of local green projects, including the BSC EcoScape's four-acre outdoor classroom whose paths wind through a miniature Mobile Basin wetland, past Beneficial Bug sculptures and Fragrance Gardens, and along the Appalachian Trail.

7. Cost of this conference to the CLS was approximately $12,000.

E. Program Committee

1. The Program Committee (PC) establishes and reviews policy guidelines for the ACSEI; recommends such matters to the ACS Council of Academic Deans; offers creative ideas for joint projects, the process to be followed, outcomes and other matters; and works with the project director to develop long range plans for this initiative, encompassing a long-term environmental strategy for ACS.

2. The 2003-2004 Program Committee included four Alliance Directors from three campuses, as well as two Deans and one Facilities Director from three other campuses. The variety of perspectives comprised by our PC reflects the diversity that characterizes our ACSEI team, and allows 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 was new in 2003-2004, the Program Committee's third year in operation was more efficient and less exploratory than the first two years. Many tasks were accomplished via email rather than teleconference; therefore, we spoke as a group only 2 times via conference call this year. Through these calls we kept up to date on grants, workshops and conferences, as well as funding issues.

F. Environmental Website

1. We made good use of the Environmental Programs Website, which contains easily accessible information about our ACSEI projects, as well as information about Alliances and Alliance goals, about grants available from the three alliances, and about environmental news across the consortium.

2. In addition, the website has a user-friendly participant database, for easy communication among team members; it lists a variety of internships for students; links to the *Green Times* newsletter and other environmental newsletters and websites; provides information on our summer programs; provides results of campus baseline surveys; provides ACS travel policies and a link to all ACS campus calendars; and details our mission, history, and a description of various positions on the ACSEI team.[2]

3. Two alliances—SDE and CFD—maintain their own websites, and these are linked to the Environmental Programs website.

G. *Green Times* newsletter

The *Green Times* web-based newsletter for ACS Environmental Programs was revamped in 2003-2004 to present more environmental campus news. The first newsletter of the year featured brief biographies of 7 leaders in ACS Environmental Programs (Faculty and Facilities Fellows), with entertaining photos and informative stories about why our folks care about the environment. At least once a month throughout the year, the *Green Times* reported on student projects and activities; LEED buildings at Furman, Rhodes and Richmond; faculty–community partnerships; workshops and conferences; and other features. For more information, please see our website at
http://www.colleges.org/%7Eenviro/newsletters/index.html

H. Alliances

1. This year we moved from six alliances to three. The new alliances focus on developing student leadership in environmental activities, identifying best practices in campus operations related to sustainability, expanding academic environmental offerings, and stimulating faculty and course development related to the environment. The new structure has been an efficient way to accomplish much.

2. In the 2003-2004 academic year, Birmingham-Southern College gave us co-directors Jeanne Jackson and Roald Hazelhoff for the Campus as Lab for Sustainability Alliance (CLS); Rollins College provided director Barry Allen, who runs the Curriculum and Faculty Development Alliance (CFD); and Washington & Lee University came forward with Helen Downes to direct the Student Development and Engagement Alliance (SDE).

3. As of May 2004, besides directors, the CLS alliance had 16 members; CFD had 10 members; and the SDE had 7 members.

4. Alliance Activities.

a. One of the major goals of these alliances was to promote and encourage environmental projects through grant awards and through workshops and conferences.

[2] Please visit our website at http://www.colleges.org/~enviro/

b. Two workshops and one conference were held in spring 2004. For more details, see II, D, above.

c. Between September 2003 and May, 2004, the three alliances awarded a total of $19,693 in project grants to ACS faculty, staff, and students.

i. SDE grants have increased visibility of student environmental initiatives, including action research; green career programs; earth day activities; film projects; and more.

ii. CFD grants were awarded for courses on various campuses, as well as student attendance in international sustainable development courses in Costa Rica and Mexico, and course development by faculty in Belize. In addition, the alliance also supported a joint undergraduate research and faculty development conference.

iii. CLS monies have supported a darkroom chemicals recovery project and a workshop for students, faculty, and staff.

I. Alliance Directors' Year-End Summaries

1. Student Development and Engagement Alliance (SDE) End of the Year Report, 2003-2004, submitted by Helen Downes, Alliance Director

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. It was later charged with fostering campus-community partnerships. If this Alliance is successful, we will see enhanced effectiveness of career preparation and placement in environmental jobs and internships, and more student interest, involvement, and activism in environmental issues both on their campuses and in their communities. We were able to fund all of the grant proposals we deemed deserving and find a partner to host the annual leadership conference. We continued to receive innovative and high quality grant proposals from a wide range of schools and individuals, and had a high level of interest in our conference.

b. *Grants*

i. The alliance decided to revise our Request for Proposal document again this year, in order to include clearer language and requirements and to address our much smaller source of funding. We added a fourth area to our funding categories, Campus-Community Partnerships. This category was created as a substitute for the former alliance. Our other three categories remained the same: Environmental Career Planning, Student Leadership and Engagement, and Circuit Rider Funding. We placed a $1500 limit on environmental career planning funds, a $1000 limit on student leadership and engagement funds and a $500 limit on student research within this category. We placed a $1000 limit on the campus-community partnership funds and a $500 limit on circuit rider funds. The Alliance also chose again to establish deadlines as they were so successful last year in stimulating interest in grants as well as promoting cooperation within the alliance. We established two deadlines – Friday, October 31, 2003 and Friday, November 27, 2004. We were initially concerned that we would not have enough funding to sustain two grant deadlines in addition to the conference. This was made clear in our RFP ("This second deadline will depend on available funding following the first proposal deadline"). However, we received plenty of wonderful and modest proposals such that we had enough funding for both deadlines.

ii. The SDE alliance received 25 grant proposals during the 2003-2004 academic year, and awarded $13,135 to 20 students, faculty, and staff members. The grants ranged in amount from $200 to $2,000 for a wide variety of topics - from green internships to earth day activities to environmental house outreach programs to a clean car campaign. These grant topics and ideas are posted on the SDE website (http://sde.wlu.edu) to provide access to the ACS community. Our website continues to act as a platform for publicizing our alliance and our RFP along with our annual student conference.

c. *Workshops*

i. The Alliance hosted the Third Annual ACS Student Sustainable Leadership Workshop April 2-4, 2004. Instead of hosting a conference to which only ACS students could attend, the Alliance chose to use our limited funds to take ACS students to a regional

workshop. The alliance paid for twenty-six students from 10 ACS schools, along with two alliance members, and one Rollins College staff member, to attend the first annual Southeast Student Renewable Energy Conference co-hosted by Duke University, the University of North Carolina at Chapel Hill, and the Southern Alliance for Clean Energy along with several other organizations.

ii. The focus of the workshop was renewable energy and the goal was to aid students in bringing renewable energy alternatives to their campuses. The conference organizers are already planning to host a 2nd conference at the University of Tennessee in 2005 and are also creating a network of interested students to support one another throughout the year. The alliance opened the conference to all ACS students; six of the twenty-six students were ACS interns and two of the participants are applying to be interns during the 2004-5 school year. Students from all over the south and speakers from all over the country came together for three days of presentations, shared meals, panel discussions, and networking session. The students left with a good grasp on what qualifies as green energy, and a strong network of connections and resources to enable them to bring this information to their respective campuses.

iii. In addition to the SSREC agenda, the ACS participants spent an additional 2 hours together after the official conference adjourned. They received packets containing information about ACS, an ACS participant list, and a copy of the 2003-2004 SDE RFP. Dr. MacNabb made a presentation about ACS, Helen Downes discussed the grant process and RFP, several grant recipients present discussed their experience with the grant process, and then the participants broke up into their campus groups to discuss potential grant topics for next year. Overall it was very successful, and the students' enjoyment and enthusiasm was apparent in their conference evaluations.

d. *Budget*

This year the alliance chose not to budget any funds for a particular grant area, only to reserve $5,000 of our funds for the leadership conference. The Alliance received $20,000 for the 2003-2004 academic year from ACS Environmental Programs. In addition to the SDE alliance funds budget for the conference, the Curriculum and Faculty Development Alliance and the Campus as a Lab for Sustainability Alliance each contributed $2,500 towards the conference for a total of $10,000 in available funds. When it became clear that the alliance did not need all of the conference funds, the SDE alliance set aside $2,500 for the Costa Rica abroad program. These funds will be distributed at the end of the year when the SDE alliance funds are returned to the general ACS environmental fund. The following is a breakdown of total alliance expenditures.

Student Development and Engagement Alliance *2003-2004 Budget Spending*	
Career Planning	$4,115.00
Student Leadership	$8,070.00
Campus Community Partnerships	$450.00
Circuit Rider	$500.00
Workshop	$8,144.55
Total Spent	$21,279.55
Income	$25,247.86
Amount to be returned to ACS	$3,968.31

e. *Conclusion*

In my two years as alliance director, I have witnessed a wonderful improvement in the availability of funds to ACS students as well as a profound increase in interest by these students. The grant proposals have become more and more creative and interesting while continuing to reach a wide variety of students, faculty, and staff. Within the SDE alliance as well, members have become more active and inquisitive. They have done a wonderful job of objectively reviewing the proposals and recruiting students to apply for the grants and attend

the conferences. I believe that the SDE alliance has been very successful in attaining its goals and is an integral part of the ACS Environmental Program.

2. Curriculum and Faculty Development Alliance (CFD) End of the Year Report, 2003-2004, submitted by Barry Allen, Alliance 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. At this time all of the ACS institutions save one have an Environmental Studies program of some kind (major, minor, or concentration); therefore, CFD members have determined to devote special attention to refining the existing academic programs, enabling them to learn from the experience of each other. To this end, the CFD Alliance sponsored a curriculum and faculty development workshop to enable peer training by faculty who had successfully initiated environmental programs at their schools to present successful models for new courses, new modules and collaboration across ACS campuses, and grantsmanship.

b. *Grants Awarded in 2003-2004*

CFD Grants were given to support three new initiatives. One funded proposal is producing an "online Eco Media Enviro Humanities Course." Another successful proposal is developing a field course in Belize. The third project (for which activity and funding will be delayed until next year) will ultimately produce a course in environmental politics, which may provide the catalyst for an organized environmental studies program when fully developed A total of $5,303 was initially awarded (and $3,603 expended) for CFD grants this year.

c. *Workshops/Conferences Held and Sponsored in 2003-2004*

CFD held a "*Curriculum and Faculty Development Conference*" at Spelman College in April, 2004. The conference was held concurrently with the Undergraduate Environmental Research Conference. Faculty panels included *Curriculum Connections, Eco-Partnerships* and *New and Existing Environmental Courses.* The papers covered religious studies, environmental economics, geology, political science, English and mathematics, and teacher education. The primary goal of this conference was to showcase the projects and courses funded by the alliances, in order to give other ACS faculty ideas about what they might try on their own campus. There were 23 ACS faculty from 14 ACS schools in attendance. Guest speakers included Dr. Bob Bullard, Distinguished Professor of Sociology, Clark Atlanta University, and Margaret Crowe, Project Officer, U.S. EPA. CFD also helped sponsor the SDE Alliance Conference in North Carolina, April 2-4, '04. A total of $9697 was spent on the two conferences.

d. *Student Scholarships*

CFD supported both the *ACS Living in the Yucatan* summer course and the *ACS Sustainable Development in Costa Rica* summer program with financial aid to ACS student participants. A total of $2500 was awarded.

e. *Budget*

Curriculum and Faculty Development Alliance 2003-2004 Budget			
Activities	Original Budget	Actual Expenditures	Returned Funds
Faculty Development Workshop	$5,000	$3,402	$1,598
Curriculum Development Grants	10,000	3,603	6,407
Student Financial Aid	2,500	2,500	0
SDE Conference	2,500	2,500	0
Totals	$20,000	$12,005	$7,995

f. *Conclusion*

The new structure of the alliances has facilitated continuation of both existing programs and also supported new curricular initiatives. We look forward to catalyzing inter-institutional collaboration at the February 2005 workshop.

3. Campus as a Lab for Sustainability Alliance (CLS) End of the Year Report, 2003-2004, submitted by Jeanne Jackson and Roald Hazelhoff, Alliance Co-Directors

a. *Progress Towards Goals*

The goals of the CLS/CCP Alliances are to use the campus and its various assets as models for best management practices in sustainability and to foster environmental partnerships between colleges and their surrounding communities. These goals have been achieved through supporting new environmental and energy projects on campus and by hosting a major conference on sustainable campuses in conjunction with the annual *Livable Cities Conference* at Birmingham-Southern College. Representatives from 11 ACS institutions attended the two-day conference.

b. *Workshops*

i. In May 2004, the CLS/CCP Alliances sponsored a two-day conference entitled "Livable Cities." The goal of the conference was to share information on how both campus and surrounding communities can take action to become more sustainable. Speakers included Rick Bernhardt, Executive Director of Nashville Metro Planning Department, who spoke on integrating community planning, urban design, landscape architecture, and natural resource management into proactive community based planning. He discussed the creative neighborhood work that is developing in Nashville. The keynote speaker was Rex Burkholder, a Council member from Portland, Oregon. Rex told how he went from being a bicycle advocate to running for political office and becoming active in urban design. Dan Slone, a partner with McGuire Woods in Richmond and BSC alumnus, addressed the topic of "Can Developers and Builders Be Green?" which highlighted Slone's work with land use planning and sustainable development. Slone is General Counsel for the U.S. Green Building Council. Community leaders, politicians, and ACS members attended the morning sessions.

ii. In the afternoon, representatives of 11 ACS schools held workshops highlighting the successes of campus green projects. Participants included a religion professor from Davidson, a political science faculty member from Rollins, facilities directors from Centenary, Southwestern, and Millsaps, Grounds supervisors from Rollins and Washington & Lee University, and students from Birmingham-Southern College, Davidson College and Southwestern University participated in the workshops. Andrew McBride, an architect with the University of Richmond, explained how he persuaded the Director of Facilities to strive for L.E.E.D rating for their new building rather than limit green qualities of the new building. It was noted that both Furman and Washington and Lee have L.E.E.D. certified buildings and Rhodes' new library is L.E.E.D.-directed in its conception. Following the presentation on Earth Craft Houses by Brett Dillion of SouthFace in Atlanta, it was interesting that several ACS institutions have developed "Ecohouses" in the past three years. There are Ecohouses on the campuses of Sewanee, Furman, and Centre, and Birmingham-Southern College is proposing converting an old fraternity house into an Ecohouse. Some of the houses feature green elements and others require that students residing in the houses practice sustainable lifestyles regarding waste, energy use, and recycling. Other speakers included presenters on the Energy Star program, concrete homes, and use of native landscaping in parking lots and open spaces.

iii. One of the highlights of the conference was the opportunity for ACS participants to share ideas about their projects and challenges. They shared ideas about getting more students involved in the environmental projects, creating guidebooks on plants and wildlife found on each campus, encouraging green voting, creating student internships, and expanding preserves on campuses. The Landscape and Grounds Manager for Rollins College shared her effort to use Integrated Pest Management practices on her campus and Chris Wise from W&L explained how food from the cafeteria is composted. It was evident from the lively exchange that there is an expanded concern and level of knowledge about greening campuses that did not exist three years ago. In addition many sustainable practices have been adopted on each ACS campus.

iv. Another benefit of the ACS alliances is the exchange of ideas among institutions. Three representatives from Southwestern University visited Furman University and Birmingham-Southern College as they develop plans for a new L.E.E.D. certified building

on their campus. They also toured Emory University and Georgia Tech to gain practical ideas.

c. *Budget*

Campus as Lab for Sustainability Alliance *2003-2004 Budget Spending*	
Student Leadership	$2500.00
Grants	$750.00
Workshop	$11,187.52*
Total Spent	$14,437.52
Income	$20,000.00
Amount to be returned to ACS	$5,562.48

d. *Conclusion*

Workshops appear to be the “best bang for the buck” when it comes to changing the physical environment of our campuses. We are recommending that ACS invite more participants and a more diverse group (i.e. faculty, staff, and students) to next year’s CLS workshop or conference.

III. Conclusions

A. Challenges

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

B. Accomplishments

The past three years have been very productive for ACS Environmental Programs. We estimate that over 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 2001-2004, we added 52 faculty fellows, 15 facilities fellows, 137 student interns, and 70 alliance members to our team; awarded 154 grants for a total of $287,012.00; and hosted or supported 18 workshops with a total of nearly 600 participants.

C. Thanks

Through the generous funding of The Andrew W. Mellon Foundation, ACS Environmental Programs have had a profound impact on the lives of students, faculty and staff in our institutions, transforming them into effective environmental citizens. Because the changes we are making at ACS institutions have the potential to affect not only individuals at each campus but also an entire region of the country, we believe the overall impact of the ACS Environmental Programs will one day accomplish societal changes on a grand scale.

APPENDIX A

ALLIANCES COMPILED WORKSHOP EVALUATIONS

ACS 3RD ANNUAL STUDENT SUSTAINABLE LEADERSHIP CONFERENCE SSREC, NORTH CAROLINA APRIL 2-4, 2004
CONFERENCE EVALUATIONS

1. What aspects of the workshop were most helpful?

-I really enjoyed the key note speakers one Friday night and Saturday night. Also the -Organizing work shops were very helpful in working through specific problems.
-Networking with people! Inspiration and helpful tips from speakers and others.
-talking to other students from other schools about ideas and previous successes.
-finding out what ACS looks from when reading grant proposals.
-Meeting the other people, talking about opportunities and responsibilities
-the education about grant and funding opportunities
-hearing what resources are at our disposal
- networking w/other campuses, telling us all the opportunities
-there were so many sessions offered, it was helpful to pick what particular area/issues -that would pertain more to our campus. having so many students there was very motivating!
-talk of integration between different members of ACS campus campaigns
-getting tips from Helen about how she prioritizes and scores grant proposals
-the workshop overall was very helpful. it exposed me to different environmental avenues, many of which I didn't know existed
-networking was great, the media workshop was also very helpful
-learning about all the grants that are available and past projects
-listening to other students talk about their ideas, successes, problems, etc
-see the ACS tribe
-student reports
-the lectures from the adults had some good info, and the student success panel gave me some good ideas

2. What aspects were least helpful?

-The two concurrent presentations were not as helpful in starting a renewable energy campaign, but I really enjoyed the {renewable energy economics 101}
-Sometimes the information wasn't exactly what we were looking for, but it was still helpful.
-everything was helpful!
-E.T. pretty helpful – thanks for the handouts
-student presentation
-the student presentations were a bit dry b/c of irrelevancy/the end of the conference
-I think more time was needed for each session then more time in between to digest the information
-introduction of people from other colleges and slide show
-some of the presentations were so extremely bias and one-sided that I don't think they helped promote the education idea but instead raised credibility issues
-meeting with students from my state – none were here!
- I found everything helpful!
-overview of ACS
-I didn't' get much useful info out of the master organizing workshops

3. What ideas from the workshop will you try to implement? What steps will you take?

-I think to start it is important to reach for the low fruit and try to win a small victory. That will give us confidence to go for something bigger.
-Ideas about working with administration as well as staff and building student coalitions
-working with elementary schools, involving many different organizations. We're going to write a letter to our new president telling him what we expect from him environmentally. We're also going to try to make new buildings green.
-actually applying for a grant, have to establish and agree on an idea
-more initiatives, new student involvement with ACS, already have interns and grants
-project ideas – talk to faculty fellows, etc.
-speak to all ACS representatives
-I will probably apply for a grant and go to future meetings, also I want to start an environmental club
-the main ideas that will motivate others or the campus – mostly bringing the new president on board. do more events that involve the whole campus to be more aware
-I got some good ideas from other people's activities in their campuses.
- pass on important info about ACS to others at Sewanee
- I would like to get a rep. from LEED to come to my school and advise the admin on green building
-networking and trying to bring local groups together
-apply for more grants!
-getting many students involved – tabling
-no new ideas from the workshop
-I would like to try to do a greenhouse gases inventory, take steps toward getting renewable energy, open a dialogue with the administration and try to increase student awareness sand involvement

4. What challenges do you foresee in implementing the ideas presented in the workshop? What could the Student Development and Engagement Alliance do to help you meet them? How could your institution help?

-The big problem I think will be to stay motivated and committed.
-Getting a lot of student support. Help could come from getting the resources to make these ideas attractive.
-It might be hard to convince the administration of the importance of these ideas. Grant money from the SDEA would help give us something to go on and use to get started. having other organizations from our school support us would help too.
-Agreeing on what we would use the money for
-graduations, time to do this beyond glasswork, SDEA - ?, Institution – Environmental Studies professors could inform students of ACS opportunities – grants/interns
-negativity and apathy, we really need great publicity and events planning
-time management, time of the year
- apathetic conservative student body, awareness campaigns
-The main road block will probably be getting to the upper administration and convincing them of such things as the importance of "green building". Apathy among students will be another challenge. More support from upper admin would help motivate students and such people as directors and deans.
-recruitment, and students finding free time to work on their projects outside of class
-get enough students involved to make it a success, talk to environmental studies classes about ACS, make people on campus aware of ACS, do more than just sending out emails about what grants are available

-I have so many great ideas and I'm full of energy when I leave the conference, but it always seems as thought I hit a brick wall when I go back to my campus. I never seem to know where to start and how to get the wheels turning. I really plan to talk to my school's president b/c he sits on environmental boards – so you would think the campus would be more active
-the lack of interest in renewable resources among many Texans
- get grant money to show admin that we already have money, getting enough support in all the right places (students, staff, admin)
- support is good and it is difficult to get people involved, my school could give me some ideas and resources
-ambivalence, financial support and incentives
-I didn't feel there were many ideas presented here
-I think the greatest challenges will be student apathy and administrative resistance. I'm not sure right now…

5. Overall, how could workshops such as this be improved in the future?
-Just try to get as many people as you can every year. The more people that are involved the easier it will be to make a change.
-Sometimes, it feels like you're just bombarded with information, but I don't know if it would be good to make it less intense.
-I would have liked to have more time to talk to everyone from other schools.
-Not in a auditorium styled seating from – around a table, in a circle for more open discussion
-more talk about really great initiatives at ACS schools – case studies
-put it before the whole conference instead of at the end…people are tired and ready to sleep through it. Also, inform students that they're supposed to be at this workshop, we had no idea
-more student – specific emails before time. I had no idea ACS was a sub-group within the conference, also that it is a fault of my school
-more publicity before the conference to get more participants
-more students involved would be great. We had 3 students, but I would love to have more!
-make sure that those involved are underclassmen, not seniors
-make sure there are 1st and 2nd year students present
-workshops like this should actually plan events. we talk about nationwide events and intercollegiate collaboratives, but we should come together and actually organize something while we are all here together
-more centralized – a gathering area with food, tables, etc. that doesn't move so we kind of have a base to work from
-more time in general, more time for students to share what they're doing on their campuses (what works, what doesn't)
-could be more extensive, speakers could come
-maximize info on specific actions and success stories that folks can implement
-more presentation of current and future projects that need assistance
-take a harder look at the content of some of the presentations, more organization would also be nice

ACS GREEN CAMPUS WORKSHOP
BIRMINGHAM-SOUTHERN COLLEGE
MAY 12-14TH, 2004
COMPILED EVALUATIONS

1) What aspects of the workshop were most helpful?

- Final lunch and conversations about our institutions.
- Smaller group interactions and conversation. All of the presentations brought something new for me but…
- Thank you for including me, lots of great ideas and confirmation that our goals are valid and worth the investment. Urban planning is "hopeful", I am looking forward to living in these rejuvenated
- Since this is my first, I enjoyed all aspects.
- The programs about green buildings, energy star, etc. were amazing. They gave me a lot of good ideas that I hope to implement at my school. The discussions were very helpful as well.
- Dan's input; networking; support of like minded individual
- All the talks were helpful, but especially those on Thursday. The last luncheon discussion about "Campus as Lab" at our various schools.
- Good presentations and good interactions with representatives from other schools.
- All of day 2 presentations; LEED design prospects and ideas.

2) What aspects were least helpful?

- Regional planning conference
- (from 1) but more time should be allowed for discussion/questions.
- Can't think of anything! Great.
- EnergyStar talk (only because by then we'd learned about it)
- Tour late Friday morning—probably just hit one or two slots so we can maximize our time.
- City planning—not that it wasn't interesting, but in my day to day operations it doesn't apply.

3) What ideas from the workshop will you try to implement? What steps will you take?

- More conversations with institutions in ACS sharing ideas/initiatives/direction/issues.
- Building materials selection and energy star
- Liked some of the communication ideas for communicating the good things we do. Signage/brochures.
- I'll definitely install waterless urinals in one of our buildings.
- EnergyStar—use their website to get ideas and do evaluations on our buildings. Talking to facilities management and asking them what they are doing and asking if they need help. Funding ideas; encouragement ideas like booklets, etc.
- EnergyStar compliance; present to construction; EcoHouse (further upgrades to club house) and work with o. club director; campus environmental group (faculty, staff, and students) to advocate for sustainability issues & coordination of efforts.
- Contact all faculty and staff environmentally inclined to create more unity. Bring suggestions to this group for ideas about implementation: a booklet, map, website—admissions funding?
- Get EnergyStar more common throughout campus. Involve ACS environmental interns in closer relationship with grounds staff.
- EnergyStar and other LEED initiatives

4) What challenges do you forsee 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?

- Staff/time, faculty members assisting facilities members with concepts and methods that should be used in developing/implementing internships.
- Communication
- Challenge is always money and getting the institution to look at long range. We have master plans, but fail to include the environmental "right thing to do" goals.
- Funding and administrative support.
- I see many challenges ahead because of our reliance on students who are easily distracted. We need to offer encouragement to them and incentives to stay active even when they are busy.
- I am not sure but time and energy are probably the biggest impediments to doing.
- In terms of buildings and to some extent grounds, there is not yet administrative support. It has helped, by offering suggestions for smaller projects and helping fund some student projects.
- Continued interactions with landscape and facilities managers from different schools.
- Funding

5) Overall, how could workshops such as this be improved in the future?

- 2 full days—slower pace—see #3
- less formal
- would like more "field time". Look at projects outside that have accomplished goals. See what the reality can be.
- The only improvement would be to shorten the total time of presentations and expand it to two full days. Ie. 8:30 to 3:30 for two days.
- I think that this was the most beneficial workshop I've attended through ACS. Just keep the new and innovative ideas coming and I think this workshop will only get better.
- Great conference.
- I don't know. The overlap with "livable cities" made this conference superb.
- Get more folks presenting to stay around afterwards if at all possible. The whole time was great.
- More time or less presentations. Felt rushed. Could have been more Q&A.

Undergrad Research and Faculty Development Conference
Spelman College, 2004
COMPILED FACULTY EVALUATIONS

The purpose of these workshops is to expose interested faculty to new ideas about teaching an environmental topic. We hope that, as a consequence of coming to this workshop, participants return to their campuses and think about how to improve the content of their environmental course or program. This survey is meant to stimulate participants to think creatively about the topics they were exposed to, and how they might act on these ideas when they return to their home campus. Also, the survey provides an opportunity for participants to ask for additional help about experts in a field or course development.

1. Was the session on CURRICULUM CONNECTIONS helpful? How might you incorporate the information into your course or program? Who at your institution should be informed about this information or this perspective?

- Yes, I will use these info in different courses
- Yes. Always looking for new things to incorporate into our programs. All three were valuable
- Yes, but it is very hard to generalize how one school's program would work at another school. This topic is better as a workshop
- Mostly. The ideas present can be best incorporated into research/scholarship programs, but also into student projects that are part of my courses.
- It was interesting and thought provoking. I will make a link to some of the websites discussed.
- Yes, particularly finding out how Stan got the donor to buy a huge chunk of land in the Yucatan!
- It was somewhat helpful; there wasn't much in my field, however. I think the two of us who were here could plan on relevant information to the others at our college.
- Very helpful
- Spurred thinking about possibilities
- Didn't attend
- I am the person who would receive curriculum ideas. At least one faculty member was here to see good ideas for our new Env. Studies minor.
- Somewhat, but several were so general that they weren't of much use. Specific topics are better. Integrating research was good, but we do this already. Best was Yucatan talk.
- That session could have been expanded. That very well could be treated at another conference.

2. Was the session on NEW & EXISTING ENVIRO COURSES helpful? How might you incorporate the information into your course or program? Who at your institution should be informed about this information or this perspective?

- Yes
- Very informative, especially Allen and Hamming talks.
- No & yes, part of each. It would be so much better to have concise presentations with PowerPoint or websites that we could see.
- Yes, however, it would have been good to have more presentations on courses currently offered, especially those that involve all ACS schools.
- Not especially. I have been involved in detailed discussion re this topic over the last year – This needs so much time and difficult to direct.
- Yes, again – finding out ways to keep programs such as the Costa Rica one going > Grants! Funding!
- The most helpful of all the faculty panels because of the relevance to my field in one case, and because I'm interested in the Costa Rica Program.

- Sharing the info is always helpful
- Expanded thinking about possibilities
- Very much – this type of opportunity of sharing between campuses is of great value
- Yes, this session was helpful, too. Please see comments for #1 (#11)
- 2 or 3 were, as these gave specific info that could be beneficial – the last piece wasn't very useful.
- It was good to be reminded about existing programs and learn bout new ones. Info on the Costa Rica program should be sent to Lea Brooks (lbrooks@morehouse.edu) and Gwen Wade (gwade@morehouse.edu)
- No

3. Was the session on ECO-PARTNERSHIPS helpful? How might you incorporate the information into your course or program? Who at your institution should be informed about this information or this perspective?

- Yes. Great ideas about grants.
- Yes, I will be informing on-service learning coordinator about the EPA info. The Mathematics talk gave me some good ideas about how to try to get more Math participation in ES.
- Yes. It is useful to see how external organizations can work with colleges.
- Somewhat. It was good to learn about summer program that Spelman developed – the Math summer program.
- This was interesting. No direct input into our course structure.
- The Education folks – to hook-up with the EPA $
- Not really. I didn't fully understand who the audience was for these – future K-12 teachers?
- Didn't attend
- This session was 2/3 faculty from my own institution. I think we are well involved in this area.
- You'd think this would be helpful, they didn't provide enough specific info to be helpful, at least in my discipline
- No

4. Do you have comments on any student presentations or poster sessions? Please be specific.

- I found the presentations very impressive. We need more of these conferences for students to present.
- Very good work. Important to know what students at other institutions are doing.
- Encourage students to present their papers and not read it! We can always ask for a copy of the paper if we want to read it. Student poster session should only be once or only one day. Some student presentations were very good! Great presentation skills.
- I think the ppl who did posters got the shaft by being put in a back room
- Students did a great job! Both oral and poster presentations. More student presentations would enhance the conference. Consider having a better/more balance of humanities, social science and science categories. Posters were only minimally effective. It may be better to have all oral presentations.
- More please. These are great!
- Great! The students did a fabulous job on both the presentations and the posters. Well organized – just the right time frames.
- They were good –some surprisingly so.
- I felt poster presentations perhaps did not get enough attention.
- Excellent quality. Too much time for poster sessions (3).
- Incredibly impressive – sophisticated content, professional presentations.

- I have been impressed (amazed) by the professionalism and technological sophistication of their presentations. I thing the future of research is in good hands! Superb example is Lauren Everett.
- To be honest, with few exceptions, I thought the students could have been better prepared, not rambled as much, and give more focused presentations. Most, also, were very simplistic and seemed to have no real 'point' to the study.
- If it were possible to have an award for best poster and best-spoken paper, there might be an incentive for students to prepare their very best. This might improve the overall quality of all student presentations.
- Students should have been encouraged to present, but poster projects were very well done.

5. What additional information would you like from the CFD alliance to help you incorporate these ideas? What expertise or what curriculum models (syllabi) would you like to see? Please provide name and email address if follow up is necessary.

- Resources for course development
- Not needed
- Hold CFD as a workshop. Faculty bringing students to the conference had less time to mingle with other faculty to exchange ideas.
- Could – should? Link with CEDD (NCSE) on their curriculum initiative. ACS should be represented at their meetings
- Difficult to figure out the best way to coordinate faculty development conferences – usually one or two presentations (at the most) are applicable to any one-faculty person – but at the same time, faculty development is central now-how to do it effectively is tough.
- I'd like more syllabi/bibliography for humanities/English courses. piedmore@southwestern.edu
- I will depend upon my colleague Dr. Fatemeh Shafier to funnel ideas to me for the curriculum committee.
- If info is put on the ACS website, I think it is easy to set to.
- Nice to see what others are doing

6. Was the conference helpful in providing you with new ideas or approaches to the environmental issues that are important on your campus?

- Definitely! I found the conference stimulating and helpful! I will use and incorporate some of these ideas into my courses.
- Yes
- A bit. This was particularly true for the student presentations in the 1st panel.
- Not really
- Definitely – helps provide ideas about what is going on and helps me think about ways to enhance my courses
- Yes – in informal conversation and in formal sessions
- Same as above #5 questions, # 5 answer - Difficult to figure out the best way to coordinate faculty development conferences – usually one or two presentations (at the most) are applicable to any one faculty person – but at the same time, faculty development is central now-how to do it effectively is tough.
- Pretty much
- Yes
- Very much, as always
- Yes
- A couple did, especially the talks on the Yucatan, Costa Rica, interesting student research
- Yes. Particularly interesting and helpful was the "etc." website information

- Not necessarily on campus but certainly issues that could be used in course development across the southeast. All our programs are focused in Latin America. We should do something in U.S.!

7. Do you have any comments about anything else at this conference, or suggestions about how to improve this type of workshop in the future? Please feel free to write on the back if necessary.

- Excellent Conference!
- I think it would be useful to bring in some people from non-ACS schools, to see what other people are doing.
- Hold an organized event (lunch away from the immediate conference location?) for the students to get together. Not all of the students were available or around at the same time, so it was hard for them to meet. This conference is a great idea. However, it is very difficult for all participants to attend, and stay focused, while remaining in panel sessions all day. One suggestion is to have 2 or 3 concurrent sessions on the first morning. Then have lunch all together. In the afternoon, field trip(s) should be offered. Many of us have vehicles, so this is feasible. Learning about the local environment would be a great way to have participants truly experience local/regional landscapes and environmental issues. On Sunday, 2 or 3 concurrent sessions could be run again. Also, please, please, please enforce the presentation time limits! This is certainly a good way to kill audience interest in the presentation.
- Obviously, shorter spans of time. No one can really sit and pay close attention after sitting of hours and hours. The sessions didn't really strike me as very 'workshop' – like at all. In fact, most presentations appeared to be reiterations of the same type of programs. Perhaps more opportunities to discuss problems and to brainstorm new ideas would be useful.
- Consider offering some type of fieldtrip on Saturday afternoon to provide a break from the talks and give 'out-of-towners' an introduction to the area they are visiting.
- Thinking…….suggestion……..session on "understanding sociology mumbo jumbo for the intellectually challenged".
- Same as above #5 questions, # 5 answer - Difficult to figure out the best way to coordinate faculty development conferences – usually one or two presentations (at the most) are applicable to any one faculty person – but at the same time, faculty development is central now-how to do it effectively is tough.
- It would be better to have wider disciplinary representation.
- Overall good conference. Good networking opportunities. Well organized
- More faculty-faculty dialogue and discussion. Spelman was a great site!
- The opportunity to network with like-minded colleagues and students from other colleges was priceless.
- I'd try to encourage higher quality research that is better presented. Encourage faculty to stress this with their students and to get them better prepared, it is more than just a class presentation but is a professional mtg too, and should be held to higher standards. Also, intersperse the topics more, mixing disciplines together so folks from the humanities talk with those form the social sciences and sciences. This should keep everyone's interest up, as they'll see presentation in their area, as apposed to just wanting to see one panel that is just anon the humanities, or just on sociology, or just on science.
- I only wish the meeting could have been just a little earlier in the semester since this is just before final exams for our students at Morehouse and Spelman.
- Only that we should plan to do this next year or the following year. An excellent idea.

Undergrad Research and Faculty Development Conference
Spelman College, 2004
COMPILED STUDENT EVALUATIONS

This workshop was intended to expose students to new ideas about environmental courses and to provide you with an opportunity to share your research and learn about research being done by other ACS students. This survey is meant to stimulate participants to think creatively about the topics they were exposed to, and how they might act on these ideas when they return to their home campus. Your comments will greatly assist our efforts in the planning and development of future ACS workshops and events.

1. Which session/s did you find most useful? Most enjoyable? Who at your institution should be informed about what you learned this weekend?

- I found Bullard's presentation quite fascinating and enjoyable. There wasn't one session I found most enjoyable….I like different presentations scattered throughout various sessions.
- I think all of the sessions were good. I think biology, chemistry, anthropology and env. studies teachers should all be familiar with ACS and their programs and conferences.
- First one or two, and one or tow in each other section. Costa Rica cool, key speaker neat. May talk to Ribble about Costa Rica Program (not ACS, want to learn Spanish)
- Fish, insects, microbes, green buildings –most useful and enjoyable.
- Panel I: I enjoyed Che's, Bran, and Thomas talks
- I enjoyed the student sessions but the faculty papers were useful to other faculty to improve their env. programs
- Bullard's presentation was GREAT. Very useful, enjoyable, motivating.
- I liked the last session best because it was more related to my interests.
- Had I been a professor, the faculty sessions would have been very helpful. Otherwise, the final student panel was by far the best because it presented actual scientific research. Dr. Mann, Dr. Hopkins – EARTH advisor
- Dr. Bullard was very useful/informative.
- I liked the session about Atlanta's air pollution and the effect of no air traffic on 9-11.
- I found the discussion on wastewater "Lighten the load" the most enjoyable, that kid knew his stuff. Dr. Bullard was the most useful. Yet all were informative. Everyone at my institution could be informed – we only have 1 earth, which is our top priority to safeguard.
- Unfortunately, it is hard to hit the masses on the obvious importance of protecting our env. It just makes sense to think about where our waste goes, or what we can recycle, what we can preserve. It is unfortunate that the only way we can get coverage is by being extra dramatic or radical even though we are being honest about a subject everyone should be concerned about. So, I think incorporating env. educ. To elementary kids might be a cool field trip or activity that everyone in the conf. can participate in. That is one of the only ways we can truly change ppl to make a difference – by starting with small children. Look at the presenters here – were the generation that saw all those pro-env. commercials with our cartoons and at school. Maybe at the end of the conf., stop by local elementary school and give out pro-env. stickers or something.

2. Can you think of ways ACS might ensure that more students will participate in future environmental research conferences?

- Provide them with greater opportunities to conduct research.
- Make sure teachers encourage students to apply. Also let on campus environmental organizations. Know about ACS. My faculty mentor told me about the conf. & encouraged me to apply.
- Announce it farther ahead of time? Get departments at ACS institutions to promote it more and put up signs.
- Invite more schools and more ppl if possible.
- Give them grant money to do research!
- Invite students from the colleges we attend and the college we have the conference at.
- Give awards/scholarships for best presentation/research
- Better advertising by professors

- Offer incentives like visits to a lab or aquarium; you could offer some sort of short afternoon service project.
- More funding & travel opportunities
- Maybe hold it not right before finals. Give us more warning.
- Publicity! But you already knew that – the more you hype, it becomes more of an honor. That's how normal ppl work.

3. Did you find the conference Internet registration process helpful? What could be done to improve this process?

- Anything online is extremely helpful
- Yes, but I did not get some of the emails that were sent and never got the email telling me about my plane ticket. So make sure students know this important information.
- Yes, worked well.
- It was hard to respond to emails sometimes in a timely manner
- Yes, nothing I know of
- Internet registration was very easy and helpful – I ha no problems. The only thing I would suggest is to give directions to get to the hotel shuttles – I was lost.
- Yes. It was useful. Online registration of papers and presentation just before we leave so that they can be automatically loaded onto a website and into the computer used at the conf.
- The Internet registration process was helpful instead of mail. However, the process could have been improved by having one person from each school register to make sure all information was accurate.
- Very user-friendly; a bit more organization at the beginning would eliminate all the emails, though.
- Yes
- It was fine – very clear
- Yes, it was helpful, but there were so many emails that some ppl wouldn't even read them. That many emails might be necessary but if there are fewer, ppl take them seriously and read.

4. Do you have any comments about workshop/accommodations/ transportation, or suggestions about how to improve anything you encountered, in future conferences? Please feel free to write on the back if necessary.

- Recruit more participants so ppl aren't stuck in one room for 9 hours with the same ppl.
- Book the room for the entire day. That way, if we run late, we do not have to get out of the room & cut down presentations. The students worked very hard on their presentations (and timing it correctly), so when someone tells you you have to cut it down 25-50%, that sucks. However, accommodations and activities were great. I had a wonderful time.
- Would have been nice to have transport to visit a couple of places (zoo). Don't make the poster sessions concurrent with faculty presentation. Also, don't need 3 sessions for so few posters.
- I didn't like having to stay in one room for the entire conference. I didn't like that one person in each room had to sleep on the floor, but otherwise good.
- I think some snacks (fruit, crackers, nuts, etc.) during the sessions would keep ppl more alert.
- I think the poster session should not be concurrent with the faculty session because the posters did not get much attention, maybe the posters could be placed in the large room for ppl to look at and maybe we could get 10 minutes to explain what the research was about. Also, the papers were very long, maybe cut down on the time or have less of them. Students can't sit that long!
- Cookies
- The accommodations were great. I think there should have been fewer poster sessions with a longer period of time for the 1st one. It was also tough sitting in the same room the entire day with few breaks. It could have been better by changing rooms and planning an afternoon activity like a campus tour or city tour.
- I feel like the papers presented here were not very scientific or environmental. The caliber of presentation topics far below what I expected for an undergraduate conference.
- It would be nice if we weren't stuck in a bldg for the majority of the day.

- We should have the poster sessions for 1 hour (where the students are available) and only 1 time. This will give more time for presentation. There should be some kind of activity during the afternoon on Saturday where the students can get together and meet each other.
- The workshop was great, but too long. The organization of it possibly was the case. Honestly, I was interested but became extremely tired; maybe that's just the life of a student.

5. Did you learn about programs or activities at other campuses that you would like to pursue at your home campus?

- Not particularly – I was one of few students who weren't env. studies majors, per se.
- Yes, they were very interesting
- Maybe, solar stuff, recycling, Costa Rica?
- Green buildings, and the presentations made me want to pursue more foreign study options at my school.
- I liked all the projects related directly to the surrounding community (Atlanta air quality).
- Yes, the recycling program was very interesting and could be applied to our school.
- Env. awareness program and Spelman
- Not really
- Yes
- No
- I think the program at my school does many programs that the other schools do, except derechos humanos (?). We are more env. focused on pure nature, not so much env. and ppl

6. Was the conference helpful in providing you with new ideas or approaches to the environmental issues that are important on your campus?

- Most definitely. Students had wonderful ideas to share with other participants.
- Yes
- Yes, could have been more or studies that actually had already gotten results.
- Yes
- Yes. More integration with outside research institutions
- Yes
- No
- Yes
- Yes, it showed me a lot of issues/concerns I hadn't thought about in depth. Yes, I learned about a lot of different kinds of approaches to env. studies.
- The conference was good at providing new ideas to env. issues particularly throughout the real world, but our campus is very up to date and realistically there is only so much one can do to encourage recycling and such and we do it.

APPENDIX B
GRANT RECIPIENTS' ASSESSMENTS COMPILATIONS AND GRANT REPORTS

ACS Environmental Initiative
Student Development and Engagement Alliance
Compiled Grants Assessments

The purpose of the Student Development and Engagement Alliance is to support involvement of students in the development of environmental citizenship and sustainability initiatives on the ACS campuses, as well as involvement with environmental issues generally. It is also to improve support in the institutions for exploration of and preparation for environmental careers.

The SDE grants program is intended to support innovations with the potential to improve the effectiveness of ACS institutions in this area. To assess the efficacy of the grants program, we would appreciate answers to the following questions. If you wish, feel free to respond on another page or in narrative format. Typewritten responses are appreciated. Response to these questions does not meet the requirement for a written report on your project.

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?

- The Request for Proposals was relatively simple, and contact with Helen Downes in particular was very helpful. Also, contact with my associated faculty member was helpful too. No suggested improvements.
- Everyone was very helpful for both grant proposals.
- Contact with the SDE alliance was very helpful. I really liked the way we were allowed to send a pre-proposal, so that we could make changes before sending in the official proposal.
- I did not have direct contact with members of the SDE alliance

2. How helpful was the proposal review process? Did you get feedback? Was it clear? Was it prompt?

- The proposal review process was helpful; they offered constructive suggestions for improvement. The feedback was clear and prompt.
- It was clear and prompt. I found out within a week of submitting both proposals.
- I did receive very helpful and prompt feedback. Even though I sent my pre-proposal at almost the last minute, I received feedback in plenty of time to make the necessary changes.
- The proposal review process was relatively simple. We did not get feedback, but we got funding and were encouraged to take full advantage of our funds.

3. How effective was the funds dispersal process? Were funds made available to you on time? Was the process excessively complex?

- The funds dispersal process was entirely effective, and the funds came in plenty of time. The process was not excessively complex.
- The dispersal process was quick and efficient. I got the money well ahead of the time I needed to spend it, which was definitely helpful considering the amount.
- Funds dispersal was easy and on time.
- Funds were distributed in a timely and effective manner. The process was simple

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?

- Our project was a success. We invited a speaker to talk about environmental awareness and sustainability, and we were able to treat participants to a free dinner. Our original plan was modified, and there were no effects or obstacles.
- Completed all objectives and goals
- Regarding the project, we completed the objective of educating our campus to an extent, but due to the low attendance we did not reach as many students as we had hoped. The only unexpected obstacle was a professor who was supposed to present but backed out at the last minute, but we were able to find a replacement. There were no side effects; the new presenter fit perfectly in to the slot.
- We did complete our objective, though we can see how to improve the project in the future. The main obstacle was how busy students were, so we anticipate moving the project to an earlier time next year. we did modify our original plan, especially because of our altered budget. yes, an unexpected effect was dramatically increased community involvement

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?

- No. The Alliance might offer a sample follow-up report for students to look at when evaluating their projects.
- No-everything was smooth.
- I feel I got adequate support from the SDE Alliance, but I got pretty much no support from my faculty fellow. I guess he felt I was doing okay independently, but maybe we should have had at least a couple of meetings just to go over my progress. Perhaps he could have made some suggestions to make it go better.
- We think that individual creativity is really what makes grants like this work so well. The ability to adapt and change what needs to be done to fit our needs was definitely appreciated. Too many requirements can definitely hinder a successful project. I think the final report is a wonderful way to think about how and if the goals were achieved and how we could do better next time.

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

- It does not need any improvements.
- Possibly making everyone aware of what has been funded in the past so we can get ideas and also having good proposals available to read online. I was a little uneasy the first time around about how it should be formatted and how specific it needed to be so an example to refer to would have been great.
- No suggestions for the SDE grant program. I am extremely pleased with the process, and I've been trying to encourage others to apply for grants from the SDE alliance.
- We think this is a wonderful program, and we were completely happy with the process. Thanks so much for giving us this wonderful opportunity.

Student Development and Engagement Alliance
Trinity University Grant Report
Courtney Groom

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?

Project 1: "Fair Trade, Global Hunger, and the Environment" Objectives
* Participate in the National Fair Trade Coffee Day of Action through hosting a Speaker Tour in March
* Collaborate with TUVAC to organize an Oxfam Hunger Banquet with a Fair Trade component in April
*Increase student organizations involvement

Completed all objectives and goals. We changed our speaker tour to April to fit in with the Fair Trade Conference. We got more student involvement from other organizations including:
-Trinity University Voluntary Action Center who gave away Fair Trade chocolate at their events
-Latino Exchange who participated in the chocolate company letter-writing campaign
-Association of Student Representatives who passed a Fair Trade resolution calling for 100% accessibility to Fair Trade products

Project 2: "Southwest United Students for Fair Trade Conference"
*To create a Southwestern Regional Group of United Students for Fair Trade and to host a United Students for Fair Trade Conference in April
*To educate students and staff on the benefits of Fair Trade and how we can support the environment and farmers by buying Fair Trade
*To give students the skills, information and support to create Fair Trade campaigns on their campus

Completed all objectives and goals.

Trinity University hosted the first annual United Students for Fair Trade Southwestern Conference that brought together 75 student activists from 12 campuses in Texas, Colorado and Oklahoma. The Conference was supported by United Students for Fair Trade, Global Exchange, Oxfam America, Sierra Student Coalition, American Friends Service Committee, Global Justice and City Year San Antonio.

Friday evening began with a keynote lecture by Dr. Laura Raynolds of Colorado State University. Dr. Raynolds shared her research role in the fair trade movement with the participants and outlined the basic model of products and the market. She also discussed fair trade's reliance on capitalist markets to succeed as a commodity while it simultaneously critiques the capitalist international trading system. A fair trade forum followed with representatives from nongovernmental organizations wherein each discussed their organization's involvement in the movement. The panel consisted of Valerie Orth from Global Exchange, Shayna Harris from Oxfam America, Tony LoPresti from United Students for Fair Trade and David Alan from Texas Coffee Traders.

Saturday's schedule offered 7 educational workshops ranging from the basics of coffee production from crop to cup to anti-oppression training, which focused on recognizing privilege and oppression in society. Many students attended the workshop on organizing successful campaigns as well as other lectures on diversifying Fair Trade alliances and organizing to extend beyond campuses and into communities.

Later in the afternoon, students were given time to breakout in smaller groups to evaluate their own successes and discuss a plan of action to advance their campaigns. We then

worked as a larger group to discuss the future of the Southwestern region of United Students for Fair Trade and how the schools would communicate with one another and strengthen USFT's presence in the Southwest.

The conference concluded on Sunday with a Trade Justice Training hosted by Global Justice. There were about 15 students who participated and attended interactive lectures on the role of trade in investment, labor, the environment, and larger trade policy debates.

The goals of this student-initiated conference were to strengthen the work students are currently doing on their own fair trade campaigns, expose other campuses to fair trade student movements and help create an infrastructure for students and universities in the Southwest to better coordinate their efforts and collaborate with one another. The conference confirmed that the best way to accomplish this is to train interested students on how to become campus leaders on the issues and pass on the goals, knowledge, and commitment to those who follow them. We are pleased to see the energy with which students left the conference and hope to hear about many successes that are to come as a result.

Student Development and Engagement Alliance
Hendrix College Grant Report
Amanda Baugh

The Environmental Concerns Committee Presents…
Greening Our Future:
Learn the Issues and Ways to Make a Difference
Saturday, February 21, 2004
Hendrix College, MC Acxiom # 119

Conference Schedule:

10:00-12:00 Aaron Viles, "How To Organize a Grassroots Campaign"
12:00-12:30 LUNCH (provided by the Sierra Club)
12:30- 1:15 Glen Hooks, "Environmental Issues: 101"
1:20-2:05 Bill Ball, "Renewable Energy: The Future is Now"
2:05-2:20 BREAK
2:20-3:05 Dr. Allison Wallace, "Local Harvest"
3:10-3:55 Jon Guthrie, "Electing to Live With Voluntary Simplicity"
4:00-4:20 Candace Furniss, "Forest Management Policies and the Ozark National Forest"
4:20-4:30 BREAK
4:30-5:15 Bob Brister, "Wild Utah: America's Redrock Wilderness"
5:15 CLOSING ACTIVITIES

Aaron Viles: Gulf States Field Director, U.S. PIRG

An experienced grassroots organizer, Aaron will present the strategies you need to know to organize your own grassroots campaign. Areas covered will include recruitment, campaign strategy, media, and coalition building.

Glen Hooks: Conservation Organizer, The Sierra Club

Glen will provide an overview of the major environmental issues our nation faces, and the legislation that addresses these issues. He will discuss concerns about clean air, clean water, wilderness conservation, and judicial nominations.

Bill Ball: Solar Engineer,

Bill will cover the basics of solar technology and the benefits it can provide.

Dr. Allison Wallace, Honors College, UCA

Dr. Wallace and her students will discuss their group, Local Harvest. Lean about the importance of buying your food locally.

Jon Guthrie: Former Chaplain, Hendrix College

Drawing on experiences from his own life and the stories of others, Mr. Guthrie will reflect upon ways for individuals to unite with others and choose to live more simply within our fast-paced, consumerist society.

Candace Furniss: Planet Club President, University of the Ozarks

Candace will provide information about her current work involving forest management policies and will focus specifically on current concern in the Ozark National Forest.

Bill Brister: Outreach Coordinator, Southern Utah Wilderness Association

Bill will present a multi-media slideshow documenting citizen efforts to designate public lands in southern Utah's as Wilderness under the 1964 Wilderness Act, and discuss the current status of America's Redrock Wilderness Act.

Student Development and Engagement Alliance
Hendrix College Grant Report
Katie Brown

Hendrix College's Earth Week event, planned by our Environmental Concerns Committee:

We had originally planned to use part of the money for an Earth Day festival held at Hendrix on Saturday, April 17, but we decided to use it for a speaker and dinner we held on Monday, April 19. So, we were able to hold an Earth Day festival without using the funds sent by the ACS. Therefore, the money sent to us ($200) was used to buy a McAlister's dinner for our speaker and about ten Hendrix students.

We invited John Guthrie to speak on April 19. Mr. Guthrie is a chaplain at Hendrix and is extremely environmentally conscious about all of his actions. He was a student at Hendrix and majored in Psychology. Mr. Guthrie also served in the Peace Corps after college. One of his activities to raise environmental awareness at Hendrix was to keep a beehive on campus to show the close relationship between people and nature.

For the dinner and speaker, we made a sign-up sheet for interested students. About ten students were in attendance at the dinner, which was held in a part of the Hendrix ballroom. We offered meat and vegetarian sandwiches and meat and vegetarian chili, along with lemonade and brownies. After dinner, we all moved to the Burrow and sat around the fireplace while Mr. Guthrie spoke to us. He talked a little about his life and career, but mostly focused on explaining the importance of conservation. He told us how we could make as little impact on the earth as possible in our everyday lives. For instance, shower heads are available that do not use as much water pressure. Also, Mr. Guthrie owns a house that captures solar energy to heat and cool his house. He was also involved in a campaign to use less gasoline by walking to places within feasible distance. Mr. Guthrie advised us to continue to engage in projects around campus and the community to raise awareness and advocate earth-friendly practices, and told us about how to get such projects started.

The atmosphere at the dinner and talk was very friendly and comfortable, partly due to the small size of the event. I could tell that everyone thought Mr. Guthrie's talk was meaningful. We all left the event with much admiration for this man. The members of the Environmental Concerns Committee all agreed that the event was a success, thanks in part to the funds sent to us by the ACS.

We used a total of $153.61 for the dinner from McAlister's. We had some food left over, which we took home with us as leftovers. That leaves $46.39, which I will send to you in the mail along with the McAlister's order sheet and receipt. These documents detail how much each food item cost and how much was ordered. The receipt is stapled to the order sheet.

APPENDIX C
ACS MEMBER INSTITUTIONS ENVIRONMENTAL PROFILES

Birmingham-Southern College
Birmingham, Alabama
Environmental Management 3/2 Program
Environmental Studies Minor

Students who participate in the dual degree program attend BSC for approximately three years and Duke University for two years. After completing the first year of study at Duke University, students are awarded a bachelor's degree from Birmingham-Southern. Upon successful completion of the Duke University program, students are awarded either a Master of Forestry (MF) or Master of Environmental Management (MEM) degree. While at BSC, students in the dual degree program major in either biology/environmental studies or chemistry/environmental studies. The minor in environmental studies is an interdisciplinary program linked to a disciplinary major. The program is designed to broaden an understanding of both environmental science and policy. The program examines scientific, economic, political, cultural, and ethical concepts regarding the complex relationships between the natural world and the human-modified world in order to ensure a sustainable society for future generations. Students will be prepared for careers in the public and private sectors or graduate studies. The student's major field of study develops the disciplinary skills of inquiry and analysis, and the minor complements the major by providing the integration of approaches to address environmental issues.

Distinctive Environmental Features: BSC houses and supports the Southern Environmental Center, the largest educational facility of its kind in Alabama, which serves as a regional resource that puts environmental information at one's fingertips. It can handle groups of up to 200 visitors at a time. In addition to its award-winning Interactive Museum and EcoScape Gardens, the SEC is also active in the community. It has initiated a number of model partnerships targeting water quality, smog, and urban sprawl. Its purpose is to show individuals how they can protect and improve their local environments. Complex topics like air pollution and water quality are presented in a way the general public can comprehend, as opposed to say, the contents of a VCR manual. The SEC sponsors annual conferences such as the Livable Cities series or Greening the Campus workshops for ACS institutions; it also manages a unique museum and outdoor classroom facility; employs student interns; and provides insight on how we, as individuals, can improve and protect our environment. The SEC is housed in a reclaimed swimming pool facility. SEC also maintains the nearby EcoScape, a 4 acre outdoor classroom whose paths wind through a miniature Mobile Basin wetland, past Beneficial Bug sculptures and Fragrance Gardens, and along the Appalachian Trail.

Curriculum Grants Received since 2001: Pine Forest Conservation course; Peruvian Amazon course; Rainforest Conservation course; Darkroom silvery recovery equipment

Student Interns and Facilities Fellows grants & projects: BSC Conservancy student organization; Storm Water Management project; Green to the Last Drop; Project Water Wise; My Voice, My Choice; Greening Urban Schools; Terrain Restoration; Up a Creek w/o a Paddle; Campus Speaker

Centenary College of Louisiana
Shreveport, Louisiana
Environmental Studies Minor

Recognizing the interdisciplinary nature of meeting global environmental challenges, students may combine an environmental studies minor with their major studies in other humanities, social sciences, or natural sciences. Drawing connections between superficially disparate areas of human endeavor, students can use the minor as a vehicle towards cultivating the kind of critical thinking abilities that may help them participate in creating solutions to environmental problems.

Distinctive Campus Features: The Centenary campus boasts a gymnasium floor padded with a material made from recycled blue jeans and discarded sports shoes. Centenary's Arboretum, one of four environmental laboratories, is located in the center of campus, and is home to hundreds of native plant and animal species-- more native species than any other arboretum in the state. In addition, the oil fields of the Arkansas-Louisiana-Texas area and the rich agricultural economy of the region provide additional natural laboratories. Students have developed environmental research projects in all of these venues.

Curriculum and Faculty Development Grants Received since 2001: Online Eco Media/Enviro Humanities Course

Student Interns and Facilities Fellows grants & projects: Campus Energy Officer assistance; Recycling; Bike program; Sustainable Landscaping; Freshman Orientation enviro program

Centre College
Danville, Kentucky
Environmental Studies Minor

The environmental studies minor offers an interdisciplinary exploration of the myriad ways by which the human species influences, and is influenced by, its non-human surroundings. It allows students to examine some of the most serious environmental questions facing human society. While searching for effective solutions, students gain an understanding of the scientific, societal, and ethical dimensions of the relationship between humans and their environment. This interdisciplinary minor therefore incorporates ideas and information from a wide variety of fields such as public policy, economics, anthropology, history, philosophy, religion, ecology, biology, and chemistry. The minor is particularly appropriate for students planning on attending graduate school in environmental studies as well as those who wish to incorporate an environmental dimension into a professional career such as law, public health, or business.

Distinctive Environmental Features: Centre boasts several reclaimed buildings which have been converted from existing warehouses, etc , rather than tearing them down and building new ones. An Eco-House residential duplex houses 8 students per year, who take a pledge to live sustainably. Supported by a corporate sponsor, the Eco-House is slated to be retrofitted for better energy and water conservation this summer. Another building, Boles Hall, has been called "the most energy efficient building on the planet that uses no renewable energy technology like solar or geothermal" by the US Green Building Council (http://www.usgbc.org/News/usgbcinthenews_details.asp?ID=270). Additionally, the Environmental Education Station Website, maintained by an economics professor, provides materials in the form of course syllabi, readings, exercises and books, for faculty interested in developing environmental curriculum and/or lesson plans. This site also links to a variety of environmentally related websites on subjects such as deforestation, recycling, economics and the environment, sustainable development, environmental audits, and organic gardening. Finally, drama and music students have created Trash Theatre, skits and percussion riffs that dramatize environmental issues for K-12 students and other groups. Furthermore, a professor in the Drama department has pioneered re-use and recycling of set materials.

Curriculum and Faculty Development Grants Received since 2001: Clarks Run Water Quality research; Visual Aids Eco Education; Bahamas Natural History course; Belize Sustainable Development course

Student Interns and Facilities Fellows grants & projects: Recycling bins; Eco-house; Recycling van paint job; Nature conservancy speaker convocation; Trash Theatre; campus speaker series

Davidson College
Davidson, North Carolina
Environmental Studies focus, Interdisciplinary Studies Major

No environmental studies major, minor or program is offered but students may undertake an interdisciplinary exploration of environmental issues through sciences, economics, literature, religion, and philosophy courses.

Distinctive Environmental Features: The Davidson College Ecological Preserve, established in the spring of 2001, provides unique experiences in teaching and research for Davidson College students and faculty. Encompassing about 200 acres of forested land adjacent to the Davidson College campus, DCEP includes a variety of habitats and provides homes for many animals and plants. Faculty and students also work with the Davidson Land Conservancy. An EcoTeam Environmental Education Program puts Davidson students together with local elementary school children. The Environmental Action Coalition for students, faculty, and staff, helped to host a Sustainable Campus Development Clinic in 1991. Further, the Herpetology Laboratory offers numerous opportunities for involvement in conservation and research on amphibians and reptiles, including community education projects. The Central Carolina Amphibian and Reptile Initiative exists to conserve amphibians and reptiles of the central Carolina region. The Biology and Conservation of North Carolina's Amphibians and Reptiles is a student-developed and -maintained web site describing the fascinating amphibians and reptiles found in North Carolina and how one can preserve them. In 2004, during Earth Month, a booklet listing environmental groups and resources in college and community was produced, with proceeds going to the Davidson Wetlands Project. In addition, a Task Force has been formed to encourage the college food services to purchase local produce, and another Task Force encourages affordable housing in the town of Davidson. Finally, a waste audit is conducted twice yearly, to inspire better recycling on campus.

Curriculum and Faculty Development Grants Received since 2001: Urbanization of Box Turtles; Predator Prevention; Green Chemistry; Eco-toxicology Issues; Effects on Pond Turtles; Screech Owls of Davidson; Vertebrate Survey of the Brackett Bluff Preserve; Religion, Sustainability & Food; Environmental Politics Course

Student Interns and Facilities Fellows grants & projects: Wetlands Restoration; ACS Thesis Project; Earth Month; Campus Trash Audit; Trash audit guide; Stone Fund grant for biodiesel in lawnmower study; Toyota Prius hybrid car in motor pool fleet.

Furman University
Greenville, South Carolina
Environmental Studies Concentration

Many of the problems that will face humanity in the 21st century will be environmental. The expanding human population and dwindling supplies of oil, water, and arable land may destabilize economic, political, and social institutions. Many courses in our curriculum address these environmental issues from different disciplinary perspectives. However, students sometimes fail to appreciate the connection between these courses because they are offered by so many different departments. As such, Furman constructed a Concentration in Environmental Studies in order to advertise relevant courses and encourage interested students to take courses that are outside their major. These courses have significant environmental content or provide important context for dealing with environmental issues. This program twill teach participating students how the Earth functions as a system and supports life; how the growing human population is transforming this Earth system; the complex relationships that exist between culture (social, political, religious, and economic systems) and the environment; and that solutions are constructed in this social context. Finally, the concentration provides a capstone experience where students will see the interdisciplinary nature of environmental problem-solving, and will team-up and bring their particular skills together to address environmental issues.

Distinctive Environmental Features: Three LEED certified buildings have been built or are under construction on the Furman campus. A multidimensional program, the Center for Habitat Earth coordinates and stimulates environmental themes in the curriculum, oversees campus initiatives in energy conservation and environmental awareness, and organizes and supports interdisciplinary environmental research. One person can make a difference by educating and inspiring others. To nurture this personal ethic, Furman established an "Eco-

cottage," a residence facility dedicated to environmental sustainability. This concept has subsequently been adopted by other ACS institutions. The Habitat Earth semester theme program was designed to impact the curriculum, the process of engaged learning beyond the classroom, student life in general, and the Furman, Greenville, and Upstate communities. The Environmental Action Group (EAG) is a student run organization whose main purpose is to educate and enlighten the student body, faculty, and staff about environmental issues. They seek to teach others about both the local and global impacts human beings have on the world around them, and that by implementing sustainable and economic techniques to conserve resources, we will enable future generations to enjoy what we have today. Furman University encourages all faculty, staff and students to be pro-active in their campus recycling program via bins and containers throughout the campus to capture materials. Finally, because the Enoree River has received the next to worst water quality ranking by the Environmental Protection Agency on the basis of the biological and chemical indices, the departments of Earth and Environmental Sciences, Biology, and Chemistry at Furman University are currently involved in a long-term research initiative to study the impact of economic and population growth on river basins. Their goal is to determine the cause of the poor water quality, and attempt to link land use to water quality.

Curriculum and Faculty Development Grants Received since 2001: African Ecology; Ecological Exercise

Student Interns and Facilities Fellows grants & projects: Green Bikes; Greening the campus; Earth Month; LEED building projects; Environmental Footprint Indicators

Hendrix College
Conway, Arkansas
Environmental Studies Major

The Environmental Studies Major is designed to provide an integrated and interdisciplinary focus. As such, it both complements and embodies the liberal arts aim of combining strengths of the natural sciences, social sciences, and humanities to prepare students to be well-equipped citizens in an increasingly globalized world. Core requirements for Environmental Studies majors are designed to fit requirements for graduate programs in Environmental Studies or related fields while the electives allow students to specialize in their particular interests.

Distinctive Environmental Features: Student Activities that Value the Earth, or SAVE, is Hendrix College's student environmental activist group. Currently SAVE is working on the following campaigns to end chip mills and clear-cutting, factory farming in Arkansas, and to support the Zapatista Solidarity Campaign. Nearby, the ranch at Heifer Project International provides a venue for a number of environmentally-related faculty– and student–community partnerships. Another program, the Center for Spirituality and Sustainability, offers experiential, interdisciplinary programs designed to promote consciousness of the interconnectedness of all creation and a sustainable future based on spiritual awareness. It offers an exploration of diverse ideas and theories, as well as practical hands-on ways to make a difference in our own lives, our communities and the world.

Curriculum and Faculty Development Grants Received since 2001: Religion & Animals Course; Environmental Philosophy & Ethics

Student Interns and Facilities Fellows grants & projects: Heifer Ranch volunteers; Recycling; Organic Community Garden; Greenhouse Reclamation; Earth Day; Earth Week; US PIRG Speaker; Environmental Careers Internships; Greening our Future conference; Environmental Concerns Committee

Millsaps College
Jackson, Mississippi
Environmental Studies Concentration

An understanding of the complex relationships between people and the environment is becoming increasingly necessary for the exercise of responsible citizenship. Because environmental problems are multifaceted, students can best prepare to solve these problems by acquiring a broad background in the natural sciences, social sciences and humanities while developing the skills of critical analysis and communication that are fundamental to a liberal arts education. The concentration in Environmental Studies is an interdisciplinary program that may be pursued by students majoring in any discipline. The required coursework provides students the opportunity to consider the relationship between people and the environment from social, cultural, economic, political, ethical and scientific perspectives.

Distinctive Environmental Features: Millsaps' Environmental Studies Concentration emphasizes hands-on experience in the form of field courses, environmental research, or internships. Field courses at Millsaps offer a variety of experiences, from research on geology and stream chemistry at Yellowstone to archeological explorations in the Yucatan to research on the ecology and archaeology of Virginia's Blue Ridge. There are also various opportunities for environmental internships in the Jackson area where many environmental agencies and organizations maintain state or regional offices. Millsaps College introduced a “green semester” in 2003; numerous internationally known dignitaries were invited to speak, including primatologist Jane Goodall.

Curriculum and Faculty Development Grants Received since 2001: Living in the Yucatan; Summer in China tour

Student Interns and Facilities Fellows grants & projects: Green Semester activities; Recycling Bin Upgrade; Campus Speaker

Morehouse College
Atlanta, Georgia
Environmental Studies Minor

The purpose of the Environmental Studies minor is to provide students with an understanding of the multidimensional nature of environmental problems. This academic minor presents students, who may major in any academic subject, with the opportunity to gain knowledge of and sensitivity to the scientific, social, political, economic, and cultural aspects of the human-environment interaction. We pay particular attention to the human-environment interactions that disproportionately impact African-American communities. The scale of human-environment interactions ranges from local community to the national and international scale. For this reason, the Environmental Studies minor includes community service activities involving students and faculty. The ultimate purpose of this program is to foster understanding of the causes for current environmental problems (including our personal roles in causing these problems), and to empower students to change their own behavior and take leadership roles in addressing environmental issues.

Distinctive Environmental Features: The president of Morehouse College was the first ACS president to sign the internationally recognized Talloires Declaration, which commits the institution to environmental sustainability in higher education. In addition, students, faculty, and staff are pursuing six on-campus Environmental Projects, including Paper Waste Recycling, Energy and Water Conservation, Campus Environmental Audit, Solar Power Generation, Energy Efficiency in Future Buildings, and Campus Beautification.

Curriculum and Faculty Development Grants Received since 2001: Environmental Ethics and

Political Science; Development & Pan-Africanism; Ecology of South Africa

Student Interns and Facilities Fellows grants & projects: Flier Elimination Project; Recycling; “Recycling Continued”; Recycling Website; Morehouse College Green club; Solar panels; Waste Audit

Rhodes College
Memphis, Tennessee
Environmental Studies Minor

Rhodes has an environmental minor entitled "Earth System Science" minor. The minor provides an opportunity to study the earth and planetary systems on a variety of spatial and temporal scales. Viewing the earth as the interaction of subsystems (lithosphere, hydrosphere, atmosphere, and biosphere) gives a contextual framework for the study of environmental issues. A systems modeling approach is used in the core course "Global Change" and Geographic Information Systems technology is being introduced into the core course "Earth System Science".

Distinctive Environmental Features: The most recently constructed building at Rhodes College, Barret Library, followed LEED principles. Another major feature is that students have translated classroom instruction into service to the Vollintine-Evergreen community and are contributing to an environmental investigation in the school's own backyard. Northwest of the college is a floodplain-- a 52-acre wooded area-- that runs along Cypress Creek, a tributary of the Wolf River. The Vollintine-Evergreen Community Association (VECA) would like to one day develop this area into a biking trail and soccer field or other recreational area, but for now it can't because the area is polluted with residue from pesticides that were dumped in the creek in the 1950s and 1960s. Since 1999, Rhodes faculty and students have been involved in testing water and soil samples from the area, organizing activity, and providing VECA with data to make its vision of developing the floodplain more attainable. Students in environmental geology, analytical chemistry, biology and urban studies courses at Rhodes have demonstrated serious interest in the Cypress Creek area. In addition, the student-run club Campus Green is a non-profit organization dedicated to environmental issues. The group is primarily concerned with implementing programs that preserve the environment and educate people about the urgency of environmental protection, and one of their main projects is to implement and maintain the Rhodes recycling program.

Curriculum and Faculty Development Grants Received since 2001: Environmental Education; Vollintine-Evergreen Community Association partnership course; Vollintine Oral History; Community Development; Biodiesel Demo project; ALBA CARES; Sweep Two; Urban Forest Renewal; Village Memphis Web Zine; New Mexico Field Course; Eco-theology

Student Interns and Facilities Fellows grants & projects: Campus Green website; 100% recycled paper use throughout campus; Earth Week; Hybrid cars; Environmental Fair; Green materials library

Rollins College
Winter Park, Florida
Environmental Studies Department
Sustainable Development Minor
Environmental Management 3/2 Program

Rollins is the only institution in the ACS consortium to have an entire department devoted to environmental studies. The environmental studies major is an interdisciplinary program for the study of natural and cultural systems essential for sustaining the quality of life on earth. Environmental subjects must be examined from many viewpoints-scientific, economic, ethical, historical, political, and sociological. Thus, the program includes disciplines and faculty from several departments. An essential part of these courses is to involve students in real environmental problems existing beyond the campus. The interdisciplinary minor in Sustainable Development and the Environment examines whether transnational corporations can be both competitive and responsible by pursuing a strategy of sustainable development. The minor includes a set of courses based on the premise that sustainable development means reconciling the need for economic growth, particularly in developing nations, with the need to protect both natural resources and the quality of life. The Environmental Management Program is a cooperative program that offers an excellent opportunity to combine liberal arts with a graduate degree in environmental management or forestry from

the Duke University School of the Environment. Students spend three years at Rollins followed by four terms at Duke and receive the Rollins A.B. degree, and the Master of Environmental Management (M.E.M) or the Master of Forestry (M.F.) from Duke.

Distinctive Environmental Features: The president of Rollins College recently signed the internationally recognized Talloires Declaration, which commits the institution to environmental sustainability in higher education. Rollins is developing a management plan for a 45-acre pristine natural habitat in the center of Winter Park, and a new campus master plan emphasizes pedestrian rather than automobile transportation. A variety of sustainable maintenance programs are in place, including waterless urinals, which are being installed throughout the campus as old ones need replacing. Integrated pest management is used to maintain landscaping rather than large quantities of pesticides, and some areas are planted with native plants. Other programs of interest: the Rollins College Recycles program and the Wekiva River Protection Project--part of a larger effort to implement sustainable design standards in the Wekiva Protection Area, one of Florida's most sensitive ecological regions. This prototype project will also be utilized to make the “Ethical Design” course a collaborative research and service agenda. And last but definitely not least, Rollins is the host college for the ACS inter-institutional Sustainable Development in Costa Rica course.

Curriculum and Faculty Development Grants Received since 2001: Sustainable Development in Costa Rica; Water & Sanitation in the Dominican Republic; Urban Design in Winter Park; Central Park restoration; Art of Civic Design; Art & Religion in Bali;

Student Interns and Facilities Fellows grants & projects: Green Behind the Wheel; Rollins Recycles; Earth Day; Lake Canoe Cleanup; Campus Organic Garden; America Recycles Day; Earth Day

Southwestern University
Georgetown, Texas
Environmental Studies Major

Environmental Studies at Southwestern University is an interdisciplinary program which introduces students, both those majoring in environmental studies and those wishing to add knowledge in this significant area of study and life, to a wide variety of perspectives that examine the many connections between humans and nature. The faculty participating in the Environmental Studies program represent a wide range of disciplines on campus, and are engaged in research, service and activism in the environmental arena. Environmental Studies students are equally diverse and involved in real world environmental issues.

Distinctive Environmental Features: A LEED certified building is in the works. Landscaping on the campus is to some extent xeriscaped, using native plants and therefore requiring very little watering or applied chemicals. In the spring of 1999, Southwestern students and faculty in three different environmentally-oriented courses worked together to conduct an ecological audit of the SU campus, studying water use, energy use, purchasing practices, recycling efforts, student lifestyle, campus-community sustainability issues, campus infrastructure, landscaping, non-human animals, waste practices, and the academic curriculum. Other Environmental Studies students have studied issues of sustainable development in Costa Rica, or have conducted field ecological research in Texas. Faculty members conduct research in U.S. environmental history, the ecology of grassland birds and parasitoid wasps, questions of conservation and development in the Central American country of Belize, the place of non-human animals in religious traditions, environmental chemistry, and the role of conventional economic texts in promoting values that are harmful to the environment.

Curriculum and Faculty Development Grants Received since 2001: Environmental Ed Course; Derechos Humanos; Spirituality & Sustainability Pilgrimage to Scotland

Student Interns and Facilities Fellows grants & projects: Solar Shingles; Sustainable Landscaping; Land Reclamation Project; Career/Intern Development

Spelman College
Atlanta, Georgia
Environmental Studies Minor
Earth Science Major and Minor

Spelman College is the most recent addition to the ACS consortium. This institution added an Environmental studies minor, and an Environmental Science major and minor in 2004, all to be housed in the Earth Sciences department under the direction of Dr. Victor Ibeanusi. Last year (2003), Dr. Ibeanusi directed an international conference on Safe Water. In addition, the Political Science department also nurtures environmental studies via its interdisciplinary International Studies Minor, designed to help students understand the interconnectedness of the world with respect to social, economic, environmental and political changes since 1945. Dr. Fatemeh Shafie, of Political Science, has worked in the environmental field for many years. Her special teaching and research interests are in the areas of Woman and Development and Environmental Politics; this June (2004) she is directing the US EPA/Spelman College Teachers' Environmental Institute, entitled Education for Sustainability: Greening the College Curriculum. Finally,

Distinctive Environmental Features: Spelman College hosted the ACS Undergraduate Environmental Research and Faculty Development Conference in 2004, which drew over 50 faculty and students from Richmond, Millsaps, Birmingham-Southern, Rollins, Trinity, Washington & Lee, Davidson, Centenary, Furman, Morehouse, Sewanee, and Southwestern. Twenty-eight students presented research on topics such as eco-justice; insect, fish, and predator-prey studies; environmental monitoring; ecotourism; the definition of a naturalist; eco-poetry; recycling; the environment and religious communities; waste treatment; and more. Posters included soil studies, mammal counts, solar energy, chemistry technology, swamp monitoring, and dairy farm waste management. Environmental justice guru Bob Bullard, director of Clark Atlanta University's Environmental Justice Resource Center and former advisor to the Clinton administration, was guest speaker. Bullard also spoke to the Spelman community on Earth Day 2004.

Curriculum and Faculty Development Grants Received since 2001: Creating Change: Enviro Studies & the Arts Conference;

Student Interns and Facilities Fellows grants & projects: Recycling Bins; Urban Organic Gardening; Vegan Options at the Cafeteria; Email Enviro Facts; Earth Week; Environmental Task Force student club; Mass Transit Day; Environmental Justice posters and presentations at state and regional clubs; Clean up of West End/University Homes neighborhood

Trinity University
San Antonio, Texas
Environmental Studies Major

The Environmental Studies minor is an interdisciplinary study of the Earth's environment and human interaction with that environment. Environmental Studies is a program of breadth, not concentration, in which students address environmental issues from natural science, economic, and socio-cultural perspectives. The minor includes required courses in anthropology, biology, economics, and geoscience and electives in areas ranging from history to organic chemistry. We believe that the combination of a strong, traditional undergraduate major with the minor in Environmental Studies is the best approach for any undergraduate who wants a career involved with environmental issues. Students who are interested in the natural sciences might major in biology, chemistry, engineering, geoscience, or physics. Students interested in environmental policy might major in economics, political science, anthropology or sociology. Students interested in communicating environmental concerns might major in communication, English, or art.

Distinctive Environmental Features: Interest in environmental issues has raised awareness of the educational potential of an undeveloped 12 acre parcel of land on the campus. A group of faculty, students, and staff at Trinity University discussed a plan to manage this parcel, so

that it would satisfy the university community's need for an outdoor area for environmental teaching and learning. With the support of ACS, Trinity University physical plant staff, faculty, and students hosted a planning charette. One outcome of this planning process was a set of realistic options for the development and management of the northeast corner, including observing and enjoying nature; studying local plants and animals, local ecosystems, and wetland ecosystems; ecological restoration; sustainability and land stewardship; hydrology; solar exposure; history of land use; ethnicity and land use.

Curriculum and Faculty Development Grants Received since 2001: Green Physics; Costa Rica Documentary; Outdoor Art Studio

Student Interns and Facilities Fellows grants & projects: Land planning charette; Environmental Film Festival (two years); Career/Intern Development; Oxfam Banquet/Fair Trade Speaker; Student Fair Trade Conference

University of Richmond
Richmond, Virginia
Environmental Studies Major

Environmental studies at the University of Richmond focuses on how humans should relate to their natural environment. It includes a wide range of disciplines in order to deal with the multifaceted aspects of environmental issues. Some of this diversity can be seen among instructors of the introductory course. The goal of environmental studies is to enable students to better understand, evaluate and change the way humans relate to their natural world. Students who emerge from the University of Richmond with an environmental studies major are well-prepared for the demanding critical, integrative thinking that is essential to success in graduate and professional programs in environmental science, resource management, public policy and law. The curriculum includes courses in the natural sciences, social sciences, humanities, law and business that relate directly to environmental issues, as well as environmental studies courses that help students integrate what they learn.

Distinctive Environmental Features: The first six students to graduate from Richmond with an environmental studies degree also made history in the halls of the Virginia General Assembly. Because a requirement of the environmental studies curriculum is that students in their final year identify and address a community-wide environmental problem, students chose invasive species that are difficult to control and can cause harm to environmental and human health (plants and creatures like gypsy moths, snakehead fish and kudzu that cost Virginians an estimated $1.4 billion to $3 billion each year). Mixing academic prowess with political acumen, the Class of 2003 environmental science majors drafted, proposed and successfully lobbied for a bill that could save the state a billion or more dollars. Students lobbied members of the state legislature, and eventually the bill to set up an invasive species management plan was unanimously approved in both houses. In addition, the president of the University of Richmond recently signed the internationally recognized Talloires Declaration, which commits the institution to environmental sustainability in higher education. The most recently constructed building at UR, Weinstein Hall, is LEED certified. Richmond has a faculty-run Environmental Awareness Advisory Board, which monitors progress toward meeting environmental goals in the Campus Master Plan, initiates studies of the campus environment, recommends to the Provost steps that the University should take to protect and improve the natural environment, and promotes environmental sustainability on campus.

Curriculum and Faculty Development Grants Received since 2001: Workshop to establish environmental studies major; Urban Policy course

Student Interns and Facilities Fellows grants & projects: Alternative fuel vehicle; Vehicle Emissions Testing; Campus-wide used dorm items sale; Earth Month; Environmental Awareness Group; Student Sierra Club

University of the South, Sewanee
Sewanee, Tennessee
Environmental Studies Major

The Environmental Studies Program brings together students, faculty, and staff from twelve academic departments to study, discuss, and research environmental issues at local, national, and international scales. The interdisciplinary major is designed to examine important environmental issues and the political, social, and biological ramifications of environmental policy. Our goal is to expose our students to a variety of viewpoints concerning environmental issues, and to give them the interdisciplinary tools they need to become environmental problem solvers before they graduate from Sewanee. Four majors and a minor are offered in the Environmental Studies Program, including Environmental Policy, Ecology & Biodiversity, Natural Resources & the Environment, and Environmental Chemistry. There are eleven required courses for each of the majors, including a senior capstone course. The minor in Environmental Studies consists of six courses taken from the approved Environmental Studies course list.

Distinctive Environmental Features: Students and faculty created an Eco-Resident program that annually trains one person per dormitory in sustainable living, from energy and water conservation to recycling, walking & biking over driving, to appreciating nature. This person then lives in the dorm and shares his or her knowledge with other residents. There is also a Green Pledge Alliance, wherein students pledge to live sustainably after graduation. The Food for Thought program, a for-credit 10-week summer program, examines the connections between knowledge (e.g., scientific data on ecological sustainability) and the ways in which we lead our lives. To more fully explore these connections, students live in a separate house on campus and prepare their own meals using food they have grown and food purchased through organic co-ops. Thus, students conduct an experiment with truth by living out one conception of an ethically sound relationship to the land. Wise growers of plants know that food grows best when one has the discipline to work within the boundaries set by nature and when one avoids the use of toxins, so participants in the program assume the same principles apply to the nurturing of human wisdom. Thus, the house is substance-free (no alcohol or smoking) and all program participants pledge not to watch television or use any illegal drugs for the duration of the program. Sewanee also boasts Eco-Domain, an environmental club; as well as a climbing club; an outdoor club; a herbarium; and environmental land use, watershed, forestry, and geology programs. The Landscape Analysis Lab, on the other hand, allows professors, students, and staff to work on environmental issues related to the wider area. It also supplies valuable environmental data to the Tennessee government and trains students in helpful diplomatic and lab-science and fieldwork skills. And finally, our newly-established EcoHouse allows approximately 10 students to commit themselves to environmental work, joys, and activism. Serving somewhat like priests and priestesses in a temple, they live carefully and reflectively in terms of the environment and reach out to those in the community to assist as they can.

Curriculum and Faculty Development Grants Received since 2001: Food For Thought; Plan Puebla-Panama

Student Interns and Facilities Fellows grants & projects: Glass Recycling project; Enviro Resident Assistants; Earth Day; Earth Week; Environmental Career Day; Green Pledge Alliance; Lecture Series on Alternative Energy; Eco-House Outreach; Environmental Professionals Club

Washington & Lee University
Lexington, Virginia
Environmental Studies Program

The Environmental Studies Program (ESP) at Washington and Lee is not a major but a focus which takes an interdisciplinary approach to the study of the environment. Faculty and students from the sciences, the humanities, the social sciences, and law are involved in this approach through research, the curriculum, and a variety of co-curricular activities, including numerous public lectures, service learning projects, monthly luncheon seminars, as well as

outdoors activities. Students are educated not as experts in any one discipline but to understand how insights from different disciplines complement each other. This is not only a unique academic experience, but also one that expands the students' ability as citizens to be aware of the scientific, ethical, and policy issues they will face in their local communities, their professions and in their broader world community.

Distinctive Environmental Features: The University is located in a region of incredible natural beauty in the shadow of the Blue Ridge Mountains, near Goshen Pass, the Natural Bridge, and the Appalachian Trail, to name a few. In keeping with the University's motto, Non in Cautus Futuri (Not Unmindful of the Future), the University seeks to develop in its community an awareness of their obligations as citizens and leaders in helping society address environmental issues. The ESP hosts a monthly luncheon lecture series; World Wide Wednesday (a Wed. night informational series in the dorms); community events; environmental summer internships in the community, the region, the state, and the nation; and the like. The W&L Outing Club offers students, faculty, and staff a variety of outdoor activities and classes. W&L students lead most of the activities, which include backpacking, fly fishing, canoeing, kayaking, rafting, rock climbing, mountain biking, caving, skiing, and outdoor cooking.

Curriculum and Faculty Development Grants Received since 2001: Biology project; Shenandoah Land Conservation; Conservation & Sustainable Development in the Yucatan; Environmental Enterprise Corps Partnership; Indigenous Perspectives; India's Western Ghats module

Student Interns and Facilities Fellows grants & projects: Cafeteria Composting; Freshman Orientation Mugs; Recycle initiative; Boxerwood Gardens partnership; Valley Conservation Council partnership; Can Crusher/Composting; Environmental Career Resources; Environmental Career Day; Shepard Poverty Alliance service program; Brushy Hills Trail Management; Earth Day Clean Car Campaign

APPENDIX D
FINANCIAL REPORT
(Please see attached)