South Carolina Sustainable Universities Initiative
Year 3 Annual Report

(January 1, 2001 – December 31, 2001)
Overview

The Sustainable Universities Annual Reports are becoming increasingly difficult to write. We began with the premise that the most effective strategy would be to “light many fires and see which burned brightest.” We have a lot of fires, all burning brightly. If we had but a few large, successful projects, it would be very easy to describe them, explain their relevance to the process of change at the universities, and capture all of the exciting details. As it is, we feel we can only skim the surface of a wide array of exciting developments. We invite inquiries about specific projects or events.

Year 3, the midpoint of our five year project, was in many senses a period of consolidation and reflection. Projects initiated with SUI seed money blossomed, plans that had been slow to take shape were executed, and we received quite a bit of positive publicity for our efforts. Ideas and projects initiated by SUI are becoming institutionalized, in different ways at each member university. Finally, we began to explore ways to use the statewide network of schools to increase our collective effectiveness in the future.

Highlights:

- 7 new courses developed
- 2 very successful conferences engaging faculty and practitioners
- Affluenza author heard by over 700 people during “mountains to sea” tour
- Major article in SC Chamber of Commerce’s annual publication
- 3 of 5 featured stories on NWF Campus Ecology web page are SUI schools
- SUI supported faculty member “stars” in Discovery Health Channel production
- Presentations about SUI made at several national conferences

Lessons Learned:

Find pockets of energy and enthusiasm and “fan the flames.”

Once again, our intention to “follow the energy” was reinforced. At each school, we found individuals who used a modest amount of funding to create change that is very large in proportion to the funding with which it was initiated. We are realizing that SUI can do the greatest good when it works to facilitate the efforts of others, letting them take credit and responsibility, and increasing the likelihood that they will continue the work.

At Clemson, a small group of faculty interested in service learning has used mini-grant funds to (jump start) a wide variety of projects dealing with sustainability in local schools. Their interest in sustainability has led them to incorporate elements into classes we didn’t know were being taught, and certainly weren’t funding. For example, Mary Haque invited an English professor’s classes to participate in her mini-grant funded (horticulture) class to develop outdoor learning environments for a local elementary school. The English professor, who never sought SUI
funding, engaged her freshmen students in recommending changes to make Clemson “more sustainable” resulting in presentations made to Clemson’s Facilities Management office. Further, she assigned an advanced class the task of developing model grant applications to be used by local schools and non-profits in the execution of the plans developed by the horticulture students. When we heard the class presentation, we were delighted to find so many unexpected accomplishments.

At MUSC, funding to partially support the efforts of a new pediatrics faculty member has produced unexpected benefits. Completely unanticipated was the appearance of Dr. Jimmy Roberts in an hour-long Discovery Channel program on the dangers pesticides present for children. He traveled to Mexico where he was asked to assess the health of children in two communities, one dependent on farming, and significantly polluted with pesticides, and the other reliant on grazing, with virtually no pesticide use. Dr. Roberts and Dr. Routt Reigart, a member of our Steering Committee, also wrote the current (fifth) edition of EPA’s Recognition and Management of Pesticide Poisonings available in both Spanish and English. Dr. Roberts is currently a finalist for the prestigious Robert Wood Johnson Generalist Faculty Scholar Award, for which Dr. Reigart credits the availability of SUI support to allow him to develop his interests in children’s environmental health. Finally, Drs. Roberts and Reigart are training the next generation of pediatricians to understand environmental health, by nurturing a group of pediatric fellows who will be trained to understand environmental health issues and to include them in their research portfolios, and who will subsequently include them when they become faculty members at other institutions.

One of USC’s greatest success stories has been the “greening” of the Housing Office. Dr. Gene Luna, a member of USC’s Environmental Advisory Committee, credits it with opening his eyes to possibilities. He began by converting the “washing machine fleet” to the European style front-loading machines, saving a significant amount of water and energy campus wide. He subsequently created a new position—environmental manager for housing—and with SUI assistance, filled it with a dynamic and knowledgeable individual who has sparked numerous changes. The end-of-year Take It or Leave It recycling effort sent over 50 tons of material to local nonprofit organizations rather than the landfill, aiding charities and saving the Housing Office considerable costs. Residence hall directors and advisors are, for the first time, competing to assist with recycling and other environmentally related efforts, rather than standing in the way. A “zero-emissions” electric utility vehicle has proven to be both economical, and a way of educating students and faculty about global warming and related air pollution. Finally, the Housing office sought, and has received Board of Trustees approval to develop its next residence hall as a “green” living/learning dormitory. Dr. Luna is committed to seeking U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) certification for the building.

Good ideas take time to unfold; patience and a tolerance for ambiguity generally lead to a better long-term result.

Although we’ve been working on a model Environmental Management System since the beginning of the initiative, it is only this year that EMS development has caught the attention of those in a position to institutionalize it. Initial efforts at Clemson demonstrated that an EMS
couldn’t be effectively implemented in an academic department alone. Initial USC efforts showed that development required the cooperation and enthusiasm of operations personnel, as well as leadership from a knowledgeable “consultant.” We hired a high-powered external consultant to jump-start the process at USC, and, we hoped, to continue it at other schools. Unfortunately, after he excited relevant personnel and carried out an initial survey, he was unable to complete the work. Fortunately, his initial presentations caught the attention of several individuals who subsequently asked for SUI help in developing the EMS. We are now where we expected to be at the end of Year 1, but we are moving forward in a way that is more likely to produce a lasting change.

We had high expectations for the mini-grant program, but were beginning to question our approach. This year, we suddenly began seeing the return on investments made at the beginning of the program. While there will always be “stars and duds” among mini-grant outcomes, we are realizing that many of the outcomes won’t fully reveal themselves for several years. At the same time, we’ve seen a sudden surge in interest in the mini-grant program, as faculty begin to see how they can incorporate sustainability into their own research and teaching agendas. The potential value of the mini-grant program is captured by this note in a mini-grant final report by Mary Haque (Clemson, Horticulture): “A $100,000 USDA Higher Education Challenge Grant was submitted in February 2002. We hope to continue work on this project, and feel that SUI has provided us with a significant base from which to find outside funding support.”

*Actions Speak Louder than Words*

It has always been hard to know how to publicize SUI efforts. On the one hand, we believe programs are more likely to be institutionalized if those directly involved are credited with their success. On the other hand, if SUI plays a significant part in accomplishing something, it is nice to receive credit. We have never wanted to draw too much attention to SUI per se, knowing that it had a finite lifespan. On the other hand, if we are to seek additional funding for our efforts, we need to draw attention to what we’re doing.

This year, we were delighted to receive several unsolicited invitations to tell our story in publications with statewide or national circulation. (See pages 25-26.) In many respects, this is the best of both worlds, in that SUI can highlight and credit the efforts of our partners, yet by telling the story ourselves, we let our audience know who we are. Several of the invitations to write a piece about SUI came as a result of third parties who knew what we were trying to accomplish and suggested that editors contact us. This is the best kind of PR—borne of a genuine interest in and appreciation for, our work.

We also (finally) found the right approach for an overview brochure that is flexible enough to meet the needs of all our schools. Best of all, we felt we had enough work under our belt to make a new SUI video, this one telling about what we have done, rather than what we plan to do. We were fortunate to find a videographer whose own interests and ethics allowed her to very quickly understand what SUI was about, resulting in a video in which SUI participants themselves tell the story of the program’s accomplishments.
As in years past, the report is organized along the same lines as our initial proposal. Each section describing what we did in Year 3 is introduced with a brief description of what we had planned and what we learned—by successful completion of our plans, by not-so successful completion of our plans, or (most typically) by following a path we didn’t or couldn’t anticipate several years ago.
Goal I: Faculty and Teaching

Faculty Development – Workshops and Conferences

What We Planned/Lessons Learned: In Year 3, we anticipated having a general conference similar to our initial conference at Clemson, as well as a repeat of the business conference and an “educating our educators” conference for education and science faculty. The general conference was altered somewhat in focus and moved to January 2002 to coincide with the reconvening of the legislature. Interest in a second conference for business faculty seemed limited; instead, we held conferences for faculty interested in liberal arts/environment and health/environment. The former was originally scheduled for Year 2, but was superceded by the Green Building conference. Based on these two conferences, we are beginning to conclude that gatherings which allow faculty to present a paper are more enthusiastically received than conferences which purport to “educate” or “inform” faculty.

The planned “Educating the Educators” conference went forward, albeit in stages. We have found that there are so few rewards for research university faculty who teach prospective teachers that interest is limited, making our original estimate of 85 attendees unrealistic. However, the smaller than anticipated number of participants is balanced by the enthusiasm of those who do choose to become involved. We anticipate further “educating the educators” work in the Clemson area in Year 4.

Quite unanticipated was a gathering of English and Humanities faculty with an interest in the environment. The group first met in the spring of 2001 at Clemson’s Sandhills Research and Education facility near Columbia. It came together again over lunch at the January 2002 event and will be convened again during Year 4.

We also anticipate several meetings or workshops involving operations staff, rather than faculty during Year 4. Based on comments from Housing and Facilities Management staff, there is a need for coordination and brainstorming sessions for college and university personnel across the state.

Conferences:
Dispelling the Fear and Discovering the Truth: Linking the Environment and Health: This conference drew 120 faculty, graduate students and health practitioners to learn about the known links between health and the environment. We were very pleased with the number of practitioners who participated, but less pleased with faculty participation. While we had Deans and faculty members as speakers, we had very few faculty who simply came to learn. Our outside speakers were superb.
**Shaping the Ecology of a City:** This was our “humanities and social sciences” conference, linking faculty in those disciplines with the sciences. It was a much smaller conference—55—but nearly all participants were faculty members with a strong interest in interdisciplinary work. Participants were from USC (including USC Spartanburg), Clemson, Tricounty Technical College, and the College of Charleston, as well as some local practitioners—a local attorney, a consultant, several writers, and an historian with the state Department of Archives and History, among others. National involvement came from Rutherford Platt, at the University of Massachusetts (whose Ecological Cities Project cosponsored the event) and two representatives of Northern Arizona University’s sustainability efforts. All participants were truly engaged, and all enjoyed interaction across disciplinary lines. It seemed to lay the groundwork for future collaboration among participants, although the planned book incorporating presentations has been put on hold due to lack of interest from a publisher.

**Educating for Improved Science Education:** Dr. John Carpenter, professor emeritus at USC, established a Faculty Training Program to Enhance K-12 Teacher Education under the auspices of SUI. Building on last year’s outreach to science teachers and district level science coordinators, Dr. Carpenter organized a workshop to train experienced science and mathematics faculty members to do a better job of meeting the needs of K-12 science teachers. The workshop was attended by approximately 15 faculty members, including one from Clemson. All were enthusiastic about the possibility of contributing to more effective K-12 teaching in the state. Plans are to repeat the program for faculty from other institutions. The workshop was to have been followed by a conference of international experts in environmental education research, but September 11 events made that impossible.

**“Green English” Focus Group:** Approximately 10 English and Humanities faculty members from Clemson, USC (Columbia and Aiken campuses), and Midlands Tech gathered over lunch at Clemson’s Sandhills Research and Education Center near Columbia in March 2001 to share information about common interests in and techniques for, incorporating the environment into classes. Many good ideas, syllabi, and references were exchanged, and participants expressed an interest in continuing the “conversation.” We expect the next meeting to include several would-be participants who were unable attend that day, as well as many of the growing cadre of USC English Teaching Assistants who have become interested in incorporating the environment into their classes.

**Faculty Development – Travel & Enrichment**

**What We Planned/Lessons Learned:** We anticipated sending two faculty members from each institution to meetings that would “expand their horizons” and enhance their ability to contribute to sustainability. We have sent more than the number anticipated, and have been very pleased with the number who have presented papers. We have been less successful at arranging venues for sharing the information with colleagues, although much of the sharing happens informally, and due to the nature of faculty at large research universities, much of it is quite discipline-specific.
Kirstin Dow, USC Geography, presented a paper at the Fourth Open Meeting of the Human Dimensions of Global Environmental Change Research Community in Rio de Janeiro, Brazil.

“…approximately 350 scholars from over 55 countries participated in the meeting. …I have been reading the work of many of these people for years, so it was a great pleasure to have the opportunity to discuss our shared interests. A few of these discussions will, I believe, serve as the basis for longer collaborative relationships. In total, the conference was an exceptional opportunity for me to meet with members of an international community of scholars working on vulnerability and environmental change.”
(from Dr. Dow’s trip report to Dr. Coull)

Francis Gadala-Maria, USC Chemical Engineering, attended the Green Engineering Educators conference, where he presented the teaching modules developed as part of an SUI new course development grant.

Kirk Karwan, USC Business Administration, presented a paper at the 2001 National Decision Sciences Institute meeting in San Francisco. The title of his paper, co-authored with Dr. James Swiegart, another SUI mini-grant recipient, was “A Review of Current Tools to Support the Development of Sustainable Business Organizations and Processes.”


Lance Howard, Clemson Political Science, attended the 5th Annual Community Food Security Coalition Conference in Washington DC: “Taking Back the Food System: Strategies for Healthy Food, Farms, and Communities.”

**Fill Critical Faculty Gaps**

*What We Planned/Lessons Learned:* The faculty hired at USC and MUSC continue to contribute significantly to the overall sustainability effort within the state, and, in the case of Dr. Roberts at MUSC, the nation. A permanent faculty member has not been hired to fill the environmental policy slot at Clemson because of difficulties in finding a good fit between faculty available “for hire” and the needs of the program. (We’re beginning to learn that, at least in some cases, there may be good reasons for “gaps”!) However, funds have been used to bring adjunct faculty to campus to teach policy courses.

Clemson: Susan Marshall, an area attorney, has been hired as adjunct faculty to teach Environmental Policy and Law.

MUSC: Jimmy Roberts continues to draw attention to children’s environmental health in his classes, but also through several other avenues. He has been interviewed on local television several times on the subject of children’s environmental health. Roberts and J. Routt Reigart, a member of the SUI steering committee, were featured on a Discovery Channel Health series program dealing with pesticide poisoning in children which received wide distribution in the US.
and Canada. Finally, he is one of twenty finalists for a prestigious Robert Wood Johnson Generalist Scholar Program Career Development Award, which Reigart says he probably would not have been qualified for without the freedom to follow his interests that SUI made possible.

USC: Christopher Preston continues to teach environmental ethics classes open to both graduate and undergraduate students in all majors. In addition, he has continued his Environmental Ethics speakers series, participated in the Humans and Nature colloquium series sponsored by the Donnelley Foundation and the Hastings Center, spoken at several national conferences, and developed research projects dealing with the ethics of development along the South Carolina coast.

**Honors College**

**What We Planned/Lessons Learned:** We expected to be well into cooperative programs for Honors College students at Clemson and USC by the end of Year 3. We’ve learned, however, that there are numerous factors that come into play in creating a cooperative program, and we’re not sure that we will ever realize our initial plan. In Year 4, USC’s Honors College will sponsor an Integrated Interdisciplinary Semester in the Spring of 2002 with the theme of “Sustainable Futures”, as well as a regional or national student research conference co-sponsored by the Honors Colleges at Clemson and USC.

**Freshman Year Experience**

**What We Planned/Lessons Learned:** As noted last year, we have less control over content and less information about volunteer activities than we anticipated. We continue to wait for the video project, initiated in Year 1. While it is tempting to find another group to develop a video for freshmen, we would lose direct access to USC’s programs as well as the National Center for the Freshman Year Experience’s distribution network. Thus, we continue to nag, and hope that the script soon has sights and sounds to match. On the positive side, English 101 has proven to be a very attractive alternative to University 101 courses—we’re reaching large numbers of students and at the same time, providing graduate students in English with an “edge” over their competition.

USC student volunteers continued to make presentations, as requested, to University 101 classes. The number offered, however, was lower than we hoped for, in spite of contacts made with all University 101 instructors. We think that there are several reasons for this, ranging from an already crowded curriculum, to bad timing resulting from a change in graduate student personnel, to the fact that instructors don’t know the graduate student contact, nor do they know SUI. Next year, we’ll contact sooner, and will do so in Bruce Coull’s name, hoping the Dean will garner more attention. A student intern prepared a piece on sustainability and SUI for the student handbook, used in conjunction with University 101 courses; thus, even if faculty are not able to fit the presentation into their course schedule, we hope students will at least be exposed to the idea through their textbook.
We are also reaching a number of freshmen at USC through an unanticipated, but very successful, collaboration with English 101, which reaches approximately 90% of the freshman class at USC. The English Department drew on its involvement with the SUI sponsored environmental writing contest to designate 9 sections of English 101 as environmental sections and adding a service learning component. Six new Teaching Assistants (TAs) were exposed to environment/sustainability as a theme for writing courses, and approximately 220 first year students provided 2200 hours of service to approximately 30 community or campus agencies. The most important result of this effort is that each of these TAs will incorporate the approach learned at USC into the classes they teach when they complete the Ph.D. program and embark on their careers. The Department realized the value of the approach when one of the graduating TA’s currently interviewing reported that the first questions he was asked in an interview had to do with his environmental service learning work.

**Special Theme Sections for English 101, Fall 2001**

| Writing and the Global Environment |
| Writing, the Environment and Citizenship (4 sections) |
| Writing about Urban Environments (2 sections) |
| Writing about Environmental Sustainability |
| Writing about Humans and Nature |

**Speakers & Seminars**

*What We Planned/Lessons Learned:* This aspect of the program has unfolded as planned.

Clemson hosted Kazuo Aichi, Secretary General of Global Environment Action, Former Japanese Cabinet Member, Secretary of Environment and Defense, and Chair of the Kyoto Protocol meetings. SUI publicized the event beyond Clemson, notifying SUI Affiliates, Furman University contacts, and our SC Sustainability Network. A group of graduate students from USC attended, as did the SUI Fellow from Lander University, and several representatives of other SUI Affiliates.

Representative Chip Campsen (R-Charleston), sponsor of the Conservation Bank Act (S 297), spoke at Clemson to promote this historic piece of legislation. The Conservation Bank Act would provide dedicated funding to preserve the state's most significant natural and historical lands.

John DeGraaf, co-producer of Affluenza and Beyond Affluenza (the Public Broadcasting System films) and author of the book by the same name, spoke to standing room only crowds at Clemson, Furman, USC and MUSC/College of Charleston. The last presentation was a joint meeting with the Sierra Club, attended by both the Republican and Democratic candidates for state Senate. John Coombs, who subsequently was elected, stayed for the entire time—we hope he paid attention!
DeGraaf’s exposure to SUI led to favorable mention on an “urban radio station” talk show and his recommending SUI as a possible profile on the New American Dream website. The talk in Columbia also sparked two articles in The State paper, one on the presentation itself, and one on the problem of over-consumption.

Kelly Smith and Dan Wueste, whose “Ethics Across the Curriculum” initiative was partially sponsored by SUI, spoke at an ethics conference in Columbia, organized by Gail Wagner, USC Anthropology.

Andrew Light, NYU, spoke on “A Pragmatic Approach to Urban Environmental Ethics” as part of the Environmental Ethics series at USC.

Sally Goerner spoke on the systems approach to sustainability at USC’s Baruch Institute.

**Mini-Grants**

*What We Planned/Lessons Learned*: This has unfolded more or less as planned. We’ve been pleasantly surprised by some outcomes, disappointed in others. We are trying to exert more control over projects in order to push toward use of the campus as laboratory and to encourage more interdisciplinary work. As is the case with so many other things, we are finding that some of our investments take longer than expected to bear fruit. In Year 4, the Affiliate school grants will be discussed at the same time as the Research University grants.

We have been pleased to discover that the small mini-grants we’ve distributed over the past 3 years are beginning to create the “cascading value” that we envisioned from the start. Projects initiated with SUI funds are attracting funding from elsewhere, small projects are growing into larger ones, and we have anecdotal confirmation that once we fund a faculty member to add a module to a course, sustainability becomes a part of all courses taught by that professor. Some specific examples follow:

Adrienne Cooper (USC, Civil & Environmental Engineering) received mini-grant funding to explore the use of titanium dioxide as a treatment for non-point source pollutants. The project was described in USC Times, and has attracted additional NSF funding. Dr. Cooper recently received a National Science Foundation CAREER award, which will provide $75,000 per year in academic support for five years.

Mary Haque (Clemson Horticulture), Lolly Tai (Clemson Landscape Architecture) and Don Ham (Clemson Forestry) collaborated on *Landscape Design for Energy Efficiency*, partially funded by SUI and published by the SC Energy Office. The book has been distributed widely and has been very well received.

Mary Haque and other SUI collaborators have also received widespread support for their designs for outdoor learning environments. They are submitting a request to expand the work to the New Directions in the Earth Sciences and the Humanities (Interdisciplinary Team Projects solicitation.)
SUI funded several pieces of Clemson’s work with Morrison Elementary school, which was honored with an award for service learning from the SC Commission on Higher Education. Mary Haque’s horticulture students designed an outdoor leaning center, which is being installed by a number of student and faculty volunteer groups. The university student tutors in the America Reads (at Clemson) program worked with elementary students at Morrison, giving them a better understanding of environmental issues and conveying their excitement about the natural world. These students also worked to restore a stream bank severely damaged during construction. Results were shared with the community through two different TV newscasts highlighting planting projects at the school, and a story in the Sunday Greenville News. Results were also shared through CommuniCon 2001: Sustaining the Upstate. The America Reads tutors, their “charges”, students in the horticulture class, and students in an English class that worked closely with the group presented the results of their projects in a poster session open to the public. Dr. Michelle Martin, another SUI grantee, played guitar and sang environmental songs.

Sean Blacklocke (Clemson, Strom Thurmond Institute) and Buddy Adkins, (USC Environmental Sciences and Resources Institute) were funded to study the possible involvement of faculty in environmental mediation. Their work has been published in Mediation Information and Resource Center, an online journal.

Mike Matthews, Langdon Warner, (both USC Chemical Engineering) and Wayne Brannan (MUSC) were funded in Year 1 to examine the uses of CO2 to replace hazardous cleaners in hospitals. Recently, an article based on their work (and the thesis of an associated graduate student) was published in Medical Devices & Diagnostic Industry. Dr. Matthews was also invited to join an NIH SBIR proposal ”A Novel Low Temperature Gaseous Sterilization Process” with Lynntech, Inc. of College Station, Texas. Finally, he has resubmitted an NIH Bioengineering Research partnership grant based on carbon dioxide sterilization. He has also mentored two National Science Foundation Research Experiences for Undergraduates (REU) students and one USC undergraduate.

Thomas Davis’s (USC Chemical Engineering) work on fuel cells, funded in Year 3, has sparked interest from the Department of Defense, other external collaborators, and a graduate student in New York working on a dissertation on a related topic.

The statewide Area Health Education Consortium (AHEC) public health/environment modules developed during Year 2 and Year 3 by Beth Kennedy and colleagues at MUSC are now offered as one of the University of Pittsburgh’s “Supercourses” available over the web. AHEC has received compliments from as far away as Russia. The MUSC developers have shown the case studies at three state meetings, have been accepted for one national meeting, and are waiting to hear from 3 additional national meetings.

Phil Barnes’ (USC School of the Environment) EMS auditor course has been very well received. Students can be certified as internal auditors. Dr. Barnes has received inquiries about the course from the University of Massachusetts—Lowell and other institutions.

Click here to view a summary of Year 3 Grants.
Goal II: Student and Community Programs

What We Planned/Lessons Learned: As noted in last year’s report, provision of information about sustainability and environmental action on campus (which we perceived as a service to incoming students) is perceived as an unwelcome distraction by the students themselves. Students are not particularly receptive during orientation, when they need to set up bank accounts, register for classes, locate residence halls, and so forth.

We also have found students to be less interested in sustainability-related projects than we anticipated. The USC student environmental organization tends to focus on national or international issues, rather than campus projects. The Clemson student environmental group had focused on projects based on campus environmental problems in the past, but in Year 4 will initiate Tigers for Tigers, using the campus mascot to focus on world-wide endangered species issues. Our SC Sustainability Network continues to serve as a mechanism to inform the larger community about activities at our campuses. While a number of students work with community organizations either as paid employees or volunteers, we find that as the program matures and more faculty are active in sustainability related programs, it is harder and harder to track student practicums and activities. Sustainability becomes the province of a much larger group, most of whom see no reason to report back to us once they are “off and running.”

Although not contemplated in our original 5-year plan, USC’s SUI has provided match for the National Science Foundation’s Research Experience for Undergraduates (REU) in Environmentally Conscious Manufacturing for several years. Recently the program was awarded renewed funding, as well as the promise of funding for a new program that engages undergraduates in research at universities in Japan.

New Student Orientation:
USC graduate and undergraduate students again staffed a table during the 6 weeks of new student orientation. After several years of “testing” we’ve decided to drop the program because incoming students have so many tasks to accomplish during orientation that it is not a good use of time and energy.

Student-Led Initiatives:
Clemson’s student environmental group SEA has established a recycling program during football games, with proceeds going to fund group projects. Students circulate through the tailgating crowd reminding them to use the recycling bins placed at strategic locations.

Funds have been used at both USC and Clemson to support Earth Day activities including “green architectect” Mark Maves at USC.

ECONFerence - Clemson and USC together sent approximately 20 students to this year’s ECONFerence in Washington DC. Students chose from a menu of topics and activities, and
shared information with each other afterwards. Students from SUI Affiliate College of Charleston also attended.

I heartily approve of SAGE members attending the ECOconference. That experience has been very valuable to students in the past as they have developed a broader perspective on environmental issues and greater appreciation for their role as active citizens. Thank you for supporting the development of this group and its members.

Kirstin Dow, Ph.D., USC Department of Geography
Faculty Advisor to Students Asking for a Greener Earth (SAGE)

Awards and prizes
USC’s English 101, which reaches approximately 90% of the freshman class, continued its environmental writing contest. This year, for the first time, the contest was advertised in Writing at Carolina: the Student’s Guide to First Year English, which all English 101 students are required to purchase. This potentially exposed about 3,000 students to the idea of sustainability. Prizes were awarded at Earth Day celebrations.

MUSC-SUI sponsored one of many prizes awarded at Student Research Day in November.

Continuing Education
SUI sponsored David Peden, UNC-Chapel Hill, an expert in the effects of air quality on children at the Frontiers in Pediatrics 2001 conference, organized by Routt Reigart and offered as continuing education for pediatricians.

Community Network
We continued to advise a wide array of community members of campus activities related to sustainability that were open to the public. These opportunities ranged from small seminars with outside speakers to large public lectures.

SUI also provided a “neutral meeting ground” for two statewide meetings: (1) an EPA/SC Energy Office presentation on the Million Solar Roofs program and (2) a Green Power Certification Group beginning the process of certifying green power in south Carolina. While neither of these programs is directly relevant to the universities, university representatives attended both, and the meetings serve to keep university personnel in touch with external forces and trends.
Goal III: Campus Operations

What We Planned/Lessons Learned: We have had good success with campus interns, except at MUSC, where the curriculum does not mesh well with operations oriented internships. When we began the SUI, the joint MUSC/College of Charleston masters in environmental science program allowed some College of Charleston students to work with MUSC administrators. However, since the joint program has been disbanded, this is no longer possible. We have been pleased with the results of the operations matching fund, but in the very tight financial times we are currently experiencing, we have been unable to capture financial savings and reapply them to the program. In addition, many of the conservation measures our schools have taken don’t reduce costs, but rather keep costs from rising faster than they might otherwise, making it hard to “claim” the savings. The Environmental Management System development took a turn for the better in Year 3, and we believe Year 4 will have us on track.

General
We were very pleased to have operations at four SUI schools (all three research universities plus Affiliate Francis Marion University) highlighted in this year’s Campus Ecology Yearbook, prepared by the National Wildlife Federation’s Campus Ecology Program. Three of the four were featured with photos on the “front page” of the website when this year’s Yearbook was first published.

USC’s recycling program tied with Furman University’s for “best campus recycling program” in the state.

All campuses are making efforts to reduce energy consumption. MUSC’s President Greenberg called for a 30% reduction in energy consumption, and created a committee to develop a plan to achieve his goal.

Clemson hosted a seminar on the Green Building Council and Leadership in Energy and Environmental Design (LEED) certification of “green” buildings. Clemson is likely to serve as a pilot test site for the Green Building Council’s system for examining existing buildings (as opposed to new construction.)

Campus as Laboratory – Interns
Professor Don Ham, Clemson Forestry, has worked with several graduate students to develop a tree protection policy and construction guidelines for the university, which can then be shared with others. (As is frequently the case, SUI funded the first part of the project, which generated interest and led to the second, non-SUI funded part of the project.) The work has led to other opportunities to influence campus behavior, both at Clemson and nearby institutions:
Our Director of Landscape Services has reviewed (draft policy statement) and forwarded it to our Chief Facilities Officer. We are waiting on his comments and suggestions. After receiving and incorporating his recommendations, we will be deciding how to best introduce the document to the university for acceptance and implementation. (We may start with the President and come down!) Another graduate student is developing a set of "standards" or guidelines for trees in relation to construction.

Additionally, I was asked by the Chief Facilities Officer to present a 90-minute seminar about tree value, susceptibility to damage, and protection during construction to management level staff in University Management. That was an interesting, but worthwhile exercise, with mixed reviews from the captive audience, as I'm sure you can imagine! It's a start, however.

I also met with the manager of campus facilities for the SC School for the Deaf and the Blind two weeks ago and shared a copy of the draft tree protection policy. SCSDB is very interested in working with us and implementing a similar policy on their campus.

Don Ham, Forestry, Clemson

At USC, interns with the SUI program completed an audit of campus operations departments. The audit was designed to bridge the gap between several university audits conducted in the early 1990’s and the needs of the nascent Environmental Management System (EMS) under development. Students worked with the existing audits, NWF’s Campus Ecology publications, and an EMS advisor to develop a questionnaire that would maintain a degree of consistency with past audits, yet would develop information needed for the anticipated EMS.

Interns also conducted several special projects in conjunction with environmental education classes for non-science majors. The results of building audits, begun in the fall of 2001, were tabulated and presented to the Environmental Advisory Committee. The entire project was presented at the Greening the Campus IV meetings at Ball State and prepared for publication. (Article was accepted for publication in February of 2002.)

I presented the posters at Ball State's Greening of the Campus IV conference last week. I wanted to let you both know that there was a lot of interest in the Building Evaluation project. I had several people from universities all over the country request copies of the data sheets and directions so they can incorporate the project into their own classes. I had several people say things like "what a great idea! I hadn't thought to do this". So that's good news!

Julie Bixby, USC MEERM graduate student

Another intern developed a system to allow "novice volunteers"—those with no training or prior exposure—to help assess campus energy use in conjunction with the USC energy conservation policy. Students, either volunteers or those needing to complete service requirements, survey buildings for lights left on in unoccupied rooms, noting type of room, time of day, and other pertinent information. The information is then tabulated for use in planning by campus energy officials. Finally, SUI paid for a student intern to work with the campus recycling and waste management program.
Operations Matching Program

At Clemson, matching funds have been used to establish the football recycling program, as noted in Student Initiatives, above. In addition, an experimental rubberized asphalt mixture, made from recycled tires, was tested at Clemson’s Kite Hill recycling center. Since a mile of pavement can use from 3,000 to 20,000 shredded tires, the experimental surface could eventually make a significant dent in the nearly 4 million tires discarded annually in SC.

At MUSC, matching funds were used to install waterless urinals in two pilot locations, and 130 LED exit lights, expected to save 25% of current lighting costs. MUSC continued the move toward paperless technology by piloting the use of electronic admissions packages in two of its six colleges.

USC took a different tack, diverting Operations Matching Funds to help support the hiring of an environmental manager for USC’s Housing program. The arrangement is similar to that of the faculty hires; a high percentage of support early in the process, dwindling to full USC support as the SUI grant ends. It was seen as the most likely way to institutionalize change on campus.

The dividends have been impressive. The “Take It or Leave It” campaign resulted in the recycling of approximately 50 tons of reusable goods to local charities. It attracted a great deal of publicity within the state, which in turn drew attention from parents in the state’s other colleges and universities. Clemson President James Barker received calls that we expect will encourage greater support for Clemson’s own end of the year collection, which was more modest this year. Additional national publicity came from articles in Talking Stick, News Magazine of the Association of College and University Housing Officers International, (Sept. 2001); Waste Age, and DHEC’s quarterly SC Recycles magazine.

Bruce and Trish!

Your Sustainable Universities investment in funding our Environmental Program Manager is paying huge dividends for campus already! Michael Koman has quickly built collaborative partnerships on campus, with students, and in the Columbia community in developing the Take it or Leave it campaign... in tight budget times, we're saving university funds by lowering our garbage tips and labor costs...Pretty amazing for a pilot program.

Had two TV stations, two radio stations, and the State newspaper covering the story today!

Kudos to you and your insightful investment...We are so happy to be your partner in this!

Gene Luna, Ph.D., Director – USC Student Development and University Housing

At the same time, the Environmental Program Manager for Housing initiated educational programs in the dorms, and will write environmental education into the contracts of next year’s
residence hall counselors. Counselors will be expected to conduct a certain number of environmental briefings, hang signs, check for proper recycling, and so on. Residence halls are now recycling both cans and plastic bottles, for the first time in quite awhile. Energy and water conservation efforts are next on the agenda.

Koman also researched and spearheaded the purchase of a “zero emission” electric utility vehicle costing about as much to buy as the light truck it replaced, but costing only 1/10 as much to operate. The truck, sporting a “zero emission” sign, was unveiled during the fall semester move-in, garnering maximum exposure to both students and their parents. Housing has since purchased 2 additional electric utility vehicles, and other departments at USC have shown an interest in purchasing their own.

Finally, Mr. Koman and Dr. Luna together have done a spectacular job of convincing trustees and other university officials that the next new residence hall should be LEED certified, and should include a “living learning center” to allow professors to use the many environmentally preferable features of the building as “visual aids” in their teaching. The architects are currently incorporating sustainable features in the design.

**Environmental Management System (EMS)**

This year, we experienced the “break through” on development of an EMS for which we’d been waiting. After giving up on achieving our goal internally, we hired an outside firm to conduct a compliance audit of USC and to develop recommendations for an EMS. The leader of that effort did not complete the work he started, but he DID inspire key individuals on the USC campus. One of those individuals, Director of Risk Management at the time, subsequently also became Director of Environmental Health and Safety (EH&S). In that role, he expressed an interest in developing an EMS for his Department, and we reverted to our original plan involving an internal EMS expert and graduate students working as “consultants” to the department. A number of EH&S staff members traveled to a university EMS workshop in Kentucky, and were pleased to discover that USC was the only school in attendance that was not there as a result of enforcement action. The USC team views their efforts as a culture change begun as a way of preventing future problems, including enforcement actions.

The EMS effort began in July 2001 and it appears that the department will be ready for its first audit in June 2002. In the meantime, other departments are developing their own EMSs that link
to the Environmental Health and Safety “Master EMS.” USC’s regional campus at Spartanburg is interested in using the model developed on the Columbia campus. EH&S personnel from around the state will meet together in March 2002 to discuss shared concerns and the possibility of working toward a shared EMS protocol.

Phil Barnes, who developed the idea for a shared SUI EMS approach, continues to work with the program. He has developed a unique EMS auditor course offered in conjunction with practical experience during the month-long “Maymester.” Students who take both courses receive graduate credit as well as internal auditor certification. Dr. Barnes has received inquiries about the course from a number of other schools.

Dr. Barnes and Trish Jerman were asked to participate in the review process for EPA’s College EMS protocol.

**GOAL IV: MANAGE PROGRAM/SHARE RESULTS**

**What We Planned/Lessons Learned:** In general, we feel that we’ve shared information about the program effectively. There are, however, a number of areas in which quantification or documentation hasn’t been done the way we’d like. It seems we’re continually juggling the competing needs of “doing” versus “packaging” what we have done. We hope that as we move onward, we will have institutionalized enough of our activities to allow more time for documentation. Our anticipated museum exhibit has not materialized because the individual responsible for the idea left the university. However, we believe the video prepared for our January event will serve much the same purpose.

**General Communication and Coordination:** We continue to spend a great deal of time simply “communicating” — telling people about SUI, linking individuals with compatible interests, and nurturing project ideas. The SUI web site (www.sc.edu/sustainableu) averages approximately 200 “hits” per day, some of which result in questions or opportunities to share information with others. We have heard from a number of individuals who use the ecological footprint exercise in classes. We have also been surprised by the number of people who find information of interest in the mini-grant final reports, which are posted to the web site as they are completed.

Much of our “communication/coordination” activity falls into the category of “good citizenship”—responding to questions and surveys from faculty and graduate students in locations as distant as Hawaii, Sweden and British Columbia, sharing copies of energy and environmental policies, answering many inquiries about EMS development, and fielding specific questions from faculty, government or industry representatives from sites across the country and around the world. We have answered questionnaires from, among others, Dalhousie University (Investigation of Environmental Purchasing Policy and Strategy in the University Sector), the University of Massachusetts at Lowell Indicators Study, the Emory University Provost’s Office (advice on environmental advisory committees) and the Resource Working Group at Dartmouth (conducting a study of how sustainability efforts are organized at colleges and universities.) In addition, we have reviewed and commented on the work of others (for example, National Wildlife Federation’s Campus Ecology Program’s National Report Card.) The most satisfying,
and most productive, activity is linking people together and helping them to bring good ideas to fruition.

We have collaborated with a number of external groups, including the S.C. Energy Office, S.C. Department of Education (on, among other issues, a potential Pew Foundation SEER project), EdVenture Children’s Museum, and the Center for Resource Solutions (Green Power certification protocol for the state.) SUI joined with the S.C. Energy Office in a proposal to the US Department of Energy which was, unfortunately, not funded.

**Publications and Presentations:** Staff and PI’s frequently share information about SUI both informally and formally. Formal presentations made during Year 3 include:

Julie Bixby, SUI graduate student, presented two poster sessions at Ball State’s *Greening of the Campus 4: Moving to the Mainstream* conference in September. Two related articles have been submitted for publication, one accepted, one pending. Ms. Bixby is first author on “An Example of Sustainable Living in an Introductory Environmental Courses: Student Evaluation of Academic Buildings” in *Journal of College Science Teaching* (in press) and “Infusing Sustainable Living Education Modules into the College Curriculum is currently under review at the *Journal of Environmental Education*.

SUI invited to provide a speaker on Green Building Regulations at Carolina Recycling Association 11th Annual Conference and Trade Show. (Jim Cumberland, USC School of Law and IOPA presented.)

Bruce Coull and Alan Elzerman invited to speak about SUI at Deans and Directors conference of the National Council for Science and the Environment. Their conversations sparked several requests for information.

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**Hi Bruce, This is to remind you about sending me contact info. for Michael Koman, your housing person. Thanks!**

(inquiry about green dorm initiative from Deane Wang, Acting Associate Dean, School of Natural Resources, University of Vermont)

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**Guy: Attached is the first page of the USC environmental Policy/Committee info. You can get to other details by going down the clickable links. The site is not very attractive yet will be prettier in a week or so. Good to have seen you any way as you attempt an exercise at UMASS similar to what we have done here at USC. Best, Bruce Coull**

(note to Guy Lanza at Univ. of Massachusetts)

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Trish Jerman invited to speak at:

* Greening UF (University of Florida) Second Annual Conference—“Economics, Ecology and Social Policy: Opportunities for UF,” On panel with Lee Bollinger, President,
University of Michigan, Dr. Alexander Zehnder, Dow Jones Sustainable Performance Group, and Randall Reid, Alachua County Manager (Gainesville, FL, March, 2001)

- SC Department of Health and Environmental Control’s annual Regulatory Staff retreat (Columbia, SC, November, 2001)
- Leadership Columbia (Columbia, SC, May, 2001)
- Water Environment Federation’s 7th Annual Industrial Wastes Technical and Regulatory Conference (Charleston, August, 2001) (“Moving Toward Sustainability in South Carolina: From the Seminar to the Cemetery”)

Your "championering" work is admirable and I trust So. Carolina will be in good hands. Keep in touch in your endeavors, and we hope we can introduce the same work to our universities here and beyond throughout the states. Regards.

Philip Lo, D. Env., P.E., QEP
Industrial Waste Section,
Alachua County,

- Many classes and campus groups

Publications with national exposure:

Clemson, MUSC, USC and Francis Marion University all included in NWF’s Campus Ecology Yearbook.

An interview with Bruce Coull about SUI led “The Green Schools Revolution” in March 2001 issue of College Planning and Management.

Publications with state or regional exposure:


Just read your article in the SC Business Journal. Great job! I
The Summer 2001 issue of the Carolina Recycling Association’s *The R word* carried articles about MUSC’s vermicomposting and USC’s Take It or Leave It program.

*South Carolina Recycles* magazine (Summer 2001) also carried an article about USC’s Take It or Leave It program.

*Greenville News* interviewed Alan Elzerman about SUI at Clemson, sparked by the “Focus on Earth and Society” lecture series.

*The State* (Columbia) included a story about SUI in Earth Day coverage.

**Special Projects**

In July, Gary Gaulin, Associate Director of Clemson’s Residential Facilities and Charlie Butts, of Clemson’s Recycling Office, came to USC to meet with Housing and Facilities Management staff to compare notes on end of semester move out programs, energy conservation and other initiatives. The meeting sparked two ideas for the future: periodic meetings of housing personnel with an interest in “greening” operations and a meeting of facilities managers to brainstorm changes needed in state purchasing and engineering regulations.

Due to a fortuitous turn of events, we were able to arrange a “mini-seminar” with Ray Anderson, CEO of Interface, Inc. and one of the premier advocates for adopting sustainability as a business mission. Participants included BMW’s top environmental managers in South Carolina, SCANA’s (local utility) Director of Strategic Planning, and several business and engineering faculty members from Clemson and USC.

Claudia Brinson, columnist and editorial board member at *The State* (newspaper) is in charge of training for the paper’s staff and asked SUI for help in identifying opportunities to “expand the horizons” and educate writers. We have been letting her know about interesting opportunities at all of our member schools.

My “mission” (besides interviewing de Graaf; thanks for your help) is to get all kinds of newspaper people better connected to interesting community people, especially the university’s. . .I'm always happy to promote what I believe is a more thoughtful way of looking at the world, which you and Bruce and de Graaf certainly possess. So many thanks!

C

(Claudia Brinson, *The State newspaper*)
Campus-Specific Management

Clemson:

Alan Elzerman was asked to make a presentation on SUI and sustainability initiatives on campus to Clemson’s Faculty Senate at their annual retreat. The presentation was very well received, and President Barker expressed his interest and support for even stronger initiatives. Unfortunately, the presentation was early on the morning of September 11, and we expect that many of our points may have been lost in the subsequent confusion. We will build on their interest and repeat the details as necessary.

Clemson’s Campus Master Planning Committee and the preliminary Environmental Committee jointly sponsored Shaping the Campus Master Plan: A Forum on the Clemson Environment. This open forum was designed to invite comment on the incorporation of environmental considerations into the campus master plan. It was attended by approximately 120 students and faculty, including members of several architecture and planning classes.

Although not specifically funded by SUI, the program was instrumental in establishing a new Pollution Prevention course at Clemson.

Clemson’s Environmental Committee met as an exploratory body in the spring of 2001, and was constituted as a permanent committee by President Barker in the fall of 2001. The committee consists of a representative of each of Clemson’s academic colleges, as well as all major administrative units and the student government and student environmental organization. A draft environmental policy has been developed, and by-laws are under consideration. President Barker has been very enthusiastic and supportive, giving yet more evidence that sometimes it is better to wait for the right moment than to force an issue or action before the timing is right.

MUSC:


He was also asked to serve on a campus wide task force to identify ways to carry out Dr. Greenberg’s mandate for a 30% reduction in campus energy use.

As chair of search committee for new Chief Information Officer, Dr. Schmidt has been in a position to argue for more energy-efficient management of campus computer technology.
USC:

The Environmental Advisory Committee, chaired by Bruce Coull, continued its work, focusing on energy policy and student-led audits of operations departments. The EAC now has a web page (www.sc.edu/EAC) accessed directly from the main USC page. This page includes the Environmental Policy developed by the Committee and approved by the President and Board of Trustees, links to major related programs, and success stories.

Bruce Coull was asked by Dr. Gene Luna (a member of the EAC) to serve on the selection committee for architects for the proposed “green dorm.” The solicitation document requested that each respondent have “green building” experience, causing all of the South Carolina based firms to collaborate with an outside firm having the requisite experience.

Wally Peters (USC, funded through SUI for several years) invited to present a keynote lecture at University of Colorado’s Workshop on Earth Systems Engineering: Toward Developing Sustainable Engineering Solutions in a Complex Natural World (part of Earth Systems Initiative.)

Sarah VanWye, SUI intern, was featured for her work in sustainability in the Spring 2001 edition of Cosmos, a publication of USC College of Science and Mathematics.

The National Wildlife Federation’s A National Report Card on Environmental Performance and Sustainability in Higher Education listed USC as an exemplary school in several categories, and also highlighted regional campuses at Aiken and Spartanburg.

Although not directly funded by SUI, the Environment 101 course at USC has been strongly influenced by the program. Enrollment has grown from 20 in the first semester it was offered to 60, to 75 in its third semester, when room size limited class size.
Bruce Coull serves on the steering committee for *SC Humans and Nature*, a project of the Hastings Center and the Donnelley Foundation.

**SUI Affiliates**

*SUI Affiliates are the 13 additional state supported schools that opted to join SUI when the legislature appropriated additional funds. Reports of their mini-grant work are available on the SUI web site* [http://www.sc.edu/sustainableu/PhaseIminigrants.htm](http://www.sc.edu/sustainableu/PhaseIminigrants.htm); *a few additional notes follow:*

College of Charleston’s Master of Environmental Studies program, in conjunction with the Department of Political Science, sponsored a visit by Lois Gibbs, initially known for her work on Love Canal, and now Director of the Center for Health, Environment and Justice based in New York. SUI notified others of the visit, and at least one contingent (SUI Fellow Lisa Pike and 5 students from Francis Marion) was able to attend. An evening presentation was open to the general public.

SUI funded student intern at Coastal Carolina has served on committee to plan for new science building, organized a very successful earth day celebration, and has in general been a “green conscience” for the school. Marty Davis, Clemson Architecture, was invited to speak with faculty and students about “green buildings” and the possibilities for the new science center.

Francis Marion honors students presented recycling study data at National Honors Conference in Tennessee in March and at Tri Beta Biological Society meeting at the Association of Southeastern Biologists in New Orleans in April, 2001.

We certainly appreciate all of your work on SUI. It has been a great program for FMU. I don't know if Lisa told you, but thanks to the SUI money we were able to have matching funds for a federal grant and completely outfit our Environmental Biology labs with equipment to measure a number of physiochemical parameters in aquatic systems. We had a 5-week lab that the students really took to. We used small aquaria for most of the labs, but the Honors Lab worked on the front pond on campus and did a project for the whole semester.

Since we have had major budget cuts the last two years, we would not have had the matching funds if it had not been for SUI. We got double the value for our SUI money.

Gerald Long was showing me data from the GPS units last week. He used them with his honors class. Several of us attended a Chautauqua course last spring to learn ArcView so that we can further improve our labs. For all of this SUI provided the impetus.

I guess that Lisa a and Tim Shannon took students to the Tri Beta meeting in conjunction with ASB last spring reporting on their project. They also had an article in the online journal (Campus Ecology?) of NWF. More good things happening at FMU thanks to SUI.

What a program!

Thanks.

Julia

Julia E. Krebs, Professor and Chair
Department of Biology
External Assessment Vehicles

**Student Survey:** In Year 3, we tried yet another approach to surveying students, hoping to discover a system that is helpful and effective. When Newman Saylor & Gregory was still under contract to the Foundation, they arranged for a local survey research firm to develop a telephone survey. The contract with Newman Saylor and Gregory was terminated before the work was completed, but we worked directly with the survey research firm to accomplish what we could for the amount already spent and used a graduate student to conduct the data analysis. A preliminary copy of the results is attached. In Year 4 we may try to administer the same survey in a web based format.

**Benchmarking Studies:** USC and MUSC responded to questionnaires administered by the National Wildlife Federation’s Campus Ecology program. USC and two of its branch campuses were cited as exemplary schools in several categories. All SUI schools would have responded if the questionnaire had reached the appropriate individuals; unfortunately, so many questionnaires are sent out each year that many are overlooked.

**External Advisory Committee:** Our original thinking was to involve local business leaders and other “consumers” of our graduates as advisors to the SUI program. As the program has developed, we’ve realized that the multi-faceted nature of SUI makes it very difficult to organize just one committee that would be useful to SUI leaders and would use the external participants time well. Thus, are using external leaders for specific roles (as we did at the January event to influence business and engineering deans) but have not found it advantageous to create a single external advisory committee.

**External Evaluators:** We continue to work with Rick Clugston and Wynn Calder, attempting to make their job easier when we can. We realize that the multi-faceted nature of the program, coupled with our desire to remain flexible and take advantage of every target of opportunity, makes evaluation very difficult.

**In Conclusion**

Although change is coming more slowly than we anticipated, we continue to be pleased by the cascading effect of SUI efforts. We repeatedly find that we have “pushed the first domino” and then watch as others continue to fall into place. For example, a friend in a state agency happened to mention recently that after several members of an organization of state construction managers and architects attended our *Growing a Green Building* conference they invited one of the speakers to attend their annual meeting. When planning for the subsequent year’s annual meeting, people asked “who is our sustainability speaker this year?” Her comment was “you’ve added a permanent item to our agenda.” Similarly, the decision by USC Housing to construct a “green dorm” was made after a Housing official attended the same conference. Once USC’s intentions became public, several other schools began similar planning efforts, each hoping to be first. USC’s solicitation documents requiring experience in sustainable architecture sparked
objections from in-state firms that had no “green building” experience, and claimed they could not be competitive. Subsequently, each firm developed a relationship with an outside firm specializing in “green building”, learning along the way. Thus, via a somewhat circuitous route, we have ensured that many of the large architecture firms in the state have begun to think about “building green.” In turn, this will increase the likelihood of more sustainable building taking place on campus in the future.

We are beginning to see consideration of sustainability become routine in some areas of campus operation. We know we’re successful because SUI isn’t necessarily mentioned or involved, but our message is central to the activity.

Finally, those of us closely involved with the administration of the program continue to derive enormous satisfaction from the work. Although the pace at which change occurs is sometimes frustrating, we are seeing significant progress at our institutions. We appreciate the opportunity the V. Kann Rasmussen Foundation has given us to make a lasting difference at institutions about which we all care deeply.