

Sustainability Items Added to the Faculty Activity Report (FAR), December 2013

The information collected below is for aggregate reporting only, and the information you provide will not be included in your FAR. Nancy Gift (Compton Chair in Sustainability; Associate Professor of Environmental Studies) and Joan Pauly (Sustainability Coordinator) will review the information gathered and provide a report as required under the American College & University Presidents' Climate Commitment.

In the following, you are asked a few questions about your work that relates to sustainability. The definition of sustainability that Berea College has used and which reflects aspects of many commonly accepted definitions, is as follows:

Sustainability refers to the capacity of individuals, communities, and societies to coexist in a manner that maintains social justice, environmental integrity, and economic well-being today and for future generations.

Background: Berea College and hundreds of other colleges and universities have committed to report annually on campus sustainability through the STARS initiative (<https://stars.aashe.org/>). STARS requires detailed information about sustainability-related curriculum and research. The questions below are asked in order to facilitate accurate reporting. Thanks in advance for your assistance in this regard.

Please list the courses (including internships and/or independent studies) you taught last year that included one or more reading(s), discussion(s), course activity(s) or assignment(s) on sustainability?

- PEH 100 Introduction to Wellness / PED237 Hiking and Campcraft /
- There were some readings and discussion related to sustainability in my PSC 110, American Government class in Fall and Spring, but we did not have any section of the class that particularly focused on it. / / In GSTR 210 (Fall and Spring) we discuss sustainability when we discuss simple living in the Great Commitments.
- GSTR 410
- EDS 215 Science for Elementary Teachers / EDS 335 Integrated Curriculum I / EDS 435 Integrated Curriculum II / EDS 249 Middle School Culture and Philosophy / Bonner Scholar Summer work with Amberly Shook Wilson
- Internship - Bus 395 Small Business Tourism Rotation
- None
- None
- CHM 101, CHM 221

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Please list the courses (including internships and/or independent studies) you taught last year that included one or more reading(s), discussion(s), course activity(s) or assignment(s) on sustainability?, continued:

- SENS 100 Introduction to Sustainability--usually includes a term project in sustainability / CHM 134 Accelerated Environmental Chemistry--recently began small lab research projects with environmental quality emphasis. / SENS 320 Introduction to Geographic Information Systems--includes a term project with (usually) a sustainability emphasis. / / Supervised internship at Yestermorrow design-build school in Vermont. / I was second reader on several sustainability-related internships. / I supervise occasional independent studies courses with sustainability emphasis.
- I do not teach any courses in which sustainability per se is a focus. However, in all of my courses we consider ideas of social justice, environmental integrity, and living respectfully on this earth .
- SOC 341: Sociology of Development and Social Change / CFS 225: Food, Culture, and Society / CFS 230: Food Policy / / I also advised one student internship related to sustainability (the student was working with the Community Farm Alliance to conduct a community food system assessment in Berea).
- / Phi/Psc 207 - Human Rights, International Law / Includes attention to issues of global justice and human rights related to health, etc. / / Phi 380/480 - Philosophy Seminar: "Recent Theories of (Distributive) Justice" / Includes section devoted to global justice issues of global justice, including famine relief, resource exploitation, etc. /
- CSC 126A&B, Introduction to Robotics and CSC 186, Better Apps for a Better World
- I believe I touch on Sustainability in all of my courses. Definitely through discussion, not so much actual assignments. Although, my project with the Yellowcat Theatre Company in New Delhi, India had our students playing theatre games with them in real time, by using 4 computer stations with Facebook and Google Hangouts. It was a fun and fantastic way to learn!
- ANR 110 Animal Science / / BIO 332 Mammalogy / / GSTR 410 Human Animal Relationships / / GSTR 332 /
- Fall 2012: GSTR 110 Z Writing Sem I:Critical Think; Credits=1; Enrollment=17 / Spring 2013: APS 229 Contemporary Issues-Appalachia; Credits=1; Enrollment=16 / Sum 8 Wk-13: COM 495 BW Oral History for Radio; Credits=1; Enrollment=1 / Sum 8 Wk-13: SOC 395 AW Domestic Violence Awareness; Credits=1; Enrollment=1 / Sum 8 Wk-13: SOC 395 AW2 Comm Food Sys Assessment; Credits=1; Enrollment=1 / Sum 8 Wk-13: SOC 395 DD2 Prison System Complex; Credits=1; Enrollment=1 / Sum 13-1st 4 Wk: APS 282N Workshop in Creative Writing; Credits=1; Enrollment=5 / Sum 13-1st 4 Wk: APS 395 CG Appalachian Studies Intern; Credits=1; Enrollment=1 / Sum 13-1st 4 Wk: ENG 282N Workshop in Creative Writing; Credits=1; Enrollment=8
- Not a topic I cover in my courses

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- GSTR 410
- ENG 282, creative writing workshop: contemplative writing, Spring 2013, included readings and writing assignments about nature. Some students focused their course projects (writing and photography) on elements of nature and interconnections among them.
- As a Division Chair, I was not able to teach in General Studies in 2012-13. But, when I'm not serving as a Division Chair, I teach a GSTR 110 course that includes a 3-week unit on the relative sustainability, etc. of the U.S. and European approaches to transportation, energy, and the environment.
- WGS-APS 220, GSTR 210 U
- APS/CFS 286 Appalachian Foodways
- None
- N/A
- Broadly speaking, the THR 213 course, First Theatres of Human Culture, explores cultural sustainability. After participating in the summer workshop with Nancy Gift, I have an even more targeted understanding of how oral traditions actually sustain a culture, providing it with its history, its lessons, and its environmental connection and impact. It's been an incredible shift in my teaching emphasis and in the idea of how the foundation of our discipline has participated in the sustainability of entire cultures.
- Fall 2012: ANR 240 Soil Science / Fall 2012: ANR 360 Forest & Wildlife Management / Spring 2013: ANR 130 Plant Science / Spring 2013: ANR 498 SH Forest Dynamics / Sum 8 Wk-13: ANR 395 SH Grow Appalachia Internship / Sum 8 Wk-13: ANR 395 SH2 Horticulture Internship / Sum 8 Wk-13: ANR 395 SH3 Soil Bio & Eco Restoration / Sum 8 Wk-13: ANR 495 SH Ecological Restoration / Sum 8 Wk-13: ANR 495 SH2 Mussel and Fish Surveys / Sum 8 Wk-13: ANR 495 SH3 Agriculture Internship
- GSTR 410--Seminar in Contemporary Global Issues
- ENG 200/300: Henry David Thoreau's Walden
- ANR 100 (fall and spring) / ANR 386 Farm to Table / ANR 375 Farm Resource Management / ANR 330 Forage and Row Crop Production /
- Two Sankofa Journeys in 2012 and 13 / 1) Underground Railroad with Office of Admissions Bridge Program / 2) Civil Rights Seminar and Tour

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- N/A
- AFR/PSC/WGS 202 Women and African Americans in Politics. / PSJ 205 Peace/Social Justice Theory/Practice.
- CFS145- Affluenza was our text.
- Botany (BIO 114)
- N/A
- PEH 100 - We briefly discussed environmental health and what they were each doing to improve that component of wellness. We also have Nancy Melton and/or Chris Thomas come to all the PEH 100 courses to discuss responsible financial management.
- The PSJ 100 course I taught in the Fall of 2012, Foundations of Peace and Social Justice, was focused on questions of social and economic sustainability and justice. / / The two GST 150 sections I taught in Fall 2012 spent several weeks looking at issues of economic justice and sustainable economic development. / / The Summer I course, APS 227, was centrally concerned with researching an unusual environmental movement, the back-to-the-land movement.
- TAD 202 Photography / TAD 180 Graphic Communication and Design / TAD 213 Appalachian Crafts
- N/A
- None, but will for 2013-2014!
- ENG 280G Grant Writing, co-taught with Nancy Gift. This service-learning course focused on sustainability extensively throughout the semester. / / ENG/APS 140 Appalachian Literature leads students to discuss and write about sustainability issues throughout the course, including in the discussions around James Still's **River of Earth**, Ron Rash's **Saints at the River**, and Barbara Kingsolver's **Flight Behavior**, among others. / / ENG 485 Senior Seminar: Staging Identity engaged students in many discussions and readings about social justice, economic wellbeing, and place, as did GSTR 110 Only Connect: Liberal Education, Social Mobility, and Social Networks.
- PEH 100 Introduction to Lifetime Wellness...I believe this qualifies as human sustainability.

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- Amazingly, I have customarily addressed issues of Sustainability in all of my courses. In my History of Africa, Understandings of Christianity, Introduction To African ("Black") Psychology, and AFR Seminar courses, the issue of Humanity's relationship with the living Earth is something that relates directly to the subject matter addressed in all such courses. I always seek to interject into my class discussions how various peoples and cultures have looked upon the resources of our Earth. In the case of the Introduction to African Psychology course, I have assigned various readings which address how traditional African societies have viewed the Earth. This Fall, I've even been able to further this focus via the REL/AFR 136 course which I'm covering.
- NUR 448 - Community Health Nursing / HLT 251 - Obesity: From Cell to Community
- PED 204 Yoga, which I taught in the Fall 2012, Spring 2013 and summer 2013 semesters, includes readings, discussions, and meditations on the ways in which we, as individuals, support and respond to the natural, physical, emotional, energetic, and social environments of which we are a part. We specifically focus on the interconnectedness among all living beings.
- None.
- Nonw
- When hiring new faculty, which we have done a lot of in the last two years, we place an emphasis on hiring people who have an interest in or knowledge of sustainability in business. / / I have been researching the movement in sustainability accounting, the Sustainability Accounting Standards Board, and the concept of sustainability reporting to the investing public. As a member of the Members in Education Committee of the KYCPA, I am attempting to get a speaker on this year's agenda at the KYCPA Accounting Educators' Conference on Sustainability Accounting and the role of CPAs in sustainability reporting. I do not know if this will materialize at this year's conference, but it is an exciting new area of accounting. / / Supervised an internship of a student who's main topic was sustainability in NPOs.
- I do not have any readings, assignments or course activities on sustainability in either of my courses (BIO 101/BIO 102). However, basic economic sustainability practices are utilized in the laboratory setting. For example, students are reminded regularly about the expense of anatomical models and other lab equipment and the necessity for taking care of these materials for future student use. Students work in groups to decrease supplies required for the lab.
- None.
- GSTR 110
- Math 104--statistically analyzed real world data on sustainability.

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- None
- EDS 150
- N/A
- Fall 2012: APS 215 Sustainable Appal Comm (SENS); Credits=1; Enrollment=5 / Fall 2012: SENS 100 A Intro-Sustainability & Environ; Credits=1; Enrollment=16 / Fall 2012: SENS 215 Sustainable Appal Comm (APS); Credits=1; Enrollment=7 / Fall 2012: SENS 386 Integrated Eco. Household; Credits=1; Enrollment=11 / Spring 2013: PSJ 225 Envr Justice(AFR/APS/SENS/WGS); Credits=1; Enrollment=2 / Spring 2013: SENS 225 Envr Justice(AFR/WGS/PSJ/APS); Credits=1; Enrollment=16 / Spring 2013: SENS 340 Intro to Ecological Design; Credits=1; Enrollment=8 / Spring 2013: SENS 494 RO Experiential Learning Proj; Credits=0; Enrollment=1 / / Sum 8 Wk-13: ANR 495 MP3 Agriculture Internship; Credits=1; Enrollment=1 / Sum 8 Wk-13: ANR 495 SH Ecological Restoration; Credits=1; Enrollment=1 / Sum 8 Wk-13: TAD 395 MM Ecological Machine Design; Credits=1; Enrollment=1 / / Sum 13-1st 4 Wk: SENS 200 Intro Eco. Restoration (ANR); Credits=1; Enrollment=5 / Sum 13-1st 4 Wk: SENS 395 RO Community Organizing; Credits=1; Enrollment=1
- CFS 238 / CFS 441 / several internships included sustainability, exp. one in cooperative extension
- EPG Summer Institute / / 2. Hackbert, P.H. "Localizing the Appalachian Economy from the Inside Out." A presentation accepted at the Annual Meeting of the Community Development Society, Charleston, South Carolina, June 24, 2013. / / 3. Hackbert, P.H. and Jalissa Hunter. "Localizing the Rural Economy from the Inside Out." Appalachian Studies Conference, Appalachian State University, Boone, North Carolina, March 22, 2013. / / Mentored - Carpool Xpress, Inc. Daniel T. Redmond, participant in the Appalachian IDEAS Network Showcase, Berea College, Berea Kentucky, April 12-13, 2013. / / Mentored -Tec to Rec, Codie Monhollen and Tyler Burris, participants in the Appalachian IDEAS Network Showcase, Berea College, Berea Kentucky, April 12-13, 2013. / / Mentored -Lunchweb, Yoshua Reece, participant in the Appalachian IDEAS Network Showcase, Berea College, Berea Kentucky, April 12-13, 2013. / / Mentored - Helping Music, Jonathon Rios, participant in the Appalachian IDEAS Network Showcase, Berea College, Berea Kentucky, April 12-13, 2013. / / Mentored - Sai Thiha, "Executing an Economic Development Strategy in Berea." A project in collaboration with the Berea Economic Development Council, Sustainable Berea, and the Madison County Community Farm Alliance, Fall semester 2012.
- ENG 280, GSTR 210, SENS 100 (fall and spring)
- GSTR 332
- GSTR 410 / BUS 475 / BUS 364

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- CHM 101, CHM 131, CHM 345
- GSTR 310

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Do you or any of the students you mentor include sustainability concepts or projects in research, scholarship, or creative projects? If so, please explain.

- No
- In our field, we discuss the reuse of materials in the construction of scenic and costume elements. We also discuss the move to more energy efficient lighting technology (LED over incandescent)
- I find that a number of students who have an interest in Asian cultures also show an interest in environmental issues, and whenever possible, I try to accommodate these interests in my teaching and in course assignment options.
- No, I don't have that opportunity. I do know quite a bit about straw bale building (have built two buildings), and did work for Hudson River Sloop Clearwater, but I do not work directly with that here. I do have one student who is planning to join a sustainable commune-like organization when he leaves here.
- change the margins and save paper!
- None
- Sustainability concepts in regard to Healthcare, Homeless Populations, Veteran Population. / / Faculty Mentor to DNP student from Western KY Univ. Research Project on Cultural Concepts of Nursing. How to improve cultural competencies of nursing faculty? This will include how culture effects the sustainability of healthcare in different cultures, ethic groups, etc. The differing ways cultures sustain themselves throughout change, outside influence, etc.
- no /
- No.
- Yes, all the Enactus projects do.
- no
- It's in all of my teaching and scholarship.
- Some of my students choose to do research papers related to sustainability in GSTR 210.
- Some of the students I mentor are involved in campus organizations that focus on sustainability.
- We have just begun these efforts this year.
- My cross country team recyle on a regular basis.

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Do you or any of the students you mentor include sustainability concepts or projects in research, scholarship, or creative projects? If so, please explain., continued:

- If a student chooses to research such a project for a seminar paper. Last year one student worked on the feasibility of wind power in Japan.
- No
- Our summer URCPD regarding home health sensing looks at the home as an environment, and ultimately is work that will help us better understand how to build environmentally sound homes that are healthy for their occupants. Our goal is a low-cost sensing suite that can be integrated into new Habitat builds that serves to inform occupants as to the health of the air in their home as well as future Habitat designs and builds.
- No
- n/a
- n/a
- Yes. GSTR 410 / / Students are required to research global topics and write a paper or prepare a creative work dealing with the topic they investigated. Many students selected topics which I view as sustainability issues. They included the preservation of ocean coral reefs, the use of elephants in logging operations in India, the building of horse slaughter houses in Mexico and the U.S, the raising of dogs for human consumption and the possibility of insects as a viable alternative to meat consumption as a source of protein.
- Theatre is nothing if not creative and sustainable. It is what we do. We must problem-solve constantly. / Our work is based on thorough research of time periods, societies, countries, occupations, and characters. We must understand the culture in which the play is set, we have to know what was happening in the world at the time so we know all the influences on the world we are trying to re-create. My research includes not just fashion, but colors used, fabrics, techniques, and social status requirements. All the manners of the day are also important, so that the actors know how to wear a garment and why certain characters have specific requirements. / We also must re-create items that are not found for sale. We do a tremendous amount of craft work to replicate required items. We build crowns, chain mail, hats, jewelry and many other items needed by a production. Because we are limited in resources, we become very resourceful in creating the items.
- no
- None
- The internship students all present a oral presentation on their "lived" experiences and write a professional paper related to a topic that is related to their internship experience.

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Do you or any of the students you mentor include sustainability concepts or projects in research, scholarship, or creative projects? If so, please explain., continued:

- Summer Research - Salamander Diversity in Relation to Human Development
- I encourage re-cycling and minimal energy use in our activities...
- The Concert Choir and Chamber Singers and my voice students regularly study and perform music that is written on texts expressing the beauty of, value of, and sacredness of nature and the beauty of the environment that is God's creation.
- Only if their personal studio work takes them in that direction - which is their choice not mine and my role is simply as mentor.
- Yes, please refer to previous statements.
- No.
- See previous discussion of summer internships for 2013
- Some students choose to make a more conscience effort to be environmentally friendly in their wellness project for PEH 100.
- Eva Griffin, student in Soc 436, focused her senior research paper on student knowledge and beliefs of key environmental issues on campus. Her paper won first place at the annual meetings of Anthropologists and Sociologists of Kentucky.
- I participated in the Sustainability workshop in August 2013 to add sustainability content to my courses.
- No
- I include readings and projects involving social justice in all my courses. / Information and speakers on Mountain Top Removal, along with aspects of Environmental Education is a part of my EDS 215 course, Science for Elementary Teachers
- No
- none so far
- I often conduct summer research in environmental chemistry, along with one to several students. Most recently two students and I studied the occurrence and concentration of lead in soils around Berea college and town.
- No.

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Do you or any of the students you mentor include sustainability concepts or projects in research, scholarship, or creative projects? If so, please explain., continued:

- Yes. Students in my food policy class, along with another student intern I advised in the summer of 2013, work on the community food system assessment that was carried about by Berea Locally Integrated Food Economy (LIFE), the Community Farm Alliance, ECU students and faculty, and the Health Department. The student intern helped facilitated activities related to the assessment throughout the summer of 2013, and students in my class helped with data collection and analysis.
- / URCP project, "Humanitarian Wars," included exploration of ethical issues related to development theories and practices
- Often yes, but not in 2012-2013
- I believe this would me more in the Design area of Theatre. I know we recycle all of our wood - we use the same wood for as many productions as we can when students build the sets.
- The core of my work and teaching involves this definition of sustainability: literally everyone of the students who were in my classes last year completed final projects involving the definition of sustainability listed above.
- No
- Two final projects in GSTR 410 dealt with sustainability issues and the Olympic Games.
- We didn't in 2012-13, but we definitely do when I teach my GSTR 110 course.
- Several of the students in my classes chose research topics that included sustainability concepts, such as comparing traditional Cherokee agricultural techniques to those employed today, highlighting contemporary techniques that improved sustainability; or researching gender roles in mountaintop removal coal mining; or exploring how highway construction may or may not increase economic development while critiquing its role in creating or detracting from social justice; highlighting instances of environmental racism; attempting to determine how humans can sustain themselves and thrive in situations of social and environmental inequality - such as slavery. / Broadly speaking, my research and the lifestyles I promote include sustainability concepts such as are embodied in the BC great commitment of plain living, including promoting traditional, homemade music and dance rather than commercial entertainment as well as in highlighting the impact of race, class, and gender on cultural productions to ultimately promote an atmosphere of social justice and sustainable, long-lasting and fulfilling community creation.
- None
- N/A
- Thus far, I have not overseen or explored research in this area, but am considering a paper on cutlural sustainabilty through oral traditions soon (possible sabbatical topic).

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Do you or any of the students you mentor include sustainability concepts or projects in research, scholarship, or creative projects? If so, please explain., continued:

- Yes. / -Students who worked on my research project (over the summer) work on a project dealing with restoration of heavily disturbed lands- those that are surface-mined. Throughout the process, we discuss surface mining and all its social, economic, and environmental factors (and they create posters and a presentation to present on the project). / -The student who took ANR 498 Forest Dynamics did a research project looking at invasive species in the college forest- a project clearly linked with sustainability, He also did readings on climate change, management of forest ecosystems, etc. / -In both Soil Science, Plant Science, and Forest & Wildlife Mgt we discuss the impacts of humans on the environment, and ways to manage those impacts (ie. ways to be sustainable while producing food, timber, recreating, etc.) We discuss major social/environmental issues such as GMOs, dead zone, clearcutting, etc. / -The horticulture/agriculture internships involved students learning about food production and the impacts different practices can have on the environment
- No
- My students in ENG 124 occasionally write about sustainability-related topics.
- not this year
- N/A
- In PSJ 205, students have conducted Active Learning Experience (ALE) campaigns focusing on sustainability issues.
- N/A
- No
- The students in the APS 227 course performed original, primary research on an environmental movement that has yet to be well-researched. They generated 16 in-depth interviews with back-to-the-lander that explicitly addressed the interviewees understandings of the BTL movement as an environmental effort. These interviews have been (mostly) transcribed, and once finished and proofed, will be submitted to Berea College's Special Collections.
- TA's and students in Appalachian Crafts built projects from reclaimed and repurposed wood.
- N/A
- None, but will for 2013-2014!
- Many of the pieces in *Appalachian Gateway: An Anthology of Applachian Literature* (University of Tennessee Press 2013) address environmental and social sustainability in direct and indirect ways, and were chosen by the editors for inclusion in part to stimulate students' discussion and reflection on these essential issues for the Appalachian region.

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- No particular student comes to mind right now over the past year. But in previous years, I have had students inform me that they used what I shared in class to do other Sustainability oriented works. Graduates Kaia Godwin and Simone Bullen are two such students which come to mind from previous years.
- In NUR 448, students engaged in creative projects at their clinical sites in the community which, at least in part, focused on addressing social justice principles.
- My current research, Honoring our local heritage in contemporary choreography, seeks to link traditional music and modern dance motifs; One of my independent studies mentees has completed research on the male body across dance cultures; my PED 305 Improv and Choreo class recently completed a creative work that reflected an injustice in which they had each taken part (to themselves, to another human, or to another living thing); and my mentees for Kinetic Expressions have created pieces in many relevant topics: domestic violence, rage, the replacement of one generation by the next...
- No.
- No (although I am the advisor a double major in Spanish and Sustainability Studies), and an ANR major who is minoring in Spanish. We have had informal discussions on this topic.
- No.
- Not during the 12/13 academic year, but currently in the fall 2013 Painting III course.
- None
- Yes, students completed excellent learning centers designed to engage elementary, middle and high school students in exploration of sustainability including topics such as recycling, mountain top removal, erosion, impact of coal mining on small towns in Appalachia.
- N/A
- All the courses, internships and labor positions that I teach or oversee have sustainability issues as the main focus.
- All internships have a sustainability component, including cooperative extension and resource management for impoverished families. In my CFS 237/238 courses, sustainability is a major focus in student design projects.
- Sustainability concepts associated with the local living economy, food systems and resilient households are embedded in mentoring, and the EPP Program courses as cited above.

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- Yes, though this year this work with students was through the above classes. I am participating in a research project (early stages) with an anthropology professor from Pittsburgh.
- No - not specifically
- Yes. I have intentionally chosen environmentally relevant research topics to emphasize in CHM 131 research projects.
- Some students in my GSTR 310 and GSTR 410 courses choose topics that address sustainability concepts for their research projects.

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Within the context of your labor supervision duties (if you are a labor supervisor), do you emphasize sustainability practices or principles with your labor students? If so, please explain.

- No
- Constant and consistent reuse of materials.
- We use paper plates as little as possible and encourage students to bring their own mugs to Chill and Chat nights.
- No labor students last year.
- N/A
- We recycle materials that can be recycled - cardboard shipping boxes, packing materials, etc.
- NKA
- No
- Yes we do emphasize sustainability practices and principles with our labor students. As a department we try to be aware of material usage and discover ways to recycle materials while cutting costs where we can.
- It doesn't really apply in my case. I only have one labor student, and she is not engaged in activities which present much in the way of such issues.
- Not explicitly, I do sustainable practices.
- n/a
- The concept of sustainability has guided the College Farm since the last self study (2007). It is a laboratory for student learning and a model of sustainable agriculture in the region. Details can be provided if needed.
- TAs are the only students with whom I work, but we do try to conserve resources as much as possible (for instance, only using paper when necessary, and then, trying to use as little as absolutely necessary to accomplish the purpose).
- Not directly but I'm interested in how I could do this.
- No.
- Yes.
- Save paper when possible.

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- We attempt to recycle materials and to limit the use of paper copies.
- Only in small ways; we make a point to reuse as much material in lab as possible, and recycle appropriately by making bins readily available and keeping them empty (so people are not inclined to use the trash).
- we always emphasis conservation of chemicals/solvents in the department. This is one step in a sustainable use of resources.
- n/a
- As a labor supervisor, I try to stress the importance or our Seabury Center recycling program on a weekly basis.
- No, I do not emphasize sustainability practices, but I mention being practical and not exorbitant, especially in using financial resoruces.
- The Theatre has always used sustainable practices. We re-use costumes, set pieces and other items as a normal way of working. Of the costumes just for "Count Dracula" we recycled at lease 45% of the costumes used. I always see what is in stock first before making a new costume. Our only problem is in the sizes of stock as compared to the sizes of our actors, sometimes they just don't match.
- None
- N/A
- Yes, I do. I frequently remind my students of the value of recycling materials, and of using electronic files and communications instead of paper. This is especially true in the Choral Library and in reference to class handouts with my TA's. I have switched to Moodle in some of my classes to reduce paperwork for class communications and assignments.
- Nope
- Yes. We recycle and repurpose any and all equipment/material that we are able to given our limitations.
- I am not a labor supervisor.

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Within the context of your labor supervision duties (if you are a labor supervisor), do you emphasize sustainability practices or principles with your labor students? If so, please explain., continued:

- In the Foods Lab/Test Kitchen, our policy is to recycle packages, paper, cans, bottles, etc. We also contribute to the Campus compost site. We have energy conservation practices in the lab, and continue to practice effective budgeting of all resources, including real dollars, time, and human effort. Our cleaning supplies are environmentally-safe and friendly. We conserve our use of water and attempt to maintain effective air quality in the lab. We demonstrate best practices for food sanitation and food safety throughout the lab. The Lab assistant is responsible for demonstrating sustainable practices where applicable and appropriate.
- I try to encourage good stewardship of resources and sustainable practices to my labor students, including: their own workloads, trying to conserve resources, take care of equipment properly so that it lasts, etc. In a very tech-dependent activity such as film production I am very aware of the resources that go into the equipment we use, and try to inculcate that awareness to the students that both take my classes and work for those same classes.
- The Center for International Education hosts 40-80 people each week for its programs. It seeks to promote sustainable living by composting food waste, using locally grown food when available, avoiding pre-processed foods and excessive packaging and by not using disposable dishes. / We also encourage students who are going to study abroad to learn about sustainability in their host country. We do this through a program called "green passport."
- Yes. I train my students to recycle.
- We certainly work to conserve resources, not waste paper, recycle, etc.
- No
- Yes, mostly with regard to using electronic rather than paper resources, when possible, and recycling paper
- Yes, in terms of how we use and dispose of materials in the laboratories.
- Not a labor supervisor, but our office is mindful of paper use, and turning off room lights when not in use.
- My main duties as SENS labor supervisor are the operation and monitoring of the SENS House's mechanical, electrical and water systems; and overseeing garden and grounds maintenance. By its nature this supervision implicitly includes a sustainability emphasis.
- I discuss the meaning of frugality with my labor students, and we seek to use materials with care and thought in our work together.
- No.

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Sustainability Items Added to the Faculty Activity Report (FAR), December 2013

Within the context of your labor supervision duties (if you are a labor supervisor), do you emphasize sustainability practices or principles with your labor students? If so, please explain., continued:

- Yes. / Environmental sustainability: Labor students carry out recycling for our classrooms and labs and are invited to suggest ways to improve these processes. / Workload sustainability: labor students are regularly invited to suggest ways to improve workload.s
- I HATE printing papers - I do everything electronic. I have class discussion board on Moodle and I rely on e-mail quite heavily to answer my Teaching Assistant questions.
- I include several concepts of conservation and environmental consciousness in most of my courses including BIO 332 Mammalogy and GSTR 332. As a field course, BIO 332 provides an opportunity for the TA and I to discuss issues including species diversity, genetic diversity within species, and ecology as they relate to healthy, robust, and enriched environments. I feel tutoring sessions are more rich and inspiring as my TA feels more comfortable with the subject matter and more confident to both answer and ask provocative questions of participating students.
- I am director of the Loyal Jones Appalachian Center, as such my student staff regularly learns about and promotes issues of sustainability.
- Yes, we recycle when/what we can and try to limit disposable plastic waste in the lab. We try to use washable glass test tubes and bottles rather than disposable plastic whenever possible.
- not a labor supervisor
- I don't go beyond simple things like doing double-sided printing to save paper.
- Yes! I am always encouraging my labor students and those in my program to recycle all the waste they can and examine their labor practices to see if money and energy can be conserved through more efficient practices.
- Careful with resources; try not waste. Recycle.
- Yes, by helping them learn to be efficient with their time in order to maximize their productivity in order to retain energy for their course studies.
- The theatre, in its performance practice, has always been sustainable with regards to materials and use. This necessarily impacts and seeps into our labor supervision and environments. I think our greatest challenge is to publicize just how sustainable our program is.
- Yes- I supervise TAs for the courses explained above, and/or students that work with me over the summer on my research (also explained above). / I also supervise students working at the farm/gardens on some weekends, and I try to make sure they are following proper protocols which incorporate sustainable practices
- No

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Sustainability Items Added to the Faculty Activity Report (FAR), December 2013

Within the context of your labor supervision duties (if you are a labor supervisor), do you emphasize sustainability practices or principles with your labor students? If so, please explain., continued:

- no
- NA
- Yes. Particularly in the area of printing, scheduling, and long term learning. In music theory, most of the students at Berea College do not have the background or experience. It is a very difficult subject for all musicians, and it is primordial in acceptance rates for graduate schools.
- Yes. Conservation of paper (2-sided printing).
- I highly emphasize recycling of paper- and plastic-based materials to my labor students.
- I discuss with my labor students the importance of recycling and double sided printing.
- Yes I encourage them to use all of our resources responsibly and not to be wasteful with materials so the budget can work as effectively as possible. Also as individuals who work with a full array of individuals I expect them to treat everyone fairly and with respect. We also have a tendency to have numerous conversations about responsible spending since I have a close working relationship with my student workers.
- My only labor supervision to date has involved TAs or TA/PLs for writing seminars. These positions are focused primarily on other concerns; sustainability practices and principles have not been a point of emphasis.
- Yes, in all of my labs we recycle and reuse paper, plastic and wood.
- Other than recycling, it is not generally relevant.
- No, though I hope to have something here for 2013-2014 also...
- My TAs work with me to promote low-paper/paper-free writing classrooms.
- Not at this time.
- NA - do not supervise labor students.
- In so far as we try to work digitally as much as possible... I don't stress sustainability practices with my TAs.
- Not really.
- Yes, recycling, and reducing use of paper.

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Sustainability Items Added to the Faculty Activity Report (FAR), December 2013

Within the context of your labor supervision duties (if you are a labor supervisor), do you emphasize sustainability practices or principles with your labor students? If so, please explain., continued:

- T.A.s are responsible for maintaining labs. Glassware and other supplies that can be sanitized are reused each semester for different courses. T.A.s were asked to make a blood typing manipulative similar (but better) than one that can be purchased from a biological supply company. This not only allowed the T.A.s to be innovative, but it also made the T.A.s and students in the class aware of the most basic form of economic sustainability. The production rather than the purchase of a similar activity saved approximately \$500.
- I have my teaching assistants scan materials and upload to Moodle instead of photocopy as much as possible.
- I encourage labor students to consider their work and its impact on their environment and those around them.
- Yes. Use recycled materials to construct math manipulatives. Also maintain a collection of material available to EDS students to use in their classroom activities.
- Conservation of paper / Not xeroxing unless we absolutely have to do so, trying to go electronic for readings
- Yes. TAs are expected to recycle and to run copies in the most efficient ways possible.
- N/A
- The nine SENS labor positions all focus on research and demonstration of actions to increase household and community sustainability.
- My students are very aware of being resourceful and thrifty. We reuse materials as possible and in the HMMH residents and the hall coordinator recycle regularly.
- Yes, all the SENS labor students are working on sustainability.

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