

BANNAN GRANT PROPOSAL COVER PAGE	Date:	4/26/10
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1.	Proposal Title	Curricular and Programming Development of the Environmental Studies Institute					
2.	Name of Applicant	Leslie Gray					
3.	Phone	408-298-4048		E-Mail	lcgray@scu.edu		
	Fax	408-554-2312					
4.	Type of Grant (check one)	<input type="checkbox"/> Bannan Grant			<input checked="" type="checkbox"/> Dialog & Design Grant		
5.	Required: Provide your 4-6 letter department or program ID. This is not a fund number. (i.e. ECON for Economics Department; LACLNC for Law Clinic)						
	Department/Program ID	E	N	V	S		
	Contact Person	Leah Nakasaki			Extension	7086	
6.	If your department does not provide administrative assistance to manage grants, we will provide assistance. Will you be in need of assistance to manage your grant?				<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No
7.	Total cost of proposed project:				\$	3700	
8.	Amount requested from the Ignatian Center:				\$	3700	
9.	Amount requested from other sources, if any (please list):				\$		
					\$		
					\$		
10.	Please briefly explain what will happen to this project if you do not receive funding from the Ignatian Center: We are planning on going ahead with this no matter what the funding status. If we do not receive funding, then we will approach the Art's and Science's Dean's office for funding and use some of our excellence funds. We would prefer not to do that as we use those funds for research, student awards, etc.						
	Leslie Gray			Leslie Gray			4/26/10

Supervisor Approval	Name (type/print)	Signature	Date
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Submit all proposals to: Theresa Ladrigan-Whelpley, Ignatian Center for Jesuit Education, Sobrato Hall, Room 34, Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053-0454. tladriganwhelpley@scu.edu
Electronic **copies** of proposals via email are encouraged.

BANNAN GRANT PROPOSED BUDGET	Date:	
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Proposal Title			
Name of Applicant			
I estimate that I will spend the requested funds as follows:			
<u>Primary Account</u>	<u>Description</u>	<u>Amount</u>	
SUPPLY	Office, lab, instruction supplies	\$	
PHONE	Telephone charges	\$	
REPROD	Copying, printing	\$	
MAIL	Postage, mailing, fax charges	\$	
BSTRVL	Domestic transport, lodging, meals	\$	2200
INTRVL	Foreign transport, lodging, meals	\$	
SPCEVT	Food, room charges for special event	\$	500
CONTRS	Guest speaker honoraria, research subject fees, professional services	\$	1000
MISC	Publications, subscriptions, membership dues	\$	
STFSAL	Staff salaries	\$	
SWAGE	Student wages	\$	
FACSAL	Faculty salary	\$	
BENEXP	Benefit expenses for faculty, staff, student	\$	
	TOTAL	\$	3700

****Please Note:** In the event that this grant is awarded, your department is responsible for any associated overdrafts.

BANNAN GRANT PROPOSAL EVALUATION FORM	Date:	
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Proposal Title	Curricular and Programming Development of the Environmental Studies Institute		
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Name of Applicant	Leslie Gray		
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Phone	408-551-7054	Email	lcgray@scu.edu
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Part I:	<i>(To be completed for submission along with your original grant proposal.)</i> List the intended outcomes for this project: (use additional pages if necessary)		
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The outcome of this project will be a proposal to create a new Environmental Studies and Sciences Department and to fund a stand-alone Environmental Studies Institute. This proposal will be finished by September 30, 2010 with the goal of having approval for both of these transitions by June 2011. This will increase the capacity of ESI and ESS to support Sustainability Initiative activities.

Pending approval of your grant, Parts II & III are to be completed at the end of your grant period

Proposal Budget				
Account Number	Fund	Dept ID	Program	Activity

Part II:	Briefly describe the actual measurable outcomes of this project and the assessment tools you used: (use additional pages if necessary)		
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Part III:	Describe any other outcomes of your project.

Project Title: Dialog and Design Grant for Curricular and Programming Development of the Environmental Studies Institute

I. Statement of Problem

The Environmental Studies Institute is in a time of transition. Not only are our majors growing at a rapid pace, with the new campus and community garden, the Americorps grant that supports garden outreach, the establishment of outreach activities at Ulistac Natural Area and our collaboration with the Office of Sustainability, our programs are also expanding. With this rapid growth, we are outgrowing our current leadership model (one director that serves as the equivalent of a department chair and program director), our curricular configuration and our physical space. With the adoption of sustainability and environmental justice as an important priority for Santa Clara, this is an auspicious time for rethinking our programs and curriculum. As part of our program review process, our external reviewers suggested that we consider several large changes to our curriculum and our programs. To facilitate our planning process, we are requesting funding from the Ignatian Center, through a Dialog and Design Grant, for a retreat to contemplate how we can redesign our curriculum and expand our sustainability-related activities to serve both our majors, the university and our local and global communities.

The changes we envision making involve our curriculum, our organization and our staffing. We plan to develop a proposal to create an Environmental Studies and Sciences Department with two stand-alone majors and a stand-alone Environmental Studies Institute with a separate director. Our external program reviewers recognized that our programmatic and curricular activities have a certain synergy. They referred to this as the “magic”. We have been able to merge our curricular and co-curricular activities in ways that have enhanced our interaction with our students and built partnerships with campus and community members. We are cognizant that any changes we make could endanger the “magic” that is ESI, so we would like to think this process through in a measured and creative way, through a facilitated retreat with ESI and non-ESI faculty and staff. Because sustainability encompasses so many elements at the core of a Santa Clara education including science, ethics, spirituality and dialog, we believe that a retreat will help us to fit our transformation into the spirit of a Jesuit Catholic education and help further our goals to become a leader in sustainability education and environmental justice.

Curricular Change

Our major curricular change will be to create an Environmental Studies and Sciences Department with two stand-alone majors. A primary benefit of a new ESS department will be that this new department will become free to focus on pedagogy. With the instructional functions as its sole obligations, the program could focus on the particular set of goals which guide the construction of an optimal curriculum, without its attention drawn away by the other needs of an institute.

One of the primary changes we will make in our curriculum is to make the Environmental Studies companion major a stand-alone major like the Environmental Sciences major. In reviewing competing programs for our program review self study, we could find one other university with an Environmental Studies companion major. Initially we constituted the Environmental Studies major as a companion major because of concerns as to whether Environmental Studies was a coherent discipline with a well-defined career path. These concerns no longer apply. Environmental Studies has become an area of study that is recognized as a legitimate area of academic investigation as indicated by the presence of programs in other undergraduate institutions, graduate programs, professional journals and societies. It conveys a coherent body of information and a set of methodologies with intellectual rigor. It also leads students to predictable career paths. Professional opportunities for graduates with a bachelor's degree in environmental studies abound. Our recent environmental studies graduates have had first-time employment in fields such as municipal planning, environmental education, organic gardening and farm management, regulatory and policy analysis jobs in state and federal government, advocacy in non-profit organizations, environmental consulting, park management and interpretation, and green businesses.

Furthermore, the companion major status prevents us from making important curricular changes to our studies major such as requiring students to take additional science-based classes. The companion major is also an undue burden on our Environmental Studies students, forcing them to complete two majors when many of them are only interested in one. As part of the creation of two stand-alone majors, we will create a common core curriculum for both majors so that they will share a common core of required vertically and horizontally integrated courses. We would like to reduce the number of introductory courses from three to two, while creating new intermediary course requirements in policy, science and environmental thought.

Expanding the Programming Capability of the Environmental Studies Institute

The Environmental Studies program now has significant programming. Programs include:

- **Office of Sustainability:** This office is located in ESI and is responsible for campus sustainability promotion, education and activities. The Office of Sustainability spearheads campus efforts to meet the American College and University Presidents Climate Commitment to reduce greenhouse gas emissions and measures, reports and benchmarks campus sustainability. The Office represents SCU's sustainability programs to the University and to the public. It implements programs related to promoting a culture of sustainability at SCU, regularly interfacing with University programs/departments/organizations that have existing sustainability initiatives. Finally, the Office fosters and enhances use of campus as a living laboratory.
- **Community Outreach Programs:** Our outreach programs are centered around issues of environmental justice. Programs include the Bronco Urban Garden Americorps program and Forge Garden that works in partnership with the Arrupe program to promote gardening programs in

low-income communities of color. Our programs at Ulistac Natural Area involve science education and free-play with nature, also with low-income communities of color. The Sustainability Decathlon works with local high schools to create a competition to Green local high school campuses.

- **Campus Programs:** ESI also serves campus through sustainability across the curriculum programs, a speaker series, RLC programming through SLURP (Sustainable Living Undergraduate Research Project) and international programs in Baja and Costas Rica. We also play a leadership role in campus sustainability issues and work with campus student groups to promote sustainability.

Because of our significant growth in programming, the leadership model of having one director who oversees the management of a department and of programs is no longer feasible. Access to Institute activities by other entities across campus can improve if it is no longer constructed organizationally as a companion of the environmental curriculum. We think that a center which is clearly in support of the entire curriculum would have enormously expanded fund-raising potential. As our external reviewers pointed out, many other institutions have competed successfully for millions of dollars in grants supporting sustainability across the curriculum, supporting interdisciplinary teaching, and supporting environmental justice initiatives – as well as grants supporting the kinds of projects that ESI presently does. This kind of funding would permit the number and variety of projects being offered to expand, to the benefit of all.

Activities of an Enhanced Environmental Studies Institute:

These are some of the activities that we hope to expand upon through an enhanced Environmental Studies Institute:

- Work with the Centers of Distinction to promote interdisciplinary environment-related programming;
- Assist faculty to enhance environment and sustainability related content in their teaching across all University Colleges;
- Enhance educational connections between the classroom and co-curricular activities, campus sustainability operations and global education;
- Expand opportunities for student-faculty research and independent study;
- Assist students on design of study programs for the exploration of problems of sustainability within the context of their chosen majors;
- Encourage student engagement in community service that promotes Sustainability;
- Enhance connections with Silicon Valley business and NGOs;
- Expand collaborations with other U.S.-based and international sustainability programs.

II. Methods

We are planning a two-day retreat at Sequoia Retreat Center in Ben Lomond during finals week in June 2010. Incidentally, Sequoia Retreat Center was created in 1949

in order to search for unity in the disciplines of science and religion in the belief that each sought universal truths about reality.

The goals of the retreat will be to formulate a proposal for curricular and programmatic changes. We have made significant progress in the curricular change piece and will spend the majority of the workshop thinking about programmatic changes. The core of this discussion will include ESI faculty and staff but we would also like to invite some of our campus partners to help us through this shift.

Some of the questions that we would like to address include:

- 1) How can we make this change without diminishing the considerable synergies that exist between our curriculum and our programs?
- 2) How can we create synergies with existing centers, schools and programs at SCU? Examples of expanded collaborations include Arrupe and Ignatian Center, STS, Markkula, Business School, Engineering, Public Health Sciences, etc.
- 3) Should we develop areas of focus? Should we develop a leadership role in selected regional issues such as water resources, environmental hazards, regional climate change, regional biological diversity, sustainable agriculture, or urban design?

The retreat will be a mix of sessions involving planning but also reflective opportunities through nature walks and informal discussion. We would like to bring in a facilitator to help us engage these issues and think outside of the box.

III. Individuals Involved

Faculty and Staff from the Environmental Studies Institute

Leslie Gray, Executive Director
Michelle Marvier, Professor
Iris Stewart-Frey, Assistant Professor
Patrick Archie, Director, Campus and Community Programs
John Farnsworth, Renewable Term Lecturer
Sean Watts, Lecturer
Lindsey Cromwell, Director, Office of Sustainability

Other Potential Participants/Visitors

Dennis Gordon, Professor, Political Science
Michelle Bezanson, Assistant Professor, Anthropology
Laurie Laird, Arrupe Program
Amy Shachter, Chemistry and Provost's Office
Jessica Gagnon, Food and Agribusiness Institute

IV. Budget

One night, One and a half Days at Sequoia Retreat Center: \$2200
Honorarium for Facilitator: \$1000

Consultative Meetings/Lunches to continue into fall quarter: \$500

Total: \$3700