

1. Mission and History

Mission

The Environmental Studies Program is interdisciplinary in nature, reflects the current state of the field, recognizes the relationship between human behavior and nature in ecological issues, and responds to the Jesuit call to promote environmental justice and ethical stewardship of the natural world.

Our mission is clearly aligned with the University of San Francisco's (USF) Vision Statement which reads: "The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world." Further, considering our commitment to interdisciplinarity, our focus on collaborative learning and collective action, and our efforts to merge theory and practice, classroom and community, our mission is closely aligned with a number of USF's Core Values, including:

- Learning as a humanizing, social activity rather than a competitive exercise;
- A common good that transcends the interests of particular individuals or groups;
- Diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- Social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations; and
- A culture of service that respects and promotes the dignity of every person.

History

The Environmental Studies Program saw its genesis in fall 1997 when Jim Brown (Biology/Environmental Science; retired) and Tom MacDonald (Environmental Science) noticed a large exodus of Environmental Science (ENVS) majors who maintained an interest in environmental issues but chose to explore it through other majors, such as Politics and Sociology. A meeting of College faculty, including our own Vijaya Nagarajan (Theology and Religious Studies), was convened and in fall 1998 they worked out an Environmental Studies curriculum based entirely on existing courses and resources. After the College Curriculum Committee approved it in fall 1999, the Board of Trustees requested more math and science courses. A new course on environmental data analysis was added and the Trustees approved it. The Program in Environmental Studies (ENVA) started in Fall 2000. From 2000-03 Jim Brown chaired ENVS and served as the de facto ENVA Program Director. From 2003-06 Jack Lendvay (ENVS) served as ENVA Program Director. From 2006-09 Steve Zavestoski (Sociology) served as Program Director followed by Lendvay again from 2009-10. From 2011-14 Zavestoski and

Gerard Kuperus (Philosophy) served as Co-Program Directors. Finally, since our last APR, Maggie Winslow (Energy Systems Management) served as Program Director during 2015-16, Jeff Paris (Philosophy, Dean's Office) during 2016-17, and David Silver (ENVA) from January 2018 to present, with Zavestoski stepping in during Silver's 2020-21 sabbatical.

Our first and only Academic Program Review (APR), conducted in 2013-14, was instructive. Although we were proud of our Program and our then-recent initiatives, including an ambitious curriculum revision, the unit was fraught with faculty tensions, especially between ENVA and ENVS. This was not lost on the external reviewers, who noted: "Many ENVA and ENVS faculty are under-supported, overworked, wrung out, and, in many cases, exasperated with each other. Above all, it is clear ... that many ENVA and ENVS faculty in the last few years have been at loggerheads on issues that they hold dear."

The reviewers gave the Program an overall "Good" rating, and offered four main recommendations, all of which we took seriously and carried out. They included:

1. Establish an ENVA Task Force, chaired by then-Associate Dean Chris Brooks, that would explore the pros and cons of ENVA remaining a program, becoming a department, or merging with ENVS to become the Department of the Environment.

Action: Directly after the Self Study, an ENVA Task Force was established, headed by Chris Brooks and drawn from both ENVA and ENVS, to consider our possible futures. These conversations, which culminated in a retreat hosted by then-Associate Dean Michael Bloch, did not produce a decision but it did increase mutual understanding and decrease distrust between the two units. Shortly after the retreat, two ENVS faculty, Jack Lendvay and John Calloway, stepped down from the ENVA Faculty Board, while four other ENVS faculty – Gretchen Coffman, Calla Schmidt, Stephanie Siehr, and Maggie Winslow – remained.

2. Hire an outside chair, preferably with senior standing, with a broad interdisciplinary background.

Action: Taking this suggestion seriously, we secured a tenure line and began our search. Although we found a number of wonderfully qualified assistant professors, we were unable to find one with ample leadership and administration experience. The idea of hiring a junior faculty member to lead our

Program was problematic. However, the job search process helped us refine and further agree upon what we were looking for and, a year later, we excitedly hired Adrienne Johnson in December 2016.

3. Appoint faculty members to the Advisory Board at a higher level than 0 FTE that would allow them to focus on ENVA.

Action: Following the external reviewers' suggestion, the Dean's Office, led by then-Dean Marcelo Camperi, helped facilitate the movement of three tenured faculty to ENVA. Between 2014-15, professor Steve Zavestoski moved from Sociology to ENVA and associate professors David Silver and Melinda Stone moved from Media Studies to ENVA. In December 2016, ENVA hired its first ever tenure track assistant professor, Adrienne Johnson, thereby increasing the number of full-time ENVA faculty from zero (in 2013-14) to four today.

4. Draft bylaws that would establish agreed-upon decision making processes.

Action: In spring 2018, then-new Program Director David Silver and affiliate faculty member Dana Zartner (International Studies and Law) worked together to draft ENVA's first ever bylaws, which were passed unanimously in April 2018 and continue to provide clear guidelines on everyday operations, voting procedures, and faculty responsibilities.

Today, we are a vital, functional, and friendly Program. We offer USF students an ENVA major (46 units), an ENVA minor (20 units), and an Urban Agriculture minor (20 units). Our Faculty Board is comprised of four core faculty (Adrienne Johnson, David Silver, Melinda Stone, and Steve Zavestoski), three affiliate faculty (Brian Dowd-Uribe, International Studies; Vijaya Nagarajan, Theology and Religious Studies; and Tanu Sankalia, Art + Architecture), and one library liaison (Carol Spector, Gleeson Library). We also work with seven extraordinary adjuncts (Walker Abel, Rachel Brand (PHP), Kim Carfore, Novella Carpenter (PHP), Aaron Frank (PHP), Sam Mickey (PHP), and Antonio Roman-Alcalá).¹

In addition to serving our majors and minors (see Students section), ENVA significantly serves USF's Core Curriculum, especially in the areas of Core E (Social Science) and Core CEL (Community-Engaged Learning). With respect to Core Social Science, we

¹ PHP stands for preferred hiring pool and signifies a successful and long-standing record of adjunct teaching.

offer Environment and Society (ENVA 109), three different first year seminars (Food and Farming in San Francisco, Golden Gate Park, and Humanity & Future Earth, all ENVA 195), Urban Ag: Fall (ENVA 230), and Urban Ag: Spring (ENVA 233). With respect to Core Community-Engaged Learning, we offer 3-4 sections a semester (plus 2 sections in summer) of Community Garden Outreach (ENVA 245), Environmental Studies Internship (ENVA 396), and Capstone (ENVA 450).² Through our ENVA affiliate faculty, we also offer classes in Core D2 (Theology and Religious Studies) and Core D3 (Ethics). The ENVA Program also offers courses that contribute to majors and minors in Gender and Sexualities Studies, International Studies, Legal Studies, Philosophy, Public Service and Community Engagement, Theology and Religious Studies, and Urban Agriculture.

Environmental Studies is vitally connected to nearly every department and program across campus and we work regularly with faculty and students to produce events, sponsor speakers, and create cross-course collaborations. Our faculty also work with and contribute to teaching and research centers such as the Center for Research, Artistic and Scholarly Excellence (CRASE, co-directed by Tanu Sankalia), the Tracy Seeley Center for Teaching Excellence (CTE), The Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition, The Leo T. McCarthy Center for Public Service and the Common Good, Thacher Gallery, The St. Ignatius Institute, The Center for Global Education, The Fromm Institute for Lifelong Learning, The USF Institute for Nonviolence and Social Justice, and University Ministry. Further, many of us participate regularly in USF's Global Women's Rights Forum and Human Rights Film Festival. Finally, we also collaborate regularly and creatively with the USF Community Garden, the USF Seed Library, the USF Food Pantry, and the USF Zine Library.

Today, Environmental Studies is a reinvigorated Program, thrilled to have four core faculty members, a brilliant and generous group of affiliate faculty, and committed and passionate adjuncts. As discussed further in the Curriculum section, we spent the better part of the 2018-19 year discussing, debating, and revising our curriculum making it more manageable (and, in some cases, possible) for students to major in ENVA and making it more balanced disciplinarily. With bylaws guiding our decisions, the process brought us together and afforded all of us a safe space to share ideas and perspectives. Through regular meetings between ENVA Program Director David Silver and then-ENVS Chair Jack Lendvay, much of the animosity and distrust between ENVA and ENVS has reduced and, as discussed in the Plans for the Future section, we look to

² Recently, USF has begun the process of transforming one of its Cores from Service Learning (SL) to Community-Engaged Learning (CEL). Last year, Community Garden Outreach was officially converted to CEL; this year, we will work to convert Environmental Studies Internship and Capstone from SL to CEL.

codify these practices and processes to ensure sustained trust and communication. And finally, we established multiple channels for student feedback of the major and, as discussed further in the Curriculum and Students sections, have used this feedback to develop new courses that explore environmental justice and cultural difference.

2. Learning goals and outcomes

April 25, 2017, ENVA approved the following Program Learning Outcomes (PLOs) for the major:

1. Demonstrate an understanding of the roles of humans and institutions in creating and responding to environmental issues;
2. Integrate perspectives of multiple disciplines to understand the complexities of human-environment interactions;
3. Apply scientific principles to environmental problems;
4. Critically analyze socio-culturally appropriate strategies to address environmental problems; and
5. Connect environmental problems to issues of social justice through study and community engagement.

Also on April 25, 2017, we approved the following PLOs for the minor:

1. Demonstrate an understanding of the roles of humans and institutions in creating and responding to environmental issues;
2. Apply scientific principles to environmental problems; and 3. Connect environmental problems to issues of social justice.

These PLOs represent a refinement of the previous PLOs which had been in place since 2009.

Finally, for the Urban Ag minor, the following PLOs were established when the minor launched in 2010:

1. Integrate diverse perspectives to understand today's complex food systems;
2. Demonstrate an understanding of the food and environmental movements and contribute to various efforts taking place within San Francisco and the Bay Area;
3. Master advanced skills in organic gardening and urban homesteading, and demonstrate an ability to grow, harvest, prepare, and preserve food grown in San Francisco; and

4. Work collaboratively and network with others within USF's Community Garden and in community gardens and kitchens across the Bay Area.

3. Curriculum

General Overview

Environmental Studies is an interdisciplinary program that values social scientific, humanistic, and scientific approaches to study the human relationship with the natural world. Our wide array of courses cover perspectives ranging from political, legal, and economic to artistic, historical, and spiritual standpoints and deploy classroom-based, field-based, and community-engaged pedagogical approaches. Our curriculum reflects a commitment to both social and environmental justice, and aims to inspire students to transform the world beyond classroom walls. We are fortunate to be located in the heart of San Francisco – a privilege that affords us easy access to vital environmental spaces and the individuals, communities, and organizations that live and work within these spaces. Because of this, we use the city as a “living laboratory” where every corner serves as a site for further exploration, learning, and social action.

To this end, ENVA faculty prioritize the forging of meaningful relationships with local actors and activists in order to develop courses and projects with tangible community impact. A small portion of the local organizations we have partnered with include The San Francisco Bicycle Coalition, San Francisco Children & Nature, St Anthony's Dining Room, Garden for the Environment, and the Center for Urban Education about Sustainable Agriculture (CUESA). Field trips to local sites such as the Tenderloin People's Garden, Alemany Farms, Golden Gate Park, and Indigenous Women Rising New Moon Ceremony also play a large part in helping students make connections between theory and praxis. Through Vijaya Nagarajan's Community/Environmental Studies Internship class, students work with a wide range of local organizations and non-profits, including San Francisco's Department of the Environment, the David Brower Center, The Sunrise Movement, Open Hand, The Presidio Trust, The Sierra Club, Friends of the Urban Forest, Pachamama Alliance, International Forum on Globalization, California Institute for Community, Art, and Nature, Golden Gate Park's Arboretum, California Academy of Sciences, MLK, Jr. Center for Peace, and the Surfrider Organization.

2019 Curriculum Redesign and Justification

In 2018, ENVA began what would become a year-and-a-half conversation and consensus-building about and around our curriculum. We began by identifying a number of problems with our existing curriculum, including:

1. At 58 units, many USF students could not major in ENVA. We were literally turning away students who wanted to major in ENVA because they could not fit the major into their remaining schedule. Further, it was nearly impossible for transfer students to major in ENVA due to the 58 units requirement.
2. Second, our curriculum was disciplinarily imbalanced. Our majors were required to take, for example, four Environmental Science and math classes and one Humanities class.
3. Finally, our past curriculum was developed when ENVA was staffed entirely by affiliate faculty. After acquiring four full-time faculty, we desired our curriculum to better represent our faculty teaching and research areas.

In 2019, after much discussion, the ENVA Faculty Board decided to no longer require ENVA majors to take three classes: Air and Water with Lab (ENVS 212), Quantitative Skills for Environmental Studies (ENVA 255), and Cornerstone (ENVA 311). The curricular changes reduced our major from 58 to 46 units, thereby aligning it with other USF programs that average around 40-44 units. Because our changes directly affected ENVS (both Air and Water and Quantitative Skills were taught by ENVS professors) and because of the historical tensions between the two units, Program Director David Silver met multiple times with then-ENVS Chair Jack Lendvay, keeping them abreast with our discussions and developments.

These curricular changes incorporated feedback and insights gained through multiple student-led projects and events that gave students the opportunity to voice their concerns and desires for the ENVA major. For example, in Fall 2018, ENVA student Darla Maridueno took a directed study with Prof. Adrienne Johnson to assess diversity in Environmental Departments across US Colleges. This study resulted in a student-led forum by and for Environmental Studies students of color that brainstormed ways that ENVA can better meet the needs of students of color. The results of this forum as well as a subsequent survey of all ENVA majors were compiled into a paper and presented by Darla at an ENVA faculty meeting in fall 2019. Another example of student-led feedback and input happened in spring 2019, when a group of Capstone students organized and led a students-only town hall meeting and a series of surveys to gather feedback from all ENVA majors and minors on curriculum and program offerings. Findings included students' desire for more community-engaged opportunities and more classes about race, gender, sexuality, and the environment. These findings were presented during Capstone's final forum and shared with ENVA faculty.

2019-20 Urban Studies Concentration within the Environmental Studies Program

In 2014, Tanu Sankalia (Art + Architecture) and Pedro Lange-Churion (Modern and Classical Languages) ushered through a new Urban Studies major (URBS) that began

enrolling students in 2015. URBS has consistently attracted a small but steady number of students yet without full-time faculty or the ability to create a strong identity and presence for the major it has struggled to achieve the growth it ought to have given the opportunities provided by our location in San Francisco, global patterns of urbanization, and the growing attention to urban challenges and opportunities.

Professor Sankalia approached Environmental Studies in 2019 about the possibility of moving the Urban Studies program under Environmental Studies. Five months of discussions and meetings followed, aiming to establish the interests and priorities of both Environmental Studies (ENVA) and Urban Studies (URBS) so that an agreeable approach to an initial integration of URBS into ENVA could be reached. Through a highly collaborative and collegial process an agreement was arrived at to integrate Urban Studies into Environmental Studies by creating the option of an Urban Studies concentration for students in the Environmental Studies major. The Environmental Studies Program now offers two types of degrees: BA in Environmental Studies and BA in Environmental Studies with an Urban Studies concentration.

We are excited to introduce more students with environmental interests to dynamic field of urban sustainability and the ways in which urban studies more broadly provides lenses for understanding urban environmental challenges and opportunities. This new partnership situates us at the intersection of converging trends and challenges: global urbanization, the role of cities in adapting to and mitigating climate change, the impact of COVID-19 on cities, the urban inequalities exposed and exacerbated by COVID-19 and climate change, the opportunities for cities to respond nimbly and creatively to each of these challenges, and the need to maintain the relevance of higher education by preparing students with perspectives and tools for entering a world defined by these challenges.

New Class Availability

In direct response to student feedback as well as emerging research and teaching interests of faculty, we now offer several new courses. In spring 2020, we offered two new special topics (ENVA 390) courses: Gender and Environment (taught by Adrienne Johnson) and Race, Gender, and Food Justice (taught by Antonio Roman-Alcalá). Both courses explore environmental issues through the lenses of intersectionality, oppression, and social justice. Further, in fall 2020, Gerard Kuperus designed a special topics class called Thinking and Acting With(in) Nature: Indigenous, Western and Asian Perspectives. Unfortunately, the class did not fill however we hope to offer it in the near future. In addition to developing new courses, faculty are committed to modifying existing courses to include a greater focus on intersectionality and cultural difference.

Finally, Rachel Brand, Novella Carpenter, Vijaya Nagarajan, David Silver, and Melinda Stone were or are part of the McCarthy Center's Community-Engaged Learning Teaching (CELT) Fellows Program that has allowed them to re-imagine and re-design their existing classes to include more engagement with community partners and organizations.

Although the program is committed to launching courses that speak to the interests of students, there are some forces beyond our control that make this challenging. In spring 2019, under then-Provost Don Heller, USF launched a new course enrollment policy that required courses to have a minimum of 15 enrolled students for the instructor to be fully paid. Historically, a course would be allowed to run if there were a minimum of 8-10 students registered; additional leeway was given if the course was being offered for the first time. For newer faculty whose teaching reputations are still fairly unknown among students, this policy has unfavorable effects since students are less likely to enroll in a course taught by a professor they do not know. From the standpoint of the professor, the policy serves to disincentivize the development of new courses due to the burden of planning and preparing a course that may not run. As a result of this policy, Adrienne Johnson's proposed fall 2019 course, Extraction, Hope, and Healing was cancelled. We will continue to value and prioritize feedback from students and offer courses that engage with themes suggested by them to the best of our abilities.

Affiliated Minors

Environmental Studies Minor

Our ENVA minor is popular among students interested in complementing their major with environmental issues. To complete the minor, students take a total of 20 units: Environment & Society and Introduction to Environmental Science w/ lab (4 units each); one course of the following: Environmental Justice, Environmental Policy, or Environmental Ethics (4 units); and 8 units worth of Electives which are comprised of classes offered by multiple programs and departments including ENVA, Art + Architecture, Communications, ENVS, International Studies, Media Studies, and Urban Studies.

Urban Agriculture

In fall 2007, Professors Melinda Stone (Media Studies, ENVA) and Seth Wachtel (Art and Architecture, ENVA) launched The Garden Project, a first-year living-learning community. The success of this initiative launched the Urban Ag minor in Fall 2012. It focuses on three integrated areas: food systems and food justice; food production and distribution; and community-building and collaboration. To fulfill the minor, students

take five courses: Community Garden Outreach; two courses in organic gardening (Urban Ag: Fall and Urban Ag: Spring); and two electives from a list of interdisciplinary courses that includes The Anthropology of Food (ANTH 235), Community Design Outreach (ARCD 400), Advanced Culinary Skills (BUS 389), Feast and Famine: A History of Food (HIST 341), and Green Media (MS 301).

International Program(s)

Specific information on this is provided in the Diversity and Internationalization section.

Graduate Program

Although the ENVA Program does not have a graduate program, many of our faculty, including Brian Dowd-Uribe, Adrienne Johnson, Vijaya Nagarajan, Tanu Sankalia, and Stephen Zavestoski, teach and advise graduate students enrolled in International Studies, Migration Studies, and Urban and Public Affairs.

4. Assessment of Student Learning

Assessment of student learning under the 2013 curriculum took place on and off between 2015, when the then-new curriculum was first implemented, and 2019. Our assessment process during that period influenced the decision to revisit the curriculum again and gave shape to our present curriculum.

From 2018-19 onward, ENVA coordinates annual assessments of each of our PLOs, as required by USF. For example, during 2018-19, we collected and examined student work “products” from Environmental Justice (ENVA 367) and Senior Capstone Seminar in Environmental Studies (ENVA 450) to assess the following PLO: “Connect environmental problems to issues of social justice through study and community engagement.” Importantly, our assessment activities go hand-in-hand with our multiple efforts to gauge our students’ ideas and aspirations for Environmental Studies. The outcomes of these qualitative assessment approaches are reported in the Curriculum section.

The most important step we took in closing the loop on our quantitative and qualitative assessment work was to engage in a year-long discussion and debate about our curriculum – in particular, working to decrease it from 58 to 46 units and thereby allowing our students to supplement required classes in social science and science with cultural diversity and community-engaged learning classes. This also had the effect of opening up room for students to take more electives, especially in the areas of community engaged learning and environmental humanities, which in turn creates opportunities for our core faculty to teach to their strengths.

Going forward, we have two objectives. First, as a somewhat newly-formed core faculty, we are committed to continuing ongoing discussions about how to reconfigure ENVA classes and curriculum that de-center traditional Western, white, and male approaches to environmentalism. Second, we are committed to developing new classes that reflect a disciplinarily-balanced – humanities, social sciences, and sciences – approach to our field.

5. Faculty

Our full-time faculty consists of four core faculty members, three affiliated faculty members, and one library liaison.

Our four **core faculty** members (Adrienne Johnson, David Silver, Melinda Stone, and Steve Zavestoski) have backgrounds in, respectively, geography, American Studies, communication, and sociology and cover the bulk of our required and elective classes as well as the lion's share of advising.

Our three **affiliate faculty** (Brian Dowd-Uribe, Vijaya Nagarajan, and Tanu Sankalia) come from diverse departments – International Studies, Theology and Religious Studies, and Art + Architecture, respectively – serve on our faculty board, teach about one ENVA course a year and often advise a few of our majors and minors.

In addition to core and affiliates, our faculty board includes our **library liaison**, Carol Spector, who attends faculty meetings and participates as an essential, voting member.

In addition to our official faculty board, we often consult and collaborate with our "Friends of ENVA," faculty members from across the disciplines who have been part of past faculty boards but have recently stepped down due to other commitments; they include: Gerard Kuperus (philosophy), Marilyn DeLaure (Communications), Stephanie Siehr (ENVS), Calla Schmidt (ENVS), and Dana Zartner (International Studies, Law, and Honors College).

Additionally, we work with seven adjunct faculty members: Walker Abel, Rachel Brand, Kim Carfore, Novella Carpenter, Aaron Frank, Sam Mickey, and Antonio Roman-Alcalá. Most of our adjuncts have been teaching for the Program for over five years and two of them, Rachel Brand and Novella Carpenter, have received USF's Distinguished Adjunct Teaching Award and have taken on leadership roles within the Urban Ag minor. Others

have been added more recently to teach our popular Nature Immersion course. All of them make excellent and essential contributions to the Program.

Bios of the Full Time Faculty

Brian Dowd-Uribe is an interdisciplinary social scientist with research interests in international development, food systems, political ecology, water security and agroecology. He uses both qualitative and quantitative methods to analyze the impacts of novel food, water and agricultural policies on marginalized groups. He develops this overarching interest in three topical areas: he examines: (1) the social, ecological and political dimensions of genetically engineered (GE) crop introductions, (2) the linkages between the liberalization of food and agricultural sectors, and social differentiation, and (3) whether and how water governance reforms mitigate conflict and promote equitable water management. He develops these research interests primarily in sub-Saharan Africa (Burkina Faso), but also in Latin America (Costa Rica) and the USA (California and New York City). Recent articles have been published in the *Journal of World Development*, *Journal of Rural Studies*, *Peasant Studies*, *Journal of Agrarian Change*, *Geoforum*, *African Affairs*, *Water Alternatives*, and *Landscape and Urban Planning*, among others. He recently co-edited a 2020 book from the University of Arizona Press titled, *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica*.

Adrienne Johnson is a trained geographer whose research centers on the political ecology and resource geographies of Ecuador's palm oil industry with a specific focus on Afro-Ecuadorian, smallholder and company participation in the Roundtable on Sustainable Palm Oil (RSPO) certification scheme. Recent articles on this work have appeared in the journals *Development and Change*, *Journal of Rural Studies*, *Journal of Latin American Geography*, and *Geoforum*. Another strand of research is focused on feminist and decolonial understandings of research in extractive industries. She co-edited and contributed to a special issue on this topic in *Environment and Planning E* (2020) and contributed a chapter to this topic in the book, *The Handbook of Critical Resource Geography* (2021). Adrienne has developed research relationships (ongoing since 2019) with the Amah Mutsun Tribal Band, a non-federally recognized tribe in Central CA. She has an article based on these engagements forthcoming in *Earth System Governance Journal*. She is an elected member of the Conference of Latin American Geographers Board of Directors and was awarded USF's Mentor of the Year Award in 2021.

Vijaya Nagarajan, Ph.D. is an Associate Professor in the Department of Theology/Religious Studies (and Chair, 2018-2020) and an Affiliate Professor in Environmental Studies (a foundational and core member of the ENVA Advisory Board, 1997-current). She created and put through the Curriculum Committee a new required course for all ENVA majors – The Commons: Land, Water, and Air (2008-2013) – and has been teaching the course every Fall since 2013 (except for a sabbatical). She has also taught at Harvard University and at the University of California, Berkeley. A highly interdisciplinary scholar, she researches in the fields of Hinduism, Gender, Ritual, Art, Ethnomathematics, The Commons, Nonviolence, Religion and Ecology, Spiritual Autobiographies of Landscape, Climate, Ivan Illich, Energy and Ethics. Her publications have been used in courses in Religious Studies, Religion and Ecology, American Studies, Art History, Folklore, and Engineering Ethics. Her recent book, *Feeding A Thousand Souls: Women, Ritual, and Ecology in India, An Exploration of the Kolam* (Oxford University Press, 2019) interweaves ethnographic research on daily rituals of generosity with the earth goddess, Bhudevi, articulating theories of embedded ecologies in Hindu folk practices. She is currently working on the following book-length research projects: *Begging for You*, a double autobiography of immigration, faith, energy, and landscapes; *Recovery of the Commons*, an edited volume of key critical essays on the commons; *On the Languages of the Commons*, a theoretical and ethnographic research project on the commons of sand, seaweed, and forests in India and California; and *Hinduism and Climate*, a series of linked essays. As the co-founder and co-Director of the small, volunteer-run Recovery of the Commons Project/Institute for the Study of Natural & Cultural Resources since 1984, she has worked closely with environmental groups in India and the US, and co-organized large and small community educational events with artists, writers, philosophers, and activists on the commons. She has conducted many public on-stage interviews of leading environmental writers, thinkers, and activists (including Vandana Shiva, Amitav Ghosh, Terry Tempest Williams, Arundhati Roy, Peter Matthiessen, Rina Swentzell, among others). She also serves on the True Blue Leadership Circle Team at Baykeepers, an environmental law non-profit which defends the SF Bay. She has earned a B.S. in Political Economy of Natural Resources; an MA in South Asian Civilizations; and a Ph.D. in Tamil Language, Literature, Anthropology/Folklore/Art History, all from University of California, Berkeley.

Tanu Sankalia is professor in the Department of Art + Architecture, and coordinates the Urban Studies concentration within the Environmental Studies

program. He teaches courses in urban planning and design, architectural and urban history, and architectural design. He was trained in urban design at UC Berkeley, and in architecture at the School of Architecture, Ahmedabad, from where he graduated with a gold medal for the best diploma thesis. Professor Sankalia's research and creative work covers a wide range of topics related to architecture and urbanism, from the local context of the San Francisco Bay Area to the global perspectives of India and Latin America. His articles and essays have appeared in the *Journal of Urban Design*, *Journal of Urban History*, *Journal of Planning History*, and *City*, among others. He is co-editor of *Urban Reinventions: San Francisco's Treasure Island* (University of Hawaii Press, 2017), and is currently completing a book manuscript titled *The Urban Unseen: San Francisco's Interstitial Spaces*. Professor Sankalia is co-director of the Center for Research Artistic and Scholarly Excellence (CRASE) at the University of San Francisco. In 2011, he co-founded El Círculo, one of the longest standing faculty and staff reading groups on campus, which meets weekly during semesters to read and discuss critical theory.

David Silver is Associate Professor and Program Director of Environmental Studies and co-founder and affiliate faculty in the Urban Agriculture minor at the University of San Francisco. Fiercely interdisciplinary, David's training is in American Studies and Internet Studies and his original USF appointment, in 2006, was in Media Studies. For nearly a decade, David has been writing and building a multimedia history of the farm at Black Mountain College, exploring and highlighting the role of the farm and food as vital sites of collaboration and community-building. His work appears in *The Journal of Appalachian Studies*, *The Journal of Black Mountain College Studies*, and *Leap Before You Look: Black Mountain College 1933–1957*, has been exhibited twice as massive video walls and immersive spaces at North Carolina State University's award-winning Hunt Library, and is forthcoming in 2022 as a book, *The Farm at Black Mountain College*. David's innovative work with libraries has led to keynote talks at multiple library conferences, including the American Library Association, Association of College and Research Libraries (ACRL) – Oregon & Washington, the California State Library Association, *Designing Libraries for the 21st Century*, and the United States Agricultural Information Network (USAIN). For the last three years, David has served as faculty mentor to the USF Food Pantry and with help from a 2021-22 Star Route Farms Faculty Award he and his students distribute fresh Star Route Farms produce to USF students through the campus food pantry.

Melinda Stone is an artist who does community engaged social practice projects with students. Currently she is very enthused with the process of her students engaging with the West Marin community where Star Route Farms is located. So far, her students have created one local newspaper about Star Route Farms, have hosted an ongoing monthly community meal in the Bolinas downtown park, have worked with middle school students at the Bolinas school on stewardship projects, and have assisted with tending the land activities at Commonweal Garden. She is currently coordinating the Bolinas Language Exchange, directing the Bolinas Book Exchange, and writing and drawing for small scale publications that request her work.

Stephen Zavestoski is a Professor in the Environmental Studies Program at the University of San Francisco. He has co-edited books such as *Social Movements in Health* (2005, Blackwell), *Contested Illnesses: Citizens, Science, and Health Social Movements* (2012, UC Press) and *Incomplete Streets: Processes, Practices and Problems* (2014, Routledge). He is also co-editor of the Routledge book series "Equity, Justice and the Sustainable City." His research areas include environmental sociology, social movements, sociology of health and illness and urban sustainability. Dr. Zavestoski's previous research has also covered topics such as ecological identity, consumerism, and the effects of the Internet on public participation in environmental regulatory rulemaking processes.

Teaching

During the last two academic years, ENVA faculty taught a wide range of classes. These classes, listed below, do not include non-environmental classes taught by affiliate faculty in their home departments nor directed studies/independent studies courses.

Brian Dowd-Urbe: Nature Immersion; Politics of International Aid and Development; Global Food Security

Adrienne Johnson: Environmental and Society; Environmental Justice; Special Topics: Gender and Environment

Vijaya Nagarajan: Commons: Land, Water, and Air; Community/Environmental Studies Internship

Tanu Sankalia: Introduction to Urban Studies; Urban Planning and Design

David Silver: Community Garden Outreach; Food/Culture/Storytelling; Golden Gate Park first year seminar

Melinda Stone: Community Garden Outreach; Nature Immersion; Special Topics: Environmental Education Teaching Stewardship; Capstone Practicum in Environmental Studies

Steve Zavestoski: Methods in Environmental Studies; Special Topics: Sustainable Cities and Green Gentrification; Nature Immersion; Health and Environment; Capstone Practicum in Environmental Studies

ENVA faculty are involved in research, community engagement, and other creative endeavors that inform their teaching and place them at the forefront of their fields. All full time tenure-track and tenured faculty at USF are contractually obligated to teach 18 units a year (or 36 units over two years). This typically results in a teaching load of two courses per semester and every fourth semester a teaching load of three courses.

In general, ENVA faculty teach the classes they wish to teach, as long as all of our required classes are accounted for. All core faculty teach both required classes and electives and both core and affiliate faculty are encouraged to suggest, develop, and teach special topics classes (ENVA 390) that address their own and our students' interests. When faculty are interested in teaching a new special topics class, they present their proposed syllabi during faculty meetings. By all accounts, the process is supportive, constructive, and collegial and colleagues work collectively to suggest racially, gender, and geographically-diverse readings and topics.

Additionally, when the Program Director notices students are hungry for particular subjects, they often encourage appropriate faculty to teach such a course. For example, as discussed in more detail in the Curriculum section, when students requested more classes on cultural difference and environmentalism, Silver reached out to core and affiliate faculty, and recruited a new adjunct faculty member, to develop and teach such courses. These include: Adrienne Johnson's Gender and Environment; Antonio Roman-Alcalá's Race, Gender, and Food Justice; and Gerard Kuperus' Thinking and Acting With(in) Nature: Indigenous, Western and Asian Perspectives.

We are an encouraging and supportive crew. We like and respect each other. There is consensus among the three senior full-time faculty and affiliated faculty that junior faculty should be protected in terms of teaching load and class selection in order to ensure time for research. As a result, past and present Program Directors Zavestoski and Silver assign our junior colleague, Adrienne Johnson, her first choice of classes and, when possible, multiple sections of a single class. As a unit, we try our best to carve out time from our faculty meetings to discuss teaching practices, although we could probably do this more often.

Outside of ENVA, there are formal programs that exist to support our teaching. Adrienne Johnson participates in USF's Mentorship-Buddy program and participated in

USF's Educational Technology Services (ETS) Summer Intensive Program. Five of our faculty, Rachel Brand, Novella Carpenter, Vijaya Nagarajan, David Silver, and Melinda Stone have participated (or are participating) in the McCarthy Center's Community-Engaged Learning Teaching (CELT) Fellows Program. Nearly all of us reported attending, learning from, and contributing to teaching events and workshops sponsored by the Tracy Seeley Center for Teaching Excellent and one of our faculty, David Silver, serves as a CTE Peer Coach. Finally, as discussed in the Technology, Online Learning, and Library section, we often integrate our teaching with Gleeson Library and benefit greatly from having our library liaison, Carol Spector, a member of our Faculty Board.

Mentoring and Directed Studies

In addition to teaching full loads, all core faculty advise between 20-40 ENVA majors and minors with the program director advising considerably more. Our affiliate faculty members advise anywhere between 0-5 majors and minors. Our senior core faculty have agreed to give fewer advisees to junior faculty. Further, several faculty members mentor student clubs. Adrienne Johnson helped establish, mentors, and serves as faculty advisor to the Black, Indigenous, People of Color Students for the Environment Club. Recently, David Silver has been working with members of BIPOC Students for the Environment to co-organize our Sustainability Cafes, our monthly speaker series, and Melinda Stone has worked with them to have general meetings in the USF Garden. Steve Zavestoski mentors and serves as faculty advisor to Leading Environmental Activism for the Future (LEAF), a USF chapter of the Sunrise Movement. Brian Dowd-Urbe is active in the Arrupe Human Rights Observatory, a faculty, staff, and student consortium elevating Human Rights issues principally in Latin America. Novella Carpenter mentors and serves as faculty advisor to USF's Garden Club, a student-led club focused on urban agriculture practices and food justice. Up until recently, our faculty have been involved in mentoring the Eco-Restoration club. Finally, ENVA students can request a directed study with faculty to combine an internship, work experience, or intellectual interests with structured independent learning.

Research

As can be expected from faculty within an interdisciplinary program, our research takes many directions and employs multiple methods and approaches. In general, our primary research areas include: Environmental Justice, Urban Agriculture, Environmental Humanities, Urban Studies + Sustainability, and Community-Engaged Learning. In addition to more traditional scholarship, we also produced engaged scholarship through large-scale land stewardship projects (Melinda Stone) and digital environmental humanities projects (David Silver).

We are all active scholars. Collectively, our books include: Brian Dowd-Urbe's *The Ecolaboratory: Environmental Governance and Economic Development in Costa Rica* (Coeditor, University of Arizona Press, 2020); Vijaya Nagarajan's *Feeding A Thousand Souls: Women, Ritual and Ecology in India, An Exploration of the Kolam* (Oxford University Press, 2019); Tanu Sankalia's co-edited anthology *Urban Reinventions: San Francisco's Treasure Island* (University of Hawaii Press, 2017); David Silver's co-edited anthology *Critical Cyberculture Studies* (NYU Press, 2006) and *The Farm at Black Mountain College* (forthcoming 2022); and Stephen Zavestoski's *Social Movements in Health* (Blackwell, 2005), *Contested Illnesses: Citizens, Science, and Health Social Movements* (UC Press, 2012) and *Incomplete Streets: Processes, Practices and Problems* (Routledge, 2014). Steve continues his work as coeditor of the influential Routledge book series, "Equity, Justice and the Sustainable City."

Further, since our last APR, we have published our scholarship in nearly a dozen anthologies and in the following academic journals: *African Affairs*, *Brick Journal*, *Environment and Planning E*, *Development and Change*, *Geoforum*, *International Journal of Illich Studies*, *Landscape and Urban Planning*, *Journal of Agrarian Change*, *Journal of Appalachian Studies*, *Journal of Black Mountain College Studies*, *Journal of Latin American Geography*, *Journal of Peasant Studies*, *Journal of Planning History*, *Journal of Rural Studies*, *Journal of Urban Design*, *Journal of Urban History*, *Santa Clara International Law Journal*, *Traditional Dwellings and Settlements Review*, *Water Alternatives*, *World Development*, and *Worldviews: Global Religions, Culture and Ecology*.

Public Scholarship

ENVA faculty work hard and creatively to share our findings with academic and general audiences. Further, many of our faculty are involved in large, high impact events that engage both campus and the greater Bay Area community. Some of these events include:

In April 2018, Brian Dowd-Urbe organized a film screening and moderated discussion featuring some of the most important thinkers and critics of biotechnology, including Belinda Martineezu, Doug Gurian-Sherman and Ignacio Chapela. A full auditorium watched the film, *Food Evolution*, followed by a panel discussion and questions from the audience.

In September 2018, Adrienne Johnson co-organized "Climate Change, Extractive Industries, and Indigenous Land Rights," a highly attended event

(nearly 200) affiliated with former Gov. Jerry Brown's Climate Change Action Summit. The dynamic panel featured Corrina Gould, Co-founder of Indian People Organizing for Change and the Sogorea Te' Land Trust; Valentin Lopez, Tribal Chairman of the Amah Mutsun; Caleen Sisk, Chief and Spiritual leader of the Winnemem Wintu Tribe; and Dana Zartner, International Studies and then-ENVA affiliate faculty; and was moderated by Alexii Sigona, member of the Amah Mutsun and then-USF undergraduate student.

Vijaya Nagarajan co-organized with the Thatcher Gallery a ritual art exhibit for six weeks on the kolam; the kolam was created with ephemeral rice flour on raised wooden platforms by five visiting Tamil-American women folk artists in the K-Atrium Lobby Area and the Roof Terrace Exhibit Area (March-April 2019)

In September 2019, Vijaya Nagarajan helped to organize "Soil Not Oil: A Conversation with Dr. Vandana Shiva." Drawing on their over three decades long friendship, Professor Nagarajan and Dr. Shiva dug deeply into the state of seeds, seed sovereignty, and environmental justice. The event, sponsored by the Honors College, attracted over 200 people.

And in February 2020, then-ENVA affiliate faculty member Gerard Kuperus organized a three-day conference on titled Coastal Zen: "Zen and Place" that featured a keynote talk by Okumura Roshi who leads *sesshin* (intensive meditation retreats) and *genzo-e* (Shobogenzo study retreats) at Sanshinji and at various other centers in the US and around the world.

Research Support, Fellowships, Grants, and Awards

All faculty have received numerous Faculty Development Funds, or FDF, to support their research, teaching, creative works, and professional development. Additionally, ENVA faculty have worked hard to apply for and secure both internal and external funding. Since our last APR, ENVA faculty have received the following grants and awards:

Brian Dowd-Urbe: Jesuit Foundation Grant (2020); Mapping Biotechnologies in Africa Grant from the 11th hour Foundation (2020)

Adrienne Johnson: Educational Technology Services (ETS) Summer Intensive Fellowship; Mellon Humanities Research and Teaching Award; USF Mentor of the Year Award (2021); 6+You Initiative for Transformation Racial Justice Grant (2021)

Vijaya Nagarajan: Djerassi Foundation Award; Kathryn Green Fund Fellowship Award; Mailman Foundation Award; McCarthy Center's Community Engaged

Learning and Teaching (CELT) Fellowship; Multicultural Environmental Leadership Development Initiative; USF's Post-Sabbatical Merit Award

Tanu Sankalia: CRASE Interdisciplinary Action Group Grant; Dean's Undergraduate Research Grant; MacDowell Fellowship; USF's Post-Sabbatical Merit Award

David Silver: Center for Creative Photography's Josef Breitenbach Research Fellowship; CRASE Interdisciplinary Action Group Grant; Engage San Francisco Grant; McCarthy Center's Community Engaged Learning and Teaching (CELT) Fellowship; Scholar-in-residence twice (in Summers 2014 and 2015) at the James B. Hunt Jr. Library at North Carolina State University; Star Route Farms Faculty Award; Wattis Award / Star Route Farm Scholarly Activity Award; 6+You Initiative for Transformation Racial Justice Grant

Carol Spector: CRASE Interdisciplinary Action Group Grant

Melinda Stone: Engage San Francisco Grant; McCarthy Center's Community Engaged Learning and Teaching (CELT) Fellowship; multiple awards from the Stinson-Bolinas Community Fund

Steve Zavestoski: Davies Professorship; Engage San Francisco Grant; two-time Fulbright Specialist (to the Indian Institute of Information Technology – Gwalior in 2014 and to Smolensk State University in Russia in 2016); Visiting Scholar at the Finnish Environment Institute

Service

ENVA faculty consistently and productively engage in service across all sectors of the University. We serve on campus committees including the College Curriculum Committee; Faculty Development Fund; Faculty Advisor Board of Internationalization (FABI); Global Women's Rights Forum Organizing Committee; USF's Sustainability Committee (or Green Team); The Star Route Farms/College of Arts and Sciences Grant Committee; and the USF Teaching Award Committee. ENVA faculty members have led a Faculty Learning Community (FLC) on field study courses and one on spreading sustainability across the curriculum; speak at recruitment events like Discover USF, Destination USF, and Admitted Students; facilitate student-run events that explore nature and spirituality, including USF's Tu B'Shevat and Sukkot celebrations; and give public talks and radio appearances that highlight the vital work we do in ENVA and at USF. ENVA faculty have collaborated with Gleeson Library to establish and maintain the USF Seed Library and Gleeson Garden, have worked closely with the USF Food Pantry, and have built a long-term relationship with St Cyprian's Church, located nearby at Turk and Lyon, to provide USF students with a space to work on food-related community-engaged projects.

One of our biggest service contributions has been Melinda Stone's original vision for USF to purchase Star Route Farms. For over two years, Melinda worked tirelessly to recruit USF professors who would teach on the farm, build community support within Bolinas for USF's purchase of the farm, and nurtured relationships with donors who would eventually make gifts towards the purchase of Star Route Farm. Other ENVA faculty, including Brian Dowd-Urbe, David Silver, and Steve Zavestoski have worked hard to support this vision and reimagine what community-engaged learning and environmental action could look like on a campus farm.

Many of our ENVA core and affiliate faculty perform their service *in addition to* serving as Chairs and Coordinators of other majors and minors: Vijaya Nagarajan just finished chairing Theology and Religious Studies; both David Silver and Melinda Stone have directed the Urban Ag minor; and Brian Dowd-Urbe currently (and heroically) serves as both Chair of International Studies and Program Director of the MA in International Studies.

Off campus, our faculty perform a range of services for Bay Area community organizations, including: Community representative supporting county supervisors to pass legislation to limit short term rentals in Bolinas; Director of the Bolinas Book Exchange; Co-director of the nonprofit Recovery of the Commons/Institute for the Study of Natural & Cultural Resources; and Co-Garden Manager of Peralta Elementary School. We are active members of community organizations such as the San Francisco Bicycle Coalition, Bike East Bay, SF Baykeepers, and Sierra Club Bay Area chapter.

6. Departmental Governance

The ENVA Program is an independent, interdisciplinary academic program in the College of Arts and Sciences. Because of its unique history (see History section), it has traditionally been closely associated with the Department of Environmental Science. Indeed, it was an outgrowth of ENVS, its first Program Directors were from ENVS, and the majority of its original Faculty Board were from ENVS. Over the years, this relationship between ENVA and ENVS has created tensions, a situation that was highlighted in our last Self Study. As a result of the Self Study, an ENVA Taskforce was established to discuss and explore, among other options, ENVA and ENVS coming together under an umbrella Department of the Environment but there were no clear advantages to merging the programs. ENVA remains an independent, interdisciplinary Program.

Since our 2013-14 APR, ENVA has worked hard to establish its own identity and governance. Having four core faculty has certainly helped as has having an engaged and interdisciplinary set of affiliate faculty.

Further, as a result of a suggestion from our last APR, Environmental Studies developed bylaws. In spring 2018, then-new Program Director David Silver and affiliate faculty member Dana Zartner worked together to draft ENVA's first ever bylaws, which were passed unanimously in April 2018. The bylaws provide clear guidelines on everyday operations, voting procedures, and faculty responsibilities, and are a valuable part of our program governance.

The Program is governed by an eight person Faculty Board, led by a Program Director. As of last year, the Program falls under the Associate Dean for the Social Sciences, Josh Gamson. Before this, we worked with Associate Dean of the Sciences, Christina Tzagarakis-Foster, clearly a product of its outgrowth from ENVS.

7. Students

Environmental Studies attracts a diverse student body who are motivated to learn about the natural world and to put that knowledge to use towards greater sustainability and justice. We have grown steadily during the last ten years, from 53 majors in 2013 to 58 majors in 2016 to 72 majors in 2021 (See Figure 1). A similar trend can be seen in the total number of minors as well, from 18 in 2014 to 22 in 2017 to 27 in 2021. It is important to note that we had a huge class during the 2018-2019 year, with over 100 majors and minors.

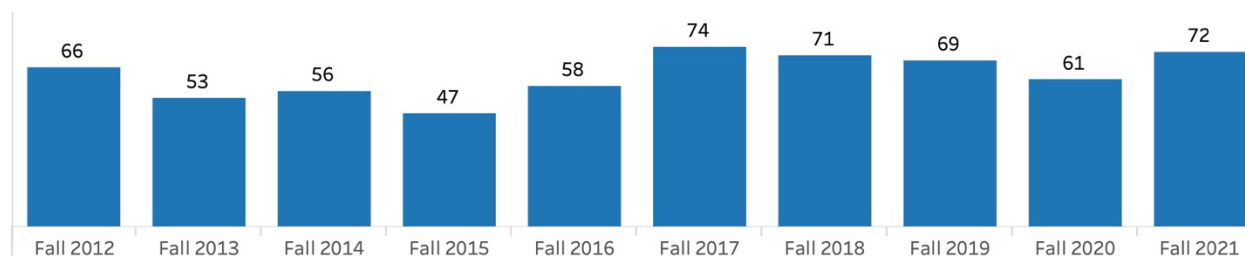
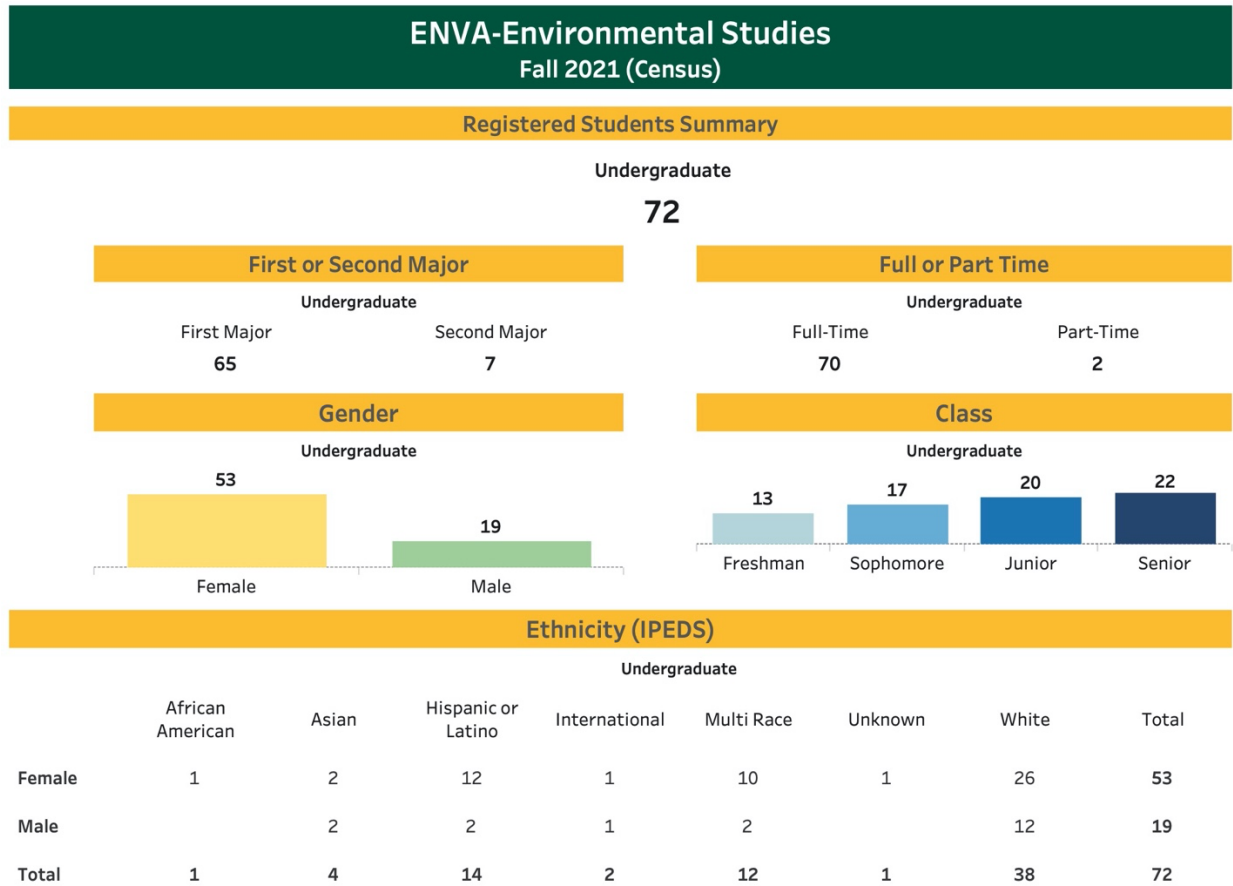


Figure 1. ENVA Majors, 2012-21.

Demographics

The undergraduate gender ratio is 64% female and 36% male, which reflects the gender breakdown of the College as a whole. The major has increasingly reflected the changing demographics at USF as it relates to ethnic identity, with some exceptions. The overall population of students identifying as white has gone down from 57% of majors in 2011 to 45% of majors in 2020, but is higher than the campus average of 27%. The share of self-identifying Hispanics and Latinos has risen from 17% in 2011 to

29% in 2020, which is higher than the University average. The number of self-identifying Asian (5%) and African American (2%) are lower than campus averages (21% and 5% respectively).



Data Updated: 9/27/2021 4:31:14 AM

Figure 2. ENVA majors demographics, 2021.

Recruitment and Retention

The Program has a vibrant faculty and student body that seeks to build ENVA identity and community, and recruit and retain a diverse cohort of students. When it comes to recruitment, our faculty are involved in traditional outreach activities, including the Major/Minor Fair, and other recruitment events such as giving short lectures at admissions events like Discover USF, Destination USF, and the Admitted Student Visit Program.

Secondly, perhaps our best recruitment method is our classes, especially our introductory course and First Year Seminars. Full-time faculty members Adrienne Johnson and Steve Zavestoski teach our intro course – Environment and Society (ENVA 109) – which fulfills Core E, attracts students from multiple majors, and always results in

new ENVA majors. Further, ENVA core, affiliate, and adjunct faculty also develop and teach First Year Seminars (FYS), which introduce students to the university and city as well as to some of the major topics within Environmental Studies. Our first-year seminars include: Vijaya Nagarajan's Voice, Memory and Landscape: Spiritual Autobiographies of Place; David Silver's Golden Gate Park; Rachel Brand's Food and Farming in San Francisco; and Aaron Frank's Humanity and Future Earth.

Community Building

We work hard, creatively, and collectively to build community within our Program. Our major community-building activity is our Sustainability Café Speaker Series. The Sustainability Café series are held three or four times per semester during lunch hour and traditionally feature a talk and Q and A from a faculty member or local professional working in the environmental sector. Our Cafés begin with lunch, usually catered but sometimes supplied by the students enrolled in Community Garden Outreach (ENVA 245), giving students and faculty a chance to break bread, sit down, and check in with each other. Sustainability Cafés are very well attended, with anywhere from 30-50 students and faculty present at each event. Recently, in response to student feedback and to further our goal of diversifying our programming, we have reconfigured our Sustainability Café speaker series to include more female speakers, more speakers of color, and, for the first time, student speakers. We have also worked hard to transform it from academic-based works to both academic and activist-based work. In 2019, Program Director Silver organized Sustainability Cafés featuring USF students from the Transparency Campaign (a student organization working to divest USF from fossil fuels) and UC Berkeley students who founded Black Earth Farms and led a successful campaign to ban toxic herbicides on Berkeley's campus. Recently, Silver worked with "Black, Indigenous People of Color (BIPOC) Students for the Environment" to co-organized our spring 2020 Sustainability Café speaker series.

Another main community-building activity revolves around the USF Community Garden and the food it produces. Each Thursday, adjunct professor and USF Garden Manager Novella Carpenter hosts open garden workdays that attract both experienced and inexperienced students to work together to prepare beds, turn compost, and install irrigation. The garden workdays are great equalizers, with first year students and seniors working alongside faculty and often USF staff to better our garden. Likewise, students enrolled in our multiple sections of Community Garden Outreach (ENVA 245) plan, organize, and run our popular campus farm stands in front of Gleeson Plaza. Serving their friends, peers, and professors delicious meals made from fresh produce is empowering to students and the farm stands attract all kinds of students, including our Environmental Studies and Urban Ag majors and minors. Until Covid, students enrolled

in Community Garden Outreach plan, organize, and run monthly community dinners at nearby St. Cyprian's Church. Although dinner guests include members of USF and SF, housed and unhoused, they are especially popular among Environmental Studies students who take time away from their busy schedule to break bread together and build community.

In addition to the changes described above in reference to the Sustainability Café series, the Program has undertaken significant efforts to specifically welcome and retain a more diverse study body. In fall 2018, an ENVA student, Darla Maridueno, worked with professor Adrienne Johnson to organize a student-led forum by and for environmental studies students of color that highlighted the whiteness of the environmental movement and brainstormed ways that ENVA can better meet the needs of students of color. The results of this forum as well as a subsequent survey for all ENVA majors were compiled into a paper and presented by Darla at an ENVA faculty meeting. The general thrust of the student-led feedback sessions was that ENVA should offer many more classes that focus on and interrogate the overlaps between cultural difference (especially in terms of race, gender, sexuality, and class) and environmentalism and environmental action. As a direct result of this student-led initiative, Program Director Silver recruited prominent bay area food activist and academic Antonio Roman-Alcala to develop and teach a special topics class in spring 2020 titled Race, Gender, & Food Justice. Further, ENVA faculty member Adrienne Johnson developed a special topics class Gender and Environment offered in spring 2020, and ENVA affiliate faculty member Gerard Kuperus agreed to develop a special topics class called Thinking and Acting With(in) Nature: Indigenous, Western and Asian Perspectives for fall 2020.

Finally, ENVA works closely with ENVS to sponsor annual events to professionalize and celebrate our students and build community among the two units, their faculty, and their students. Each fall, ENVA and ENVS sponsor a graduate school luncheon, where USF alumni share the ins and outs of graduate school with our students. Each spring, ENVA and ENVS sponsor a jobs and internships luncheon, where, again, USF alumni and representatives from Career Services Center share tips on preparing, finding, and succeeding in jobs and internships in the environmental sector. And finally, each year ENVA and ENVS come together for an end-of-the-year graduation party and celebration of our students. Here we hand out student awards, including:

The Rachel Carson Award - for "best" overall ENVA student in terms of GPAs and students' classroom and campus contributions;

The Gary Snyder Award - for best academic paper that takes an interdisciplinary approach to an environmental problem or issue; and

The Green & Gold Award - for an Environmental Studies student or group of students whose ideas and initiatives have improved the environmental performance and livability of the USF campus and surrounding area.

8. Staff

Felicitas Fischer

At the time of completing this Self Study, we have hired Felicitas Fischer to serve as our Program Assistant (PA), to be shared with Philosophy and the Urban Ag minor. Across the board, we are amazed and grateful for what she brings. In a mere two weeks, Felicitas has streamlined some basic organizational flows, jumpstarted and modernized our student newsletter, and essentially designed a social media strategy for Environmental Studies. She has met with students and introduced them to the major and its in-and-outs. She has attended our faculty meetings and designed organizational flows/processes to address what we discussed at meetings. Felicitas is nothing short of a game changer. She is exceptionally competent and communicative; she is wonderfully smart and forward-thinking; she anticipates, ask questions, and follows-through. Felicitas is exactly what we need.

Novella Carpenter

Novella Carpenter, the Garden Manager of the USF Community Garden, has worked at USF since 2012 and became the Garden Manager in 2015. In addition to teaching an Urban Agriculture production class each semester, Novella is compensated the equivalent of 4 units of NTA (\$7,500) each semester and 2 units of NTA (\$3,750) for winter break for her job as Garden Manager. Through Novella's work, the USF Garden serves as a beautiful and inspiring space for 4-5 classes a semester as well as 2 classes over summer.

Rachel Brand

Until Covid, Rachel Brand, who has taught in the Urban Agriculture minor since 2013, served as the Community Engagement Director. This position was created in 2016 to accommodate the work that Rachel was doing to facilitate relations between St. Cyprian's Church and the Urban Agriculture minor. Before Rachel was given this official title and a modest stipend for the work (\$1,975/semester), this work was done by Melinda Stone and David Silver who counted it as part of their service. Rachel has served excellently as our Community Engagement Manager and has established strong

and sustainable collaborations with local farms, community gardens, food pantries, and kitchens. Through Rachel's efforts, USF students have enjoyed a range of field trips and continual visits to all kinds of food and food justice-related organizations across San Francisco and the surrounding bay area. (Please see appendix for Felicitas, Novella, and Rachel's job duties.)

Darin Chun

In addition to the above staff, ENVA relies on two staff not under its own supervision. When Melinda Stone addressed the challenge of providing adequate equipment for students on field excursions by utilizing her Faculty Learning Community budget to buy tents and other camping gear, we came to realize that we needed a mechanism for checking the gear in and out as well as inventorying and maintaining the gear. Without adequate staff support to do this within ENVA, and because of the fact that ENVS also uses the gear extensively, ENVS offered to put the responsibilities for managing camping equipment under Darin Chun, a lab tech employed by ENVS. This poses challenges because the gear is stored in a lab that ENVA does not have access to unless Darin is present.

Dan Dao

A second staff member that ENVA faculty rely on but who we do not supervise is Dan Dao, an employee of the College of Arts & Sciences in the Finance & Operations Office. Dan oversees a fleet of university vehicles that all Nature Immersion sections rely on regularly and that are also utilized by a number of other courses (e.g., Capstone, some sections of Community Garden Outreach, and occasionally by other courses for one-off field trips). ENVA must compete for use of a limited number of vehicles with other departments and programs in the College. Dan is often overstretched in his ability to respond to requests for vehicles, maintain a functioning fleet, and support faculty in meeting increasingly stringent criteria to be eligible to drive University vehicles.

9. Diversity and Internationalization

Diversity

The Environmental Studies Program seeks to further the University mission of creating a supportive environment for all members of the community and ensuring that everyone is included in the life of the University in ways that enhance professional development and academic success. As an interdisciplinary program, it is our hope to draw a diverse group of students and faculty to participate in our efforts at creating a healthy world to support all peoples.

As a large component of our curriculum, our community engagement, and the research being done by our faculty focuses on issues of environmental justice, built in to our program is a focus on equitable distribution of resources, limitations of harms to marginalized communities, and equal access to the institutions and individuals who set policy in our communities. We work with communities around San Francisco, as well as around the world, and strive to highlight a diverse array of issues, communities, and solutions.

There is much more work to be done though, both for the Environmental Studies Program and the University of San Francisco as a whole. While our university is one of the most diverse in the country, there is recognition throughout our campus that we need to do better in recruiting a diverse array of students and creating a welcoming and supportive environment for all students, faculty, staff, and community members, especially African American, Native American, Latinx, and Asian American students.

Student Diversity

Student demographics are discussed in the Student section of this report.

We continue to work to attract a wide array of students to Environmental Studies through a number of efforts, including our lunchtime Sustainability Cafes, outreach through the farm stand and other community engaged projects, and participation at student recruitment events. Environmental Studies also sponsors several keynote events on campus each year, either through our own faculty or in conjunction with other departments and programs. Also, as described in the Faculty section, ENVA core and affiliate faculty have organized a number of major university events that draw on both diverse speakers and audience. For each of these events for which we provide sponsorship, we work to ensure a diverse array of voices are present as part of the event, including indigenous perspectives, views from the global south, and grassroots efforts of an array of communities, and we encourage all our students to attend and participate. These events also allow us to ensure that our students hear from the amazingly diverse array of peoples working on issues of environmental justice, beyond what we may be able to offer in the classroom.

One recent example of student diversity efforts in our Program is the creation of the BIPOC (Black, Indigenous, Persons of Color) Students for the Environment group on campus. With the official establishment of this student group, we have opened channels for feedback and suggestions from students of color to make our Program and events more welcoming and relevant to all of our students.

We also hope to be able to work more closely in the future with both the BASE (Black

Achievement Success and Engagement) program and the Honors College to connect students with Environmental Studies, as well as sustainability issues across the university in general. These two programs are centers for bringing in the best and brightest students across a wide spectrum of demographics and we have begun collaborating with them to offer our classes and expertise and educate and draw students to our major.

We also work to ensure that issues of diversity and environmental justice are present in our classes. For example, Health and the Environment (ENVA 319) includes extensive coverage of environmental health inequalities as well as inequality around climate-related health threats. In Food/Culture/Storytelling (ENVA 390), there is a three-week unit on food heritage that asks students to explore food and foodways through race, gender, and, to a lesser extent, sexuality, that culminates with readings on La Cocina, a SF-based, food-related incubator that cultivates, supports, and mentors low-income, female, and largely immigrant food entrepreneurs. Global Environmental Politics (BAIS 310) focuses on environmental justice issues in marginalized communities around the world, including toxic dumping, climate refugees, food scarcity, loss of traditional lands and culture, and questions of access to the seats of power and decision-making processes.

Since our last program review, we have come a long way in working to bring in a diverse array of students to the major, and we will continue to develop new courses and programming to continue these efforts.

Faculty Diversity

As an interdisciplinary program, rather than a department, Environmental Studies draws faculty from across the university. There are currently four faculty housed in Environmental Studies, and an additional three affiliate faculty and one librarian on the Environmental Studies Faculty Advisory Board. We also have seven part-time faculty who work with our students. Out of this total of 17 people who work closely with Environmental Studies, 15 have provided demographic data. Following is a general breakdown of professional rank, gender, and ethnicity as provided by faculty:

- Of the 15 faculty who provided data, nine are full-time faculty and six are parttime faculty. Among the full-time faculty there are seven tenured or tenure-track faculty (one Full Professor, five Associate Professors, and one Assistant Professor) and two term faculty (both Associate Professors). Among the part-time faculty, one is PHP2, two are PHP, two are non-PHP, and one did not indicate.

- Among the 15 faculty respondents, seven identified as male and eight identified as female. This is a more even gender split than at the university as a whole. Four of the seven males are full-time and three are part-time. The only Full Professor in the Environmental Studies program identifies as male, and the other six are split evenly between full-time Associate Professors and part-time professors. Five of the eight professors who identified as female are full-time faculty, four of whom are Associate Professor and one of whom is an Assistant Professor on the tenure track.
- Of the fifteen faculty who provided data, two-thirds (10) identified as White/Caucasian. One full-time female faculty member identified as Hispanic/Latina, one full-time female faculty (tenure-track) identified as Multiracial, and one full-time female faculty (full-time, tenured) identified as Asian. Two faculty members did not provide an ethnicity.

We are, unfortunately, an overly white faculty. We want and need to further expand and diversify. We discuss possible solutions to this problem in our Plan for the Future section below.

Internationalization: Students

The Environmental Studies Program is working to further the University's commitment to providing faculty and students opportunities to add an international dimension to the liberal arts experience. Given the inherently global nature of environmental issues, there is great potential for the inclusion of internationalization in the Environmental Studies Program. There are several required and elective courses within the Environmental Studies Program that have global content and students have the option of choosing a number of electives in major that are global in scope. These courses include:

- ENVA 109 - Environment and Society
- ENVA 310 - Commons: Land, Air, and Water
- ENVA 360 - Climate Change: Science and Policy
- ENVA 367 - Environmental Justice
- ENVA 390 - Food/Culture/Storytelling
- ENVA 390 - Gender and Environment
- BAIS 310/POLS 360 - Global Environmental Politics
- BAIS 311 - Global Food Security
- BAIS 312 - Comparative Environmental Law
- ECON 230 - Environmental Economics

- POLS 382 - International Aid & Development
- SOC 360 - Cities in a Global Context
- THRS 361 - Religion and the Environment
- THRS 371 - Hinduism: Climate

There are also a number of study abroad programs with an environmental or sustainability emphasis in which many of our Environmental Studies students take part. These include semester long programs in New Zealand, Australia, Mongolia, and Italy. There are also short term and immersion programs focused on environmental issues and sustainability in Alaska (codeveloped and taught by former ENVA affiliate faculty member Gerard Kuperus), Peru, Colombia, and Appalachia.

Faculty

As highlighted in the Faculty section above, a number of the faculty who work with the Environmental Studies program work on global issues, engage with communities around the world, and work on internationalization at USF. Two of the four core Environmental Studies faculty, Adrienne Johnson and Steve Zavestoski, incorporate significant global elements into their courses, and both Adrienne and Steve's research, service, and community engagement are global in scope. One ENVA affiliate faculty professor, Brian Dowd-Uribe, from International Studies, teaches classes that are almost entirely global in scope, works with programs abroad, and focuses his own research on global food issues. Another ENVA affiliate faculty member, Vijaya Nagarajan, from Theology and Religious Studies, incorporates substantial global components into all of her courses and research.

Internationalization Goals and Areas for Improvement

We hope to continue to expand the available offerings for students wishing to study abroad in conjunction with the Environmental Studies major. This will require both the identification of suitable programs, as well as working with students to ensure study abroad fits within their four-year plan of study. We anticipate this will be something students are able to do, and will encourage them to think about study abroad opportunities when it comes time to identify their individual pathways of study. We will continue to work to increase the number of international students who choose to major and minor in Environmental Studies. We also hope to expand the number of international faculty working with the program, as well as courses with global environmental themes.

10. Technology, Online Learning, and Library

Technology

The University's campus technology support is excellent for the Program's teaching needs. Most of our faculty use PowerPoint or Prezi for lectures, Canvas to manage their classes and facilitate online interactions, and podcasts and videos as readings. These technology-assisted pedagogical tools have enriched the teaching experience for those who use them. Faculty who utilize learning software are adequately supported. In some classes, such as Food/Culture/Storytelling, students also use various social media, including Twitter, Instagram, YouTube, and Vimeo to share their food-related stories and scholarships with each other and with people outside the classroom. There are wonderful resources provided by Educational Technology Services (ETS) and ENVA classes have been enhanced by their resources. They provide on-going assistance to faculty who want to "up" the technology learning in their classes and enhance learning in an active way. By attending monthly workshops, some faculty have learned to integrate tech such as Zoom for guest speakers and educational mobile apps like iNaturalist into course content. Adrienne Johnson completely revamped her final assignment in ENVA 109 to reflect a new digital storytelling website using the app Adobe Spark. Finally, ETS offers a Summer Intensive Fellowship which one faculty member took part in (summer 2019).

Online Learning

Like faculty everywhere, we went completely online during Covid. While still facing Covid, we are back on campus this year and few faculty have utilized "hyflex" modalities which combine face-to-face and Zoom meetings. Our faculty meetings remain on Zoom. Although we excelled as a unit on Zoom, all of us prefer face-to-face teaching.

Library

Faculty are generally happy with Gleason Library's collections and services. The library is responsive to faculty requests for specific books and films. The library's collection provides excellent coverage of faculty and student research interests. Faculty in Environmental Studies work closely with liaison librarians to integrate library resources and services into the curriculum. Carol Spector is the liaison for Environmental Studies; Carol Spector and Debbie Benrubi are the liaisons for Urban Agriculture. A number of our regularly scheduled courses take advantage of this opportunity to have library workshops.

In addition to these courses, Environment Studies faculty have collaborated with librarians to incorporate zine making and library displays into student course work. For example, David Silver's spring 2019 Food/Culture/Storytelling class worked with librarians Carol Spector and Matt Collins to create a "Food Justice" display as part of

Gleeson's Student Social Justice Exhibit Series. This project allowed students to share their ideas and findings with an audience beyond the classroom, encouraged them to hone their skills in environmental communication, and asked them to develop non-traditional, interactive materials to communicate complicated ideas. In spring 2020, Adrienne Johnson worked with Carol Spector to further this collaboration for her Gender and Environment class. These collaborations with the library are vital and provide distinctive opportunities for students to participate in both knowledge creation and knowledge sharing.

The USF Seed Library is managed by the Urban Agriculture Library Liaisons, Debbie Benrubi and Carol Spector. The USF Seed Library is a unique pedagogical tool which provides hands on experience for students to engage on topics such as food justice and sustainability. It is an integral part of multiple sections of Community Garden Outreach and is incorporated into Urban Agriculture activities such as campus farm stands and special events like Earth Day and USF's Tu B'Shevat celebrations.

11. Facilities

USF Community Garden

In Fall 2007, Professors Melinda Stone (then-Media Studies) and Seth Wachtel (Art and Architecture) and eleven students enrolled in The Garden Project First Year Living Learning Community transformed an overgrown lot used by ROTC for war simulations into an 1/8-acre organic garden. Today, the USF Community Garden serves multiple functions, including first and foremost an outdoor classroom for Urban Ag: Fall (ENVA 230), Urban Ag: Spring (ENVA 235), and Community Garden Outreach (ENVA 245). The garden also serves as a vital space for urban food production, growing produce used primarily for our student-run farmstand and free community dinners as well as, more recently, the USF Food Pantry. Further, the garden is a living laboratory for multiple classes across the disciplines: Architecture students have designed and built a greenhouse, an information kiosk, and a solar panel system in the garden; Art students have designed signs and murals for the garden; Ecology students have experimented with growing native plants; and Urban Ag students built an outdoor kitchen primarily out of found materials and cobb. And finally, the garden is a space of individual, group, and community reflection for students, staff, librarians, faculty, and Jesuits who enjoy logging off for a while to breathe, think, converse, and reflect.

The USF Community Garden was steady until summer 2019, when the College decided to erect a greenhouse in the garden. The greenhouse was for exclusive use by Biology faculty and eliminated about one-third of our growing space, enough to completely

disrupt our curriculum throughout the academic year and demoralize many of the urban ag faculty. Unfortunately, the greenhouse was installed with no plan to make up for our lost land.

Star Route Farms

As far back as 2015, ENVA faculty member Melinda Stone initiated an ambitious vision to utilize a rural farm to extend learning opportunities across a wide range of university departments, programs, and courses as well as to cultivate new research collaborations and community partnerships. In 2018 Stone's vision was seemingly realized when USF purchased Star Route Farms, a 100-acre organic farm an hour north of campus, for \$10.5 million. Although Stone, Steve Zvestoski, and faculty from other units hoped to establish an advisory board of community members, faculty, students, staff, and administrators that would collaboratively develop a vision for the farm, instead then-Provost Heller, the VP for Business & Finance, and the University's General Counsel placed the farm under a LLC overseen by the Provost. Since then and until very recently, there has been no integration of ENVA faculty, staff, or students into the conversations regarding how we can utilize this facility for learning, research, and service.

We share this backstory because Environmental Studies and Urban Agriculture were and are among the most excited at the University about the possibility to build unique and transformative educational experiences at the farm for our students, and for its potential as a site for our field-based courses. As we discuss further in our Plan for the Future section, we hope to participate in University-wide discussions about innovative ideas including a semester-at-the-farm program, using Star Route Farms produce for our classes that cook meals for USF's Food Pantry, classes that feature local experts in sustainable agriculture, hands-on interdisciplinary research opportunities for our students, and the possibility of a USF West Marin field studies station hosted at the farm.

Facility Rentals

One of our classes, Community Garden Outreach (ENVA 245), explores food insecurity and engages students in hyper-local food events to help combat food insecurity on campus and in the city. As such, it requires a kitchen. Unfortunately, USF will not allow us to use one of its campus kitchens. Thus, we have partnered with several spaces off campus, including St. Cyprians Church and New Liberation Church (in San Francisco) and Commonweal Garden (in Bolinas) to provide our students with the ability to learn how to cook, bake, preserve, and serve the food they harvest from the USF Community

Garden. The Dean's Office pays about \$1,500 a semester for the rental of these spaces, which are also used as our classroom space.

Nature Immersion Costs and Considerations

We are currently discovering, discussing, and debating how best to teach Nature Immersion (ENVA 285) and what its costs are for site rentals, support, and gear.

For some sections of Nature Immersion, there is no cost for site rentals as there are no overnights; others have very little cost as the class stays at a national park site or state park site for their overnights. For sections of Nature Immersion that take place closer to San Francisco, where it is difficult to secure a camping site with surety, we have utilized sites like Commonweal Garden (in Bolinas) that charge \$30/person per overnight. Sites like Commonweal Garden provide piece of mind as there is staff on site for emergencies.

Further, there are discussions regarding support. Although many of our sections of Nature Immersion go out with just one adult, some faculty believe it is best to have at least two adults in the field with 14 students. The cost of the additional guide for a five-day Nature Immersion is \$200/day or \$1,000.

Finally, we have concerns about gear. Currently, we have gear to support 14 students camping. This includes 7 two-person tents and 14 sleeping pads. Our gear is in need of repair and replacement. We need an ongoing budget that allows us to maintain the gear and replace it when necessary. An annual gear budget of \$1,500 is a modest beginning to such a budget.

12. Conclusions

We've come a long way – as an interdisciplinary program and as colleagues – since our last Self Study in 2013-14. We've grown from zero to four full time faculty members. We hired Adrienne Johnson, who receives unanimous high marks from all faculty and students. We have brought in brilliant and generous affiliate faculty, who, in addition to carrying a full load of responsibilities in their home departments, contribute their whole selves, their interdisciplinary perspectives, and their labor to the ENVA community. We have committed and passionate adjuncts, including two Distinguished Adjunct Teaching Award recipients. And most of all, we have over 100 ENVA and Urban Ag students, who, despite facing an uncertain future, are smart, curious, creative, collaborative, and compassionate.

In the past, our curriculum was a limited blend of science and social science. Today, it combines social scientific, humanistic, and scientific approaches, often together, to better understand complex conditions we face. Further, we focus heavily on environmental and social justice and integrate community-engaged learning into our classes and ask our students – and ourselves – to fuse theory and practice, classroom and community. Our new curriculum is a product of a year-long discussion and multiple meetings – we are learning, in other words, to listen to and learn from one another. And finally, we are no longer, in the words of the 2013-14 external reviewers, “at loggerheads” with our colleagues in ENVS.

That’s the good news.

13. Plan for the Future

We are proud of the work we have done and are eager to get to work for the future. We see this work in multiple categories:

1. **Continue diversifying our curriculum, faculty, and students.** We will double our efforts to decenter white, male perspectives and orientations that have historically dominated too many environmental movements and too much of Environmental Studies curricula by continuing to offer and develop classes like Gender and the Environment, Race, Gender, and Food Justice, and Thinking and Acting With(in) Nature: Indigenous, Western and Asian Perspectives. We will continue to listen to our students by enabling more student-led town halls, conducting Capstone exit interviews, and working with student groups like BIPOC Students for the Environment to foster and encourage student input to help us diversify our offerings. We will increase and strengthen our collaborations with programs like Critical Diversity Studies and Gender and Sexualities Studies and initiatives like USF’s Global Women’s Rights Forum and Human Rights Film Festival to expand our work and understanding of the intersections between environmentalism and cultural difference.

Ask: We wish to hire a tenure track scholar specializing in indigenous knowledge systems (or traditional ecological knowledge), indigenous communities’ climate impacts and adaptation, indigenous food sovereignty, and/or other related areas.

Ask: We seek support from the Dean’s Office for a 2-day workshop on inclusivity/diversity in curriculum to go beyond simply covering diversity issues

to a deeper integration of intersectionality and indigenous knowledge as a basis for understanding environmental challenges and human-environment relations.

- 2. Participate in university-wide conversations and decisions about Star Route Farms and campus land use.** For nearly four years, we have been left out of crucial conversations about Star Route Farms and its potential uses. We are hopeful by the recent selection of professor April Randle (ENVS) as Faculty Director of Star Route Farms and the recent move of Pamela Balls-Organista to be Interim Vice Provost to oversee, among other projects, Star Route Farms. Three of us - Novella Carpenter, David Silver, and Melinda Stone - are now part of the College's unofficial advising committee for Star Route Farms and one of our affiliate faculty members, Brian Dowd-Uribe, is a member of the Star Route Farms Advisory Committee. All of us are eager to provide input.

Ask: We ask politely and firmly to be at the table, seen, and heard with respect to conversations and decisions about Star Route Farms and academic programming. We ask USF and the College to establish a functional "chain of command" that allows input from faculty and students and centers the decision-making process within the Provost's Office rather than Facilities. And we ask for our curricular needs and visions to be considered in larger decisions regarding both Star Route Farms and campus.

- 3. Continue to develop dynamic field studies classes that introduce and connect students to the rich and diverse resources of the Bay Area.** As noted in our Self Study, many of us have worked hard to offer field studies classes like Nature Immersion, Senior Capstone, and Community Garden Outreach that get USF students out of the classroom, off of campus, and into immersive experiences where they engage directly in transformative ways with the human and the more-than-human world around them.

There is great demand for these courses inside and outside the major. Demand is so great, in fact, that even as we add more and more sections each semester, they always reach capacity. Additionally, our outdoor field study classes do not place any strain on one of USF's scarcest resources: classroom space.

We would like to offer more nature immersion, community garden outreach sections and other field-based courses, however the amount of work it takes to coordinate these classes and the budgets needed to run these courses are deterrents. The added bureaucratic and logistical challenges include: arranging transportation, ensuring student drivers are certified/sanctioned to drive, relying

on camping or other field equipment that has not been maintained, securing proper insurance for off campus activities, coordinating meals for students while in field (up to 5 days for some courses), and reserving camping and other accommodations for overnight off-campus field courses.

Ask: We ask the College for administrative help in handling the challenges described above.

Ask: An operating budget for field-based classes that covers the expense of renting offsite spaces where our classes meet over the course of a semester. If the funding cannot be provided by the dean's office, Environmental Studies faculty who teach these courses are prepared to do outside fundraising for them and request support from the dean's office and the Development office to do so.