



Ithaca College
Department of Environmental Studies & Sciences
953 Danby Road, Ithaca NY 14850
www.ithaca.edu/esp

This report was prepared by Susan Allen Gil (ENVS Chair) and Fabina B. Colon (ENVS Experiential Learning Coordinator) to describe progress made on the Committed to Change grant made to Ithaca College's Department of Environmental Studies and Sciences by HSBC Bank USA through their HSBC in the Community (USA) grant program. July 2012.



**REPORT
JULY 2012**

In June 2008, the Department of Environmental Studies and Sciences at Ithaca College was awarded a \$500,000 grant from HSBC in the Community (USA) Inc. Foundation to advance our educational opportunities related to the environment and to sustainability. The grants funds nine separate components focused on providing support to all phases of undergraduate education at Ithaca College. In 2011, we combined the HSBC Commit-to-Change efforts with the ongoing Partnerships in Sustainability Education. The structure of this report reflects the merging of the two separate programs into a new program; *Committed to Change*.

- 1. Student Career Development**
 - 1.1. Internship and Research Program**
 - 1.2. Ecosystem Health & Productivity**
 - 1.3. Fellowship Program**
 - 1.4. Sustainability Major/Minor**
- 2. Community-Based Experiential Learning**
- 3. Global Engagement**
- 4. Faculty Development**
 - 4.1. Finger Lakes Project**
 - 4.2. Mini-Grant**
 - 4.3. Sustainability Certificate Program**
 - 4.4. Scholar-in-Residence Program**
- 5. Administration & Publicity**

The Committed to Change Program is administered by a **Steering Committee**. Each member serves as the lead for one or more of the program components. The Steering Committee consists of:

- ☆ **Susan Allen-Gil** – *Environmental Studies & Sciences*, Committed to Change Program Director, lead for Internships & Research, Sustainability Major/Minor, and Global Engagement
- ☆ **Susan Swensen** – *Biology*, lead for Faculty Development
- ☆ **Jason Hamilton** – *Environmental Studies & Sciences*, lead for Career Development
- ☆ **Michael Smith** – *History*, lead for Fellowships
- ☆ **Marian Brown** – *Sustainability Initiative/Office of Civic Engagement*, lead for Scholars-in-Residence
- ☆ **Paula Turkon** – *Environmental Studies & Sciences/Anthropology*, lead for Career Development
- ☆ **Elan Shapiro** – *Environmental Studies & Sciences*, lead for Community-Based Experiential Learning
- ☆ **Karryn Olson-Ramanujan** – *Environmental Studies and Sciences*, lead for Community-Based Experiential learning
- ☆ **Fabina B. Colon** – *Environmental Studies & Sciences*, Experiential Learning Coordinator, general program support.

The Steering Committee meets monthly to provide updates and seek input on all of the various components. The progress that has been made with respect to the individual components is summarized below; full documentation is available upon request.

I. STUDENT CAREER DEVELOPMENT

I.1. Internship and Research Grant Program: Provides funding to Ithaca College students to engage in experiences to develop skills, provide professional development opportunities, and engage in research projects that will help further their post-college careers. Funding is available 1) for transportation to attend professional conferences to present research, 2) for transportation or registration fees to attend skill-building, leadership, or training workshops, 3) to support living expenses to allow students to take unpaid internships, or 4) for supplies and equipment for research projects. The following internships and research projects were supported in 2011-12:

- ★ **Kacey Deamer** – Participation in *the Focus the Nation's ReCharge!* Retreat
This retreat is designed to bring select student leaders (only 20 selected from the entire country) together to enhance their leadership skills, and also open the lines of communication to generate new ideas for the future of energy in our country. Kacey's role will be as a "storyteller," utilizing her second major in journalism to inform readers about energy issues.



- ★ **Samantha Mason** – *Internship with the Finger Lakes Permaculture Institute (FLPCI)*
Samantha's internship experience will mainly involve preparation of the site to host FLPCI's 10th Permaculture Design Course (PDC). This involves work focused around site management and maintenance, supporting instructors and kitchen staff, co-teaching classes, ordering food, and food documentation. Samantha will be using her skills in social media, film, and website design to document the inspiring and valuable work FLPCI does and conducting interviews with PDC alumni to create profiles on the FLPCI website for networking purposes. Samantha strongly believes that we need to consider a new practical framework for food production and our relationship with nature and believes that permaculture, ecological thinking that is solutions-based, is a perfect new framework. As a Documentary Studies and Production student, she hopes to provide alternatives to the current mode of production and consumption through her films.



- ★ **Rena Ostry** – *Internship with Greenpeace Student Network*
As a campus coordinator, Rena will provide support to the Ithaca College chapter (Environmental Leadership and Actions Network) in Creative campaigns that educate and catalyze students into environmental justice work, as well as challenge our community and institution to implement sustainable alternatives that are affordable, achievable, and realistic. Rena will facilitate meetings and participate in conference calls with the Greater Student Network, provide grassroots organizing training, and provide skills and opportunities to the greater student body in order to create a bridge for young people to participate in social movement building. Rena hopes to get a spot on York Impact radio show on WICB to share her experience. She feels that this opportunity would allow her to communicate the achievements of our group at Ithaca College, as well as those at other colleges. By sharing these multiple successes, she will continue her goal of unifying and supporting students in the network of the greater youth movement.



- ★ **Curt McConnell** – *Continuation of scholarship – Environmental Leadership*
Curt has a long track record of environmental leadership. In the short time Curt has been at Ithaca College, he joined the IC Slow Food club, Primitive Skills Club, the IC Environmental Society (ICES) and enlisted as an IC Natural Land Steward. In each of these clubs, he took on

leadership roles and the initiative to help better Ithaca College by addressing both environmental and sustainability related issues. The breadth of activities in which Curt has become involved has been impressive and the accomplishments have been fruitful both for Curt and the Ithaca College community. Continuation of Curt's scholarship will require him to live in Sustainably Conscious dorm for one year in residence at Ithaca College as he continues developing his leadership in upcoming activities.

1.2. Ecosystem Health and Productivity: We continued to enhance our innovative courses and exemplary land stewardship practices using Ithaca College Natural Lands as the focal resource for education, research and experimentation.



Ithaca College Natural Lands as an outdoor classroom

Environmental Sentinels, our highly experiential integrative field-based course required for Environmental Studies & Science majors continues to use IC's natural lands as its classroom. This extremely popular and unique course continues to be part of a formal collaboration between IC ENVS faculty and a local environmental education program (Primitive Pursuits), run out of Cornell Cooperative Extension.

The use of IC's natural lands as an outdoor classroom continues to support the phase-in our new curriculum. For example, Earth System Science I & II are using this resource as is our Research Methods course. Special Topics in Natural Resources and Ecology: Farming the Forest continued to engage students in producing and selling maple syrup and edible mushrooms. This year we added an expanded our program in apiculture and the production of hive products to 7 hives and we are expanding the bee yard for a further expansion next year. Sale of all products brought in about \$2000 that was put back into the course. We continue to provide opportunities for students to gain experience working in I.C.'s natural areas. Students from across campus served as volunteer stewards, learned to be natural history guides, worked on invasive species eradication, performed botanical surveys, etc.



In addition to a non-timber forest product focus in one of our ENVS courses, research students continue to utilize the natural lands for faculty-directed research. Research students are working on re-introduction of the American Chestnut, wetland improvement, & small mammal research. Several students who were introduced to non-timber forest products in the course are continuing with more in-depth research in this area.



Ithaca College Natural Lands as a long-term research site

We continue our work on wetland management in the areas designated as construction mitigation. Working with town, county, state, and federal agencies, students are participating in monitoring and managing these habitats

1.3. C2C Fellowship Program: Award up to six fellowships ranging from \$500 to \$3,000 to students who have completed projects that help advance sustainability on the Ithaca College campus and/or in the greater Ithaca community. We continued efforts to increase visibility of this program by posting the application form on our website, and circulating announcements and advertisements among environmental Studies and Science students. We received 2 applications but decided not to fund either of them because the projects were either not yet complete or did not meet the criteria listed above. We decided to discontinue this program and use funds for student research and internships instead.

1.4. Sustainability Major/Minor: There was no action on this component during the last year, due to a year-long strategic visioning process implemented by the college. It was advisable to postpone this activity until the future direction for the college was decided. In the meantime, we added a sustainability concentration as an option for Environmental Studies majors. We are now poised to move forward with a formal curriculum in sustainability. Based on the College's priorities, we first plan to push forward with a Masters in International Sustainable Development. We are still waiting for information, support and backing from the IC administration.

2. COMMUNITY-BASED EXPERIENTIAL LEARNING: The "Partnerships for Sustainability Education" merged with the HSBC "Commit-to-Change" program in 2012, to become the "Committed to Change" Program. As a result, the community-based partnerships for sustainability education (including EcoVillage) were subsumed into the "Community Partners" project of the new Committed to Change Program endeavor. Elan Shapiro and Karryn Olson-Ramanujan became co-coordinators of this project to work with community partners, and expand representation across community.

Highlighting the Interrelationship between Social Justice and Sustainability: After a year of communicating and developing relationships with the Breakthrough Communities initiative based in Oakland, CA, Elan co-hosted a 2-day gathering entitled "Building Bridges" in November of 2011, with a team of social justice and sustainability leaders. At the gathering, a wide spectrum of community leaders came up with a vision of a local economy that is grounded in sustainability practices and focused on economic justice and employment for all members. This will require working in depth changing habits, priorities and policies across cultural, racial and geographic divides.

The Building Bridges planning team is continuing to build capacity in the region for developing more inclusive and sustainable habits of mind and heart, as well as green products and services that provide jobs and small business development opportunities for all. It is working at a relationship- and network-building level to get commitments from different sectors (academic, workforce development, legislators, etc) to help build the successful, just, and local economy envisioned in the workshop. In addition, many of the projects, principles, and presenters emerging from the Building Bridges initiative formed the core of many of the projects and curriculum in Elan's 2012 Spring Course "Breakthroughs in Social Justice and Sustainability."

Community Engagement and Cultural Competency: In September of 2011, we were notified of receiving a Park Foundation Grant to build capacity in community organizations to become more effective educational partners with IC. This grant was also intended to lead to a second round of delivery and refinement of the *Community Competency Modules* that were piloted the previous academic year. The Committed to Change Program committee approved a \$4,000 matching grant required by the Park Foundation to support Elan's function in engaging the Ithaca College faculty in considering this approach in their courses and in incorporating the Cultural Competency modules into their departmental calendars and course requirements. The implementation of the grants has been delayed because of misunderstandings in proper protocol

for engaging IC administrative support, and Elan has been working to redress those concerns. The Park Foundation has expressed a willingness to postpone disbursement of the grant until those concerns can be worked out, so funding is awaiting buy-in from the IC administration.

Though we didn't run the Community Competency modules this year, Elan used many of the same materials in his courses during the academic year, and also engaged Judith Pena-Shaff to have her students do a rigorous assessment of the changes in students in his class in terms of cultural competency. They assessed not only then changes that the students experienced, but the perception of community project leaders and staff of the difference in community and project outcomes. This assessment will be available in August 2012.

We have drafted an extensive report on the first cultural competency modules with an eye towards indicating the changes that need to be made to take them to a higher level. It includes educational resources that came out of the trainings. We are also beginning to network with the faculty members of the newly formed Office of Civic Engagement to find ways to share our learning on community competency and engagement. We are aiming for the second round Cultural Competency modules to be offered in Spring or Fall of 2013.

On a more regional level, Elan has initiated, together with Center for Community Engaged Learning and Research (CCELR) at Cornell University, Kirby Edmunds of the Dorothy Cotton Institute, and In Shik Lee from the faculty of TC3, to build an area-wide coalition (that includes IC, Cornell, TC3, SUNY Cortland, SUNY Binghamton, Wells College, and Hobart and Williams-Smith) of advocates for community engagement in higher education. The IC representatives, Belisa Gonzalez and Pat Spencer, are also on the IC Center for Civic Engagement Committee. The group has met twice to clarify its goals and consider how to advocate for principles, guidelines and practices that can fulfill higher education's potential for supporting a truly just and sustainable economy in our region. Nearly half the members of the group are from community organizations and the process involves building community engagement partnerships with local community organizations as well as between the colleges.

Permaculture: Karryn Olson-Ramanujan, of the Finger Lakes Permaculture Institute (FLPCI), has for four years worked with students to design the area near Williams Hall into a Permaculture Demonstration Garden. During the Spring of 2012, Michael Smith served as the instructor of record for a research course that allowed 4 students to focus on the implementation of the design, and Karryn served as the permaculture mentor. The new garden was tended this summer by one of the students, Madison VanderHill, who received a Dana Fellowship for this purpose. Karryn has volunteered her time up to this point, but since there is so much demand for this learning opportunity, she has agreed to teach a one-credit course on organic gardening and permaculture on an ongoing basis each semester. This will ensure that both gardens continue to evolve, thrive, and fulfill their missions of serving as vital educational experiences for IC students. Another result of the relationship with FLPCI and her exposure to permaculture when Karryn was a guest speaker in Elan's class, Samantha Mason applied for an internship to learn about permaculture and document FLPCI's work. Her internship was supported by C2C and will be reported on at the end of the summer of 2012.



Sustainable Agriculture: Groundswell has been working closely with several IC faculty (Julia Lapp, Amy Frith, Elan Shapiro) to create an effective educational experience that explores and builds a sustainable local food system. Two IC students attended Groundswell's "2012 Summer Practicum in Sustainable Farming and Food Justice." In 2011, three students attended. Julia Lapp and Elan Shapiro are regular presenters in the practicum. This is a very promising direction and possible partnership for building IC's capacity to provide education on these vital issues.

3. GLOBAL ENGAGEMENT: *We continue to forge strong ties internationally for sustainability education.* In 2011-2012, we focused on three major activities: (1) Formalizing the Belize Cultural Immersion experience as a permanent Ithaca College course (2) Developing new study abroad opportunities in-house for Ithaca College students, and (3) Developing affiliations with global sustainability education partners.

- ENVS 20400 and ENVS 20500 are now featured in the Ithaca College Course catalog: After rigorous administrative review, the on-campus and short-term study abroad courses that focus on Belize have been approved as IC courses. ENVS 20400: Rainforests, Reefs and Ruins: Belize Case Study is a 3 credit fall course that provides background on all aspects of culture/environment interactions in Belize. ENVS 20500: Belize Immersion is a companion 1-credit January course in Belize.



- We now have formal affiliation agreements with both the Center for Ecological Living and Learning (CELL) and Living Routes. The Ithaca College administration has decided not to pursue the possibility of Ithaca College becoming the credit-granting institution for the Institute for Sustainable International Studies (ISIS) in Belize.
- We developed a Maymester short-term study abroad experience that focuses on Sustainability among indigenous communities in Ecuador. Partnering with Trek Ecuador, Dr. Allen-Gil and Dr. Pablo Calvi and 5 students visited two communities- one in the Andean highlands and one in the Amazon Rainforest to better understand cultures that successfully live in very sustainable ways with very close relationships to the land. The course was highly successful and we plan to offer it regularly in the future.

4. FACULTY DEVELOPMENT: In addition to enhancing Ithaca College's ability to produce tomorrow's leaders working towards a sustainable society, we seek to expand our outreach to the community and to other colleges and universities in order to widely disseminate our model and to create the greatest possible impact from our work.

4.1. Finger Lakes Project: This year we organized the 6th annual Finger Lakes Project (FLP) workshop aiming to increase the capacity of IC faculty and those from other colleges in the eastern United States to incorporate sustainability into their curricula. This year was the fourth year with Commit-to-Change funding. This year's theme was "The Psychology of Sustainability"--exploring human behavior in the context of sustainability action and education. Due to a smaller budget, we decreased the length of the workshop to two days (from 2 and a half), and invited regional and local keynote speakers rather than national/international ones. We added more hands-on outdoor activities and field trips, as well as more time for workshopping and discussions. Participant feedback was favorable.



The workshop took place on May 24-25, 2012, with approximately 25 attendees from the region including representatives from the following institutions: Ithaca College, St. Bonaventure University, Ecovillage at Ithaca, SUNY Fredonia, Hobart & William Smith Colleges, and SUNY Onondaga Community College. Keynote speakers were Kathryn Caldwell, PhD, of Ithaca College & Darryl Mayeaux, PhD, from St. Bonaventure University. The workshop included presentations, workshops, and outdoor experiential exercises. Both administration and students also contributed--Marian Brown offered some answers to the question "How can administrators support sustainability education?", and two students outlined the aspects of sustainability education that worked for them during their studies at IC. An off-campus tour to a permaculture demonstration site, as well as a film screening rounded out the workshop.

4.2. Sustainability Curriculum Development Mini-Grant Program:

These mini-grants were one of the initiatives first developed as part of the NSF grant that sparked the partnership between Ithaca College and Ecovillage at Ithaca. The aim of the grants is to support IC faculty as well as Ecovillage educators in developing sustainability-related curricula during the summer that could be infused into IC's fall and winter courses or education experiences. Mini-grants especially support curricular proposals from academic areas that have been less represented in previous grants (fine arts, social sciences, humanities). We also encourage proposals that involve community partners in developing projects that will benefit their organization and that can meaningfully engage students. Since the Partnership for Sustainability Education has merged into the "Committed to Change" Program, mini-grants will be open to additional community partners who wish to apply.



The coordinating team annually offers a certain number of *Phase I Curriculum Development grants* of \$1,000 each for sustainability curriculum creation initiatives. Past recipients of sustainability mini-grants are also eligible to apply for *Phase II Case Study Grants* of \$400 each, to be awarded to faculty or staff upon successful submission of a detailed description which specifies how they integrated sustainability into the course or other educational activity funded by the initial mini-grant. To date, we have awarded 77 Minigrants from across 18 different academic disciplines and 3 different operational departments.

Mini-Grant Recipients in 2011-12:

- ☆ **Julia Lapp & Stephanie Piech**, *Health Promotion and Physical Education – Ithaca College*
Proposal: Develop course pilot “ICook: Nutrition and Culinary Education”
- ☆ **Patricia Rodriguez**, *Department of Politics – Ithaca College*
Proposal: Politics of Development – Human Development/Grassroots Sustainability focus
- ☆ **Kelly Dietz**, *Department of Politics – Ithaca College*
Proposal: Exploring Environmental Politics in East Asia
- ☆ **Linda Heyne**, *Department of Recreation and Leisure Studies – Ithaca College*
Proposal: Costa Rica: Ecotourism and Natural Resource Management
- ☆ **Kevin Woo, Ruth Goldberg, and Karyn Pilgrim.**, *Metropolitan Center of SUNY Empire State College*
Proposal: Greening Gotham: Learning Laboratories for Sustainability Across the Curriculum

4.3. Scholar-In-Residence Program: Seek opportunities to bring recognized scholars and activists with a commitment to bring change to campus, as well as providing opportunities for other Ithaca College faculty to learn about cultivating a commitment to change from our experiences. In 2011-12, the Committed to Change Program continued to leverage its “brand” and greatly stretch its “scholar-in-residence” program funding by strategically partnering with other programs, departments, organizations and educational institutions to hold educational events on campus and in the local community.



On September 19th, Ithaca College welcomed **Aviva Chomsky** to present “*Labor and Economic Development: Historical Perspectives from New England to Colombia*”. This event was held in the Klingenstein Lounge in the Campus Center. That same evening, Ms. Chomsky presented a second public talk at the Unitarian Church of Ithaca titled “*Labor and Community Solidarity in the Colombian Coal Mines*”. Her evening talk was followed by short discussion of recent government-rebel confrontations in Cauca region of Colombia and impact on communities, led by Patricia Rodriguez, Ithaca College faculty member and member of the Colombia Support Network- Central New York.

Aviva Chomsky is a historian and activist. In 1976-77, Ms. Chomsky worked for the United Farm Workers union, which sparked her interest in the Spanish language, in migrant workers and immigration, in labor history, in social movements and labor organizing, in multinationals and their workers, in how global economic forces affect individuals, and how people collectively organize for social change. In the book *Linked Labor Histories*, she looks at globalization as a long historical process with labor history at its center. It examines how employers have used regional inequalities to gain access to cheaper workers through immigration, plant relocation, and by using the threat of these two tactics to discipline their workers. She focuses on several interrelated case studies in New England and Colombia, including the textile industry, the banana industry, and the coal industry, to argue that local labor histories are best understood in a global context.

Ms. Chomsky’s appearance in Ithaca was co-sponsored by the Ithaca College departments of History and Politics and Latin American Studies minor; IC’s Committed to Change Program; Cornell University Latin American Studies Program and History Department; Social Justice Council of the Ithaca Unitarian Church; CUSLAR; and Colombia Support Network-Central New York Chapter.

On October 11th, Ithaca College welcomed renowned nuclear activist **Helen Caldicott** M.D., to present “*Lessons from Fukushima: what role should nuclear energy and natural gas extraction play in our energy future?*” This free, public lecture took place in the Hockett Family Recital Hall in the James J. Whalen Center for Music. Recording artist Janet Burgan presented a pre-lecture concert.



Photo credit: Greg Barrett

The single most articulate and passionate advocate of citizen action to remedy the nuclear and environmental crises, Dr. Helen Caldicott, has devoted the last 38 years to an international campaign to educate the public about the medical hazards of the nuclear age and the necessary changes in human behavior to stop environmental destruction.

Dr. Caldicott co-founded the Physicians for Social Responsibility, an organization of 23,000 doctors committed to educating their colleagues about the dangers of nuclear power, nuclear weapons and nuclear war. She has written for numerous publications and has authored seven books, including “*Nuclear Power is Not the Answer*” (2006) and “*A Desperate Passion: An Autobiography*” (1996). Dr. Caldicott’s most recent book is the newly revised and updated “*If You Love This Planet: A Plan to Heal the Earth*” (2009).

Dr. Caldicott’s appearance at Ithaca College was co-sponsored by the departments of Environmental Studies and Sciences and Journalism, IC’s Committed to Change Program, Sustainability at Ithaca, with generous financial support from Ms. Adelaide P. Gomer from the Park Foundation and member of the Ithaca College Board of Trustees.



On November 14, Ithaca College welcomed **Carl Anthony** and **Paloma Pavel**, co-founders of the Breakthrough Communities project. Paloma is editor of a book about their work, and that of a national network, to link social justice and ecological sustainability. In these economically and ecologically perilous times, supporting the convergence of social justice and ecological sustainability is essential for laying a foundation for a just and healthy world. This empowering, interactive presentation focused on building successful coalitions across the lines of race, class and place in large and small metropolitan areas, including our own, and will offer inspiring case histories from the regional equity movement across this country.

Carl Anthony and Paloma Pavel are and major contributors to the metropolitan and the regional equity movements. Their book, *Breakthrough Communities: Sustainability and Justice in the Next American Metropolis* offers case studies of successful coalitions and initiatives in Detroit, New York City, San Francisco, New Orleans, Atlanta, Camden, Chicago, Los Angeles and other urban as well as rural areas.

The appearance on campus of this duo - who also facilitated a two-day community workshop called Building Bridges - was sponsored by Center for the Study of Culture, Race and Ethnicity, the Department of Sociology, and IC’s Committed to Change Program.



4.4. Sustainability Certificate Program: *On-line certification program for sustainability coordinators for higher education institutions and other sectors; including government, non-profit organizations, and the private sector.* The Office of Extended Studies (OES) continues to offer the Professional Certificate in Sustainability Leadership, which was developed with support from the HSBC Foundation. This professional certificate is designed for practitioners who want to improve their skills and broaden

their knowledge of best practices for leading sustainability initiatives in their universities, corporations, communities, or municipalities.

The development of the Professional Certificate in Sustainability Leadership was led by Marian Brown, Special Assistant for Campus and Community Sustainability, in partnership with OES. The certificate features twelve online seminars designed and facilitated by leading experts in sustainability from Ithaca College and professionals affiliated with Ithaca College.



Discount registration is offered to college and university sustainability professionals whose institutions are members of the Association for the Advancement of Sustainability in Higher Education (AASHE). It is also being cross-marketed with the Strategic Communication Leadership certificate leadership program, also offered by OES. In addition, the program is marketed at various sustainability-themed conferences, including the AASHE conference, and others. OES is also employing social media strategies to promote the certificate program and build online sustainability leadership networks, including Facebook, Twitter, and LinkedIn. Visit <http://www.ithaca.edu/gps/professional/devcert/sustainability/> for more information about the Professional Certificate in Sustainability Leadership.

As of June 30, 2012, ten Sustainability Certificates have been awarded to enrollees in the “Sustainability Leadership” professional certificate program. The US Green Building Council has approved eight of the series seminars for continuing education credit for LEED accredited professionals. In the 2011-12 fiscal year, we offered eleven sessions (10 seminars) enrolling 80 participants.

5. ADMINISTRATION & PUBLICITY: *We continue to seek out outreach and education opportunities to coordinate and publicize the program.*

To date, we have developed a dedicated website (<http://www.ithaca.edu/committedtochange/>) and “talking points” about climate neutrality and sustainability for the college community to consider while participating in the new president’s strategic visioning process and Integrated Curriculum program. Ongoing “marketing” of sustainability and the goals/objectives of the Committed to Change Program continues at on-campus events, including the Climate Action Plan process, Friends for Sustainability, and through various student organizations, and articles in IC campus publications feature program highlights.

We very much appreciate the support provided by HSBC North America and the Ithaca College administration that has allowed us to move quickly on so many fronts within so short a period of time. In the last four years, we have: (1) established an effective administrative structure and protocols for scholarships, fellowships, internships and research awards, (2) set up and delivered components of a new on-line sustainability certificate program, (3) engaged students in international environmental awareness on climate change, economic development and indigenous sustainability (4) hosted annual two-day Sustainability faculty development workshops, (5) made progress towards the launching of an option for a sustainability major through Planned Studies with a minor to follow (when campus-wide program restrictions are lifted), as well as investigated the possibility of development of a Master’s of Science in Applied Sustainability, (6) invited high profile speakers to present on campus, (7) developed a pilot program for student-run sustainable land use enterprises on the college’s natural lands, (8) supported eight incoming students with scholarships, and (9) funded 30 internship and research projects. We look forward to continued implementation of the many and effective Committed to Change Program activities in the upcoming years.

