

LONG ISLAND UNIVERSITY



**SOUTHAMPTON
COLLEGE
GREENPRINT**

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PREFACE

**"Though I do not believe
that a plant will spring up
where no seed has been,
I have great faith in a seed.
Convince me that you have a seed there,
and I am prepared to expect wonders."**

- Henry David Thoreau

The greatest reward a teacher can receive is the opportunity to witness the development of the human spirit and creative potential locked inside every student.

In the early spring of 1994 I set out to develop a seminar on environmental advocacy with some concern about where this effort would lead. With little guidance, a handful of students locked on to a visionary issue and clearly taught themselves the process of public advocacy by doing rather than watching.

In a few short weeks, these motivated individuals developed a campus vision and a meaningful advocacy plan which may one day change the environmental future of Southampton Campus, the local community and most importantly, the value of the education which all its student receive.

What follows is a compilation of their collaborative efforts to develop a "Campus Greenprint" for Southampton. This has been an impressive effort and I am pleased to introduce their work.

- Professor Robert S. DeLuca
Environmental Studies Program

I. INTRODUCTION: - By Vince Pascarella

For many students higher education has become something of a paradox. While interested students record and absorb a tremendous amount of new information, many feel that they have not been given the most basic life and professional skills necessary to put this information into action.

Unless students are able to see the application of the subject matter they learn, the value of education will diminish and they will lose interest. Ultimately the entire educational process may become uninteresting and empty. Education must be cultivated from the abstract to the tangible and this is the essence of Professor DeLuca's Environmental Advocacy Seminar, as well as the Southampton "Campus Greenprint".

For us, this project began on the weekend of February 18th, 1994. Over this winter weekend, more than 400 students, faculty and administrators from 125 colleges and universities from around the world gathered at Yale University for the International Campus Earth Summit.

Drawing upon the inspiration of the United Nation's Earth Summit of 1992, this college-based alliance of global environmentalists came together to focus their energy on creating a model for broad-based environmental change for campus communities. Their goal was to produce an adaptable campus "Blueprint for a Sustainable Future", with major focus on comprehensive curriculum reform, campus procurement, and creating sustainable campus communities.

The excitement created by the combined energy, enthusiasm, and "brain-power" of 400 "global citizens" focused on the common cause of environmental protection through the development of campus communities was breathtaking. The vitality and conviction of so many committed environmentalists could be felt in the air for the duration of the entire weekend.

After this almost spiritual experience, it was clear that much could and must be accomplished before this human energy dissipated. Upon our return, Professor DeLuca's Environmental Advocacy Seminar (working with the P.E.A.C.E. student environmental organization) answered the call for action on Southampton Campus.

Over the next several weeks, students in this class compiled research, contacted numerous universities, agencies, and non-profit conservation organizations for information on advancing this effort. Students worked diligently in specific focus groups to refine the Campus Blueprint and tailor its recommendations to the Southampton Campus. The result, thus far, you are holding in your hands.

For many students, Long Island University's Southampton Campus stands at a crossroads between the commonplace and the visionary. Like many other institutions, Southampton campus is rich with human energy, commitment and dedication at all levels, but we believe this energy must be focused, and the common cause of this focus should be the environment.

Southampton Campus must choose a new path and we believe that our students, faculty and administrators stand ready to help us chart a successful and vibrant course for the future. In a few short weeks, and handful of students have already taken us in the right direction, and many opportunities remain on the horizon.

With the recent expansion of the Environmental Studies program and the university's current capital improvement initiative, the possibilities are endless for making Southampton Campus a fine example that other campuses would do well to follow. Also, we believe strongly that the "Greenprint" for Southampton Campus will not only enhance the Environmental studies program, but open the door to increased financial savings, fund raising potential and campus recruitment at all levels.

II. DEVELOPING A GREENPRINT FOR THE SOUTHAMPTON CAMPUS

(Greenprint student research team: Theresa Cecot, Dan Gerson, Michael Grossberg, Erica Haberon, Ray Hamlin, Michele Koestner, Karen Schmidt)

A. Summary: What the Greenprint is

The "Campus Blueprint for a Sustainable Future" emerged at Yale as the result of three days of intensive collaboration between hundreds of Campus Earth Summit participants from around the globe.

Though hastily prepared, this general document created a solid foundation for comprehensive environmental vision and progress which could be readily tailored to the specific needs of individual campuses. Here at Southampton, students involved in developing a "Campus Greenprint" for their own campus, took the document through a line by line analysis, identified and refined key recommendations and principals, and developed the following outline for change.

It is believed that this outline highlights many of the most significant areas which can be addressed in a comprehensive fashion to develop an overall environmental vision for Southampton Campus.

B. Curriculum: Making environmental education a top priority

1. Integrating Environmental Education Across the Curriculum

Incorporating the environment into the overall campus curriculum is an essential component of this plan. To accomplish this goal, there are four major issues which must be reviewed:

- i. course content
- ii. learning skills & life skills
- iii. course framework (style)
- iv. faculty perspectives

New environmental offerings should be established or environmental content should be incorporated into existing courses as necessary.

In addition, exposure to environmental issues must not only occur in traditional classroom settings, but must be made relevant to all courses (especially large introductory courses) which educate and influence the majority of students. Such courses should also illustrate the practical applications of what is being taught.

The development of these new environmental offerings should include cooperation by all campus divisions (students, faculty, administration) and draw upon outside assistance available in the community. In addition to overall environmental achievement, such an endeavor will surely attract top faculty, involve students, encourage alumni support, and improve the campus both financially and aesthetically.

Ultimately, the integration of environmental issues into traditional disciplines and then connecting these issues to each other, and ultimately to ourselves, will not only improve environmental education but education as a whole. **In so doing, we will all succeed in being members of the Earth and not just conquerors of it.**

Some recommendations in this category include:

- * **Review of existing curriculum for environmental content**

- * **Develop interdisciplinary environmental courses (such as environmental economics, environmental literature)**
- * **Infuse environmental action into environmental classes**
- * **Expand existing environmental course offerings**
- * **Require faculty participation in university sponsored environmental education seminars**
- * **Create opportunities for faculty and student involvement in environmental issues**
- * **Sponsor faculty/student discussion groups on current environmental topics**
- * **Research successful environmental programs at other schools and incorporate new ideas to improve campus curricula**

2. Creating Action-oriented Educational Practices

The Environmental movement is one of action. Only teaching students about issues is not enough. Students and faculty must become involved in active environmental issues if any true sense of environmental education is to be achieved. **Take students out of the classroom!**

Specific recommendations in this category include:

- * **Promoting student research on local environmental issues**
- * **Involving students & faculty in environmental communication networks and projects with other campuses/universities/community organizations**
- * **Showing students how to apply the environmental knowledge they have learned**
- * **Creating forums for student participation in campus and community activism**

3. Diversifying Environmental Learning Opportunities

The environment is an issue which effects us all, so everyone can and should be involved. Recruiting assistance from outside as well as within the college will increase the diversity of ideas and perspectives. By putting an emphasis on action-oriented projects, students will become more active. **Encourage them. After all we are all fighting for the same cause.**

Some recommendations in this category include:

- * **Bringing in outside community members to speak on environmental topics**
- * **Include ethical and moral discourse within the curriculum**
- * **Provide the opportunity for faculty, students and community members to participate in curriculum planning**
- * **Increase experiential learning opportunities concerning the environment**
- * **Diversify and expand environmental faculty and their responsibilities to student activities**
- * **Expand peer teaching opportunities for students and faculty with environmental experience**
- * **Develop inter-generational learning programs on campus**

C. Campus Outreach: Organizing and empowering an environmental campus

At various times, every campus brings together numerous historical, ethnic, and cultural traditions, as well as community and academic interests. Each group often brings with it an individualized set of issues and agendas, and interacts with the campus in a different way.

Uniting these various interests in one place provides the potential to generate great energy, cooperation, enthusiasm, and action. The environmental movement, and the environmentally conscious campus provides an excellent opportunity to harness this human potential through the formation of active and diverse coalitions.

Southampton campus is already a broad-based community center, and offers limitless potential for expanded community, academic and cultural interaction. With its East End location and its well established environmental academic program focus, the campus is uniquely poised to unite the community and enhance its campus academic programs through the common bond of environmental concern.

Some recommendations in this area include:

- * **Forming environmental coalitions within the university and among others in the local community, and at other universities (such alliances can assist in buying power)**
- * **Organizing public seminars and discussions on environmental issues to involve students, faculty, administration and the community**
- * **Develop fund raising plans which focus on environmental issues and raise funds for environmental projects**
- * **Encourage community participation through campus activities and educational programs**
- * **Create an institutional structure to accomplish the goals of the Campus Greenprint**
- * **Create an advisory board of environmental professionals to assist in career and curriculum development**

D. Improving Campus Environmental Practices: Creating a sustainable campus

When trying to implement plans to improve the campus, the college that is environmentally conscious should take measures to protect and restore natural ecosystems. These campuses should include more open space, denser development designs, and create a sense of community throughout. Campus buildings should be environmentally sound and efficient use of transportation systems should exist. By conserving energy and reducing wastes, the campus will not only save money, but will also increase its appeal to its students, faculty, and to the community in which it is located.

Ultimately, this aspect of the Campus Greenprint should seek to raise the consciousness level of the entire campus community, so that they will understand that conservation is and always will be, in their best interest.

Some specific recommendations in this area include:

- * **Taking regulatory compliance standards as minimum requirements**
- * **Encouraging participation through creative incentives**
- * **Have faculty promote and "advertise" their environmental practices (double-sided copies, etc.)**
- * **Involve physical plant in campus planning and renovation**
- * **Integrate waste reduction and disposal/recycling into daily operations**
- * **Appoint an environmental officer to monitor and report on trends in campus purchasing, waste flows, and energy use**
- * **Establish a dialogue with environmentally friendly vendors**
- * **Buy Green!**
- * **Keep faculty, students, administration, informed of progress and benefits to the campus**
- * **Set reasonable goals (take financial resources into account and prioritize)**
- * **Form active and broad-based councils to facilitate ideas and implementation of goals**
- * **Recognize, acknowledge, and award contributions made by members of the campus for any initiative or successful project**
- * **Maintain ongoing educational programs for students, faculty and administrators on environmentally sound campus practices**

III. IMPLEMENTING A GREENPRINT FOR THE SOUTHAMPTON CAMPUS

A. Summary: How the Greenprint would work

If the Greenprint is to succeed on the Southampton Campus, we know that it must have the full support of faculty, administration, and students as well as an institutional framework through which it can accomplish campus-wide change. Based on our individual communications with all of these campus "stakeholders" we are confident that this human support already exists. However, we recognize that an organized structure must be created to accomplish the long-range goals of this effort.

To address the need for an implementing mechanism, we have designed a representative committee structure of 3 separate working groups with specific goals related to the above-outlined campus issues (curriculum, campus practices, and campus outreach). Ultimately these working groups would report to an Executive Committee with a clear policy-setting authority for the campus. In effect, the Executive Committee would formalize and authorize the strategic recommendations of each working group.

The membership composition of each group remains to be fully defined. We envision that key faculty, student, and administrative representatives be invited to serve by the Provost. It is our view, however, that each group should include students, faculty, and administrative representatives. These committees should also be kept to a manageable size (ideally, 9-11 members), and be carefully comprised to get the right person on the right committee. Motivation should be a high criteria for service on any of the committees.

As envisioned, each working group would convene on a regular basis to identify, prioritize, and address specific issues related to implementing the overall campus plan. Each committee would also have a voting seat on the overall Executive Committee. As each group developed recommendations, these recommendations would be offered to the Executive Committee for two specific votes.

The Executive Committee would first vote for consideration, then for approval. The consideration vote (really a vote of confidence) would provide an opportunity for working groups to respond to questions of the Executive Committee, or develop alternatives to the proposal. It would also salvage good ideas which might otherwise be voted down without full review.

It is our view that the plan can only be successful if there is a constant and objective flow of information between the working and Executive committees, and the overall campus community. We also believe that this flow of information must also extend into the off-campus community to help us forge a linkage between ourselves and local population.

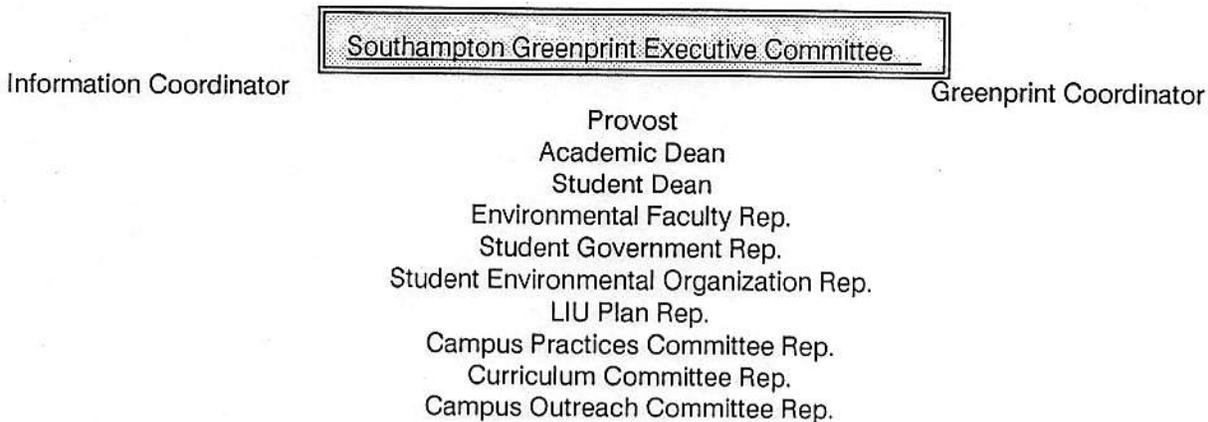
To address this need, a communication coordinator is recommended. This individual would be responsible for the flow of information to all campus information outlets, as well as to the off-campus community.

Finally, we suggest that a program coordinator be considered. This individual would have the responsibility of "keeping the ball rolling" and general administrative oversight responsibilities.

We have developed the following Committee Structure Chart to help visualize the structure and relationships between the proposed committees, and have offered general recommendations on the representation which each committee might have.

B. Suggested Campus Greenprint Committee Structure

(The committee structure was developed through the collective energy and cooperative participation and input of all students involved in this project.)



CURRICULUM COMM.

Academic Dean
Env. Science Faculty
Env. Studies Faculty
Env. Student
Student Env. Org. Rep.
Non-Env. Student
Friends World Faculty
Humanities Faculty
Business Faculty
Fine Arts Faculty
Environmental Professional

CAMPUS PRACTICES COMM.

Dean of Students
Food Services Rep.
Physical Plant Rep.
Env. Faculty
Student Activities Rep.
Student Government Rep.
Friends World/Env. Student
Purchasing office Rep.
Business Faculty
Student Env. Org. Rep.
Outside Professional

CAMPUS OUTREACH COMM.

Development Office Rep.
Co-op Office Rep.
Academic Computing Rep.
Freshman Program Rep.
Public Relations Office Rep.
Continuing Education Rep.
Tutoring Program Rep.
Fine Arts Programs Rep.
Local Environmental Org. Rep.
WPBX Rep.
Environmental Studies Student
Student Government Representative
Student Env. Org. Rep.

Notes:

1. Information Coordinator and Program Coordinator serve as administrative assistants to the Executive Committee and would also work with other committees as necessary
2. Any members of the standing committees may be elected by the committee to serve as that committee's representative to the Executive Committee.
3. The Executive Committee may reconfigure any standing committee as necessary to accommodate needs of the program
4. The Information Coordinator or Program Coordinator may serve on one or more committees as necessary

IV. PROMOTING THE SOUTHAMPTON CAMPUS GREENPRINT:

(Greenprint student campaign team: Mark Boivan, Mike Neubauer, Vince Pascarella, Chris Soucier, Matt Sullivan)

A. Summary: Keeping the momentum going

For any institutional initiative to succeed there must be a concerted effort made to broaden support for the concept. As this project began, a team of students broke into a campaign team with the intent of elevating the campus consciousness on the idea of a Southampton Campus "Greenprint". These individuals set out to find a forum through which the "Greenprint" could be brought to the students, faculty and administration on campus. To date, these students have secured significant coverage of this effort in the campus newspaper, talked to key faculty members, and created an opportunity to present this topic to a broad-based student constituency (an upcoming honors lecture will be devoted to this topic). These students also made a concerted effort to generate campus interest and institutional support through the campus new media. The Windmill has provided significant coverage of this issue, and devoted a full editorial in support of this initiative.

Students working on this portion of the effort have also created an emblem for the initiative and are working currently on creating a campus-wide coalition of students and faculty committed to the general objectives of the plan. The coalition, to be known as Southampton Faculty & Students For a Sustainable Future (SF3) will broaden the campus base of support for this initiative.

B. Recent Media Materials on the Campus Greenprint:

A sampling of recent campus media attention is provided as an appendix:

V. LESSONS IN CAMPUS CONSERVATION -By Michele Koestner

A. Important Lessons From Other Campuses

Many schools across the nation have been implementing different methods for making their school more environmentally conscious and their populations better citizens of the global community. The following examples were taken from the 1992-93 edition of the book Students Working for a Sustainable Future, published each year by the National Wildlife Federation's campus "Cool It" program.

* **Emporia State University** - Students declared the 1992-93 school year the "Year of the Environment", and organized a program called "Adopt a Campus". This program divided the campus into twelve sections and provided campus organizations with the opportunity to keep their section clean. In return, the organizations were allowed to post signs signifying the area under their stewardship. The program created a spirited competition among campus residents and provided ongoing campus clean-up efforts.

* **Harvard University** - During the 1990-91 school year, students started a resource conservation competition, known commonly as the Green Cup, that resulted in student's reduced consumption of heating energy by 25% and electricity by 2% which **saved the school half a million dollars** in a one year period.

* **Long Beach City College** - The college implemented a recycling program that reduced their waste flow enough to minimize the size and number of trash bins on their campus. This resulted in a reduction in carting fees of \$14,642.00 a year.

* **Rhodes College** - Students worked with the food service program to get them to use plastic baskets that can be reused in place of disposable paper plates.

* **Western Washington State University** - In five months, students saved more than \$900 in energy costs through a Green Cup competition. At the start of the year, it was impossible to include the entire campus in the competition because residence halls were not individually metered for energy. However, Puget Power, a local utility donated \$4,000 to install individual meters for the dorms and another \$2,000 in promotional materials. Bellingham Water Company (a local provider) donated low-flow shower and faucet heads for the entire campus. AT&T has expressed interest in getting involved with the program next year.

B. Conservation Facts on Individual Habits and Campus Practices

- * Tuning up one furnace in a dorm can save over 100 gallons of oil annually.
- * Strategically planting trees can protect buildings from cold winter winds and cool the ambient air in the summer by 10 degrees, reducing air conditioning demands by 10-50%.
- * Low flow showerheads can cut hot water use by 50%, saving about \$15 per person per semester (That translates into \$18,000 a year for the Southampton Campus).
- * Incandescent lighting wastes 90% of the energy they produce as heat.
- * Unplugging your TV while you sleep prevents 5 pounds of Carbon Dioxide from reaching the atmosphere.
- * Hanging clothes can prevent 10 pounds of Carbon Dioxide from reaching the atmosphere. (We estimate that about 192,000 lbs. of CO₂ are generated annually on this campus through dryers alone).
- * If 1% of Americans abstained from driving one day each week, we could reduce annual gas consumption by **42 million gallons per year!**
- * Producing one pound of beef requires **16 times more energy** than producing one pound of grain.
- * Every ton of paper recycled conserves 380 gallons of oil. Recycled paper is produced with 30-50% less energy than virgin paper.
- * Recycling aluminum requires 90% less energy than creating it from bauxite.

VI. GREENPRINT DEVELOPMENT - PARTICIPANT BIOGRAPHIES

Instructor:

Robert S. DeLuca: Bob is an adjunct Assistant Professor of Environmental Studies at LIU, Southampton. At the campus he has developed and taught a Certificate Program in Environmental Science for the Office of Continuing Education, teaches undergraduate courses in environmental policy and advocacy, and advises the campus P.E.A.C.E. (Protecting Every Aspect Concerning the Environment) student organization.

Bob holds a B.S. and M.S. in Environmental Science, and is the Executive Director of Group for the South Fork, a 21-year old professionally staffed environmental advocacy organization located in Bridgehampton. As an undergraduate, Bob developed and graduated from Fordham University's first interdisciplinary program in Environmental Science, and directed a campus environmental organization for two years. He brings a working knowledge of community organization, professional advocacy, and conflict resolution to this effort, and has a strong belief that the engine of environmental change is fueled by human empowerment.

Greenprint Student Development Team:

Mark Boivin: Mark has been at LIU, Southampton for 2 years pursuing an education in English literature and writing. He is also highly active in campus activities and the local community. Mark sees the "Campus Greenprint" as a way in which he can help improve the LIU Southampton campus, and see it grown into a better community, both environmentally and financially.

Theresa Cecot: Theresa is a sophomore Environmental Science/Biology major, and member of the P.E.A.C.E Executive Committee, geology club, and is a lab assistant for field biology. Growing up in the Adirondacks allowed Theresa to develop a great sense of love and appreciation for nature. For her, preserving the environment " is not so much a matter of statistics and figures as it is ethics. The only real way to make a difference is to find a means of changing the values of the populace." Theresa believes that colleges and universities are one of the best tool available to accomplish these goals.

Dan Gerson: Dan is a freshman Environmental Studies major who is actively involved in the campus P.E.A.C.E. organization. He hopes to see the campus greenprint implemented across throughout the campus community.

Michael Grossberg: Mike is a freshman Marine Sciences major who has an expressed concern for the environment he lives in, and has a strong desire to make a difference in future of the environment. Mike feels that it is important to spread his desire for environmental concern to others, and believes that the Campus Greenprint is a way to turn this belief in to action. For Mike, the Greenprint educates others, and makes a conscious effort for change.

Erica L. Haberon: Erica is senior Marine Biology major who "is deeply concerned for the future of our planet". She has become increasingly aware of environmental problems and recognizes the overwhelming necessity for protection of global resources. Erica's commitment to organizing the "Campus Greenprint" stems from her desire to improve environmental conditions on the campus and to pass on the importance of environmental awareness to future students. Erica also hopes the Greenprint will develop a momentum which will extend beyond the Southampton Campus to other campuses, and broad-based communities.

Ray Hamlin: Ray is a freshman Marine Science major who believes that living on Long Island's East End for an important period in his life (high school) shaped his interests in local environmental issues. He feels that his environmental interests and effectiveness have "sky-rocketed" since becoming a member of the

VII. SELECTED REFERENCES AND RESOURCES

Energy Efficiency and Campus Practices:

The Alliance to Save Energy
1725 K Street, N.W. Suite 914
Washington, DC 20006-1401
(202) 857-0666

U.S. Environmental Protection Agency
USEPA Green Lights Program
(202) 775- 6650

Green Seal Inc.
1250 23rd Street N.W.
Washington, DC 20037-1101
(202) 331-7337

Students for an Energy-Efficient Environment (SEEE)
P.O. Box 381874
Cambridge, MA 02238
(617) 493-6353

Hammermill Unity DP
Recycled Paper Products
1-800-242-2148

Solar Energy Industries Association
777 N. Capitol Street, N.E. Suite 805
Washington, D.C. 20002
(202) 408-0660

Campus Communities and Education:

The Center for Environmental Citizenship
1400 16th Street, NW
Washington, D.C. 20036
(202) 939-3336

Heinz Family Philanthropies
122 C. Street, N.W. - Suite 650
Washington, D.C. 20001
(202) 737-5652

Cool It!
National Wildlife Federation
1400 16th St., NW
Washington, D.C. 20036
(202) 797-5435

Southampton Campus, and working to develop the Campus Greenprint. Ray states that he "is truly enthralled to be part of this beautiful achievement".

Michele Koestner: Michele is a freshman Environmental Science major, working towards her career goal as a landscape architect. She is the Executive Chair of P.E.A.C.E., and hopes to involve the student body, faculty, and administration in installing the Campus Greenprint in every aspect of campus life.

Michael Neubauer: Mike is a senior at the Southampton Campus who will be graduating with a B.S. in Environmental Science with a concentration in Biology. His involvement in this project is fueled by his hope of making a significant and beneficial difference in the school's environmental policies.

Vincent J. Pascarella: Vince is a senior Political Science/History major, minoring in Secondary Education. At Southampton, he has played an active role in campus life as president of the Student Government Association, Financial Chairman of P.E.A.C.E., Chairperson of the Law Society, and President of the Disciplinary Counseling Committee. Vince has been an intern with Group for the South Fork, and worked with students as a Freshman Student Assistant. For Vince, the Environmental Studies Program is the most logical and potentially most effective, unifying program for a liberal arts education on campus.

Karen Schmidt: Karen is a freshman Marine Science major and member of the P.E.A.C.E student environmental group. She has been actively involved in science and environmental programs throughout high school and will continue to pursue this interest through college. Karen hopes to make a difference on the Southampton Campus by initiating the Campus Greenprint.

Christian Soucier: Chris is a non-traditional freshman with a Psycho-Biology/Environmental Science double major. Born in Maine, Chris had pretty much always taken nature for granted. However, when he began school on Long Island, he describes having had a "rude awakening" to environmental issues. As a result of this awakening, he decided to help bring about the necessary awareness and enforcement needed to preserve a weakening environment. Chris believes the Campus Greenprint is dedicated to accomplishing his environmental goals.

Matthew Sullivan: Matt chose Southampton for the experiential opportunities available here, and for the strong science curriculum. Upon arrival, however, he has seen a pervasive apathy which grips the entire campus and works against some students. Matt sees the Campus Greenprint as a "community builder" and a chance to give the students and faculty a structured voice to bring about needed changes in the curriculum, student activities, and the overall campus community.