Student Sustainability Council Meeting

3 February, 2016

Council Member Name	Beginning	Ending
Abercrombie, Noah	P	P
Elliott, Jonathan	P	P
Empson, Danielle	P	P
Engle, Caroline	P	P
French, Preston	P	P
Fuentes, Karina	P	P
Green, Ellen	P	P
Grewelle, Richard	P	P
Meyer, Sadie	P	P
Miller, Alex	A	P
Penava, Elizabeth	P	P
Penn, Jerrod	P	P
Penn, Hannah	P	P
Rogers, Michaela	P	P
Smith, Gabriel	A (E)	P
Stromberg, Aaron	A	P
Stromberg, Sam	P	P
Taylor, Jennifer	P	P
Tedder, Shane (Advisor)	A	A
Thomas, Lauren	A	A
Varney, William	P	P

19:30 – Introductions

19:32 reading of the preamble

19:34 – Approval of the meeting minutes

19:39 – Update on spending authority

19:41 – First proposal begins, Sustainability & Garden Science

19:48 – First proposal presentation completed

19:48 – Q&A for first proposal begins

19:53 – Q&A ends

19:54 – Second presentation Begins, Beaux Arts Ball

19:58 – Second Proposal Concludes

19:58 – Q&A for second proposal begins

20:05 – Q&A Ends

20:05 – Third Presentation Begins, Stratton's American Kestrel Nest Box

20:12 – Third presentation ends

20:12 – Q&A for the third presentation begins

20:15 – Q&A for third proposal ends

20:16 – Discussion for first proposal begins

20:26 – Motion to extend discussion (Danielle, Richard 2nd)

20:28 – Motion to extend by two minutes (Danielle, William 2nd)

20:29 – Motion to vote on First proposal (Danielle, Preston 2nd) ☺

Vote Yes: 1 No: 17 (missing member at time of vote)

20:33 – Discussion on second proposal begins

20:43 – Motion to extend discussion by two minutes (Danielle, Sadie 2nd)

20:45 – Motion to extend discussion by two minutes (Danielle, William 2nd)

20:47 - Motion to extend discussion by two minutes (Danielle, Ellen 2nd)

20:50 – Motion to extend discussion by two minutes (William, Preston 2nd)

20:51 – Motion to vote on amendment

Vote: Yes: 16 No: 3

Amendment: The SSC will fund the third line item only (installation elective @$2000) The installation elective must study sustainable building practices and apply them in the design process and construction of the installations, additionally the projects must promote sustainability in the experience of the viewer

20:54 – Motion to reduce line items (Danielle, Ellen 2nd)

-The SSC will fund the third line item only (installation elective @$2000)

20:54 – Motion to vote on line item reduction (William, Ellen 2nd)

Vote Yes: 18 No: 1

20:56 – Motion to vote on proposal as amended and reduced ☺

Vote: Yes: 13 No: 5 (one abstain)

20:59 – Discussion on third proposal begins

21:01 – Motion to vote on third proposal (Danielle. Sadie 2nd) ☺

Vote Yes: 19 No: 0

21:04 – Update on SSC logo Begins

Vote #1 – Yes: 1 No: 18 #2 Yes: 18 No: 1 #3 Yes: 0 No: 19

21:11 – Outreach committee update

21:14 – Development committee update

21:33 – Meeting adjourned

University of Kentucky Student Sustainability Council
2015-2016 Grant Application

1. Name: Brett Criswell
2. Email: brett.criswell@uky.edu
3. UK Affiliation: STEM Education, College of Education
4. Proposed Project Title: Sustainability and Garden Science (SGS)

5. If applicable, please provide the sponsoring or overseeing organization. (e.g. the Office of Sustainability, Wildcat Wheels, the Dept. of Ag. Economics, etc.): Department of Biology
6. Total Amount Requested from the Council: $7,720
7. Would you like to make a presentation to the Council before your proposal is reviewed? Yes

8. Please mark the primary and secondary focus areas of your project with a **1** and **2**, respectively.

- Recycling:
- Transportation:
- Agriculture/Gardening: **1**
- Water:
- Renewable Energy/ Energy Conservation:
- Climate Change:
- Local Environment: **2**
- Behavioral Change:
- Species Diversity/Conservation:
- Other (Please Describe):

9. Please name any other project leaders:

Name	Philip Crowley
Title & Department	Department of Biology / Ecological Research and Education Center
Project Role	Biology Curriculum Advisor
Email	pcrowley@uky.edu
Name	Megan Seifert
Title & Department	Community Engagement Coordinator, UK Ecological Research and Education Center
Project Role	Program Coordinator
Email	megan.seifert@uky.edu
Name	Patti Works
Title & Department	Regional Teacher Partner with PIMSER
Project Role	Sustainability curriculum, implementation and teacher liason
Email	patriciaeworks@gmail.com

Please note that any project leaders listed will be excused for closed discussion of their project proposal.

10. Please describe the project, its goals, and how it contributes to UK student knowledge, attitudes & culture, or practices of the 3 pillars of sustainability (i.e. economic, environmental and social), including potential long-term effects.

Sustainability is a concept that cuts across the basic sciences and social sciences, with increasing resonance in our society. **Garden science is an ideal means of conveying the concept of sustainability**, enabling students to see plants as sustainable systems for which science provides some important insights. **We will develop a sustainability and garden science (SGS) program in collaboration with teachers and UK graduate and undergraduate students** to be implemented in local Lexington elementary schools.

The SGS program will be implemented in two elementary schools (Deep Springs and Sandersville) during February through June 2016. Each school will have a teaching team composed of an elementary school teacher (1) and biologically- and pedagogically-knowledgeable undergraduate (3) and graduate (1) students working with the science teacher's class to present ideas in an interactive way and conduct activities both in the classroom and outside. Additionally, 20 UK elementary education undergraduates will facilitate classroom activities (2-3 per classroom session in partner schools). Elementary school student learning will be evaluated by pre- and post-tests; other project metrics include written feedback from team members and stakeholders, the quantitative results of a class investigation, and the size of the harvest obtained by each class. Each school will get three 2' x 6' cold frames (i.e. mini-greenhouses) to accelerate plant growth enough to allow harvesting before summer vacation. Students will learn about what plants need to survive and grow, the life cycle of plants, and the structures responsible for plant survival and growth – all ideas emphasized in the Next Generation Science Standards now being implemented in Kentucky public schools. These biological topics are explicitly linked to sustainability concepts, using plants as a model system. Sustainability concepts associated with plant life cycles, the greenhouse as a heat-trapping device, renewable energy flow (leaves, solar devices), and nutrient cycling are well illustrated in this plant-oriented approach.

There are **four main goals** for this project: (1) to teach elementary students about sustainability through the analogy between plant function and human resource use, (2) to teach elementary students basic biological principles related to structure and function of plant parts, life cycles, energy flow, nutrient cycling, and experimentation, (3) to teach elementary students from communities of relatively low socioeconomic status about gardening and sustainable living and (4) to connect UK students with the community to the benefit both of the students and the community. **As a result of this project** elementary students will (1) be able to explain the basic concept of sustainability and relate it both to plant biology and human society (links to NGSS K-ESS-3-3), (2) be able to describe basic plant structures and life stages and how they obtain and use their essential resources (links to 5 different NGSS standards), and (3) will understand the design and implementation of a very simple experiment (links to NGSS 2-LS2-1). **UK undergraduate and graduate students will gain invaluable experience** from this project by (1) helping to development and implement science curricula and (2) by communicating science to children and the general public (teachers, students, community members). This **project will have long lasting benefits** to elementary schools students and UK through (1) establishing a long-term relationship between UK (through the BIOTIC outreach program) and local schools and (2) providing the schools with mini-greenhouses that they can use for biology and environmental science teaching into the future. We intend for this project to be a pilot for extramural funding, so that the number of schools implementing the program can be greatly increased, and the approach and its effectiveness can be presented in the educational literature.

We will design, administer, and analyze pre- and post-tests to the elementary school students in the relevant classes; they will be in the form of concept cartoons and formative assessment probes. The focus will be on determining knowledge gains related to the concept of sustainability, core science principles underlying plant growth and reproduction, and the basics of experimental design that should result from participating in the SGS module. We will measure crop quality and quantity of vegetables produced from each class's raised bed and will assess the result of the class investigation, presenting these results at least in a preliminary way to the students in the class and community members. The questionnaires circulated among the team members, stakeholders, and administrators will give us feedback on program impact from their different points of view, and will give us guidance for improving future implementation. We intend to present these results at a state science education conference to stimulate further discussion and more suggestions about the approach and its potential for widespread use. If results of the pilot study justify sharing our methods and results in the literature, we will prepare a manuscript for publication after the teacher and students return from the conference.

Our **project will advance economic viability** by teaching children basic principles of sustainability and how plants use resources to produce the vegetables we eat. With this knowledge, they will be better able to

appreciate the costs and benefits of food production and to make better decisions as consumers and citizens. The **project directly addresses the topics of plant biology and ecology** through examining how plants and plant populations maintain themselves, an expression of ecological integrity. By focusing on schools in less economically prosperous areas, **we advance social equity** by helping the children most in need of academic enrichment gain an appreciation of science and of growing their own food.

11. Name any anticipated project affiliates and describe the extent of their support, including any financial, matching or in-kind support. Specific details are encouraged.

    - Staff at the UK Ecological Research and Education Center, Dr. Philip Crowley (Director) and Dr. Megan Seifert, will provide support on biological curricula content and project coordination. Dr. Philip Crowley will manage project funds.
    - Dr. Brett Criswell and the Department of STEM Education will provide pedagogical expertise and leadership in presenting results to the educational community and seeking follow-up extramural funds.
    - Ms. Patti Works and the PIMSER group (Partnership Institute for Mathematics and Science Education Reform) will provide elementary-school classroom expertise and logistical support.
    - The Biology Department will administer and oversee funds provided by the SSC to apply to SGS activities related to the project.

12. Please mark the primary target population of your project with a **1**.

    - UK (general):
    - Undergraduates:
    - Graduates:
- Community: **1**
- Faculty:
- Other (Please Describe):

In 250 words or less, please answer the following questions.

13. Describe the intended University of Kentucky audiences and potential number of people impacted including any potential diverse segments such as student or community organizations and supporting evidence (e.g. expected or historical event/speaker attendance).

    The project directly involves 26 UK undergraduate (20 elementary education students and 6 biologically-knowledgeable) and 2 graduate students. These students will work in collaboration with teachers to develop and implement the SGS program in elementary school classrooms (2 teachers, approximately 50, 2nd grade students). This project fosters team-building at various levels—between University of Kentucky and public schools, between UK undergraduate and graduate students, and between the College of Education (STEM Department and PIMSER) and the Department of Biology and EREC field station. Such collaborations have the potential to generate novel approaches to teaching about sustainability and other science concepts. This team-building component will engender interdisciplinary thinking, as Biology and STEM graduate and undergraduate students will bring different strengths and experiences to the project and will learn from the teachers, children, and each other.

14. Are there any students involved in the proposed project? If so, do they benefit from professional or technical skills, outputs, or experiences such as presentations, posters, or reports?

    The graduate (2) and undergraduate (26) students involved in this project will gain valuable experience at multiple levels.

    a. UK graduate and undergraduate students will gain experience developing a science-based curriculum at the elementary school level. This is a unique skill for UK students and allows them to be instrumental in tailoring and implementing a curriculum to elementary students with the guidance of professionals in biological research and STEM education. This will also be essential professional development experience for 20 UK STEM education undergraduate students (i.e. facilitators); each UK STEM education student will be involved in one preparatory and one in-school session.
    b. The SGS curriculum employs basic plant biological principles to conceptualize sustainability. In developing and implementing this curriculum, UK students will develop their ability to communicate science and sustainability concepts to children and the general public (teachers).
    c. All core participants (2 teachers, 6 UK undergraduate students and 2 UK graduate students) will present at a state science education-related conference to stimulate discussion about this approach and its potential for widespread to teach sustainability concepts. The target conference is the Kentucky Science Teacher Association in Lexington, KY (November 10-12, 2016).

15. Please describe any previous history and to what extent you, other project leaders, or the sponsoring organization may have with the UK Student Sustainability Council.

    - Dr. Philip Crowley was associated with the Hitnes mural project submitted earlier this year (Tony Brusate, PI).
    - Dr. Philip Crowley and Dr. Megan Seifert are involved in the implementation and coordination of a recently funding project through SSC, "Supporting Monarchs and Pollinators through Citizen Science and Public Engagement" (Stephen Zumdick, PI).

16. Please outline a timeline and milestones to ensure project efficacy prior to and after project implementation.

    Early February: Start date; cold frame materials, seeds, soil, containers, watering cans, demonstration materials purchased.
    First prep session

Mid February:	First class session (Pre-test)
Late February:	Cold frame construction
Early March	Second prep session
Mid March:	Second class session (Move germinated plants in pots into the cold frames)
Early April:	Move slower developing or more cold-sensitive plants to the cold frames Third prep session
Mid April:	Third class session (Begin the nutrient manipulation experiment)
Late April:	Mid-term report submitted Fourth prep session
Late May:	Fourth class session (Complete the watering experiment, Harvest vegetables and distribute among students; post-test, and the questionnaires)
June	Complete the analysis of pre- and post-tests,
November:	One teacher and students attend a STEM education conference to present results of the project at the Kentucky Science Teacher Association
November:	Final report submitted

17. Does the success of your project require prior approval of other UK or non-UK entities (e.g. IRB or venue approval, etc.)? If so, please provide supporting documentation.

    The Science Teachers at two proposed elementary schools—Ms. Lakendra Horton at Deep Springs Elementary and Mr. Matt Noblin at Sandersville Elementary—have enthusiastically expressed their interested in the program and have agreed to the proposed curriculum and schedule.

18. Please demonstrate how the Student Sustainability Council will be credited or advertised in your project (this can include promotional material). Would a project leader be available for a radio interview?

    The SSC will be mentioned through several avenues:
    - The SSC logo will be included on any printed or web-based curriculum resources
    - The UK Ecological Research and Education Center will write up a story on the SGS program in their bi-annual newsletter and will include SSC as a the funding source. This program and its sources of support will also be posted on the EREC website.
    - The SSC logo will be included on the presentation made at a national conference.

    Yes, we are available to participate in a radio interview.

19. Using the following format, please provide a line item budget for the total amount request and what percent of the project is being sponsored by SSC funding. Provide information sources or reasoning for the budget estimates.

Expense	Description	$ Amount
	See attached for budget and justification	

20. Are you willing to accept a general reduction in your budget? Yes
21. Are you willing to accept line item changes in your budget? Yes
22. You may include additional attachments to supplement the application such as promotional material, resumes, letters of collaborative funding, etc.
    Attached documents include support letters (4) from local elementary schools, the Chair of the Biology Department and the Director of Graduate Studies in Biology.

Submit project proposals and/or questions on proposal processes to **ukstudentsustainabilitycouncil@gmail.com** with **'SSC Proposal'** as the subject line.

If successfully funded, a councilmember will be assigned to your project. Failure to communicate with this person can result in a total or partial loss of funding. **Any changes in the use of approved funding must be resubmitted and re-approved by the Council. Unused funds are automatically returned to the SSC.**

Project proposals will be considered on a rolling basis and must be received 1 week prior a scheduled meeting in order to be considered for the agenda. If SSC and applicant are able to confirm that project, if funded, would be in compliance with University Business Procedures. The Fall 2015 meeting schedule is listed below:

Meeting date	**Proposal due date**
~~October 13, 2015 -~~	~~Proposals due by October 6, 2015~~
~~October 27, 2015 -~~	~~Proposals due by October 20, 2015~~
~~November 10, 2015 -~~	~~Proposals due by November 3, 2015~~
December 8, 2015 -	Proposals due by December 1, 2015
January 16, 2015 -	Proposals due by January 9, 2016

Tuesday, January 26th, 2016
3:30-4:30pm
Present: Jonathan Elliott, Ricky Grewelle, Gabe Smith, Will Varney, Hannah Penn, Jerrod Penn
Absent: Caroline Engle

Minutes

- Include detailed responsibilities of directors in by-laws.
- In regard to pointperson follow-up process and documents. Everyone agrees it should be approved by the Full Council, included in the by-laws.
- Formalize 1-page follow-up process, designed as a timeline and instructions for the pointperson.
- One interim round of questions and comments from entire development committee before the February 3 meeting.
- Have pointperson documents ready by Feb 3 meeting.
- Ask for volunteers for approved proposals from Feb 3 meeting. Let volunteers know they are working documents and feedback is greatly appreciated.

- Finalize pointperson process/documentation at February 23 development meeting with intent to submit for a full council vote on March 3rd meeting
- Group intends to submit 2 proposals this spring- 1) Fall retreat proposal (to be submitted by Gabe Smith) and 2) AASHE 2016 proposal to Baltimore
- Feb 23 meeting.
    - Finalize Pointperson followup process/documentation
    - Discussion of director accoutability and incentives (Ricky/Jonathan)
    - Time permitting, the role of the Statement of Principles (Will)

Sustainability and Garden Science (SGS)

BUDGET

Equipment and Supplies

Equipment and Supplies per school	
Seedling light cart (HPS 52970)	$669
Shipping for light cart (Expedited)	$40
Humidity domes (1 packs of 6)	$35
Arbor UK Large Cold Frames, 23 " H x 70" W x 22" D (3 @ $282 each)	$846
Shipping for 3 cold frames (1/2 of total for all 6)	$40
Potting soil for plants in the cold frame (2 cubic yards/frame)	$120
Pots/flats/trays for starting plants indoors (200 plants/class)	$200
Watering cans (3/class)	$30
Hose for Watering (100 feet)	$80
Teaching supplies (e.g. small solar-panel driven fans, materials for plant models)	$200
Total Cost of Equipment and Supplies per School	*$2,260*
Total Cost of Equipment and Supplies for 2 Schools	$4,520

Personnel Costs

Elementary classroom consultant ($50/hour x 40 hours of prep, travel, class time)	$2,000
Teacher summer time (2 teachers x $25/hour x 18 hours of prep, travel, class time)	$900

Conference Costs

Registration fee for 2 Teachers @ $150 each	$300

Registration fee for 2 UK graduates and 6 undergraduates @ $30 each	$240
2 lunches @ $13 per person plus parking	$180

Total project cost: $7,720

BUDGET JUSTIFICATION

Seedling light carts allow the seedlings to develop rapidly indoors in their initial growth phase before being transplanted outdoors to the cold frames. These have a large enough capacity but small enough footprint to work well in the classroom. Shipping costs are included. The humidity domes will increase seedling survival and development; there is a common issue of plants drying out quickly when grown indoors under lights. The large cold frames (mini-greenhouses) are essential so that vegetables can be grown and harvested before the beginning of summer vacation. The ones we requested have a single lid for easy access and Plexiglas windows for safety. The total area will allow a significant crop to be grown by each class. Students will gain experience planting the seeds in pots in the classroom, and transferring the pots to the mini-greenhouse in early-mid spring as soon as the risk of frost is negligible. The mini-greenhouses also provide a nice illustration of the way global warming works. These structures can be used by the school into the future for other gardening and science projects. Shipping costs are included. The soil, pots, hose, and watering cans are essential for starting and taking care of the plants outside. Solar-panel driven fans will be used to illustrate how light can be used to provide power, just as leaves capture light energy that plants can use to grow and reproduce. The additional supplies will be to allow the students to make models of roots, stem, and leaves of plants to learn the role of each.

To implement our ideas for the project successfully in the classroom, we need the expertise from a retired master teacher who is ideal to consult on the project, Patti Works. Patti has much experience in elementary STEM-topic teaching and in developing and implementing effective methods. She is essential to help us bridge from the core scientific ideas to the classroom realization. We request funding for the appropriate amount of her time. We also request funds to remunerate the teachers in continuing the plant care and harvesting with the students in weekly 2-hour sessions during the first six weeks of the summer. This ensures that the students are able to harvest most of their crops and take them home.

Since our goal is to establish a teaching module of potentially widespread use in local schools and ultimately at the national level, we want to send all core participants (2 teachers, 6 UK undergraduate students and 2 UK graduate students) to a state education conference to discuss the project with educators. This will help us garner interest for implementing this project through Kentucky, improve the approach and make the case for extramural funding in the future. The funds requested are in accordance with estimates provided by the Kentucky Science Teacher Association.

Departmental Commitment to Manage Funds

See the letter from Vincent Cassone, Chair of Biology

University of Kentucky Student Sustainability Council
2015-2016 Grant Application

1. Name: Tara Prasad
2. Email: beauxartsball.foundation@gmail.com
3. UK Affiliation: Student
4. Proposed Project Title: Beaux Arts Spring Ball 2016
5. If applicable, please provide the sponsoring or overseeing organization. (e.g. the Office of Sustainability, Wildcat Wheels, the Dept. of Ag. Economics, etc.):
6. Total Amount Requested from the Council: $4000
7. Would you like to make a presentation to the Council before your proposal is reviewed? Yes

8. Please mark the primary and secondary focus areas of your project with a **1** and **2**, respectively.

- Recycling: 1
- Transportation:
- Agriculture/Gardening:
- Water:
- Renewable Energy/ Energy Conservation:
- Climate Change:
- Local Environment:
- Behavioral Change: 2
- Species Diversity/Conservation:
- Other (Please Describe):

9. Please name any other project leaders:

Name	**Michael Gomez-Hidalgo**
Title & Department	Student
Project Role	Social Media Director
Email	michael.gomez.hidalgo@gmail.com

Name	Sam Bloomfield
Title & Department	Student
Project Role	Venue Director
Email	sebl225@g.uky.edu

Please note that any project leaders listed will be excused for closed discussion of their project proposal.

10. Please describe the project, its goals, and how it contributes to UK student knowledge, attitudes & culture, or practices of the 3 pillars of sustainability (i.e. economic, environmental and social), including potential long term effects.

The Beaux Arts Foundation is one of the largest student-run, non-profit organizations in the state of Kentucky. Each year, the Beaux Arts Ball is thrown to raise money and awareness for charities in Lexington such as Broke Spoke, Bluegrass Rape Crisis Center, Home of the Innocents, CASA, and the Governor's School for the Arts. The current directors have invested countless volunteer hours organizing the 47th annual Beaux Arts Ball for the community.

The idea behind the Ball is to promote diversity and originality in exhibiting various performing talents from across the nation, while simultaneously embracing the local Lexington community. Beaux Arts Ball is about coming together as an assorted but homogenous crowd, melding together to appreciate the arts in a unique way to give back to the community. Over the years, the Beaux Arts Ball Foundation has donated over 181,000 to other organizations who spend their efforts promoting the arts. Beaux Arts Ball is about the arts, camaraderie, and above all, optimism for all situations, as that is what non-profit organizations do: donate money to spark positivity.

A long held tradition of the Beaux Arts Ball is the student-designed installations. Students submit their proposals to the annual Beaux Arts Ball installation Competition, where the public can vote for the designs that they would like to see fabricated at a large scale for the night of the ball. They are a creative and unique feature of each Beaux Arts Ball. Due to the success of last year, largely due to the SSC, the BAF would like to continue the theme of sustainability. We will use common materials and transform them into beautiful installations that will reflect the human impact of resource consumption, the ability to conserve and protect the Earth, and our responsibility as individuals to do our part. The Beaux Arts Directors, being design students, understand the importance of sustainability when it comes to an organization as well as the environment. We will do our part to push the community of Lexington to become more aware and make advancements towards a more sustainable way of life when it comes to energy consumption and waste. Our goal is to encourage Beaux Arts attendees to rethink their environmental impact and responsibility as a consumer through the displays of our installations.

Along with our student installations, the Beaux Arts Spring Ball puts on a fashion show with the Lexington Fashion Collaborative. The pieces worn by the models during the show are designed by UK students and then constructed with the help of local designers. Last year, these fashion pieces were made only out of recyclable materials, and we would like to continue this due to the cost-effectiveness as well as the conversations it sparked during and after the ball. The Lexington Fashion Collaborative is also hosting a gallery after the ball and it will feature not only their models and outfits, but the installations designed for Beaux Arts Ball.

Beaux Arts Ball attracts thousands of students and members of the community, but its influences reach beyond that. The charities benefitting from Beaux Arts continue to benefit members of our local community in a variety of ways, and the Ball is religiously followed by design students across the nation and is always featured by major design blogs. This would give not only Beaux Arts publicity, but also Lexington's efforts in the realm of sustainability as well, furthering the awareness of this urgent need in our community and nation. A grant from the SSC would help us to uphold our renowned reputation at UK and the realm of architecture.

11. Name any anticipated project affiliates and describe the extent of their support, including any financial, matching or in-kind support. Specific details are encouraged.

Manchester Music Hall: Venue Location, Marketing, Provision of alcohol sales

Lexington Fashion Collaborative: Runway Show, Marketing

WRFL: Advertising and Promotion of Event

CD Central: Ticket Sales

Pop's Resale: Ticket Sales

Night Market: Tabling and promotion

12. Please mark the primary target population of your project with a **1**.

- UK (general):1
- Undergraduates:
- Graduates:
- Community:
- Faculty:
- Other (Please Describe):

In 250 words or less, please answer the following questions.

13. Describe the intended University of Kentucky audiences and potential number of people impacted including any potential diverse segments such as student or community organizations and supporting evidence (e.g. expected or historical event/speaker attendance).

The Beaux Arts Ball attracts students, alumnus, faculty, and members of the community. Our goal is to attract as many people as possible in the community to foster camaraderie and celebrate diversity. Every year, the Beaux Arts Ball brings in around 2000-5000 people, but this number does not reflect the amount of people affected by the funds raised. The charities that benefit from Beaux Arts receive generous donations that allow them to continue their hard work improving the community of Lexington and the commonwealth of Kentucky. In 2009, the organization "Sunflower Kids" received 30,000 dollars from the Beaux Arts Foundation. We also work hard to provide multiple annual scholarships to design students for their work in the community.

14. Are there any students involved in the proposed project? If so, do they benefit from professional or technical skills, outputs, or experiences such as presentations, posters, or reports?

There are many students involved with the Beaux Arts Foundation. We have directors for the following positions: Installations, Marketing, Graphics, Historian, Fashion, Finance, Fundraising, and Music. The Beaux Arts Foundation provides a unique experience for students to gain real world experience in organizing large-scale events. It also provides the opportunity to build professional relationships in the community as well as hone essential skills in leadership and communication. This results from the countless hours put into organizing the events. Directors learn how to design posters, flyers, tickets, installations, advertise, website management, work with professionals in the community, draft contracts, book artists, utilize resources, secure insurance, organize fundraisers and work efficiently on a timely schedule while balancing work and school.

15. Please describe any previous history and to what extent you, other project leaders, or the sponsoring organization may have with the UK Student Sustainability Council.

The Beaux Arts Foundation received a grant from the SSC for the Spring 2015 Ball**.** A studio professor also received funding for the studio installation project for the 2015 Beaux Arts Ball.

16. Please outline a timeline and milestones to ensure project efficacy prior to and after project implementation.

Venue booked by first week of February, public announcement about planned event date in mid-February, artists secured by beginning of March, ticket sales available via Ticket River by the beginning of March, public announcements about artists in mid-March, posters distributed around community in mid-March, tabling events in community in late March through April

17. Does the success of your project require prior approval of other UK or non-UK entities (e.g. IRB or venue approval, etc.)? If so, please provide supporting documentation.

    We do require a venue and have been in contact with the owners of Manchester Music Hall. We will be hosting an event towards the end of April.

18. Please demonstrate how the Student Sustainability Council will be credited or advertised in your project (this can include promotional material). Would a project leader be available for a radio interview?

    The Beaux Arts Foundation would be more than willing to feature the SSC's logo on all our promotional material, as well as post about them on our various social media outlets. In the past, we have handed out flyers at the Spring Ball about the organizations that we partner with, we would be happy to pass out information about the SSC as well as provide space for a table at our spring event. We are also looking to expand our promotions on campus, and are open to any ideas the SSC has for advertisements. We also plan to utilize time-lapse videography during setup and will record the construction of all installations as well as the fashion show performance. This video will include the SSC logo and will be given to the SSC to use for its own promotion. A project leader will be available for a radio interview.

19. Using the following format, please provide a line item budget for the total amount request and what percent of the project is being sponsored by SSC funding. Provide information sources or reasoning for the budget estimates.

Expense	Description	$ amount
Student Competition Installations	The Beaux Arts Foundation hosts an annual student competition that is open to all UK students. The top three installations (sometimes more than three) are selected and funded to be fabricated at a full scale. These installations are costly and prove to be out of monetary reach for the average college student. Funding would provide the opportunity for around 15 students to design and build an original design for the community to experience. Participants will be required to use 50% recyclable materials or promote themes of sustainability in their installation.	1000
Student Fashion Pieces	The fashion show takes place during the Spring Ball and features designs that have been worked on by UK students during the spring semester. The fashion show is a unique opportunity for students that are interested in the realm of fashion to try their hand at designing original work. Around 10 models participate in the fashion show, and therefore, require 10 original pieces. This breaks down to an individual budget of 100 dollars. Participants of the fashion show usually work in pairs, which results in a large group of students participating. Participants will be required to use 50% recyclable materials for their project. Outfits will go on exhibition in the summer for the LFC Sustainability Exhibition and conference.	1000
Installation Elective	Every year, the College of Design offers a class that focuses on building installations. The college does not support the class financially, and it is up to the students to find funding in order to complete the projects. There are 16 students enrolled in the class who have been patiently waiting for three years to participate in this College of Design elective. Multiple installations are produced from this class and they are much larger than the individually submitted installation competition proposals. The installations are meant to be interactive – and are therefore used heavily by	2000

	participants of the Beaux Arts Ball and need to be made out of substantial material. Students will be challenged to consider sustainable building processes and materials in the design and implementation of their installation. The installation will go on exhibition after the Spring event.	

20. Are you willing to accept a general reduction in your budget? Yes
21. Are you willing to accept line item changes in your budget? Yes
22. You may include additional attachments to supplement the application such as promotional material, resumes, letters of collaborative funding, etc.

Submit project proposals and/or questions on proposal processes to **ukstudentsustainabilitycouncil@gmail.com** with **'SSC Proposal'** as the subject line.

If successfully funded, a councilmember will be assigned to your project. Failure to communicate with this person can result in a total or partial loss of funding. **Any changes in the use of approved funding must be resubmitted and re-approved by the Council. Unused funds are automatically returned to the SSC.**

Project proposals will be considered on a rolling basis and must be received 1 week prior a scheduled meeting in order to be considered for the agenda. If SSC and applicant are able to confirm that project, if funded, would be in compliance with University Business Procedures. The Fall 2015 meeting schedule is listed below:

Meeting date	**Proposal due date**
~~October 13, 2015 -~~	~~Proposals due by October 6, 2015~~
~~October 27, 2015 -~~	~~Proposals due by October 20, 2015~~
~~November 10, 2015 -~~	~~Proposals due by November 3, 2015~~
December 8, 2015 -	Proposals due by December 1, 2015
January 16, 2016 -	Proposals due by January 9, 2016

University of Kentucky Student Sustainability Council
2016-2017 Grant Application

23. **Name:** Stratton Hatfield
24. **Email:** stratton.hatfield@uky.edu
25. **UK Affiliation:** Graduate Student, Department of Forestry
26. **Proposed Project Title:** American Kestrel Nest Box Project
27. **If applicable, please provide the sponsoring or overseeing organization. (e.g. the Office of Sustainability, Wildcat Wheels, the Dept. of Ag. Economics, etc.):** Forestry Department
28. **Total Amount Requested from the Council:** $1000.00
29. **Would you like to make a presentation to the Council before your proposal is reviewed?** Yes

30. **Please mark the primary and secondary focus areas of your project with a 1 and 2, respectively.**

- Recycling:
- Transportation:
- Agriculture/Gardening:
- Water:
- Renewable Energy/ Energy Conservation:
- Climate Change:
- Local Environment: **2**
- Behavioral Change:
- Species Diversity/Conservation: **1**
- Other (Please Describe):

31. Please name any other project leaders:

Name	Dr. David Westneat
Title & Department	Professor, Biology Department
Project Role	Advisor and in charge of future research
Email	david.westneat@uky.edu

Name	Dr. Steve Higgins
Title & Department	Director, Animal & Environmental Compliance, College of Agriculture, Food and Environment
Project Role	Liaison with Farm Managers and the College of Agriculture
Email	shiggins@uky.edu

Please note that any project leaders listed will be excused for closed discussion of their project proposal.

32. **Please describe the project, its goals, and how it contributes to UK student knowledge, attitudes & culture, or practices of the 3 pillars of sustainability (i.e. economic, environmental and social), including potential long term effects.**

American kestrels are North America's smallest falcon. They have a broad distribution and occupy a variety of different open habitat types, including the agricultural land surrounding Lexington, KY. Their diet consists primarily

of grasshoppers, but they also prey on small birds, rodents, frogs and snakes. American kestrels are cavity nesting birds that nest annually, lay 4-6 eggs and return to nesting sites year after year. In Kentucky, American kestrels are partially migratory depending on the severity of winter conditions. The predicted lifespan of an American kestrel is difficult to ascertain, but estimates range from 5-12 years. American kestrel populations are in decline in North America. Reasons for this are currently unknown, but potential causes include poisoning of food sources, habitat loss, increased predation by Cooper's hawk and West Nile Virus (Global Raptor Information Network 2015).

American Kestrel
©Kathryn Mann 2009

We propose to the Student Sustainability Council a pilot project that constructs ten American kestrel nest boxes on University of Kentucky property, specifically Main Chance, Spindletop and Cold Stream farms (The North Farm Complex). These ten boxes will be placed in locations deemed suitable by the management committee of the farm complex. The goals of the project are to benefit American kestrel populations on University of Kentucky property and to create a study population of American kestrels that is available to University of Kentucky students for research. This project will also support the work of the international non-profit "The Peregrine Fund" who are conducting research investigating the large scale population declines of American kestrels. If successful, we hope to expand this effort to other University of Kentucky properties.

All ten boxes will be made out of cedar and mounted on 16 foot 4x4 treated posts that will be sunk approximately 3 feet into the ground and set with concrete. All posts will have a predator guard system installed to prevent nest predation from raccoons, feral cats etc. All nest boxes will be mounted facing North-East. We expect a nest box occupancy of approximately ~33%. American kestrels breed during the months of April, May and June. Please see attached a diagram illustrating how you build an American kestrel nest box.

33. Name any anticipated project affiliates and describe the extent of their support, including any financial, matching or in-kind support. Specific details are encouraged.

There is no matching financial support for this project. The Forestry Department has volunteered the use of its wood shop for us to construct the boxes, my father (Mark Hatfield) has volunteered the use of his trailer and jeep to move our nest boxes, the Forestry Graduate Student Association (GSA) has volunteered their time to construct and place the nest boxes and Dr. David Westneat's lab has agreed to monitor and maintain the boxes into the future.

34. Please mark the primary target population of your project with a 1.

- UK (general): **1**
- Undergraduates:
- Graduates: **2**
- Community:
- Faculty:
- Other (Please Describe):

In 250 words or less, please answer the following questions.

35. Describe the intended University of Kentucky audiences and potential number of people impacted including any potential diverse segments such as student or community organizations and supporting evidence (e.g. expected or historical event/speaker attendance).

This project will directly benefit students attached to Dr. David Westneat's lab and the Forestry GSA. This project will also benefit the entire UK community indirectly by protecting a local species that is ecologically important and aesthetically pleasing.

36. Are there any students involved in the proposed project? If so, do they benefit from professional or technical skills, outputs, or experiences such as presentations, posters, or reports?

Students involved in this project are those attached to Dr. David Westneat's lab and the Forestry GSA. These 10-20 students will benefit by: 1) learning how to construct and place American kestrel nest boxes and 2) learning how to conduct research on small North American raptors.

37. Please describe any previous history and to what extent you, other project leaders, or the sponsoring organization may have with the UK Student Sustainability Council.

I served as the Director of Operations for the UK SSC during my senior year (2012 – 2013).

38. Please outline a timeline and milestones to ensure project efficacy prior to and after project implementation.

Activity	Start Date	End Date
Nest Box Construction and Installation	February 2016	April 2016
Nest Box Monitoring	April 2016	Lifespan of a cedar Nest Box is approximately 7 years

39. Does the success of your project require prior approval of other UK or non-UK entities (e.g. IRB or venue approval, etc.)? If so, please provide supporting documentation.

This project requires approval from the management committee of the North Farm Complex, from the Forestry GSA and from Dr. David Westneat's lab. Please find supporting letters from each of these entities attached.

40. Please demonstrate how the Student Sustainability Council will be credited or advertised in your project (this can include promotional material). Would a project leader be available for a radio interview?

The SSC will be credited as funding these nest boxes at every opportunity whether it be through published papers, reports or word of mouth. A project leader would be available for a radio interview.

41. Using the following format, please provide a line item budget for the total amount request and what percent of the project is being sponsored by SSC funding. Provide information sources or reasoning for the budget estimates.

Expense	Description	$ amount
Nest Box Materials	Cedar wood, Nails/Screws, Predator Proofing, Concrete and Posts	$850.00 ($85.00 per Nest Box)
Post Hole Diggers	Augur and Post Hole Digger Rental	$150.00

42. **Are you willing to accept a general reduction in your budget?** Yes

43. **Are you willing to accept line item changes in your budget?** Yes

44. You may include additional attachments to supplement the application such as promotional material, resumes, letters of collaborative funding, etc.

Please find attached letters of support from the Forestry GSA President (Sara-beth Freytag), Dr. David Westneat and Dr. Steve Higgins. Also find attached a diagram illustrating how you build an American kestrel nest box.

Submit project proposals and/or questions on proposal processes to **ukstudentsustainabilitycouncil@gmail.com** with **'SSC Proposal'** as the subject line.

If successfully funded, a councilmember will be assigned to your project. Failure to communicate with this person can result in a total or partial loss of funding. **Any changes in the use of approved funding must be resubmitted and re-approved by the Council. Unused funds are automatically returned to the SSC.**

Project proposals will be considered on a rolling basis and must be received 1 week prior a scheduled meeting in order to be considered for the agenda. If SSC and applicant are able to confirm that project, if funded, would be in compliance with University Business Procedures.

Meeting date	**Proposal due date**
February 3, 2016 -	Proposals due by January 27, 2016

Tuesday, January 26th, 2016
3:30-4:30pm
Present: Jonathan Elliott, Ricky Grewelle, Gabe Smith, Will Varney, Hannah Penn, Jerrod Penn
Absent: Caroline Engle

Minutes

- Include detailed responsibilities of directors in by-laws.
- In regard to pointperson follow-up process and documents. Everyone agrees it should be approved by the Full Council, included in the by-laws.
- Formalize 1-page follow-up process, designed as a timeline and instructions for the pointperson.
- One interim round of questions and comments from entire development committee before the February 3 meeting.
- Have pointperson documents ready by Feb 3 meeting.
- Ask for volunteers for approved proposals from Feb 3 meeting. Let volunteers know they are working documents and feedback is greatly appreciated.
- Finalize pointperson process/documentation at February 23 development meeting with intent to submit for a full council vote on March 3rd meeting
- Group intends to submit 2 proposals this spring- 1) Fall retreat proposal (to be submitted by Gabe Smith) and 2) AASHE 2016 proposal to Baltimore
- Feb 23 meeting.
    - Finalize Pointperson followup process/documentation
    - Discussion of director accoutability and incentives (Ricky/Jonathan)
    - Time permitting, the role of the Statement of Principles (Will)