

The Center for Environmental Communication
Annual Report
2010-2011

1. Executive Summary (1 page max)

The Loyola University Center for Environmental Communication (LUCEC) is one of the few such centers in the United States that specializes in training communicators in covering environmental issues. All of our efforts are focused on spreading the word about the environmental issues facing Louisiana and beyond.

2. Unit Identification or Profile Summary (1 page max)

2.1 Official name of the unit and the mission or purpose statement of the unit

The Center for Environmental Communication (LUCEC)

Building on the scholarly resources of Loyola University New Orleans, the Center for Environmental Communication hosts a training program teaching journalism students how to cover the environmental beat, as well as offering instruction on environmental issues to public relations and advertising students. It also is home to the Institute for Environmental Communication (see discussion below) and serves as a news source for the media on regional environmental issues. Additionally, LUCEC promotes research into how environmental issues are communicated, and intervenes in situations where industry appears to be inadequately dealing with environmental challenges, especially in the area of social justice of the surrounding communities. Over the years, LUCEC has presented numerous workshops in the Caribbean intended to improve environmental reporting in that region.

LUCEC's website is <http://www.loyno.edu/lucec/about-center>.

2.2 General statement and descriptive information concerning the unit

See the mission statement above.

LUCEC's public programming is primarily outreach into the communities in the region, but the Institute for Environmental Communication draws attendees from as far away as Baton Rouge and Lafayette.

2.2.1 Headcounts of full-time and part-time staff

Presently the director is the only full time faculty.

2.2.2 Headcounts of faculty (if appropriate): tenured, tenure track, full-time extraordinary, and part-time adjunct

The director is tenured.

The following are Adjunct Faculty of LUCEC:

Paul Barnes, Ph.D., Reverend John H. Mullahy, S.J. Chair of Environmental Biology, Loyola University

Sonya Duhe, Ph.D., Director, School of Mass Communication, Loyola University

Craig S. Hood, Ph.D., Chair, Department of Biological Sciences, Loyola University

Lisa Martin, M.A., Director, Center for Intercultural Understanding, and School of Mass Communication, Loyola University

Leslie G. Parr, Ph.D., Shawn M. Donnelley Distinguished Professor, School of Mass Communication, Loyola University

J. Cathy Rogers, Ph.D., School of Mass Communication, Loyola University

Robert R. M. Verchick, JD., Gauthier-St. Martin Endowed chair in Environmental Law, Loyola University

James L. Wee, Ph.D., Provost Distinguished Professor, Department of Biological Sciences, Loyola University

David A. White, Ph.D., Department of Biological Sciences, Loyola University

Research Associate

Kevin McCaffery, E Prime, New Orleans, LA.

Advisors

Don Baker, Perez, Baker & Associates, Kenner, a.

Gerard Braud, Braud communications, Mandeville, La.

Paul Davidson, Executive Director, Black Bar Conservation Committee, Baton Rouge, LA.

Jim Detjen, Knight Chair in Environmental Journalism, Professor and Director, Knight Chair in Environmental Journalism, Knight Center for Environmental Journalism, Michigan State University, East Lansing, MI

Luz Marie, Hunter, Belize Outdoor Adventure Travel Services, Robert Moreau, Ph.D., Director, turtle Cover Research Center, and Professor of Environmental Business, Southeastern Louisiana University, Hammond, La.

2.2.3 Headcounts of full-time and part-time undergraduate students.

Environmental Communication is an academic program offering of SMC, and is not a sequence or minor. As such, we do not count the official number of students in the program.

2.2.4 Headcounts of full-time and part-time graduate students.

N/A

2.2.5 Retention rates of full-time degree-seeking students by program: fall-to-fall and fall-to-spring.

N/A

2.2.6 Graduation rates for entering students by cohort year by program.

N/A

3. Assessment (2 pages max)

3.1 General statement on how assessment is conducted within the unit (The unit's assessment plan should be posted to its Intranet site)

Since LUCEC's academic program consists of two courses (Environmental Communication & Covering the Environmental Beat) plus special offerings such as Environmental Analysis of Loyola, practicum, special research, and other projects, assessment is accomplished adhering to the norms of the university for all academic courses.

LUCEC participates in the Environmental Majors Program, and students in the courses complete an evaluation form about their courses.

Additionally, LUCEC is involved in many other projects, each with its own assessment process, throughout the region. LUCEC grants have assessment procedures embedded in them.

3.2 Outline the unit's program goals for the previous year (include how these goals are strategic to both the unit's and the university's mission; these should be based on the unit's strategic plan)

The past year's activities were dominated by the aftermath of the Deepwater Horizon oil disaster. The director was interviewed by virtually all major media in the U.S., and many abroad. He also spent much time and resources referring the media to proper specialists.

A center such as LUCEC may have excellent plans for project that are governed by the acquisition of grant support, but the nature of the work done by LUCEC is often dictated by environmental situations, especially catastrophes (Katrina, BP Oil gusher, and the projected Mississippi River floods). LUCEC's main purpose, thus goals, is to inform the community about environmental challenges, so when catastrophes occur, all hands on deck are focused on crisis communication, including direct interview, referrals, and training.

3.3 Outline the unit's student learning outcomes for the previous year

The following summarize the thrust of LUCEC and its academic and communication programs.

COURSE GOALS:

- To demonstrate why different people may view the same information differently;
- To illustrate how agenda setting influences the use of information
- To elucidate the difference between sound and anecdotal science
- To educate about differences among the approaches of a variety of scientific applications
- To teach about environmental resources that are available and how to access them
- To cover the application of environmental information by the manufacturing industry, activists, scientists, politicians and policy wonks, government agencies, and advertising and public relations/government affairs agencies.
- Bottom-line: to show how environmental information may be well analyzed and applied, and to demonstrate the many ways that it is misunderstood and misapplied.

EXPECTED STUDENT LEARNING OUTCOMES:

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity;
- Think critically, creatively, and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions (especially environmental information);
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes addressed;
- Speak correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes addressed;
- Critically evaluate one's own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; and
- Be motivated to life-long learning.

COURSE VALUES & COMPETENCIES

At the conclusion of the course students will be able to meet these competencies:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society.
- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

- Think critically, creatively and independently.
- Conduct research and evaluate information by methods appropriate to the communication professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
- Apply basic numerical and statistical concepts.

3.4 Describe the previous year's assessment activities, both of internal (within Loyola) and external (outside Loyola) factors affecting the unit

LUCEC uses a very informal assessment technique when none is required by a grant or other agency. Specifically, the director networks in the community constantly and receives copious amounts of feedback from the lay public as well as colleagues in the business and not-for-profit fields. These informal evaluations always are taken into accounts as new programs are developed.

3.5 Describe the assessment of community-based learning, community-engaged activities, or community-related goals (if applicable)

This answer is basically the same as 3.4. Other than its academic courses, all of LUCEC's activities are directed at improving the understanding and well-being of the community-at-large.

3.6 Briefly describe the results found through the assessment of the previous year's program goals, student learning outcomes, and any community-related goals

All indicators are favorable. Incremental improvements that result from the informal, but focused, assessment program are well received. Adjustments are continually made throughout various programs.

4. Summary of Achievements (1 page max)

4.1 Unit as a whole

Public programs 2010-2011:

The following were co-sponsored with Loyola's Center for the Study of New Orleans:

A Woman's Work is Never Done: Rebuilding and Reforming New Orleans

The President's Forum: Oil and Water: Spotlight on the Gulf (moderated by Dr. Robert A. Thomas, LUCEC director).

Talk by Mark Hertsgaard, author of Hot! Living Through the Next Fifty Years on Earth

"Rex: Inside the School of Design," video, produced by the Center for the Study of New Orleans and the Center for Arts and Music Entrepreneurship (Dr. Robert A. Thomas, LUCEC director, was the interviewer).

"Frank Ehret, Jr., Louisiana Conservationist," video produced by the Center for the Study of New Orleans. The Center for Environmental Communication and the Center for Arts

and Music Entrepreneurship ((Dr. Robert A. Thomas, LUCEC director, was the interviewer).

LUCEC was a significant media and speaking resource during the BP oil catastrophe and the rising Mississippi River waters.

Grants:

LUCEC received a grant to upgrade the America's WETLAND Resource Center (www.americaswetlandresources.com), which was originally constructed and maintained by the Center. Most of the work was accomplished in summer 2011.

4.2 Faculty achievements/service (all Dr. Robert A. Thomas, Director)

Media:

WDSU-TV, Dee Rosas, NOAA/Sea turtles/shrimp fishers, July 12, 2011.

Where Y'at [magazine], Dionne Charlet, "Environmental impacts of oil in the Gulf: a discussion with Dr. Ed Overton and Dr. Bob Thomas," p. 22, July 2001.

WGSO 990 AM Radio, Simone Bruni, Demo Diva Show, discussion of coastal wetland values, June 27, 2011.

The Times-Picayune, Nell Nolan's Social Scene, photo, C-3, June 20, 2011.

The Times-Picayune, photo, E-11, June 16, 2011.

The Times-Picayune, Richard Rainey, "River Birch owners cast a wide net for support," A-1, June 5, 2011.

WVUE-TV, Bagad Shaban, communication being affected by government agency pressure (bottle-nosed dolphin deaths), May 26, 2011.

WWNO 89.9 FM Radio/NPR, "Flood stage 2011: The Rising Mississippi," one hour special feature with guests, May 18, 2011.

<http://www.publicbroadcasting.net/wwno/news.newsmain/article/0/0/1805201/WWNO.News.Features/Floodstage.2011.The.Rising.Mississippi>

WWL-TV, Eric Paulsen and Sally Ann Roberts, morning show, environmental impacts of the rising river water, May 13, 2011.

Popular Mechanics Magazine, Chris Cox, the mechanics of the flood protection program, May 12, 2011.

Bloomberg News, Lela Landress, "Possible flooding on the Mississippi River," May 11, 2011.

WDSU-TV, Scott Walker, How should people approach the rising water in the Mississippi River, May 11, 2011.

Washington Post, Brian Vastag, Possible flooding on the Mississippi River, May 9, 2011.

Al Jazerra News, John Terrett, Aspects of the BP oil gusher, April 20, 2011.

WWL-TV, Dennis Woltering Show, BP oil disaster update, April 17, 2011.

WaterMarks [magazine], quoted in obituary, *Sue Hawes, 1936-2010, biologist with the U.S. Army Corps of Engineers*. Number 43, January 2011.

- WMPB 91.3 FM Radio, newscast in *Mississippi Edition*, The Process of Science and the BP Oil Gusher, December 13, 2010.
- The Times-Picayune*, Social Scene, mention, *The Times-Picayune*, C-3, November 17, 2010.
- The Maroon*, quoted, *Sustainability improves to B-*, by Carl Harrison, November 12, 2010, pp. 1 & 4.
- BBC (radio, TV, website), Naveena Kottoor (producer) and Paul Adam (correspondent), interview on oil gusher aftermath, November 11, 2010.
- Louisiana Office of Tourism Satellite Media Tour, R.A. Thomas & Ralph Brennan, staged at Bucktown Marina, Metairie, LA, October 27, 2010.
- St. Charles Avenue* (magazine), photo, p. 24, October 2010.
- Reader's Digest*, Jason Berry, "Five Years after Katrina, Memories and Dread," quoted/mentioned, September 2010, pp. 150-155.
- Sportsman's Habitat* (sportsmanshabitat.com), Smallie Fisherman, *Crabs evidence of pollution*, September 29, 2010.
- Drigger.com*, "In La., signs of regrowth seen in oiled marshes," "Oiled crabs stoke fears spill is tainting food web," "Crabs provide evidence oil tainting Gulf food web," September 25, 2010.
- NPR.org, Elizabeth Shogren, "Scientists say worst hasn't happened in Gulf," September 17, 2010.
- Reader's Digest*, Jason Berry, "Five Years after Katrina, Memories and Dread," quoted/mentioned, September 2010, pp. 150-155.
- Gambit*, Scuttlebutt, Alex Woodward, mention re my opinion on the oil exploration moratorium, p. 12, August 31, 2010.
- MinnPost.com*, Bill Sasser, "Gulf oil spill to blame for oily blobs in vital sea life?," August 30, 2010.
- Richardbrenneman.wordpress.com*, A Cajun sings to Obama's oil spill commission, August 26, 2010.
- Poynter.com*, Al Tompkins, "Al's morning meeting: Connecting people's 'stomach's & wallets' to oil disaster," August 24, 2010.
- WLOX.com*, Steve Phillips, "Steve's blog: Journalists take a closer look at oil spill coverage," August 24, 2010.
- SolveClimateNews.com*, Elizabeth McGowan, "In election season, one politician who is not afraid of the clean energy economy," August 20, 2010.
- SolveClimateNews.com*, Elizabeth McGowan, "How do we avoid the public thinking everything is okay?," August 17, 2010.
- WDSU-TV, Kiran Chawla, University of Georgia scientists data vs. those of NOAA, August 17, 2010.
- Michaelmoore.com*, "Crabs provide evidence of oil tainting Gulf food web," August 16, 2010.
- WTOP.com*, "In La., signs of regrowth seen in oiled marshes," August 16, 2010.
- WWL 870 AM Radio, Garland Robinette Think Tank, BP oil gusher, August 11, 2010.
- PlanetGreen.discovery.com*, Mat McDermott, "Oiled blue crab larvae place food chain & fishermen's livelihoods at risk: Gulf oil spill effects likely to linger even once clean-up ends," August 11, 2010.

- Rawstory.com*, Eric W. Dolan, “Gulf scientist: Justice Department is gagging me from studying oil spill,” August 11, 2010.
- KSBW.com*, “In La., signs of regrowth seen in oiled marshes,” August 11, 2010.
- Associated Press*, Cain Burdeau, values of wetlands, August 10, 2010.
- Drigger.com*, “Crabs provide evidence of oil tainting gulf food chain,” August 10, 2010.
- Associated Press*, “Scientists: Oil in ‘MANY’ of crab larvae collected, dolphins could get fatal ‘megadoses,’” August 10, 2010.
- Drigger.com*, *Bismark Tribune*, *NPR*, *Charlotte Observer*, *KSBW.com* (Action News 8), *DC Guide*, “Oiled crabs stoke fears spill is tainting food web,” Crabs provide evidence oil tainting Gulf food web,” August 9, 2010.
- Theind.com*, Mary Tutwiler, “Off the menu: blue crabs,” August 9, 2010.
- DefendNewOrleans.com*, “La. Marshes damaged by oil, but surprisingly resilient,” August 2, 2010.
- USA Today*, Rick Jervis, La. Marshes damaged by oil, but surprisingly resilient, August 1, 2010.
- St. Charles Avenue* (magazine), photo p. 44, August 2011.

Publications:

- Crother, B. I., B. Moon, and R.A. Thomas. 2011. Ernest A. Liner, 1925-2010. *Herpetological Review* 42(1): 12-18.
- Thomas, Bob, 2011. “BP blowout. Lessons from Gulf oil disaster: Everything from the social media’s importance to the need for a detailed disaster plan.” *SEJournal* Vol. 21, No. 2, pp. 11-13.
- Thomas, R.A., 2010. “Reflections on a Devastating Oil Catastrophe.” *C.E.P. (Conservative Environmental Policy) Quarterly*, Vol. 5, no. 2, pp. 1-4.
- Thomas, R. A., 2010. “BP’s Gulf oil gusher attracts bewildering amounts of media coverage. But where’s the depth?” *SEJournal* Vol. 20, No. 3, pp. 5, 7-11.

Opinion pieces:

- Thomas, R.A., 2011. The murky truth. Science and speculation in the wake of the BP oil gusher: an op-ed, *NOLA Defender* (noladefender.com), May 3.
- Thomas, R.A., 2011. Sustainable ends justify the means, Op/Ed in *The Maroon*, April 1, p. 15.
- Thomas, R.A., 2010. How oil spill has affected seafood, Op/Ed in *The Maroon*, September 17, p. 15.
- Thomas, R.A., 2010. Shifting Spill Tests Sense of Optimism, Op/Ed in *The Times-Picayune*, May 4, B-5.

Broadcast & Teaching Production

- Thomas, R.A., *Swamp things: Working safely around snakes, gators, & other critters in a post-flood environment*, Entergy Safety Seminar Series, New Orleans, voice over added and posted on Vimeo, May 25, 2011.
- Interviewer, documentary featuring the conservation work of Frank Ehret, with John Snyder and video crew, May 11, 2011.
- Interviewed, Loyola Freshman Year Experience video on why FYE is effective for entering students (<http://academicaffairs.loyno.edu/fye>), February 22, 2011.

- Interviewer, Video: *Rex: Inside the School of Design*, Center for the Study of New Orleans and Center for Music and Arts Entrepreneurship, February 4, 2011.
- Thomas, R. A., Podcast: *Connecting the Dots on Environmental Issues Nationally*, Wilderness Center, Ohio, December 16, 2010.
- Talent (show host), *Science of the Oil Spill*, Mississippi Public Television, series produced by a National Science Foundation Grant to Dr. Jessica Kastler, Gulf Coast Research Lab, Ocean Springs, MS, three parts - September 1; October 30; December 10, 2010.

Speaking engagements:

- Mullikin, T. and R.A. Thomas, *Greenhouse gas update: Dealing with climate change*, Environmental Regulation 2011: Turmoil, Catastrophe, and New Realities. Environmental Law Sections of the Alabama and Louisiana State Bars and Section on Natural Resources, Energy, and Environmental Law of Mississippi Bar, 20th Annual Beach & Bar Symposium, Destin, FL, June 17, 2011.
- Thomas, R.A., *Connecting informally*, panel for Goldman Sachs Small Business Scholars, 10,000 Small Business Program, Delgado Community College, June 4, 2011.
- Thomas, R.A., *Swamp things: Working safely around snakes, gators, & other critters in a post-flood environment*, Entergy Safety Seminar Series, New Orleans, May 25, 2011.
- Thomas, R.A., Moderator: *The coastal restoration financing briefing*, Gulf Coast Leadership Forum, Tulane University, New Orleans, LA, May 10, 2011.
- Thomas, R.A., *Nature Notes: Communicating with the public about nature*, Pact 53 (Buddy Stall's Traveling Group), Luling, LA, April 29, 2011.
- Thomas, R.A., Annual frog tour, hosted by the Loyola Environmental Studies Minor, April 28, 2011.
- Thomas, R.A., *Tour and relevance of the Bayou Bienvenu Project, Lower 9th Ward*, Greater New Orleans Foundation Philanthropy Gathering, New Orleans, LA, April 18, 2011.
- Thomas, R.A., *So you want to be an agent of change? Recalibrating in the real America*, American Education Research Association, New Orleans, LA, April 11, 2011.
- Thomas, R.A., *Future of wetland restoration in coastal Louisiana*. St. Tammany Leadership Institute, Slidell, LA, April 6, 2011.
- Thomas, R.A., *Communicating Science: a requirement for progress*. Dr. Beth Wee class, Tulane University, March 24, 2011.
- Thomas, R.A., Master of Ceremonies, *47th Annual Governor's Conservation Achievement Awards Program Banquet*, Louisiana Wildlife Federation, Alexandria, LA, March 19, 2011.
- Thomas, R.A., *Defining rigor in teaching the FYE program*, Loyola Freshman Year Experience Faculty Academy, March 14, 2011.
- Thomas, R.A., *Campus sustainability at Loyola University*, Sodexo Sustainability Workshop, New Orleans, February 24, 2011.
- Thomas, R.A., *The nature of Business: Role of sustainability and biodiversity in business and community*, Dow Chemical special banquet to announce support of the Whooping Crane reintroduction to Louisiana, Audubon Tea Room, February 15, 2011.
- Thomas, R.A., *The BP oil gusher and the future of the Gulf of Mexico*, Acres of Green Garden Club, Metairie, LA, January 12, 2011.

- Thomas, R. A., *Natural history tour of Jean Lafitte National Park, with discussion of the BP oil gusher*. BP Oil Spill Traveling Class, Seton Hall School of Law, January 10, 2011.
- Thomas, R.A., *Overview of environmental issues on the Gulf Coast*. Southern Methodist University Traveling Advertising Class, January 6, 2011.
- Thomas, R. A., *The BP Oil Gusher: what are the consequences?* North Kenner Kiwanis Club, December 16, 2010.
- Thomas, R.A., *Adventures in citizen journalism: getting started with the basics before J-school*. EarthEcho International's STREAM (Students Reporting Environmental Action through Media) workshop, Aquarium of the Americas, New Orleans, LA, December 2, 2010.
- Thomas, R.A., *Communicating Environmental Needs: Four Case Studies*, Tulane Freeman Business School Environmental Management Class (Environment, society and capitalism), Dr. Rob Moreau, October 28, 2010.
- Thomas, R.A., *America's WETLAND: Its Loss and What That Means to Louisiana*, Rotary International District Conference, New Orleans, October 16, 2010.
- Thomas, R.A., *Coastal Wetland Loss, Hurricanes, & the BP Oil gusher: The State of Louisiana's Ecosystem*, New Orleans Town Gardeners, New Orleans, October 5, 2010.
- Thomas, R.A., *Louisiana's Trilogy of Man-Made Disasters: Coastal Wetland Loss, Katrina Flooding, & The BP Oil Gusher*, Women's Professional Council, Metairie, October 4, 2010.
- Thomas, R.A., *Delta Ecology and the New Orleans Studies Minor*, Monroe Library, Loyola University, September 19, 2010.
- Thomas, R.A., *Scientific and Political Aspects of the BP Oil Gusher*, Metairie Good Ole Boys, Harahan, September 1, 2010.
- Thomas, R.A., *What We Heard* [discussion of information presented by other speakers] & *Final Thoughts* [summary of conference], Poynter Institute, The Times-Picayune, Investigative Reporters and Editors, and School of Mass Communication, Loyola University, August 25, 2010.
- Thomas, R.A., *Presenter, Reporting the Oil Disaster: Beyond the Surface & Spill*, Poynter Institute Webinar, August 24, 2010.
- Thomas, R.A., *Way Beyond Seafood – Looking Long-term*, Poynter Institute, The Times-Picayune, Investigative Reporters and Editors, and School of Mass Communication, Loyola University, August 24, 2010.
- Thomas, R.A., *What We Know – The Size of the Problem* (re BP Oil Gusher), The Gulf Oil Disaster: Covering What Comes Next, Poynter Institute, The Times-Picayune, Investigative Reporters and Editors, and School of Mass Communication, Loyola University, August 23, 2010.
- Thomas, R.A., *Impacts and Concerns About the BP Oil Gusher*, Rotary Club of Slidell, August 20, 2010.
- Thomas, R.A., *Coastal Louisiana's Challenges: An Oil Gusher and Wetland Loss*, Lambeth House Annual Lecture Series, New Orleans, August 18, 2010.
- Thomas, R.A., *Priorities in Addressing the Erosion of America's WETLAND*, Business-Civic Leadership Center (the disaster response team of the U.S. Chamber of

- Commerce, including philanthropists), Galleria Sheraton Hotel, Metairie, August 17, 2010.
- Thomas, R.A., *Louisiana's Trilogy of Human Caused Disasters: Coastal Wetland Loss, Katrina Flooding, and the BP Oil Gusher*, 62nd Japanese-American Student Conference, Tulane University, New Orleans, August 12, 2010.
- Thomas, R.A., *Environmental Communication as an Emerging Field*, 62nd Japanese-American Student Conference, Loyola University New Orleans, August 11, 2010.
- Thomas, R.A., *Deepwater Horizon "Hot Topic" Panel*, Association for Education in Journalism and Mass Communication, Denver, CO, August 5, 2010.

4.3 Staff achievements/service

No staff during the year.

4.4 Student achievements

N/A

4.5 Community engagement achievements

See the report of the Institute for Environmental Communication, which is run by LUCEC.

Additionally, Dr. Thomas is on the following boards and civic endeavors: Rotary, Louisiana Children's Museum, New Orleans Botanical Gardens Foundation, Early Learning Village (Steering Committee and Executive Committee), Coalition to Restore Coastal Louisiana (advisory), Woodland Trails (advisory), Restore the Earth.

5. Budget for previous year and upcoming year's goals (2 pages max)

In the absence of major grants, there has been little to budget. Most of what is listed herein is done by the director as his normal course of doing business.

Academic Year: 2010-11

Director – normal university salary

General operations \$5000.00 (endowed chair stipend)

America's WETLAND grant 25000.00

Student worker 2000.00

5.1 Previous FY salary, operating, and total budgets.

The same, less the grant.

5.2 Upcoming FY salary, operating and total budgets. Provide expected budget if the unit's budget hasn't been finalized.

Estimated budget: \$100,000, dependent on grant support (otherwise, the same)

- 5.2.1 Upcoming FY budget discussion (Provide a narrative of the upcoming year's budget and expected spending, including an assessment of the adequacy of the budget to 1) support and operate the unit and 2) support the unit's strategic goals.)

We have submitted a grant proposal to the Greater New Orleans Foundation asking for three years support in the range of \$400,000. The purpose of the grant is 1) host a series of workshops and symposia that will enhance community understanding of challenges facing them with regard to coastal damage, the threat of unforeseen implications of the BP oil gusher, and related issues, and 2) to reestablish the J. Bennett Johnston Science Foundation, a statewide program that will support unbiased science addressing environmental challenges that will enhance the economic well-being of Louisiana.

6. Planning and goals for the upcoming year (2 pages max)
- 6.1 General statement describing the process of strategic planning in the unit and how the strategic plan has informed the development of the upcoming year's goals. (The current strategic plan should be posted on the unit's Intranet site.)

The goals for the coming year are based on the success in our grant funding. That said, LUCEC doesn't just pursue grants for the funding, but the director is very particular about seeking grants to fund programs that fit the overall plan-of-work that is traditionally accomplished by LUCEC.

Environmental communication needs in the Greater New Orleans area are overwhelming. The director is always in touch with those engaged in these efforts, and he focuses LUCEC's programs strategically in areas where the Center's or his expertise can make the best contribution. This management/planning style is possible due to LUCEC's small size, but broad capability and capacity.

- 6.2 Describe how the unit's strategic plan supports the mission or strategic goals of the university.

LUCEC's mission builds on the scholarly, community service, and social (environmental) justice resources of Loyola, serving to strengthen the "men and women for others" concept and to foster critical thinking skills in students and audiences throughout the community.

LUCEC serves the basic needs of the community, helping it become informed on issues whose understanding are essential to citizens living well and making good choices.

- 6.3 Describe the program goals for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

LUCEC will continue its practice of attempting to improve communication of complex, important environmental issues. Many of those affect human health, and most affect the local and national economies.

During the coming year, LUCEC will once again visit the environmental communication needs of our neighbors to the south, the Caribbean and Central America. With new found software (Camtasia), LUCEC will field test several web-based educational modules that include voice-overs on PowerPoint. The purpose is to give communication professionals an opportunity to earn certificates in advanced training in environmental communication when they cannot leave their jobs and families to do so. If the field tests are successful, then grants will be written to support the program.

- 6.4 Describe the student learning outcomes for the upcoming year. (Indicate how assessment during the previous year has been used to inform the development of the upcoming year's goals.)

See 3.3 above. Improvements will be made when student evaluations or new information from the field suggests that it is needed.

- 6.5 Description of planned involvement of non-Loyola community in strategic goals or the activities planned to achieve those goals, such as community-based learning, community-engaged activities, or community-related goals (if applicable)

We will continue to consult local experts in relation to our programming.

- 6.6 Description of the resources that will support the goals for the upcoming year

The faculty, advisors, and research associates of LUCEC will help accomplish the goals. The director constantly attends meetings and seek input from other environmental professionals in the region and nationally.

- 6.7 Assessment plan for upcoming year's goals

As stated numerous times above, this is an informal process that has a long record of success. This is adjudged by the excitement audiences express about LUCEC programs and the public image and demand for time for the director and LUCEC programs.

7. Appendices
- 7.1 Data collection tools for student data (Provide a copy of any tools that the unit uses to collect data about student achievement, such as senior exit exams, student learning outcome rubrics for courses, interview protocols for graduating seniors, etc.)
- 7.2 Data collection tools for other data (Provide a copy of any other tools the unit might use to collect data not listed in 7.1)
- 7.3 Assessment reports (At the unit's discretion, provide a copy of any assessment reports that the unit has generated as a result of the previous year's assessment activities)
- 7.4 Any supporting documentation the unit sees fit to include in the annual report

