



TO TRASH OR NOT TO TRASH

CAMPUS AS A LIVING LAB

LEAD FACULTY PARTNER: PEGI MARSHALL
ASSISTANT PROFESSOR : COLLEGE OF LIBERAL ARTS
THEATRE AND DANCE DEPARTMENT

CALL CHAMPION: DENNIS ELLIOT
ASSOCIATE DIRECTOR
ENERGY, UTILITIES, AND SUSTAINABILITY



THEATRE 230 & 330
IMPLEMENTATION: STAGECRAFT 101
SPRING 2016



PROJECT / REDESIGN GOAL:

THE DEVELOPMENT AND IMPLEMENTATION OF A LEARNING MODULE - THAT FOCUSES ON INCREASING AWARENESS AND PRACTICE OF THE PRINCIPLES OF DESIGN FOR DECONSTRUCTION, REUSE, AND RECYCLING (D2R2)

ESTABLISH FACILITIES AND PARTNERSHIPS THAT SUPPORT MATERIAL REUSE AND WASTE STREAM SEPARATION, AS WELL AS THE CREATION OF A TOOLKIT FOR PROGRAM / MODULE TRANSFER TO OTHER DEPARTMENTS

LEARNING MODULE OBJECTIVES:

DEFINE AND IMPLEMENT TRASH MINIMIZING TECHNIQUES & METHODS

IMPLEMENT SUSTAINABILITY IDEAS AND PRACTICES INTO PRODUCTION DESIGNS & EXECUTION IN THE CLASSROOM ENVIRONMENTS & SCENE SHOP

DEMONSTRATE KNOWLEDGE OF SUSTAINABLE STAGECRAFT TECHNIQUES THAT UNDERLIE BEST PRACTICES IN STAGECRAFT



SUCCESS OF THIS PROGRAM WILL BE EVALUATED BY MEASURING THE CHANGE IN WEIGHT OF MATERIALS DIVERTED FROM LANDFILL

CAL POLY
SAN LUIS OBISPO



SUSTAINABILITY
FOR CAL POLY FACILITIES & OPERATIONS



Student Assistant Melisande Gavin, Lead Faculty Pegi Marshall, & Student Assistant Ryan Stone

To Trash or Not to Trash

Pegi Marshall, Theatre & Dance - College of Liberal Arts (Lead Faculty)

Dr. Yarrow Nelson, Civil & Environmental Engineering

Kevin Dong, College of Architecture & Environmental Design

Dennis Elliot, Associate Director - Energy, Utilities and Sustainability

California Polytechnic University, San Luis Obispo

Course Name & Description: Theatre Stage Craft I and II (TH 230 and TH 330) are respectively - a major requirement and an upper division course in the CLA at Cal Poly. This course learning module was designed to incorporate and introduce the ideas and best practices of sustainability into the current course model. This module will increase the relevancy and value of this course to all theatre majors. It is designed to be a transferrable learning module that can easily be modified for classes in other disciplines.

Project Abstract: In addition to informing the redesign of consumer waste stream management, this grant proposes to address two specialized but significant waste streams created from set construction in the Theatre & Dance Department and from model construction in Architecture studios in the College of Architecture and Environmental Design (CAED). By leveraging this grant with a \$6,000 Fellowship from the United States Institute for Theatre Technology, Pegi Marshall-Amundsen, a Professor of Scenic Design, is developing an innovative program called "To Trash or Not to Trash", that aims to change the way theatrical sets are designed, constructed, and then disposed of.

GE Credit (if applicable): No

Keywords/Tags: Sustainable theatre shop, green theatre

Instructional Delivery: Laboratory / Scene Shop

Pedagogical Approaches: Supplemental Instruction: Teaching Module

Class Size: 8-18

About the Course Redesign

Stage 1

Background on the Redesign

Why Redesign Your Course?

- **Current Course Description:** Stagecraft I TH 230 - Basic stagecraft technique used in the entertainment industry. Construction and painting of scenery, building and gathering properties, hanging and focusing lighting instruments, and acting as running crew for department production each term. 4 laboratories.
- **Current Course Description:** Stagecraft II TH 330 - Prerequisites: Junior standing. Basic stagecraft technique used in the entertainment industry. Students construct and paint scenery, build and gather properties, hang and focus lighting instruments, and act as running crew for department production each term. Total credit limited to 8 units. 4 laboratories.
- The goal of the redesign is to introduce and incorporate sustainability into the courses. To change the perception of waste within the scene shop, and increase students' awareness of making sustainable choices in respect to lumber, lowering toxins, and their local communities.

Course History/Background

- Currently these courses are both four unit lab courses required by Theatre Majors, and open to other majors.
- Student success in these courses means attending lab hours and supporting the build, installation and running of department theatre productions.
- TH 230 is a required course for theatre majors. Students attend the labs regularly are typically successful in the course.
- TH 330 is an upper division elective; students who are interested in theatre technology typically enroll in this additional class. Students attend the labs regularly are typically successful in the course.
- These courses are not part of a sustainability themed curriculum. And there are no elements of sustainability currently in the course; the ideas of sustainability are currently not delivered.

High Demand / Low Success Issues

Course Redesign Planning

Stage 3

Implementing the Redesigned Course

Which Aspects of Your Course Have You Redesigned?

- **Course Structure:** Before the redesign, the students would arrive and begin working on the production set. Now, the students begin their lab hours with a "round-up". The round-up is brief lecture / discussion period which provides space and time for discussions regarding sustainability and the progress of the current shop production project. Round-ups also cover topics such as reading assignment, mini-sustainability project reporting, muddiest point question and answer sessions, and tracking ongoing scene shop sustainability efforts - including trash weighing, material re-use and recycling.
- **Syllabus:** The CALL program greatly influenced my syllabus and the decisions I made in the redesign of the course by the inclusion of Facilities Outcomes and Cal Poly Sustainability Learning Outcomes to the syllabus. This allowed space for the outcomes to be covered throughout the course. And afforded students the opportunity to think about the course and the topics covered from a different point of view. The CALL Program also enabled me to value students' sustainability efforts, in terms of grades, class participation, and at times extra credit.
 - **Tool Kits:** A Sustainability Tool Kit was designed, created, and implemented. This toolkit includes, a metal fastener recycling can, three paintbrush handled tips booklets, brand stickers, and a roll of brand labeled tape for marking trash receptacles and areas.
 - **Website:** A toolkit corresponding website was designed, created and implemented as a sustainability teaching tool.
 - **Sustainability Water Bottles:** were designed, purchased, and distributed in order to share and pass on my gained knowledge. These bright green water bottles encourage and communicate the principles of sustainability while asking the question, "To Trash or Not to Trash". Through my research, I found that when we ask people to change a habit it is best done through, leading by example, encouragement and recognition of effort and gentle reminders. These water bottles do all of this!

Water bottles were distributed to the Theatre & Dance Department, the College of Architecture and Environmental Design, the Center for Teaching, Learning and Technology, the Zero Waste Club, Civil and Environmental Engineering, and many others on campus.

- **Local Area Assessment / Report:** Under my guidance, student assistant, Mia Shepard, a

- These courses are offered each quarter and have a limited number of enrollment spots. Students are afforded the ability to work in the scene shop on the construction of the sets as well as on the production once it is in performance. Ideally the courses want to provide students with construction and production running experience. However, each show has it's own particular crew needs which affect how many students will get the experience of "running a show", as well as how many students overall are admitted into the class.

[TH 230 & 330 Syllabus](#)
Pre-designed course syllabus

About the Students and Instructor(s)

Stage 2

Student Characteristics

- Incoming students come from a range of majors. A majority are Theatre & Dance major or minor students. However, as this is an open elective - I have had students from the following majors - Architecture, Art and Design, Communication Studies, Recreation Parks and Tourism Administration, and Liberal Arts and Engineering Studies.
- Students enter this class with a wide range of incoming knowledge, which ranges from no prior experience to some experience gained from working on high school or community theatre productions. Students enrolled in TH 330 typically bring experience and/or skills gained from TH 230.
- There is a very small sustainability culture at Cal Poly San Luis Obispo. From a survey taken at the beginning of the course, most students were not familiar with the concept or ideas of sustainability.

Advice I Gave My Students to be Successful

When teaching something new to students, I advise them to be open and inquisitive. In applying the ideas of sustainability to this course, I encouraged the students to think outside the box, explore possibilities and seek creative solutions. In order to encourage textbook readings, I supplied the textbook for the course and students responded positively to reading assignments.

Impact of Student Learning Outcomes/Objectives (SLOs) on Course Redesign

The outcomes of this project include: 1) Students will become familiar and understand the concept and ideas of sustainability as they apply to best practices in a theatre scene shop; 2) Student teams will design and execute mini-sustainability plans for the current production; and 3) Students will observe sustainability in action in the scene shop.

Current Course SLOs:

Upon completing the course, students will be able to:

- Demonstrate and apply standards that underlie stagecraft best practices, used in mounting a realized theatrical production.
- Differentiate between various theatre spaces, tools and techniques used in stagecraft.
- Identify parts of theatre spaces.
- Define production roles and theatre organization.

Facilities Outcomes (FOs) on course re-design:

- Campuses shall seek to reduce the solid waste disposal by 50%.
- Campuses will promote use of suppliers and/or vendors who reduce waste, re-purpose waste, re-purpose recycled materials, or support other environmental friendly practices in the provision of goods or services.
- The CSU will encourage the reduction of hazardous waster to the extent possible while supporting the academic program.

Cal Poly Sustainability Learning Outcomes (CPSLOs) on course re-design:

Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

- Define and apply sustainability principles within their academic programs.
- Explain how natural, economic, and social systems interact to foster or prevent sustainability.
- Analyze and explain local, national, and global sustainability using a multidisciplinary approach.
- Consider sustainability principles while developing personal and professional values.

Alignment of SLOs With Course Redesign

The course redesign will align with the SLOs in the following ways:

- Students will be able to meet every SLO. Additionally, they will be aware of and seek to meet the listed FOs and CPSLOs. Through their team project, students will plan and execute a sustainability plan, and they will observe how the shop reduces waste through re-use and recycling efforts.

Assessments Used to Assess Students' Achievement of SLOs

- I created a beginning and end of course survey to assess student knowledge of sustainability in scene shops and of the SLOs. Students were required to make a report to reflect their experience of the planning and execution of their sustainability plans.

Accessibility, Affordability, and Diversity Considerations

Accessibility and Affordability

- To support the ideas of sustainability in the course, course materials were distributed through online resources; via Poly Learn and email. To make the class affordable for students, I created a textbook library. Students are able to loan the textbook for the quarter. With grant funds, I purchased the most current and relevant textbook on the topic, *A Practical Guide to Greener Theatre - Introduce Sustainability into your Productions* by Ellen E. Jones.

About the Instructor

Pegi Marshall

- I was an Assistant Professor at California Polytechnic State University, San Luis Obispo. My areas of specialty include theatre, performance installation, parades and food performance. I am actively involved in socially responsible theatre practices that are sustainable and accessible. I have presented work in in New Zealand, Serbia, Prague, and in many of the states within the United States.

- In fulfilling my role as an educator, I strive to effectively communicate and activate an exchange between my audience - the student and myself. My main concern is for my students' growth and advancement as they train to become future professional theatre designers. I have a passion for scenic design and share with my students my professional design experiences

senior Architectural Engineering student and past president of the Cal Poly Zero Waste Club, completed a Local Area Assessment / Report provides "2TorN2T" background information and helpful guidelines. "This is a tool to help Cal Poly San Luis Obispo Theatre Department to be familiar with the inner workings of To Trash or Not to Trash (2TorN2T), specifically contacts of who to call and places to partner with in the defined local area." M.Sheperd

What role did the CALL Champion play in the redesign of your course?

- The CALL Champion on the project was not involved in identifying and developing course content. Dennis Elliot delegated this project to the Administrative Analyst in his department - Eric Veium. Eric Veium and I attended the grant launch session in San Francisco July 2015. At that session we discussed and selected the Facilities Learning Outcomes for the project.
- Through out the CALL program, Facilities, handled logistics of supplying an electronic scale for weighing scene shop waste.
- The CALL Champion does not have a plan to participate in the implementation of the course. He has delegated, Kylee Singh, Sustainability Coordinator, to "help find a home for any equipment that was purchased, because we understand her (Pegi's) department is not interested in continuing the project."
- The course was redesigned and was implemented Spring Quarter 2016. Unfortunately, Cal Poly has not retained me. Currently there is no plan for the continuation or further implementation of the redesign.
- Kylee Singh, has been very helpful in finding a new location / program for the "Reduce, Reuse and Recycle" Green Zone cart that was created for the CALL Program. Additionally, per my request, she has distributed "2T or N2T" water bottles to faculty and student groups that are committed to incorporating and encouraging sustainability through their classes and events.

Which Professional Development Activities Have You Participated in During Your Course Redesign?

- Professional Presentations / Panelist: *"Green-4-Green: Making the Most of Funding for Sustainability"* & *"Towards Zero Waste Scenic Shops"*, USITT (United States Institute of Theatre Technology) Annual Conference Salt Lake City Utah - March 2016
- Professional Exhibition: *"To Trash or Not To Trash: Sustainability in Action"* Cover the Walls Exhibit USITT Annual Conference Salt Lake City Utah - March 2016
- Workshop: *"Teaching Sustainability in Any Course"*, Center for Teaching, Learning & Technology, Cal Poly San Luis Obispo, May 2016

Sustainability Water Bottles

Habit changing water bottles that lead by example, encourage and recognize effort and provide gentle reminders towards more sustainable actions. These water bottle do it all!

Redesigned Syllabus

New redesigned syllabus in a newsletter format, implements the use of colors and imagery that adds interest and aids information retention.

Tool Kit

A neat package. The metal fastener recycling can is a paint can that holds everything!

See what is inside!

So many tools and helpful information to communicate and encourage sustainability!

A closer look!

These tip books contain 10 different applications that can be used to easily incorporate sustainability into your production. Choose one from each handle and you have created a special mini-sustainability plan!

To Trash or Not To Trash Website

This website introduces you to the project and is a call to action. There you can learn how to get started, see how easy it is to be sustainable and search resources!

Local Area Assessment Report

This is a tool to help Cal Poly San Luis Obispo theatre department to be familiar with the inner workings of To Trash or Not to Trash (2TorN2T), specifically contacts of who to call and places to partner with in the defined local area.

Redesign Results

Stage 4



Green Zone Cart: Reduce, Re-Use and Recycle

Course Redesign Impact on Teaching & Learning

- This course redesign solved the issue that motivated me to redesign the course: How can I encourage students to think and work more sustainably in theatre scene shops? I wanted students, and users of the space, to think and handle materials differently, in terms of determining material value and end use, and the health of space users and the environment. The CALL program afforded me the space and time to educate students about chosen building techniques and materials, re-use options and recycling. I found that when students understood what they were working with and why they were building something in a particular way, they made better decisions for themselves and the materials.
- Also, I brought in a quest speaker from Integrated Waste Management Authority who did a presentation about trash and recycling and how it is handled in our community; San Luis Obispo County. This was very informative to the students in terms of how they contribute to and handle their waste.
- Yes, the students mastered the student learning outcomes in this course. They were more successful in the redesigned course than in previous courses because I set them up for success! In previous courses, I tested aspects of the redesigned course. For example, as part of the CALL Program together with students assistants, we designed and created the Green Zone cart. This was a movable cart that reduced and centralized the trash areas within the scene shop. In previous classes, I tested how much information was needed on this cart in order for the user to use it properly. I observed how much instruction, direction, and information was needed in order for the student to understand and use the cart to the best benefit. It was determined that both verbal and non-verbal communication was necessary. We used bright colors, words and symbols to communicate the areas for trash, re-use and recycling. Also, containers were carefully selected to aid in decision-making. Research revealed that receptacles with lids were best to use for trash and recycling. A closed lid, which needs to be opened, allowed time for the user to hesitate and consider if they were using the best bin for their waste material. "Is this trash? Or could it be re-used? Or can I recycle it?" Conversely, open containers with perforated sides were used in the re-use area to encourage curiosity allow easy access and re-use.
- Yes! I experienced unexpected results after teaching the redesigned course. Students in this course typically tell me that they can apply what they learned in my class to their lives in the future in terms of building, creating and making things. However, in this class students expressed this in terms of sustainability and how it may relate not only to their personal lives, but also in their majors and future careers. They were inspired by the topic of sustainability and wide-eyed they ran with it.

Assessment Findings

- **Fall Quarter 2015:** Through out the Grant Period, Academic year 2015-16, I actively worked on research for this project. However, I did not teach these courses during Fall quarter 2015. Therefore, that quarter was considered a control in the project. During this time Professor Al Schnupp taught the course and the show build was being supervised by staff member Clint Bryson. The Green Zone had been established the previous quarter - Spring 2015. For this control period, I asked that the Green Zone remain in place as I planned to monitor the trashing habits through out the quarter. Unfortunately, my request was denied. The Green Zone was dismantled at the beginning of the quarter, and all materials were treated as trash and went to

and world theatre discoveries. My professional experiences in scenic design have taught me the value of a strong foundation in design techniques and practices, as well as the necessity to maintain these skills as well as adapt and develop new skills. As a result, my teaching focuses on establishing a solid foundation of our craft while instilling in the student the desire to learn and grow independently. My teaching philosophy emphasizes empowering students through teaching collaboration, fostering critical thinking, and enabling them to understand their own thought processes in critical ways.

About the Facilities Staff Partner

Dennis Elliot

- Associate Director Energy, Utilities & Sustainability, who has worked for Cal Poly nearly twenty years in various roles. He has been responsible for Sustainability on campus since 2008. He received a BS from Cal Poly in Mechanical Engineering.

[Peg Marshall CV](#)

Most current CV 2016

Course Redesign Teaching and Learning Resources

[CSU Course Redesign Website](#)

Review the description of the CSU system-wide initiative supporting faculty redesigning their courses to improve student success.

[Course Redesign ePortfolio Exemplar](#)

An example of an ePortfolio created by faculty at CSU East Bay to exhibit their course redesign project and their findings.

[MERLOT II's Pedagogy Portal](#)

The MERLOT Pedagogy Portal is designed to help you learn about the variety of instructional strategies and issues that could help you become a better teacher. The resources you'll find in the Pedagogy Portal should apply to teaching a variety of disciplines.

[MERLOT II](#)

MERLOT is a collection of free and open online teaching, learning and faculty development services contributed and used by an international education community. The MERLOT collection of open resources spans across a wide variety of disciplines and education levels. What sets MERLOT apart is a combination of peer reviews, member comments, learning exercises and other valuable information and metadata associated with the materials.

the landfill.

- **Winter Quarter 2016:** As I taught these courses this quarter and I was able to once again establish the Green Zone. Together, with Student Assistants, we used reclaimed materials from a previous production and designed and constructed the movable Green Zone cart. Trash was monitored through out the quarter. Course redesigned was still in progress. During this quarter, we were successful in reducing the amount of trash to the landfill by 50%. Results support the FO - "Campuses shall seek to reduce the solid waste disposal by 50%". However, there were very little recycled materials recorded.

- **Spring Quarter 2016:** Course redesign is launched. Students took part in sustainability efforts within the scene shop. Trash was monitored. Results show that the amount of recycled materials rose from 2.7% to 7.6% from the last quarter. We were very close to our 50% reduction in trash, slightly lower by 4.2%. See pie chart documents below for results and comparisons.

[Winter Overall Trash Weight Pie Charts](#)

[Winter Pie Chart based on Three R's](#)

[Spring Overall Trash Weights Pie Chart](#)

[Spring Pie Chart based on Three R's](#)

Student Impacts

Student comments from end of quarter survey

- "This was alot of fun & I learned alot. Thank you"
- "This was such an enlightening class! Thank you"

Survey results: 11 surveys completed.

Question: How aware were you of Cal Poly's Sustainability Learning Outcomes and Facilities Outcomes at the start of the class?

- 70% answered Not Aware-Somewhat Aware
- 30% answered Aware-Very Aware

100% of the surveys answered indicated that students gained information and understanding of the FOs and CPSLOs through out the class and their sustainability effort.

[Mini Sustainability Plan Team CarneyVores](#)

This document shows the team's success plan.

[Sustainability Plan Reflection Team CarneyVores](#)

This document is Team CarneyVores reflection of the mini-plan. Includes: their plans, challenges and overall reflection of the project.

[Mini Sustainability Plan Team Short Stack](#)

This document shows the team's success plan.

[Sustainability Plan Reflection Team Short Stack](#)

This document is Team Short Stack's reflection of the mini-plan. Includes: their plans, challenges and overall reflection of the project.

Lessons Learned & Redesign Tips Teaching Tips

- **Textbook:** Use the textbook, *A Practical Guide to Greener Theatre - Introduce Sustainability into your Productions* by Ellen E. Jones. Keep in in your shops as a reference guide.

- **Mini-Sustainability Plans:** Do as we did, have students do their own sustainability plans and see how well they and the shop do. Or you can create one plan for the whole class to follow. Then at the culmination of the course, evaluate how well the production did on a whole.

- Work with others who are responsible or involved with the course/production to plan how to incorporate sustainability into the course/production.

- Always reward and acknowledge sustainability efforts.

Course Redesign Obstacles

- **CALL Champion Leadership:** There was a major misunderstanding about this grant as to how it would be managed. Once the Grant was awarded I met with the CALL Champion's Administrative Analyst to being planning. In this meeting, we were discussing time line and budget. The Analyst was under the impresion that the grant was his to manage.

- To overcome this challenge, I consulted with my Chair, Meaghan Smith, Grant Coordinator at the Chancellor's Office and Susanne Gartner, Grants Analyst at CP Grant Development Office. From that time forward, I took full responsibility of the grant and the course redesign.

- **Co-Author Involvement:** Dr. Yarrow Nelson and Kevin Doug, although listed on this grant, made no contributions to this course redesign or other aspects of the project.

- **Department Chair Support:** For this grant, the Department Chair supported the creation a teaching module rather than a course redesign. His lack of support was evident through out; he challenged my use of space within my classroom environment, was resistant towards my recommendation to lessen toxins in the paint shop, and threatened to end my research in the Spring Quarter by destroying project related materials if they were not removed in a timely manner.

- Overcoming this obstacle was a consistent challenge and hindered the CALL program. I met with the Chair on several occasions in order to answer concerns and questions related to the CALL program. I consulted with Meaghan Smith, Grant Coordinator at the Chancellor's Office and Susanne Gartner, Grants Analyst at CP Grant Development Office for resolutions to these challenges. Finally, I consulted with the CLA Dean to resolve the situation. In the end, research continued and the redesigned course was launched and was successful.

- **Staff Member Support:** For these courses I was the teacher of record however, because of the nature of the course and its connection to the Theatre Department productions, a staff member was working with the course as well. He was in charge of the execution of the productions as well as the Scene Shop Supervisor. Throughout the CALL Program, he was resistant to my research and teaching of these courses, and unwilling to support changes to his shop and his working habits. He would not use the Green Zone in the correct manner and did not encourage students to do so either, thus he created more work for Student Assistants who sorted and weighed trash.

- Overcoming this challenge was difficult. Yet, it reinforced how challenging it can be to ask others to make changes. I never pushed or asked the staff member to do anything he was not comfortable doing. We worked within his comfort zone. And in the end I believe he was becoming more comfortable with the various sustainability options and approaches the program introduced.
- Adding sustainability ideas to any situation can be challenging. This topic has been presented and discussion in depth at several national professional conferences. This is the reason I created the 2T or N2T system, as it introduces the idea of sustainability in easy to handle small steps.

Strategies I Used to Increase Engagement

- **Dead Time Elimination:** In previous courses students expressed, in end of quarter evaluations, that they disliked "Waiting around for things to do". Unfortunately, in a scene shop environment this is sometimes part of the reality depending on how the production build is managed. As I am not the technical director of the build or shop supervisor, I have little control over this aspect. However, by adding the sustainability learning module to the course, I was able to keep students engaged by creating routines and activities that supported their sustainability mini-plans.

List of some activities:

- Discussion of planning of and progress of mini-plans.
 - Organizing materials in Green Zone.
 - Measuring and marking stock lumber pieces and reorganizing them on storage racks.
- Measuring square footage of scenery to be painted in order to estimate amount of paint to be prepared.
- **Mind Warm-ups:** Part of the beginning of class Round-ups I included mind warm-ups to get them engaged at the start of our time together.

List of some mind-warm up questions:

- How much does each piece of wood cost, if we bought x amount of lumber for x amount of money?
 - What and how much did the class accomplish last week on the build of the set?
- What percentage of completeness are we at?
 - Stump the designer: what happened with that piece of scenery?
 - When should we use real boulders verses making fake ones?
- **Student Led Chapter Chats:** Students were given reading assignments and on select days they led the discussion and answer session at the daily round-up. During these sussions, they shared what stood out for them, what questions they had, and their overall reactions to the readings.

Instructor Reflections

- Currently, I am in the process of writing an article for USITT Theatre Design and Technology periodical regarding my research and the "2T or N2T" project.
- I have been asked to and will present my research at ATHE - Association of Theatre in Higher Education Conference 2016 in Chicago, as well as CITT - Canadian Institute for Theatre Technology Conference 2016 in Winnipeg, Manitoba.
- The green water bottles have been distributed and will make an impact in Cal Poly courses and other organizations.
- The Website continues to make an impact and reach theatre companies and courses in the US and abroad.
- The work on this grant was further expanded by a Cal Poly Service Learning Fellowship to incorporate a service-learning element into an existing course. For that fellowship I worked with Anurag Pande, Faculty Liaison for Service Learning, and TH 430 Scenic Design course and the redesigned TH 230 & 330 courses. The developed idea was that TH 230 & 330 students would work to find new homes for unwanted scenery with in the community. Once placed, students from TH 430 course would work with the community member to find creative re-use applications of the newly acquired scenery.

Although, I am no longer employed by Cal Poly University, I hope they see the value in being sustainable and will strive to be a more sustainable theatre department and company. My hope is they encourage the future teachers of these courses to use the textbook and the informational materials provided for through CSU CALL Grant Funds.



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