


THE
Keystone
CENTER

ANNUAL REPORT 2002

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INTRODUCTION



The Keystone Center believes that in order to choose the best path you need information. The professionals at Keystone are dedicated to helping citizens, from elementary school students to national leaders, get the information they need to make sound decisions.

A unique and innovative non-profit organization, The Keystone Center has worked with the leaders of today and tomorrow for more than 25 years. The Keystone Center accomplishes its mission through its three centers of excellence: The Center for Science and Public Policy; The Center for Professional Education and Leadership; and Keystone Science School.

The Keystone Center for Science and Public Policy uses scientific reasoning, analytical frameworks and alternative dispute resolution techniques to help adults from all over the world, work together toward building consensus and sustainable policies. Keystone Science School provides today's teachers and students with hands-on experiences to broaden their perspectives of nature, the environment and society. Professional Education and Leadership's mission is to create capacity building efforts to assist people—from students to senior decision makers—in charting the challenging territory of balancing scientific and analytical information and interests at stake to resolve issues at the nexus of sustainable development.

Together, these three divisions teach people of all ages, from all over the world, how to review critical information, work with diverse groups, and use scientific reasoning and processes. The result: current and future decision-makers learn to broaden their perspectives, come to consensus, and ultimately, choose the best path.

The Keystone Center is headquartered in Keystone, Colorado, with an office in Washington, D.C.

Dear Friend of The Keystone Center:

While 2002 presented challenges financially, The Keystone Center experienced an excellent year programmatically.

Without question, the aftermath of September 11th, the nation's economy, and the impending war with Iraq caused budget tightening among our benefactors. In addition, we incurred some one-time expenses that hindered our bottom line.

Although we are only at the beginning of the new fiscal year, we have a business and financial plan for 2003 that will enhance our financial and programmatic outlook. The Keystone Center's management and Board of Trustees have the achievement of that financial plan as our top objective.

As you read this report, I hope it is obvious that our programs, whether in the Science School, Professional Education and Leadership, or Science and Public Policy, are becoming increasingly appealing to our constituencies and are well focused on emerging issues of societal importance.

The employees of The Keystone Center are its pivotal strength. It is clear to me that whether it be in leadership, program management, finance, or any other aspect, the strengths of our current staff are unparalleled in The Center's history. My sincere thanks to all of these dedicated people, who are listed at the back of this report.

As for our clients and benefactors, you allow us to exist. We have a responsibility to develop programs that interest and involve you, but then you have to be there for us—and you have been.

Board governance has always been paramount to this organization, but in recent history, its importance is even clearer. Our current Board of Trustees is outstanding, and getting even better every year. This board represents our broadest constituency group and I'm constantly pleased by the quality of people that are attracted to this organization. Through our Board, we reach our goals collaboratively by broadening the thought process, skill level, and expertise that is important to us.

My sincere thanks to our clients, constituencies, employees, and trustees,

Nicholas L. Reding

Chairman



Since 1994, The Keystone Center has presented annual awards for outstanding leadership. Award recipients have all demonstrated a strong sense of vision and capacity to bring about change, have been recognized for their efforts by their peers and other national and international leaders, and have contributed to society in ways that reflect the spirit and the mission of The Keystone Center.

The Keystone Center honored the 2002 awardees on June 17th at the East Hall of Union Station in Washington, D.C. The event was emceed for the ninth year by award-winning ABC journalist Cokie Roberts.

The Spirit of Keystone Award was presented to The Keystone Center's former Chairman of the Board, Paul V. Tebo, corporate vice president for safety, health and environment at DuPont. Dr. Tebo is a distinguished professional whose three decades of achievement weave together four strands—scientific accomplishment, management excellence, environmental stewardship, and corporate social responsibility. During his tenure as a devoted and visionary leader of The Center, Dr. Tebo helped to implement key programs and served as a partner and mentor for TKC staff. The award was presented by World Resources Institute president Jonathan Lash.

For her inspired corporate leadership and commitment to public-private sector cooperation, the Leadership in Industry Award was presented to Marilyn Ware, Chair of the Board of American Water Works Company. Under Ms. Ware's direction, AWWC has created important collaborative partnerships with various public sector agencies in a dozen states across the country to make significant progress on water-related issues, including water quality, water conservation, as well as open space and farmland protection. Lawrence Selzer, President and CEO of The Conservation Fund, presented this award.

Senator Pete Domenici presented the 2002 Leadership in Government Award to The Honorable Richard Lugar. Senator Lugar was chosen for this award for his courageous, insightful, and prescient leadership on arms control and on legislative initiatives that have significantly reduced the pace of proliferation of weapons of mass destruction. In a world now engaged in a comprehensive struggle with global terrorism, Richard Lugar has been first among equals in helping this country make the best decisions on critically important global issues.

Russell E. Train received the Leadership in Environment Award, in honor of his lifetime of leadership on a broad range of conservation and environmental issues, as well as for having helped make environmental balance a central consideration in America's public policy decisions. William K. Reilly, president of Aqua International Partners, presented the award.



Since 1975, through the use of neutral, professionally managed dialogue, mediation and facilitation, The Center for Science and Public Policy has enabled leaders from government, non-governmental organizations, and industry, as well as technical experts, to find productive solutions to controversial and complex public policy issues. The Center for Science and Public Policy marries high quality scientific information with carefully designed consensus-seeking processes. The result? Smart decisions and implementable actions. Regardless of the issue, The Center creates analytically viable, democratic decision-making processes that address controversial matters that require public policy action.

KEY PROJECTS IN 2002

THE KEYSTONE DIALOGUE ON GLOBAL CLIMATE CHANGE explored the controversial topic of global climate change and needed emission reductions. In 2003, a report containing consensus findings from a complex, multi-sector analysis of both a US emissions budget and potential reductions was released to the United States Congress, states and other key decision-makers.

REGIONAL INITIATIVE TO ELIMINATE MICRONUTRIENT MALNUTRITION THROUGH PUBLIC PRIVATE PARTNERSHIP IN ASIA. Three-fourths of the people suffering from micronutrient malnutrition reside in Asia. Micronutrient malnutrition, including Vitamin A, D, and Iron deficiencies, has been called "The Hidden Hunger." These deficiencies are easily prevented, but require coordinated political, economic, and social strategies. The Asian Development Bank has commissioned The Keystone Center to develop consensus strategies for private sector investment in China, India, Indonesia, Pakistan, Thailand, and Vietnam. The project will conclude by mid-2003.



"This process of sharing information and diverse perspectives provided an important learning opportunity for everyone around the table."

— *Keystone Dialogue on Global Climate Change participant Bruce Braine, Vice President, Strategic Policy Analysis, American Electric Power Company*

THE NATIONAL DIALOGUE ON ASSEMBLED CHEMICAL WEAPONS ASSESSMENT is a Congressionally-mandated effort to identify at least two alternatives to the baseline incineration process for the demilitarization of assembled chemical weapons. It is designed to identify the best science and safest techniques available while incorporating the concerns of the communities and navigating the political realities of this hotly debated topic. Due to the success of this effort, several government and independent studies have recommended that the U.S. Department of Defense use this type of process more broadly in its policy-making.

NATIONAL AERONAUTICAL AND SPACE ADMINISTRATION has plans on its books for a decade of space exploration missions aimed at the scientific study of Mars. Eventually, NASA seeks to bring back rock samples and to examine them for evidence of life. The Keystone Center is assisting NASA in the design and implementation of public participation processes that will bring citizens and scientists into conversation about the risks, rewards, and knowledge-gain of its Mars missions.

THE CENTER FOR DISEASE CONTROL has initiated a multi-stakeholder planning group to jointly explore the development and design of a permanent, independent public participation entity that will provide consultative input into national policy decisions regarding vaccines. The Keystone Center served as the neutral conveyor, facilitator, and collaborative process consultant for the planning sessions conducted in summer of 2002 and continuing into the spring of 2003.

Through these processes, and more than a dozen additional on-going public policy projects, the Center for Science and Public Policy seeks applied, collaborative, and enduring policy solutions. Our benchmarks of success include:

- ~ Outcomes that are technically sound and politically feasible
- ~ Solutions that are inclusive and that intentionally involve those citizens who are most affected
- ~ Policy products that turn adversaries into partners in pursuit of common goals
- ~ Policy solutions that are actually implemented
- ~ Solutions that have mechanisms built in to address future conflicts

KEYSTONE SCIENCE SCHOOL



With a mission to provide quality science education through hands-on inquiry of the natural world, Keystone Science School has been teaching scientific principles to young people through inquiry-based field experiences for more than 27 years. Making extensive use of the outdoor laboratory around its residential campus and in the surrounding national forest, KSS nurtures scientific inquiry and cultivates sensitivity to the natural environment.

Over 80,000 students, primarily from Colorado, have benefited from a residential field experience at KSS in which they were engaged in field-oriented scientific explorations that taught them the importance of science and the environment. While KSS works with students in 2nd through 12th grades, the majority of students that attend KSS programs come from a broad spectrum of private and public middle schools. Through corporate, individual and foundation support towards scholarships, Keystone Science School serves a diversity of students in its programs.

In fostering the development of critical decision-making skills and the use of science in addressing complex issues, it is the belief of Keystone Science School that students will be better prepared to meet the societal concerns of their future. This principle complements the larger mission of The Keystone Center: to foster critical thinking and problem solving through education, analysis, and dialogue with all segments of civil society.

Keystone Science School is comprised of two programs: Classroom Access to Science Education and Discovery Camp.

THE CASE PROGRAM provides an experience for students that begins before their arrival on campus and continues after their group departs Keystone Science School. In addition to choosing the length of their stay, teachers pick the academic theme that is then taught by KSS instructors. Teachers are encouraged to choose a theme that can be introduced to students in the classroom and be incorporated as a long-term curriculum. Each KSS theme is comprised of curriculum that meets or exceeds the National and/or Colorado Science Education Standards. In 2002, the themes included forest ecology, environmental issues, aquatics, earth science, and science of snow.

In the course of a residential 3-day/2-night program, many students discover how science can be relevant to their lives and their communities. Keystone Science School works to ensure that its programs complement classroom curriculum and standards-based education while also striving to reach students in an educational setting that emphasizes a hands-on inquiry based learning model.

Keystone Science School's Classroom Access to Science Education Educational Components

- ~ Standards-Based – Academic thematic-based units are aligned with National and Colorado Content Standards for Science.
- ~ Transferable Curriculum – The programs incorporate inquiry-based instruction in a dynamic outdoor learning experience that complement a teacher's classroom curricula.
- ~ Scientific Method – Scientific principles such as observation, inquiry, data collection, hypothesizing, analysis, and sharing results as tools to develop critical thinking skills.
- ~ Non-biased Approach – Students learn critical thinking skills in the contextual model of the environment to learn new perspectives.
- ~ Thematic Units – Curriculum is structured around the following themes: Forest Ecology, Aquatics, Earth Science, Science of Snow, and Environmental Issues.

DISCOVERY CAMP is a six- or ten-day residential science education camp full of challenging adventure for youth ages 9 to 17. During their exploration of the natural world surrounding the Keystone Science School campus, campers learn about the intricacies of various mountain zones and the creatures that live there. From seeing snow in July to climbing a 12,000-foot peak or prowling for wildlife at night, students enjoy Discovery Camp as an exciting adventure as well as a memorable educational experience.

Teens 14 to 17 years of age who have an interest in building their leadership skills are invited to attend Discovery Camp's Counselor Assistant Program (CAP). As valued assistants to our staff and program, CAPs act in a leadership capacity and serve as role models for the younger campers.

DISCOVERY CAMP HIGHLIGHTS

- ~ Earthtracks – These are fun, educational hikes designed to explore the different types of plants, creatures, and ecosystems in the natural areas of Summit County surrounding Keystone Science School.
- ~ Overnight Backpacking – Campers and camp staff gather their gear, pack their backpacks, and spend a night out under the stars.
- ~ Challenge Hike – Campers hike to a mountain summit or a high mountain lake.
- ~ River Rafting – An experienced rafting company takes campers through exhilarating Class I to Class III whitewater rapids on the Colorado River.
- ~ Evening Activities – Each night is a different experience at camp. Activities include campfires, talent shows, storytellers, country square dancing and more.

CASE AND DISCOVERY CAMP 2002 ACCOMPLISHMENTS

~ Youth in Wilderness, a joint project of the Sierra Club and The Sierra Club Foundation, provided \$50,000 in funding for 300 economically disadvantaged students in 6th through 8th grades to attend the CASE program. As a result of this grant, students

from schools with more than 90 percent of their students receiving free or reduced lunch programs attended their first experience in the outdoors.

- ~ Located in The Keystone Center's community of Summit County, Colorado, Frisco Elementary brought their entire student population of 180 students for a full-day experience on campus. The experience served as a model program for a local school partnership.
- ~ The National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology and The Keystone Center have formed a partnership to involve Consortium schools in an exciting new collaborative project, The Keystone Center Policy Summit. The Summit, tentatively scheduled for 2004, will involve 10 teachers and about 40 students from Consortium schools and will provide training to teachers in utilizing outdoor education. Curriculum for this project will be developed in summer 2003.
- ~ In recent years, many of the teachers returning to the CASE program have increased their typical three-day stay to a five-day stay so they may concentrate on the Environmental Issues curriculum for an extended period of time at our facility and subsequently in the classroom.
- ~ Nearly \$13,000 in funding was provided by Colorado Rocky Mountain School EPYCS program, ECA Foundation, Rotary Foundation of Summit County, Subaru of America Foundation, Wal-Mart Foundation, Woods Foundation and several individual donors toward scholarships, enabling all 20 economically disadvantaged scholarship applicants to attend a session of camp.
- ~ In 2002, a former camper was hired as a camp counselor. He began attending camp at age 9 and continued to participate through the Counselor Assistant Program in his teen years. At the age of 19, he was hired to be a mentor and instructor to the younger campers.
- ~ Numerous campers have gone on to study and attend college in programs with a focus on sciences. For example, a past camper is at Tufts University studying Environmental Engineering while another is studying mechanical engineering at Colorado State University.
- ~ Overall, campus programs posted a record year with approximately 3,000 students served.



"This camp has helped me become the person I am. Without it, I would never have discovered a love for outdoors or the exhilaration of responsibility and independence. It gave me confidence to lead and that is something I will never lose."

—Molly Blanchard, 2002 Counselor Assistant

CENTER FOR PROFESSIONAL EDUCATION AND LEADERSHIP



In 2002, The Keystone Center created the Center for Professional Education and Leadership as a formal entity of The Keystone Center. Comprised of the Key Issues teacher development programs, the Keystone Leadership Forum, and the Nature of Learning (formerly Earth Stewards), CPEL is working to augment The Center's competencies in curriculum development, strategic planning, and professional development around issues of sustainable development.

The Keystone Center has always adhered to the belief that rather than any one "right answer," people need the necessary skills to navigate complex issues in order to achieve integrated environmental, societal, and economic goals, often referred to as "sustainable development." CPEL's mission is to create capacity-building efforts to assist people—from students to senior decision-makers—in charting the challenging territory of balancing scientific and analytical information with interests at stake to resolve issues at the nexus of sustainable development.

All of CPEL's programs incorporate the following practices:

- ~ Curriculum and learning frameworks use in-the-field experiences and hands-on case studies in addition to traditional approaches to education and leadership development
- ~ In addition to providing generic frameworks or lessons, Keystone staff work with participants to customize outcomes to fit their specific situation
- ~ An emphasis is placed on capacity building around solving complex problems in a collaborative manner
- ~ Models are tested, and then disseminated through the programs and networks

The programs are organized around serving three primary audiences: teachers and their students, private sector leaders, and public sector leaders. Through these three audiences, we are better able to reach all segments of society that need to partner around issues of sustainable development, including future generations.

KEY ISSUES INSTITUTES

For more than a decade, partnerships between corporations, foundations, and The Keystone Center have provided summer learning opportunities for middle-level educators, nationally and internationally. During the summer of 2002, 38 funders made 187 sponsorships available for teachers to attend *Key Issues: Bringing Environmental Issues to the Classroom* in Summit County, Colorado. In its third year, *Key Issues II: Bringing Sustainability to the Community* supported 38 teachers through 15 sponsoring companies to participate

in a week-long session held in Racine, Wisconsin. Overall, this was a record year for the Key Issues programs, both in terms of funding and participation. Here is what some of the teachers had to say after attending the 2002 Institutes:

"One of my favorite parts of the framework was the emphasis on understanding the 'players' involved in any given environmental issue. I expect that giving students time to contemplate the beliefs, causes, interests, and positions of different players will deepen their understanding of environmental issues." Ryan Williams, Lennox, CA (Sponsor: The Boeing Company)

"The Key Issues Institute has been the most organized, beneficial, and enjoyable workshop I have ever attended... I really appreciate the chance for students to see how partnerships between education and community resources further enrich their endeavors." Sara Schultz, Newberg, IN (Sponsor: Alcoa Foundation)

In addition, Brooke Carson, Director of Teacher Training, has been teaming with Science and Public Policy staff to create innovative issues-based curricula that tie into The Center's work with NASA and DOE. These programs will be piloted with teachers in 2004.

NATURE OF LEARNING

Over the past several years, The Keystone Center has been working with the U.S. Fish and Wildlife Service and the National Fish and Wildlife Foundation to strengthen the connections between communities, refuges and educational opportunities. This work continued in 2002 to further disseminate information to sites and develop case studies and lessons learned from current partnerships and participating sites.

In 2003, Halle Enyedy, director of this initiative, will apply this experience to further leverage partnerships to include the private sector and other federal land management agencies.

KEYSTONE LEADERSHIP FORUM

In 2002, representatives from ConocoPhillips, DuPont, Johnson & Johnson, and MeadWestvaco all participated in the Keystone Leadership Forum on sustainable



"I realized today that my passion for teaching was waning; in large part, due to lack of creativity on my part. I am genuinely grateful that this experience is helping me ignite my passion for teaching once more."

—Key Issues participant Sharia Lee, James Hamblin School, Saskatchewan, Canada (Sponsor: Wyeth)


development. Participants met in Leadville, Colorado; San Marcos de Tarrazu, Costa Rica; and El Paso, Texas to explore issues of stakeholder engagement and sustainable development. Each company also developed their own project as a part of the Leadership Forum. Projects ranged from analysis of the business case for past sustainable development efforts to models for stakeholder engagement and measuring sustainable development at the business level.

Here is what participants said about their experiences working with Keystone's Leadership Forum:

"My understanding of sustainable development and the associated role of stakeholder engagement were greatly enhanced by my experience in the Keystone Leadership Forum. The three different economic perspectives (old, new, and global) that were presented through enriching field trips provided unique opportunities to understand the complexity of sustainable development and necessity for companies...to reinvent themselves as globalization continues. Overall I found the experience to be highly rewarding, fun and informative! Thanks to The Keystone Center for providing a top-notch, excellently prepared and thought provoking program." Helene Harding, ConocoPhillips

"Keystone was a real breakthrough experience for me personally. It allowed me to take a good grounding in sustainability concepts and understand how they translate to actionable ideas within our business." Bill Mooney, DuPont

In 2003, in addition to offering our traditional three-meeting format, KLF will pilot two opportunities for one-time participation in Leadville, Colorado and El Paso, Texas.



"Keystone was a real breakthrough experience for me personally. It allowed me to take a good grounding in sustainability concepts and understand how they translate to actionable ideas within our business."

—Leadership Forum participant Bill Mooney, Dupont

THE KEYSTONE CENTER AND FOUNDATION
CONSOLIDATED STATEMENTS OF FINANCIAL POSITION
DECEMBER 31, 2002

	UNRESTRICTED	TEMPORARILY RESTRICTED	PERMANENTLY RESTRICTED	TOTAL
❁				
ASSETS:				
Current Assets:				
Cash	55,414	-	-	55,414
Investments - current	86,417	27,680	50,000	164,097
Receivables less				
Allowance from Doubtful Accounts	481,714	-	-	481,714
Employee receivable	2,702	-	-	2,702
Science School Store inventory	9,684	-	-	9,684
Prepaid expenses	27,902	-	-	27,902
Due (to) Permanently Restricted/from Unrestricted	(2,000)	-	2,000	-
Total Current Assets	<u>661,833</u>	<u>27,680</u>	<u>52,000</u>	<u>741,513</u>
Property and Equipment, net	3,895,773	-	-	3,895,773
Other Assets:				
Investments - noncurrent	153,267	-	-	153,267
Deposits and other	13,924	-	-	13,924
Total Other Assets	<u>167,191</u>	<u>-</u>	<u>-</u>	<u>167,191</u>
TOTAL ASSETS	4,724,797	27,680	52,000	4,804,477
LIABILITIES:				
Current Liabilities:				
Accounts payable	194,422	-	-	194,422
Accrued liabilities	172,969	-	-	172,969
Deferred revenue	269,832	-	-	269,832
Loans payable - current	1,807,253	-	-	1,807,253
Total Current Liabilities	<u>2,444,476</u>	<u>-</u>	<u>-</u>	<u>2,444,476</u>
Long-Term Liabilities				
Loans payable - noncurrent	847,528	-	-	847,528
Total Long-Term Liabilities	<u>847,528</u>	<u>-</u>	<u>-</u>	<u>847,528</u>
Other Liabilities:				
Deferred compensation payable	153,267	-	-	153,267
Total Other Liabilities	<u>153,267</u>	<u>-</u>	<u>-</u>	<u>153,267</u>
TOTAL LIABILITIES	3,445,271	-	-	3,445,271
TOTAL NET ASSETS	<u>1,279,526</u>	<u>27,680</u>	<u>52,000</u>	<u>1,359,206</u>
TOTAL LIABILITIES AND NET ASSETS	<u>4,724,797</u>	<u>27,680</u>	<u>52,000</u>	<u>4,804,477</u>

SOURCES OF SUPPORT 2002



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Roundtable

ELIZABETH LOWERY
Vice President, Environment and Energy
General Motors

DIANE OSGOOD
International Environmental Consultant

BRUCE PATON, M.D.
Clinical Professor of Surgery
University of Colorado School of
Medicine

FRANK PUZIO
Market Managing Partner
Pricewaterhouse Coopers, LLP

STEPHEN RAMSEY
Vice President, Corporate
Environmental Programs
General Electric

HOWARD "BUD" RIS
President
Union of Concerned Scientists

WILLIAM B. SCHULTZ
Partner
Zuckerman Spaeder LLP
Former U.S. Deputy Assistant
Attorney General

RODGER SCHLICKEISEN
President and CEO
Defenders of Wildlife

JEFF SEABRIGHT
Director
Green Strategies

GERRY E. SIKORSKI
Chairman of the Board
Holland & Knight

MERVYN TANO
President
International Institute for Indigenous
Resource Management

SUSAN TOMASKY
Executive Vice President and CFO
American Electric Power

ROSS VINCENT
Senior Policy Advisor
Sierra Club

CHRISTINE VUJOVICH
Vice President, Environmental Policy
and Product Strategy
Cummins, Inc.

GREGORY WETSTONE
Director, Advocacy Programs
Natural Resources Defense Council

DURWOOD ZAEKE
President
Center for International
Environmental Law

THE KEYSTONE CENTER STAFF AND PARTNERS



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President and CEO

Christine Scanlan
Vice President and Director
of Keystone Science School

ADMINISTRATION

Julia Arbaugh
Accounting Assistant

Robyn Brewer
Marketing Associate

Roseann Devault
Controller

Kasey Geoghegan
Director of Development

Alison Gooding
Assistant Director of Development

Jeff Melendrez
Systems Administrator

Tamara Moses
Director of Human Resources

Sue Wilcox
Contracts Manager

CENTER FOR SCIENCE AND PUBLIC POLICY

Peter Adler
Director,
Center for Science and Public Policy

Janesse Brewer
Senior Associate

Stephanie Cheval
Senior Project Support Coordinator

Timothy Desmond
Receptionist/Project Support Coordinator

Mary Davis Hamlin
Senior Associate

Hilary Kloepfer
Program and Project Support Coordinator

Jeremy Kranowitz
Associate, Keystone Energy Program

Judith O'Brien
Director, Keystone Energy Board

Brad Sperber
Senior Associate

Rebecca Turner
Associate

Sarah Wade
Director, Energy Program

CENTER FOR PROFESSIONAL EDUCATION AND LEADERSHIP

Sarah Stokes
Director,
Professional Education and Leadership

Brooke Carson
Director of Teacher Training

Halle Enyeddy
Assistant Director, Public Sector Programs

Cathy McCague
Assistant Director,
Keystone Leadership Forum

Dan Schroder
Assistant Director of Teacher Training

KEYSTONE SCIENCE SCHOOL

Denise Barlock
Outreach Coordinator

Josh Boisvert
Director, Discovery Camp

Cara Cummings
Administrative Assistant

Andy McIntyre
Programs Director

Craig Minor
Caretaker

Bob Moon
Food Service Manager

KSS FIELD STAFF

Eric Bend
Field Instructor

Alicia Crichton
Field Instructor

Callae Frazier
Field Instructor

Renee Kruse
Field Instructor

Lisa Mayhew
Senior Field Instructor

Aaron Murray
Senior Field Instructor

Lindsay Katharine Smith
Senior Field Instructor

Guff Van Vooren
Senior Field Instructor

THE KEYSTONE CENTER

1628 Saints John Road
Keystone, CO 80435
Phone: (970) 513.5800
(800) 842.7485
Fax: (970) 262.0152

1020 16th Street, NW, 2nd Floor
Washington, DC 20036
Phone: (202) 452.1590
Fax: (202) 452.1138

www.keystone.org