

Department of Environmental Studies

Annual Report

June 1, 2007 to May 31, 2008

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Introduction

The topics and format of this annual report generally follow instructions from Provost Bongarten. Information is for the period, June 1, 2007, through May 31, 2008, unless otherwise noted. Additional material is included for the general reader. The report begins with a brief overview of the Department's programs, personnel, and facilities.

Programs

The Department of Environmental Studies offers graduate (M.S. and M.P.S.) and undergraduate (B.S.) degrees in Environmental Studies, participates in the College-wide Graduate Program in Environmental Science (Ph.D., M.S., M.P.S.), offers/ participates in two graduate certificate programs, and administers ESF's Writing Program.

The Bachelor of Science (B.S.) degree in Environmental Studies is offered with three specialized option areas: Environmental Policy, Environmental Communication and Culture, and Biological Applications, the latter with participating faculty also from the Department of Environmental Forestry and Biology. In 2007/08, there were approximately 130 majors in the Environmental Studies undergraduate program.

A significant development in the Department's programs in 2007/08 was the final approval by SUNY System Administration and the New York State Education Department of a new Environmental Studies graduate program, offering M.S. and M.P.S. degrees. The new program will commence in fall 2008. Also at the graduate level, Departmental faculty have played a central role in the College-wide Graduate Program in Environmental Science (GPES), offering Ph.D., M.S., and M.P.S. degrees; and the Environmental and Natural Resource Policy doctoral program (with faculty in the Department of Forestry and Natural Resources). In 2007/08, departmental faculty were major or co-major professors for approximately 55 students in the Graduate Program in Environmental Science (GPES), Environmental and Natural Resource Policy (ENRP) doctoral program, and other programs at ESF. In addition, the Department administers the Graduate Certificate in Environmental Decision Making, and is a partner in the Graduate Certificate on the Advanced Study in Conflict Resolution, with the Program on the Analysis and Resolution of Conflicts (PARC) at Syracuse University.

ESF's Writing Program, administered by the Department and its faculty, serves all undergraduate and many graduate students at the College. In 2007/08, Writing Program faculty served more than 600 students at ESF and Syracuse University. The ESF Writing Program is comprised of courses (composition, technical writing, literature and humanities), writing in the community efforts (ESF in High School, Learning Communities, and Service Learning), and the Writing Resource Center. In addition, ESF Writing Program faculty are involved with various activities on campus (e.g., literary readings, printed and online student publications) which promote an awareness of writing and encourage student engagement with writing on multiple levels.

People

In the current reporting year, the Department of Environmental Studies included 13 full-time, tenure-track faculty, nine of whom support programs in Environmental Studies, four of whom provide leadership and direction to ESF's Writing Program; and the equivalent of one and one-half support staff members. Four faculty members of the Dept. of Environmental Forestry and Biology contribute to the Dept. of Environmental Studies' undergraduate Environmental Studies program as Participating Faculty in the Biological Applications study option. In addition, 17 Visiting Faculty provide roughly one-half of the Department's instructional capacity. Appendix A lists ES permanent and visiting faculty, including their

titles, educational background, and scholarly interests. Numerous contributions and highlights of especially the permanent faculty follow throughout this report. There were quite a few notable developments in the Department of Environmental Studies during the current reporting year, including the following:

One new faculty member joined the Department of Environmental Studies, its new Chair, David Sonnenfeld. This was the result of a national search, chaired by Professor Chad Dawson, Chair of the Department of Forestry and Natural Resource Management. Previously, Sonnenfeld was affiliated with Washington State University, where he was a faculty member of the Department of Community and Rural Sociology. He is an environmental sociologist by training (Ph.D. in Sociology, University of California, Santa Cruz), and is an affiliated Research Associate with the Department of Environmental Policy, Wageningen University, the Netherlands.

The relationship of three other faculty members to the Dept. changed significantly during the reporting year. Richard Smardon concluded ten years service as Chair in August 2007; at the same time, he stepped down as Director of the Graduate Program in Environmental Science (GPES). Smardon recommenced his active role as Professor, in teaching, research, and service during the 2007/08 academic year. Myrna Hall was appointed as full-time, permanent-track Research Associate, effective September 1, 2007. Jack Manno was appointed as tenure-track Associate Professor, effective in February 2008.

Following formal faculty reviews, Susan Senecah was promoted to the full Professor, effective with the beginning of the 2008/09 academic year; and Dawnelle Jager was reappointed as tenure-track Instructor for a three-year period. Also effective with the beginning of the 2008/09 academic year, Mark Meisner will take a two-year position as Visiting Assistant Professor, going "off the tenure clock" in consideration of his two years of extraordinary service to the department as undergraduate program coordinator; he will come back "on the clock" in fall 2010, when he will be reviewed for continuing appointment and promotion. In April 2008, after more than 30 years at ESF, Patricia Kielecki retired as departmental secretary; following a successful canvass of eligible state employees, Christine Chrysler joined the department as its new secretary.

Patrick Lawler was on sabbatical leave during Fall 2007; during this time he focused on his extensive and acclaimed poetry writing, preparing new book manuscripts for publication, as well as numerous individual poems. Sue Senecah was an invited keynote speaker at an international Environmental Communication conference at the Swedish University of Agricultural Sciences, in Uppsala, Sweden, in October. In March, David Sonnenfeld was an invited speaker at the First Annual Conference, "In Search of Sustainable Humanosphere," at Kyoto University, Japan. In May and June 2008, John Felleman traveled across the globe to New Zealand, where he co-taught an international field course on "People and Forests". Richard Smardon also was a long-distance, international traveler, visiting Taiwan for two weeks in May, as a guest of former ESF graduate students, now professors there.

Myrna Hall was appointed Director of SUNY-ESF's Center for Urban environment (<http://www.esf.edu/cue>). The mission of this Center is to investigate and develop novel ways to mitigate urban environmental problems; educate and train the next generation of urban environmental scientists; engage residents in the study and improvement of urban environments; and work with stakeholders to achieve a more sustainable future for urban areas throughout New York State.

Events

The reporting period was a busy time for departmental involvement in national and local environment-related events. The department co-organized and sponsored the 2nd National Environmental Studies Summit (with Syracuse University, 275 attendees from 65 environmental programs nationally); co-

sponsored local activities related to the national Focus the Nation Global Warming Teach-in; and organized a lunch-time mini-series of lectures on "Climate Action: Sociological Perspectives on the Challenges of Environmental Governance," also in cooperation with Syracuse University and Cornell University.

Facilities

The Department of Environmental Studies is located primarily in Marshall Memorial Hall, with faculty offices on the 1st and 2nd floors, and two graduate student offices on the ground level of the building. In addition, the department manages a third shared graduate student office space on the 4th floor of Bray Hall. Writing Program faculty and facilities are in the Moon Library building. Departmental offices are located in 106 and 107 Marshall Hall, with one additional multi-purpose meeting/ seminar room, 105 Marshall Hall, also managed by the Department.

Modest maintenance was carried out this year on five faculty offices in Marshall Hall. In summer 2007, Richard Smardon and Jack Manno moved into new offices on the 2nd floor of Marshall Hall, vacated by the Department of Forest and Natural Resources Management's move to Bray Hall; the Chair's office was painted, new bookshelves installed, and a window replaced with David Sonnenfeld's appointment as Chair. In December and January, two additional faculty offices were painted as part of a three-way move by John Felleman to a shared office in the Baker Laboratory building; by Mark Meisner, to Felleman's former office; and by Myrna Hall, from Illick Hall to Marshall Hall.

The Department's designated priority expenditure for limited state Educational Equipment Replacement Funds in the reporting year was a permanent LCD projector in 105 Marshall Hall, a room used heavily for student presentations, capstone seminars, departmental and committee meetings, and other purposes. The projector and some additional related equipment were purchased, but await additional funding for installation.

In December 2007, the Chairs of Environmental Studies and Landscape Architecture, respectively, conducted a top-to-bottom walkthrough of Marshall Hall, which they share also with the Department of Forest and Natural Resource Management, and Division of Outreach. Marshall Hall remains in need of renovation in multiple respects, including major heating system renovation, replacement of aged office furniture and worn carpeting. A major departmental facilities need is for improved graduate student work space and computing facilities (see Section 10, below).

1. Teaching

This section of the Annual Report summarizes Departmental teaching efforts during the reporting year, with special attention to the Department's Environmental Studies undergraduate program and ESF's Writing Program. Section 4, below, provides further information on the Department's graduate programs, including its newly authorized Environmental Studies graduate program. See also other sections on learning outcome assessment. Included in this section of the report are statistics on undergraduate enrollments, the main courses taught by departmental faculty, individual faculty workloads, undergraduate advising, and curriculum changes.

Undergraduate enrollments

a. Environmental Studies Program. Estimated enrollments in the B.S. in Environmental Studies program for 2007/08 for each Option Area (and percent of total enrollment in the major), are as follows:

| | |
|---|------------|
| Environmental Policy | 33 (25%) |
| Environmental Communication and Culture | 29 (22%) |
| Biological Applications | 11 (9%) |
| Undeclared (lower division) | 57 (44%) |
| ES Majors TOTAL | 130 |

b. Writing Program. ESF's Writing Program, administered by the Dept. of Environmental Studies, had a total of 619 students enrolled in the 2007/08 academic year (Fall Semester 326; Spring Semester 297). The Writing Program offered a total of 21 sections in fall 2007 and 18 sections in spring 2008.

The distribution of required courses was as follows:

| | | |
|---|-----------------------|-------------|
| CLL 190 (Writing and the Environment) | Required Gen Ed | 14 Sections |
| CLL 290 (Writing, Humanities, and the Envir.) | Required Gen Ed | 11 Sections |
| CLL 410 (Writing for Environmental Professionals) | Required Tech Writing | 5 Sections |
| CLL 405 (Writing for Science Professionals) | Required Tech Writing | 3 Sections |

Other courses offered as electives through the Writing Program include Environmental Journalism (CLL496), Introduction to Literature of Nature (CLL390), and Literature of Nature (CLL490). The last two courses are designated by Syracuse University as Writing Intensive courses which allows us to attract SU students. For further information about ESF's Writing Program, see: www.esf.edu/writingprogram.

Main courses taught by departmental faculty, with enrollment

The tables below, from the Faculty Workload Report (5/30/08) by Dr. Maureen Fellows and supplemented by data provided by individual faculty members, summarize the main courses taught by each faculty member, with the number of students enrolled. Only regular courses are included; enrollment in individual research and reading courses (e.g. EST 420, 495, 498, 797, 798, 899, and 899), are not included.

ENVIRONMENTAL STUDIES PROGRAM – CORE FACULTY

| <i>Faculty</i> | <i>Course #</i> | <i>Course Name</i> | <i>Enrollment</i> |
|----------------|-----------------|--|-------------------|
| Felleman, J. | ENS 696 | Adaptive Management | 3 |
| | EST 550 | Environmental Impact Assessment | 33 |
| Hall, M. | FOR 496 (0.50) | People and the Environment | 13 |
| | ERE 296/ | Intro to Geographic Information | 47 |
| | ENS 798 | Technology | |
| | EST/EFB 220 | Urban Ecology | 17 |
| | EFB 519 | Intro to Geographic Modeling | 11 |
| Manno, J. | EST 496/796 | Seminar in Urban Ecology | 11 |
| | EST 296 | Introduction to Environmental Studies | 44 |
| | EST 390 | Social Processes and the Environment | 54 |
| Meisner, M. | EST 426/626 | Concepts and Principles of Sustainable Development | 42 |
| | EST 628 | Great Lakes Science and Policy | 6 |
| | CMN 393 | Environmental Discourse | 33 |
| | EST 245 | Nature and Popular Culture | 60 |
| | EST 645 | Mass Media and Environmental Affairs | 7 |
| Moran, S. | EST 696 | Climate Change: Science, Perception & Policy | 6 |
| | EST 221 | Intro to American Government | 41 |
| | EST 321 | Government and the Environment | 41 |
| | EST 797 | Human Dimensions of Water Problems | 12 |
| Nordenstam, B. | EST 388 | Psychological Principles of Risk Communication | 30 |
| | ENS 606 | Environmental Risk Perception | 13 |
| | EST 650 | Environmental Perception and Human Behavior | 8 |
| | EST 797 | Science and Technology in Society | 3 |
| Senecah, S. | EST 361 | History of the American Environmental Movement | 34 |
| | CMN 493/ EST | Environmental Communication | 15 |
| | 696 | Workshop | |
| Smardon, R. | EST 625 | Wetlands Policy and Management | 8 |
| | ENS 696 (0.50) | Wetland Practicum | 6 |
| | ENS 797 | Environmental Science Seminar | 13 |
| | EST 496/696 | Energy Audit | 17 |
| Sonnenfeld, D. | (0.50) | | |
| | EST 635 | Public Participation and Decision Making | 16 |
| | EST 612 | Environmental Policy and Governance | 20 |

ESF WRITING PROGRAM – CORE FACULTY

| | | | |
|-------------|----------------|--|----|
| DeBaise, J. | CLL 190 | Writing and the Environment | 60 |
| | CLL 311 | Urban Environmental Literature | 16 |
| | CLL 490 | The Literature of Nature | 10 |
| | EST 301 (0.50) | Leadership through Mentoring | 8 |
| Jager, D. | EST 496 | Leadership Skills | 7 |
| | CLL 190 | Writing and the Environment | 47 |
| | CLL 290 | Writing, Humanities, and the Environment | 7 |
| | CLL 496 | Creative Nonfiction in the Sciences | 5 |

| | | | |
|--------------|-------------|---|----|
| Lawler, P. | CLL 390 | Intro to Literature of Nature | 17 |
| | CLL 496 | Environmental Journalism | 13 |
| Whitmore, B. | CLL 410 | Writing for Environmental Professionals | 32 |
| | CMN 220/420 | Public Presentation Skills | 19 |
| | CMN 420 | Advanced Public Presentation Skills | 12 |

ENVIRONMENTAL STUDIES PROGRAM – VISITING FACULTY

| <i>Faculty</i> | <i>Course #</i> | <i>Course Name</i> | <i>Enrollment</i> |
|----------------|-----------------|-------------------------------------|-------------------|
| Bliss, K. | ENS 607 (0.50) | Wetland Practicum | 6 |
| Bushnell, P. | EST 201 | American Hist.: Reconst. to Present | 81 |
| Dodson, K. | APM 255 | Computing Applications | 31 |
| Ferrante, J. | ENS 601 | Water Resources Management | 13 |
| Gabriel, W. | EST 296 | Environmental Geology | 32 |
| Jabbour, M. | ESF 309 | Honors Exploration Seminar | 15 |
| Joyal, T. | EST 496/696 | Land Use Law | 22 |
| Keenan, M.A. | EST 200 | Cultural Ecology | 249 |
| McGrath, T. | CMN 220/ | Public Presentation Skills for | 76 |
| | EST 496 | Environmental Professionals | |

WRITING PROGRAM – VISITING FACULTY

| | | | |
|-------------------|---------|--|-----|
| Courtwright, C. | CLL 190 | Writing and the Environment | 20 |
| | CLL 290 | Writing, Humanities, and the Environment | 44 |
| | CLL 405 | Writing for Science Professionals | 22 |
| Dodson, K. | CLL 290 | Writing, Humanities, and the Environment | 22 |
| | CLL 290 | Writing, Humanities, and the Environment | 22 |
| Fitzsimmons, M. | CLL 410 | Writing for Environmental Professionals | 28 |
| | CLL 190 | Writing and the Environment | 14 |
| Hansen, B. | CLL 190 | Writing and the Environment | 46 |
| | CLL 290 | Writing, Humanities, and the Environment | 42 |
| Hosmer-Briggs, M. | CLL 390 | Intro to the Literature of Nature | 7 |
| Limpert, C. | CLL 190 | Writing and the Environment | ??? |
| Wagner, G. | CLL 405 | Writing for Science Professionals | 19 |
| Wagner, D. | CLL 405 | Writing for Science Professionals | 22 |
| | CLL 410 | Writing for Environmental Professionals | 15 |

Workload summary by faculty member

In 2007/08, Department of Environmental Studies (ES) faculty were responsible for a combined total of the equivalent of 5,501 student contact hours of instruction, an increase of approximately 11% from the previous reporting year. Of this, 4,714 (86%) were undergraduate student contact hours, and 730 (13%) graduate student contact hours. Environmental Studies program faculty account for 3,799 (69%) of these student contact hours (and 718, or 98% of graduate student contact hours); slightly over half of these hours (50.3%) were taught by faculty members holding a doctoral degree. Writing Program faculty were responsible for 1,702 (31%) of student contact hours (and 12, or 2% of graduate contact hours). Permanent, core faculty provided for 2,892 (53%) student contact hours; visiting faculty for 2,609 (47%) hours.

The tables below, also from the Faculty Workload Report (5/30/08) by Dr. Maureen Fellows, summarize the number of students multiplied by the number of credit hours for courses categorized as Research (e.g., EST 498, 798, 899, 999), Problems/Seminars (e.g., EST 420, 495, 797), and regular classes. The first number in each column is for undergraduate credit hours, the second for graduate. Co-taught courses yield the number of credit hours for that course divided by number of instructors. All student contact hours accountable to the individual faculty member are credited, regardless of course prefix.

| <i>Faculty Member (Core)</i> | <i>Research</i> | | <i>Problems/Seminars</i> | | <i>Other Classes</i> | | <i>Total</i> |
|-----------------------------------|-----------------|------------|--------------------------|------------|----------------------|------------|--------------|
| | <i>U</i> | <i>G</i> | <i>U</i> | <i>G</i> | <i>U</i> | <i>G</i> | |
| DeBaise, J. (5 [*]) | 15 | | | | 236 | | 251 |
| Felleman, J. (11) | 12 | | | | 78 | 57 | 147 |
| Hall, M. (4) | 4 | 23 | | 15 | 195 | 18 | 255 |
| Jager, D. (8) | | | | | 177 | | 177 |
| Lawler, P. ^{**} (12) | 21 | | | 6 | 87 | | 114 |
| Manno, J. (1) | | 14 | | | 307 | 87 | 408 |
| Meisner, M. (2) | 12 | 21 | | 13 | 273 | 39 | 358 |
| Moran, S. (3) | 12 | 8 | | 30 | 246 | | 296 |
| Nordenstam, B. (10) | 2 | 13 | | 9 | 93 | 57 | 174 |
| Senecah, S. (6) | 20 | 16 | | 6 | 183 | 15 | 240 |
| Smardon, R. (9) | 3 | 42 | | 26 | 15 | 89 | 175 |
| Sonnenfeld, D. ^{**} (13) | | | 3 | | | 54 | 57 |
| Whitmore, B. (6) | 6 | | | | 234 | | 240 |
| Subtotals | 107 | 137 | 3 | 105 | 2124 | 416 | 2892 |

| <i>Faculty Member (Visiting)</i> | <i>Research</i> | | <i>Problems/Seminars</i> | | <i>Other Classes</i> | | <i>Total</i> |
|----------------------------------|-----------------|----------|--------------------------|----------|----------------------|----------|--------------|
| | <i>U</i> | <i>G</i> | <i>U</i> | <i>G</i> | <i>U</i> | <i>G</i> | |
| Bliss, K. | | | | | | 9 | 9 |
| Bushnell, P. | | | | | 243 | | 243 |
| Courtwright, C. | | | | | 270 | 3 | 273 |
| Dodson, K. | | | | | 159 | | 159 |
| Ferrante, J. | | | | | | 39 | 39 |
| Fitzsimmons, M. | | | | | 150 | | 150 |
| Gabriel, Wm. | | | | | 96 | 3 | 99 |
| Hansen, B. | | | | | 66 | | 66 |
| Hogan, B. | | | | | 264 | | 264 |
| Hosmer-Briggs, M. | 2 | | | | 21 | | 23 |
| Jabbour, M. | | | | | 15 | | 15 |
| Joyal, T. | | | | | 54 | 12 | 66 |

* Rank among core departmental faculty

** One semester

| | | | | | | |
|------------------|------------|------------|----------|------------|-------------|-------------|
| Keenan, M.A. | | | | 747 | | 747 |
| Limpert, C. | | | | ??? | | ??? |
| McGrath, T. | | | | 285 | 3 | 288 |
| Wagner, D. | | | | 108 | 3 | 111 |
| Wagner, G. | | | | 57 | | 57 |
| Subtotals | | 2 | | 2480 | 72 | 2609 |
| TOTALS | 109 | 137 | 3 | 105 | 4714 | 488 |
| | | | | | | 5501 |

Accessory Instruction (SU students taking ES courses)

Sixteen courses taught by ES faculty members were especially popular among Syracuse University (SU) students (see below). Altogether, courses taught by ES faculty attracted 94 credit hours from SU students during the 2007/08 academic year, about 10% of the college total of incoming SU students. Most popular were Pat Lawler's CLL 390, Introduction to the Literature of Nature (15 c/h); Mark Meisner's EST 245, Nature and Popular Culture (9 c/h); Jack Manno's EST 626, Concepts and Principles of Sustainable Development (9 c/h); and David Sonnenfeld's EST 612, Environmental Policy and Governance (9 c/h).

| <i>Course No.</i> | <i>Course Topic</i> | <i>Instructor(s)</i> | <i>Hrs.</i> |
|-------------------|--|--------------------------|-------------|
| CLL 390 | Introduction to the Literature of Nature | Lawler/ Hosmer-Briggs | 24 |
| CLL 496 | Special Topics in Composition, Literature, and Library | Staff | 3 |
| CLL 498 | Independent Study | Staff | 1 |
| CMN 220 | Public Presentation Skills for Env. Professionals | Whitmore/ McGrath | 3 |
| ENS 601 | Water Resources Management | Ferrante | 3 |
| ENS 606 | Environmental Risk Perception | Nordenstam | 6 |
| EST 200 | Cultural Ecology | Keenan | 3 |
| EST 201 | US History: Reconstruction to Present | Bushnell | 6 |
| EST 221 | Intro to American Government | Moran | 3 |
| EST 245 | Nature and Popular Culture | Meisner | 9 |
| EST 390 | Social Processes and the Environment | Manno | 3 |
| EST 550 | Environmental Impact Assessment | Felleman | 3 |
| EST 612 | Environmental Policy & Governance | Sonnenfeld | 9 |
| EST 626 | Concepts & Principles of Sustainable Development | Manno | 9 |
| EST 645 | Mass Media & the Environment | Meisner | 6 |
| EST 696 | Special Topics in Environmental Studies | Staff | 3 |
| | | TOTAL | 94 |

Undergraduate Advising (Environmental Studies)

Following are the approximate numbers of student advisees in the Environmental Studies undergraduate program assigned to each departmental faculty member, as reported by that faculty member and supplemented by the Chair's available data. This advising is an 'overload' for Writing Program faculty.

| <i>Faculty</i> | <i>Advisees</i> | <i>Dept'l Rank</i> |
|------------------------------|-----------------|--------------------|
| DeBaise, J. | 9 | 8 |
| Felleman, J. ^{*,**} | 18 | 1 |
| Hall, M. [†] | 7 | 10 |
| Jager, D. | 0 | 12 |
| Lawler, P. | 10 | 7 |
| Manno, J. [*] | 12 | 5 |
| Meisner, M. [*] | 13 | 4 |
| Moran, S. | 14 | 3 |
| Nordenstam, B. | 8 | 9 |
| Senecah, S. | 16 | 2 |
| Smardon, R. | 0 | 12 |
| Sonnenfeld, D. | 2 | 11 |
| Whitmore, B. | 12 | 5 |

^{*} Option Area Coordinator (Felleman & Manno each for part of the reporting year)

^{**} Director of Undergraduate Environmental Studies

[†] Coordinator, Minor in Urban Environmental Science

Four faculty members of the Dept. of Environmental Forestry and Biology participate in the Environmental Studies undergraduate program, performing valuable College service through carrying advisees in the Biological Applications option area:

| | |
|----------------------|---|
| Hall, C [*] | 8 |
| Limburg | 1 |
| Nakatsugawa | 1 |
| Shields | 2 |

^{*} Option Area Coordinator

In addition, Mary O'Halloran, staff member in the Dept. of Landscape Architecture, has provided critically important advising services for lower division and transfer Environmental Studies majors. In 2007/08, O'Halloran advised approximately 24 such students.

Curriculum changes

Four course changes involving ES faculty were approved by ESF's faculty governance Committee on Instruction (CoI) during the reporting year. They are:

1. *EST 132, Introduction to Environmental Studies* – Beginning in fall 2008, EST 132, taught by Professor Jack Manno, will be re-launched as a full, 3-credit Introduction to Environmental Studies. Previously taught in 1- and then 2-credit hour versions, the course is a thorough introduction to Environmental Studies as an interdisciplinary major and to the classics of environmental studies literature. It is now required for all Environmental Studies majors,

including internal and external transfer students. The BS Environmental Studies Plan Sheet has been updated accordingly.

2. *CMN 420, Advanced Public Presentation Skills* – CMN 420, to be taught by Benette Whitmore, ES and Writing Program faculty member, is an advanced course, open to all disciplines at ESF and SU, with no pre-requisites. CMN 420 will fulfill a methods requirement for students in the Environmental Communication option and the Environmental Policy option of the Environmental Studies Bachelor's degree. Building on CMN 220, Public Presentation Skills for Environmental Professionals, CMN 420 will be available to students who would like to gain more experience in the area of public speaking.
3. *EST 393, Environmental Discourse and Communication* – Taught by Professor Mark Meisner, this course was previously taught as CMN 393. It is required for students in the Environmental Communication and Culture option of the Environmental Studies program, and is open to other students as an elective.
4. *ESF 300, Introduction to Geographical Information Technology* – This is designed as "a service course in geospatial information technologies for all curricula needing a required or directed elective course in geographic information systems ... The new course prefix, number and name are to broaden the visibility of this course to a larger pool of undergraduate students across the ESF campus who desire a course in geospatial information technology." It is taught, in part, by Myrna Hall, ES faculty member.

Student awards and recognitions

During the 2007/2008 school year, 40 outstanding Environmental Studies students received awards and scholarships. Eight awards went to five graduate students and 35 undergraduate students (27% of all ES majors) were recognized with 40 honors. For a listing of student award and scholarship recipients, please see Appendix E.

Faculty teaching awards and recognitions

None in this reporting period.

2. Research/ Scholarship

Summary of publications and presentations

The following table summarizes the number of refereed publications and professional publications by individual core faculty members. Due to the significantly different research and teaching roles of Environmental Studies Program and Writing Program faculty, these two sub-groups are presented separately.

| Environmental Studies Program | <i>Title</i> | <i>Symposia</i> | <i>Refereed Publications</i> | <i>Prof'l Present.</i> | <i>Total</i> | <i>Dept'l Rank</i> |
|--------------------------------------|---------------------|-----------------|------------------------------|------------------------|--------------|--------------------|
| Felleman, John | Professor | 0 | 0 | 0 | 0 | 11 |
| Hall, Myrna | Research Associate | 0 | 4 | 6 | 10 | 2 |
| Manno, Jack | Associate Professor | 0 | 4 | 2 | 6 | 4 |
| Meisner, Mark | Assistant Professor | 0 | 0 | 1 | 1 | 9 |
| Moran, Sharon | Assistant Professor | 0 | 1 | 2 | 3 | 6 |
| Nordenstam, Brenda | Associate Professor | 0 | 0 | 1 | 1 | 9 |
| Senecah, Susan | Associate Professor | 0 | 1 | 3 | 4 | 5 |
| Smardon, Richard | Professor | 0 | 1 | 2 | 3 | 6 |
| Sonnenfeld, David | Professor | 2 | 2 | 4 | 8 | 3 |
| Program Subtotals | | 2 | 13 | 21 | 36 | |
| Program Means | | 0.22 | 1.44 | 2.33 | 4.00 | |
| Writing Program | | | | | | |
| DeBaise, Janine | Instructor | 0 | 0 | 2 | 2 | 8 |
| Jager, Dawnelle | Instructor | 0 | 0 | 0 | 0 | 11 |
| Lawler, Patrick | Associate Professor | 0 | 17 | 0 | 17 | 1 |
| Whitmore, Benette | Instructor | 0 | 0 | 0 | 0 | 11 |
| Program Subtotals | | 0 | 17 | 2 | 19 | |
| Program Means | | 0 | 4.25 | 0.5 | 4.75 | |
| Departmental Totals | | 2 | 30 | 23 | 55 | |
| Departmental Means | | 0.15 | 2.31 | 1.77 | 4.23 | |

Note: Includes published and in press, refereed scholarly and creative publications only.

Appendix B lists refereed scholarly and creative publications by Departmental faculty members for the current reporting year; additional manuscripts have been submitted and are at various stages in the peer review and revision process. Non-refereed faculty publications and outreach materials are listed in Appendix L. Presentations by ES faculty at professional meetings are shown in Appendix H; and to other public and professional venues, in Appendix K.

Summary of grant activity

Sections "a", and "b", below, reflect official grant activity administered through ESF's Office of Research. In addition to this activity, Dept. of Environmental Studies faculty also submitted applications on their own in support of creative scholarship, and worked closely with graduate students in writing and submitting applications for funding of advanced studies. A number of these latter efforts were successful, but are not reflected in Office of Research data.

a. Active research grants. From May 1, 2007, through April 30, 2008, Environmental Studies faculty are credited by ESF's Office of Research with the equivalent of 14.75 active research grants, for a total amount of \$270,187; the average amount of active grants in the current reporting year was \$18,318. This compares to 15.59 active grants, for a total of amount of \$200,017, and an average of \$12,832, in the previous reporting year. A summary from the Office of Research of active research grants by faculty member for the 12 month period ending April 30, 2008, follows:

| <i>Name</i> | <i>Credited Number</i> | <i>Credited Total</i> | <i>Credited Direct</i> | <i>Credited Indirect</i> | <i>IC:DC Ratio</i> |
|------------------|----------------------------|---------------------------|----------------------------|------------------------------|------------------------|
| Hall, Myrna | 2.75 | 119,454 | 93,058 | 26,397 | 28.40% |
| Manno, Jack | 2.67 | 46,961 | 41,810 | 5,151 | 12.30% |
| Smardon, Richard | 9.33 | 103,772 | 86,980 | 16,792 | 19.30% |
| TOTALS | 14.75 | 270,187 | 221,848 | 48,340 | 20.00% |

b. New research proposals. From May 1, 2007, through April 30, 2008, Environmental Studies faculty are credited by the Office of Research with the equivalent of 2.92 research proposals, for a total amount of \$52,238; the average amount of proposals in the current reporting year was \$17,910. This compares to 4.84 research proposals, for a total of amount of \$204,411, and an average of \$40,882, in the previous reporting year. A summary by the Office of Research of proposal submission activity by each faculty member for the 12 month period ending April 30, 2008 follows:

| <i>Name</i> | <i>Credited Number</i> | <i>Credited Amount</i> | <i>Credited Direct</i> | <i>Credited Indirect</i> | <i>IC:DC Ratio</i> |
|------------------|----------------------------|----------------------------|----------------------------|------------------------------|------------------------|
| Hall, Myrna | 0.25 | 25,000 | 17,042 | 7,958 | 46.7% |
| Manno, Jack | 1.00 | 8,733 | 8,733 | - | 0.0% |
| Smardon, Richard | 1.67 | 18,505 | 15,665 | 2,840 | 18.1% |
| TOTALS | 2.92 | 52,238 | 41,440 | 10,798 | 21.6% |

c. New creative grant proposals. In addition to the above research grant activity, during the current reporting period Patrick Lawler submitted applications for creative writing grants totaling \$75,000 to the John Simon Guggenheim Memorial Foundation, the National Endowment for the Arts, and the New York Foundation of the Arts.

d. Graduate student funding. Jack Manno worked closely with two of his Ph.D. students, Emily Cloyd, and Than Dinh Vo, in their successful applications for Knauss Fellowships from the US National Oceanic & Atmospheric Administration (NOAA). Both students were funded in the amount of \$40,000, for a total of \$80,000. The award "provides a unique educational experience to students who have an interest in ocean, coastal and Great Lakes resources and in the national policy decisions affecting those resources. The program matches highly qualified graduate students with 'hosts' in the legislative and executive branch of government located in the Washington, D.C. area, for a one year paid fellowship."

e. New grant proposals combined. In sum, faculty in the Dept. of Environmental Studies were responsible for submitting a combined total of approximately \$167,238 in new grant applications during the current reporting period.

| <i>Name</i> | <i>Amount</i> | <i>Dept'l Rank</i> |
|------------------|---------------|--------------------|
| Hall, Myrna | \$25,000 | 3 |
| Lawler, Patrick | 75,000 | 1 |
| Manno, Jack | 48,733 | 2 |
| Smardon, Richard | 18,505 | 4 |
| TOTALS | \$167,238 | |

This figure is a rough estimate. Please see Appendix I for a comprehensive listing of active grants and new applications by faculty member.

Faculty Research/ Scholarship Awards and Recognition

Patrick Lawler was awarded a residential fellowship by the Constance Saltonstall Foundation for the Arts, Ithaca, NY (declined, due to his mother's illness), and was a finalist for the Dorset Prize (offered by Tupelo Press, for his collection, *Exhalation Therapist*) and for Tarpaulin Sky Press (for another collection, *Breathe: A Word of It*).

Jack Manno was selected and supported as Writer in Residence at the Mesa Refuge, Point Reyes, California, July 27-August 9, 2007.

David Sonnenfeld was nominated for the "Fred Buttel Distinguished Contribution to Environmental Sociology Award," sponsored by the Section on Environment and Technology, American Sociological Association. He currently serves as elected Secretary-Treasurer of that Section.

Benette Whitmore was honored with membership in the Phi Kappa Phi Honor Society for her 4.0 GPA in her doctoral work in the School of Education at Syracuse University.

3. Outreach and Service

The ES core faculty members engage in a wide variety of service and outreach activities involving professional organizations, public agencies, local communities, as well as ESF itself. One of this year's most important outreach activities came at the beginning of the reporting period: co-organizing and hosting of the "Environmental Summit @ Syracuse," June 7-9, 2007. The organizing committee included Richard Smardon, Brenda Nordenstam, Sharon Moran, Mark Meisner, and Jack Manno; also participating in the Summit were Myrna Hall and Sue Senecah.

A second significant outreach activity that many departmental faculty members and students participated in was the Focus the Nation Teach-in on Global Warming, January 31, 2008. This event took place nation-wide on, before, and after the official date. A joint program was developed at Syracuse University and ESF, led by faculty and students from both institutions. The Dept. of Environmental Studies formally endorsed the event, and encouraged instructors to find various ways of including a special focus on the topic in the classroom as well as at the special, organized activities.

As a supplement to the Focus the Nation event, the Dept. of Environmental Studies and Randolph Pack Institute also sponsored a brownbag lunch mini-series of lunchtime talks, "Climate Action: Sociological Perspectives on the Challenges of Environmental Governance." Sessions included presentations by Professor Arthur Mol, Wageningen University; Professor Thomas Rudel, Rutgers University; and Professor Karen O'Neill, Rutgers University. Participants included faculty, staff, and students from ESF, Syracuse University, and Cornell University.

Departmental highlights and reporting follow, below. Individual outreach activities, including scholarly journal review service, are listed in Appendices J, K, L, and M.

Grant reviewers (by agency)

McEntire-Stennis Grant Competition – Myrna Hall
National Science Foundation, Social and Behavioral Sciences Division – David Sonnenfeld
James Joyce Essay Competition – Patrick Lawler
University of Louisville Fiction Competition – Patrick Lawler

Summary of editorial board service (by journal/ press)

CravenKerry Press – Patrick Lawler
Encyclopedia of the Environment – John Felleman (environmental impact editor)
Environmental Communication – Mark Meisner; Susan Senecah
Environmental Science & Policy – Richard Smardon
International Journal of Business and Society – David Sonnenfeld
International Journal of Environment and Development – Richard Smardon
Journal of Environmental Assessment Policy & Management – Brenda Nordenstam
Landscape and Urban Planning – Richard Smardon
Liminalities, a Journal of Performance Studies – Janine DeBaise
Many Mountains Moving Press – Patrick Lawler
Scientific World – Richard Smardon

Other significant outreach and service activities (external)

American Sociological Association, Section on Environment and Technology, Secretary-Treasurer – David Sonnenfeld
Association for the Study of Literature and the Environment, Executive Committee Member (elected) – Janine DeBaise
College Board SAT Scorer and Reviewer – Dawnelle Jager
Council of Environmental Deans and Directors, Curriculum Committee – Brenda Nordenstam
Environmental Communication Network, Director – Mark Meisner
Environmental Studies Association of Canada, Network Coordinator – Mark Meisner
International Wetlands Coordinating Council – Richard Smardon
Legal Institute of the Great Lakes, Board of Directors – Richard Smardon
Matilda Joslyn Gage Foundation, Board of Directors, President – Jack Manno
National Association of Environmental Professionals, Environmental Research and Studies Group, National Conference Track Chair – Richard Smardon
New York Department of Environmental Conservation, Environmental Justice Working Group – Brenda Nordenstam
New York Great Lakes Basin Advisory Council – Richard Smardon
New York Oceans and Great Lakes Ecosystem Conservation Council, Great Lakes Working Group – Jack Manno
New York Oceans and Great Lakes Ecosystem Conservation Council, Science Advisory Group – Jack Manno
New York State GIS Conference, Program Committee – Myrna Hall
Onondaga County Council on Environmental Health – Brenda Nordenstam
Onondaga Nation, Environmental Advisory Group, Chair – Jack Manno
Save the County Land Trust, Executive Board – Richard Smardon
SUNY Buffalo, Great Lakes Program, Advisory Board – Richard Smardon
Syracuse University, Woman’s Studies Program, Advisory Board – Susan Senecah
Western Erie Canal Alliance, Board of Directors – Susan Senecah

College service activities

Dept. of Environmental Studies faculty have been quite involved in committees and other forms of service across the ESF campus; such involvements for the reporting year are listed in Appendix M.

Outreach and service awards and recognitions

None in this reporting year.

4. Graduate Students

Completions

Graduate students who completed all requirements for the Ph.D., M.S., or M.P.S. degrees in the current reporting period are listed in Appendices C and D.

Number of graduate students (by program and degree objective)

As of fall 2007, the Dept. of Environmental Studies had approximately the following number of graduate students, by graduate program and degree type, based on data available to the Chair:

| | <i>GPES</i> | <i>ENRP</i> | <i>Totals</i> |
|---------------|-------------|-------------|---------------|
| <i>Ph.D.</i> | 17 | 7 | 24 |
| <i>M.S.</i> | 7 | - | 7 |
| <i>M.P.S.</i> | 22 | - | 22 |
| <i>Totals</i> | 46 | 7 | 53 |

Doctoral students made up a about 45% (24 of 53) of the Department's graduate student population, with more than twice as many in the Graduate Program in Environmental Science (GPES) than in the Environmental and Natural Resources Policy (ENRP) Ph.D. program. All M.S. and M.P.S. students were enrolled in GPES during the same year. (This will change in 2008/09, with the implementation of the Department's new Environmental Studies graduate program.) These figures do not take into account all co-major professorships, advisees in other ESF graduate programs, and at other institutions.

Graduate student funding (by source and degree objective)

The majority (32 of 54, or 59%) of graduate students affiliated with the Department received some form of financial support, the largest number (17 of 54, or 31%) in the form of state-funded Graduate Assistantships. These data are as of November 2007, the most recent data available. Graduate Assistantships typically have been awarded for one semester at a time, as both full (0.50) and half (0.25) awards. In the current reporting period, eight departmentally-affiliated graduate students (15%) were supported through Research Project Assistantships (RPAs). Approximate numbers of graduate students funded are summarized below, with the first number being the number of students receiving awards, the second number (in parentheses) is the cumulative full-time equivalent (FTE) percentage of awards for all such students.

| | <i>GA</i> | <i>RPA</i> | <i>Int'l Fellowship (Ford, Fulbright, etc.)</i> | <i>Other</i> | <i>No Support¹</i> | <i>Totals</i> |
|---------------|-----------|------------|---|--------------|-----------------------------------|---------------|
| <i>Ph.D.</i> | 9 (5.0) | 4 (2.5) | 1 (1.0) | 3 (3.0) | 8 | 25 (11.5) |
| <i>M.S.</i> | - | 1 (0.5) | 1 (1.0) | - | 5 | 7 (1.5) |
| <i>M.P.S.</i> | 8 (3.0) | 3 (1.5) | 1 (1.0) | 1 (1.0) | 9 | 22 (6.5) |
| <i>Totals</i> | 17 (8.0) | 8 (4.5) | 3 (3.0) | 4 (4.0) | 22 | 54 (19.5) |

¹ Includes students working off-campus on their dissertations and theses.

Graduate student advising

The numbers of graduate students at ESF advised in the current reporting year primarily (major professor or co-major professor) by departmental faculty member, are summarized in the table, below. The figures are based on faculty self-reporting, supplemented by data available to the Chair. Co-major professorships are figured at 0.50. Figures do not include students advised at other institutions. Graduate student advising is an 'overload' for Writing Program faculty.

| <i>ES Faculty Member</i> | <i>ESF Graduate Advisees</i> | | | | |
|------------------------------|------------------------------|-----------|------------|--------------|------------------------|
| | <i>Ph.D.</i> | <i>MS</i> | <i>MPS</i> | <i>Total</i> | <i>Dept'l Rank</i> |
| Felleman, J. | | | | 0 | 9 |
| Hall, M. | 1 | 1.5 | 0.5 | 3 | 7 |
| Lawler, P. | | | 1 | 1 | 8 |
| Manno, J. | 4.5 | 1.5 | | 6 | 4 |
| Meisner, M. | 2 | 1 | 3 | 6 | 4 |
| Moran, S. | 1 | 1 | 4 | 6 | 4 |
| Nordenstam, B. | 4.5 | | 3 | 7.5 | 3 |
| Senecah, S. | 2 | 3 | 6 | 11 | 2 |
| Smardon, R. | 7.5 | 2.5 | 4.5 | 14.5 | 1 |
| Sonnenfeld, D. ¹ | | | | 0 | 9 |
| TOTAL | 22.5 | 10.5 | 22 | 55 | |

¹ Arrived after beginning of academic year.

Courses having TA support (with student enrollments)

Courses with teaching assistant (GA) support are listed below by semester, with approximate enrollments:

FALL 2007

| <u>Course</u> | <u>TAs</u> | <u>Enrollment</u> |
|-----------------------------|----------------|-------------------|
| CMN 220 Presentation Skills | 1 | 43 |
| EFB 120 Global Environment | 1 ¹ | 120 |
| EST 200 Cultural Ecology | 2 | 88 |

| | | |
|---------------------------------------|-----|-----------|
| EST 220 Urban Ecology | 1 | 16 |
| EST 221 Intro. to American Government | 1 | 41 |
| EST 245 Nature/Popular Culture | 1 | 58 |
| EST 296 Intro to Env Studies | 1 | 44 |
| EST 361 Environmental Movement | 1 | 51 |
| Writing Center | 1.5 | 40 (est.) |

¹Other TAs supplied by EFB

SPRING 2008

| <u>Course</u> | <u>TAs</u> | <u>Enrollment</u> |
|-----------------------------|------------|-------------------|
| CMN 220 Presentation Skills | 1 | 79 |
| EST 200 Cultural Ecology | 3 | 161 |
| EST 201 American History | 1 | 81 |
| EST 321 Gov't and the Env. | 0.5 | 41 |
| EST 390 Social Processes | 1 | 53 |
| Writing Center | 1.5 | 40 (est.) |

Graduate program changes

The Dept. of Environmental Studies submitted proposals for two new master's degree (M.S. and M.P.S.) programs in Environmental Studies to the SUNY System Administration in summer 2007. Approvals were received from SUNY in fall 2007, after which the proposals were forwarded to the New York State Education Department (SED) for final review and registration. Formal approval was received in late November from SED. The Department of Environmental Studies will commence the new graduate degree programs in fall 2008.

In January 2008, the Dept. of Environmental Studies hosted a week-long visit to ESF by Prof.dr.ir. Arthur Mol, Chair, Dept. of Environmental Policy, Wageningen University, the Netherlands. The visit was in part to explore the potential for programmatic collaboration between the two departments. Prospects remain for 'exchanges' of graduate short-courses in the Netherlands and New York state, respectively, in May/June, January, or possibly September. The courses would provide opportunities for graduate students and faculty in the two departments to interact over time, broadening their appreciation of international environmental policy and related topics, and extending personal networks to include not only Europe and North America, but also Asia, Africa, and Latin America – drawing on participation of international students. A brief report on Professor Mol's visit is included in Appendix G.

The Dept. of Environmental Studies continues to participate and play a leadership role in the college-wide Graduate Program in Environmental Science (GPES). Four departmental faculty members served as Area-of-Study coordinators for GPES during the current reporting year:

- Environmental Communication & Participatory Processes: S. Senecah
- Environmental Policy & Democratic Processes: R. Smardon
- Environmental Systems & Risk Management: B. Nordenstam
- Water & Wetland Resources: R. Smardon

Departmental faculty participate actively, as well, in the Environmental and Natural Resources Policy (ENRP) doctoral program, a joint effort of the Dept. of Forestry and Natural Resources Management (FNRM) and GPES.

Related concerns

Since the early 1990s, the Dept. of Environmental Studies has partnered with the Program on the Analysis and Resolution of Conflicts (PARC) at Syracuse University (SU) to offer a joint *Graduate Certificate for Advanced Study in Conflict Resolution*. As it has been presented to students, to earn the Certificate, students complete a 3-credit course on the Fundamentals of Conflict Studies, plus 9 additional credits of coursework selected with a faculty advisor. Students may concentrate their classes in a specific area of interest (such as environmental conflict resolution) or complete a more general program of study. Students already in a graduate program at ESF or SU may earn the Certificate as part of their master's or doctoral degree, and the Certificate is awarded concurrently with the degree.

Regrettably, the origins of this joint program are poorly documented, and while it continues to function, including with significant student interest and enrollment, administratively this Certificate Program has become rather problematic. The efforts of those immediately involved in the program notwithstanding, it appears to be necessary to re-formalize the basis upon which this joint Certificate Program operates. Hopefully this can be done expeditiously in the coming academic year.

5. Governance Structure

This was a transitional year for the structure and functioning of the Dept. of Environmental Studies. Richard Smardon completed his terms as department Chair and GPES Director at the end of August 2007. At the same time, David Johnson, Professor of Chemistry, was appointed GPES Director, and GPES was reestablished on a campus-wide basis. While continuing active participation in GPES and the Environmental and Natural Resources Policy (ENRP) doctoral program, the Dept. of Environmental Studies partially refocused on developing and implementing its own, new departmentally-based graduate program. Departmental curriculum committees, though specified in the Departmental bylaws, were inactive, and with the redirection of the Department's graduate programs, in need of redefinition.

When David Sonnenfeld commenced his term as Chair in September, he began functioning also as the department's acting Graduate Studies Coordinator. In doing so, he working closely with the Dept.'s reconstituted Graduate Studies Committee, chaired by Susan Senecah. Two departmentally-affiliated graduate students, April Baptiste and Ana Menezes, were invited to join the Dept.'s Graduate Studies Committee, and served ably on that committee through the current reporting year. Graduate students participated in the Department's Bylaws Review Ad Hoc Committee, as well.

Mid-way through the year, the Writing Program Council was established, with support and encouragement from the Chair. The Council is charged with overseeing development and operation of ESF's Writing Program, including planning and documentation; learning outcome assessment; and other tasks.

Components, Assigned Tasks, and Responsibilities

Core departmental faculty met regularly as a whole on a monthly basis during the reporting year. In addition, five committees met on a regular basis, as follows:

Graduate Studies Committee – tasked with overseeing and coordinating the Dept.'s involvement in various departmental and interdepartmental graduate programs; graduate recruitment and admissions; awarding of Graduate Assistantships; graduate program development and implementation; learning outcome assessment; and other duties (S. Senecah, chair; J. Manno; S. Moran; B. Nordenstam; R. Smardon; D. Sonnenfeld; Student members: A. Baptiste; A. Menezes)

Undergraduate Studies Committee – responsible for overseeing and further developing the Dept's undergraduate program, including its three Option Areas; learning outcome assessment; undergraduate student advising; undergraduate student recruitment; and other duties (J. Felleman, chair; C. Hall; D. Jager; P. Lawler; J. Manno; M. Meisner)

Writing Program Council – (P. Lawler, chair; J. DeBaise; E. Hogan; D. Jager; C. Limpert; B. Whitmore; C. Courtwright; Student member: K. Loomis-Cleveland)

By-laws Review Ad Hoc Committee – tasked with reviewing and updating the Department's By-laws, taking into account the decoupling of GPES from the Dept., inclusion of the Writing Program faculty in the Dept., increased student input and involvement in departmental governance, and other factors (J. Manno, chair; J. DeBaise; M. Hall; R. Smardon; Student members: F. Owusu-Ansah; N. Pasi)

Promotion & Tenure Guidelines Review Ad Hoc Committee – responsible for reviewing and strengthening the Dept's Promotion and Tenure Guidelines, with special attention to the criteria for promotion to full Professor, but also to other topics including promotion from Instructor to Assistant Professor, promotion and tenure for Research Associates, &tc. (B. Nordenstam, chair; J. Felleman; P. Lawler; S. Senecah; D. Sonnenfeld; B. Whitmore)

Supporting Offices, Directors, and Coordinators

Transitions occurred in departmental staffing in the reporting year, as well. Long-time secretary, Patricia Kielecki, retired in February 2008. Following an open canvass and selected interviews of eligible state employees, Christine Crysler was hired as new departmental secretary, beginning in April. Crysler, who has an M.L.S. and will shortly complete a second M.A. in Social Science, both from Syracuse University, previously was with the Great Lakes Research Center (GLRC). With the reconstitution of GPES as a College-wide program, Patricia Gibeault's role as graduate support assistant was divided into two components (Dept. of Environmental Studies, 50%; GPES, 50%).

Administrative Office (P. Kielecki/ C. Crysler, Office Manager/ Secretary 1)

Graduate Program Support (P. Gibeault, Graduate Support Assistant/ Keyboard Specialist 2, 0.50 FTE)

Undergraduate Environmental Studies Program (J. Felleman, Director)

Undergraduate Option Coordinators

- Biological Science Applications (C. Hall)
- Environmental Communication and Culture (M. Meisner)
- Environmental Policy (J. Manno)

Graduate Studies Coordinator (R. Smardon/ D. Sonnenfeld, acting)

Writing Program (P. Lawler, Director)

Writing Project (J. DeBaise, Coordinator)

Writing Resource Center (B. Whitmore, Coordinator)

Randolph G. Pack Environmental Institute (D. Sonnenfeld, Director)

Forthcoming Changes

Beginning fall 2008, the Dept. will utilize regularly scheduled, standing departmental, committee, and seminar meeting times; TuTh 3:45-5:15 pm, each week.

Two staffing changes are related in part to John Felleman's anticipated retirement in early fall 2008: Brenda Nordenstam will become the Dept.'s Undergraduate Studies Coordinator, effective with the beginning of the fall 2008 semester. In spring 2007, Jack Manno began functioning as coordinator for the Environmental Policy option of the Dept.'s undergraduate program. Felleman previously had held both positions.

The Bylaws Review Ad Hoc Committee completed its review of current departmental bylaws and forwarded to the core faculty proposed new bylaws for review and comment (see Appendix N). As part of this updating, the department will increase student involvement in many aspects of the department's governance. Departmental faculty members also are considering a proposal by the Ad Hoc Committee to

establish a Visiting Faculty committee and representative to meetings of core faculty. The revised bylaws have had one formal reading/ discussion so far in departmental meetings, but have not yet been ratified by core departmental faculty. This will be near the top of the departmental agenda for fall 2008.

The departmental Promotion and Tenure Guidelines Review Ad Hoc Committee got off to a good start in the 2007/08 academic year. While making important progress, the committee did not complete its work, however, and will be reconstituted and resume its work in the coming academic year.

6. Budget

Amounts reported in this section are for the 2007/08 Fiscal Year, from July 1, 2007, through June 30, 2008.

The Dept. of Environmental Studies' budget comes from several sources, some of which may be used for certain purposes only, others of which may be used for any *bona fide* operational expense. Total funds from all sources available to the Dept. of Environmental Studies during the 2007/08 Fiscal Year were approximately \$97,274. Of this amount, some \$54,629 were expended, with residual amounts of approximately \$42,645, though most of the latter funds are reserved for specified purposes only. A more detailed breakdown of revenue and expenditures during the 2007/08 Fiscal Year follows, by type of account.

There are four types of accounts from which the Dept. of Environmental Studies' budget is derived: State budget allocation funds; SUNY Research Foundation research incentives funds; College Foundation development funds; and instructional travel funds, derived from student fees.

State budget allocations

The largest amount of funds from State budget allocations received by the Dept. of Environmental Studies is in the form of operating and temporary services (OTPS) funds; ES received \$18,000 in operating funds, and \$1500 in temporary services funds for FY 2007/08. These funds are to cover all basic operating expenses for the Department of Environmental Studies, including also ESF's Writing Program, the undergraduate Environmental Studies program, and support for ES graduate students in the Graduate Program in Environmental Science (GPES). During the 2007/08 FY, the Dept.'s state budget allocations were fully expended, in approximately the following amounts (combining both operating and temporary services funding):

| | |
|---------------------------------------|-----------------|
| Basic departmental operating expenses | \$9,689 |
| -- Office supplies | \$6,843 |
| -- Photocopying | 400 |
| -- Paper | 730 |
| -- Maintenance contracts | 1716 |
| Office equipment | \$5,473 |
| Travel and conference support | \$4,791 |
| TOTAL | <u>\$19,953</u> |

This is approximately \$453 over the Department's allocation for the year.

In addition, the Dept. received an allocation of \$2775 from State academic equipment replacement funds towards the end of the 2007 calendar year. These funds were expended on an LCD projector, to be installed at a later date in 105 Marshall Hall, the sole multi-purpose meeting room currently available for departmental seminars, capstone presentations, meetings, and other purposes.

SUNY Research Foundation Research Incentives funds

In the 2007/08 FY, three types of Research Foundation research incentives funds were received by the Department: the Chair's Discretionary Account, a Research and Development Fund, and a Continuing Education Account.

The *Chair's Discretionary Account* is awarded biannually, for use by the Chair for purposes such as receptions, convocations, faculty get-togethers, etc. As of Sept. 10, 2007, \$1847 remained in this fund for the 2007/08 FY. Activities supported during the reporting year included a Graduate Student Fall Reception, Undergraduate ES Option Area spring socials, Writing Program Visiting Faculty end-of-semester luncheons, etc.

The *Research and Development Fund* is granted periodically from the Office of Research to the Chair, to be used at his/ her discretion to incent and encourage faculty engagement in productive research-related activities, including grant-writing. The 2007/08 reporting year began with \$3804 in this account. An additional \$20,000 was added to this account with the hiring of the Department's new Chair, for a total of \$23,804 in this fund. These funds were partially expended (\$11,982) in the reporting year, as described below, with remaining funds (\$11,822) to be carried over to the 2008/09 FY. Expenditures included:

- Brenda Nordenstam, new office computer (\$1179);
- Jack Manno, towards participation in Global Ecological Integrity research group, Sweden (\$2500);
- Sharon Moran, new office computer (\$933);
- Mark Meisner, for summer graduate research assistant (Bruno Takahashi, (\$3600); and
- Jack Manno, for summer graduate research assistant (Jillian McMichael, \$2000).

The *Continuing Education Fund* is to be applied to outreach activities, based on residual income from faculty-sponsored continuing education events and conferences. In the current reporting year, this latter fund began with \$480; an additional \$7,469 was added to this account from unexpended registration fees from the June 2007 Environmental Summit, co-organized and sponsored by the Dept. The latter funds have been made available for research-related expenses of the individual faculty members whose effort helped generate the funds.

Development funds

A third source of Departmental funding are revenues from two modest, endowed funds donated to the Department for specified purposes. The *Randolph G. Pack Fund* is dedicated to supporting activities of the departmentally-affiliated Randolph G. Pack Environmental Institute, including visiting professors, conferences, scholarly activities, etc. Revenues from it were \$8750 during the 2007/08 FY. The largest portion of these funds (\$5000) were used to support a graduate research aide position for the fall 2007 semester, for Sarah Darkwa, Ph.D. candidate in ESF's Graduate Program in Environmental Science (GPES). The *Burton E. Perry, Jr., Memorial Fund* is dedicated to provide outreach and communication in regard to environmental studies. It is particularly restrictive, being limited to use "to promote public understanding of environmental topics through, but not limited to, publications, symposia, and lectures..." Revenue from this endowed fund in the 2007/08 FY was \$2850. Several attempts were made to utilize this fund, but the necessary parameters of the fund were deemed to have not been met; discussions are scheduled with the College Foundation regarding the status and availability of these funds for future use.

Instructional travel funds

A fourth and final source of funding for Departmental activities is an Instructional Travel account. These funds come from student registration/ course fees, and may only be expended for course-related transportation costs. Other, occasional course-related travel costs (e.g. meals, accommodations, etc.) may not be reimbursed from this account. This account was largely forgotten or unknown for many years and was rediscovered only recently. There were \$28,276 in funds in this account at the beginning of the 2007/08 FY. \$4433 of course-related transportation expenses were reimbursed from this account during the same period.

7. Progress on Objectives for 2007-2008

Educational outcomes assessment

At the onset of the 2007/08 academic year, the Dept. was charged by Provost Bongarten with developing and implementing learning outcome assessment plans for each of its programs. This effort was a major undertaking of the Dept.'s Undergraduate Studies Committee during this period, resulting in the draft "Framework for Evidence-Based Program Assessment" document, authored by John Felleman, with Brenda Nordenstam, Jack Manno, Charles Hall, and other members of the committee. The committee took up the question of learning outcomes and assessment measures for the Environmental Studies undergraduate program as a whole, as well as each of its three option areas. Please see Appendix O for a copy of this draft document.

The Department's graduate program was approved in late November, to begin in fall 2008. In May 2008, even while the program itself was still being finalized, a subcommittee of the Dept.'s Graduate Studies Committee, consisting of Richard Smardon, David Sonnenfeld, and Ana Menezes, addressed learning outcome assessment for that program as well. Please see Appendix P for a copy of their draft framework document.

ESF's Writing Program, which plays an important role in the College's lower-division general education instruction and assessment, was an early unit addressing learning outcomes and assessment, going back almost two decades to 1990. The Writing Program now is in Phase IV of its learning outcome assessment process. The Program Director and core faculty meet periodically via the Writing Program Council to evaluate outcome assessment data and identify appropriate responsive actions. Please see Appendix Q, for a copy of the Writing Program's learning outcome assessment documents.

Additional work remains to be done in all three program areas described above to reduce learning outcome assessment objectives, techniques, and implementation to useful rubrics at the program level. Further, the department participates in numerous College-wide programs, including GPES and its various Areas-of-Study, ENRP, the Minor in Urban Environmental Science, etc. Each of these interdepartmental programs needs to take up and implement learning outcome assessment, as well.

Update of departmental strategic plans

Another charge by Provost Bongarten to the Dept. of Environmental Studies early in the 2007/08 academic year was for the Dept. to more clearly identify and articulate its strategic, organizational focus, as reflected programmatically, but also in relation to other departments at ESF. Core departmental faculty held a series of discussions through the 2007/08 academic year to review the Dept's current mission and vision statements (see Appendix R), and identify its intended direction over the coming 3-5 year period. In its third such discussion, at a day-long, departmental retreat in May 2008, the core faculty reached consensus that the Dept's focus should be on *the social and cultural dynamics of ecological sustainability*. While there remains strong interest among departmental faculty members in integrative, systems approaches to sustainability, it was clearly recognized that the core expertise and immanence within the department lay in the social science, policy, and humanities background and scholarship of its core faculty members. Additional work remains to be done in further articulating the vision that goes along with this sense of core identity. There seemed to be general consensus, however, that further developing and strengthening these core interests, such as through the draft Hiring Plan included in Appendix S, would be key to the Dept's future development and contribution to ESF.

Departmentally specific initiatives

A third charge at the onset of the year from Provost Bongarten to the Dept. of Environmental Studies was to increase student involvement at all levels of departmental governance. A major focus of the Dept. in 2007/08 was reviewing and updating its organizational and governance structure and functioning. This is reported on in Section 5, above. Here, it is relevant to note that the Dept. took significant strides to involve students in many aspects of its functioning; in the current year, it was particularly successful at the graduate level, with graduate students making valuable contributions to the Graduate Studies Committee and Bylaws Review Ad Hoc Committee. In addition, early in 2008, the Dept. formally approved a bylaws change proposal to add one upper division and one lower division undergraduate student to the Dept's Undergraduate Studies Committee. Next steps include finalizing the proposed, revised bylaws, as discussed above, appointing students to relevant committees early in the fall semester, and encouraging greater upper division student interaction in the various Environmental Studies undergraduate option areas. For the future, the proposed, revised bylaws include a provision for spring elections of departmental student representatives commencing the following fall. Upon approval by departmental faculty, this provision will be implemented in spring 2009.

A fourth, important objective for 2007/08 was the review and strengthening of the Dept's Promotion and Tenure Guidelines. This effort, too, was undertaken with encouragement from Provost Bongarten. Towards this end, an ad hoc committee was established. The committee met several times through the 2007/08 academic year, and made valuable progress in a number of areas. One of the challenges that it ran in to, however, was the 'chicken and egg' problem of some of the issues and concerns needing to be addressed at a College level, even while examining the same or similar issues on a departmental level. Work remains to be done in this area, and will likely need to be restructured due to planned and unplanned staffing shifts during the coming year.

A further departmental initiative came in with the Dept's new chair, namely efforts to further strengthen the Dept's and ESF's capacity in international research and teaching. One particular manifestation of this effort came in the form of an intensive exploration of possibilities for departmental and institutional collaboration at various levels with Wageningen University and Research Center (WUR), in the Netherlands. Building on the Chair's decade-long relationship with colleagues with WUR, this initiative manifested especially in a week-long visit by Prof.dr.ir. Arthur Mol, Chair, Dept. of Environmental Policy, Wageningen University. Please see the report from that visit in Appendix G, for further information. On a somewhat related note, Sonnenfeld also chaired a College-wide search committee for an International Education Coordinator.

Many other initiatives were undertaken, as well, in the Dept. of Environmental Studies through the reporting year. They are described throughout this report.

8. Objectives for 2008-2009

Much was accomplished by the relatively small but very busy core faculty of the Dept. of Environmental Studies in 2007/08. While substantial (and in some cases, tremendous) progress was made on many initiatives, further effort is needed for a number of these initiatives to fully bear fruit. Top departmental priorities for the 2008/09 academic year include:

1. Commence *new graduate programs* in Environmental Studies
 - a. Welcome new students in August!
 - b. Work with instructor of EST 600 introductory course to establish solid foundations for program
 - c. Further develop and implement plans for program assessment
 - d. Explore further program development through graduate-level humanities offerings
2. Complete, implement, and document *learning outcome assessment* procedures for all departmentally-based programs, including:
 - a. ES undergraduate program
 - i. Environmental policy option area
 - ii. Environmental communication and culture option area
 - iii. Biological applications option area
 - b. ES graduate program
 - i. MS program
 - ii. MPS program
 - c. Graduate certificate programs
 - d. ESF Writing Program
3. Strengthen departmental *academic staff, leadership, and organizational structure* at all levels
 - a. Improve mentoring of, especially junior, faculty members
 - b. New undergraduate studies coordinator – B. Nordenstam
 - c. Finalize and implement hiring plan for development and renewal of departmental staff
 - d. Approve new, revised bylaws, including increased involvement of students and visiting faculty in departmental governance
 - e. Complete review and updating of departmental promotion and tenure guidelines
 - f. Continued regular departmental and standing committee meetings
 - g. Lay foundation for new graduate studies coordinator

4. Strengthen Dept's *strategic orientation* for research/ scholarship, teaching, and service, including:
 - a. Review, revise, and further develop departmental mission, vision statement
 - b. Identify and work to strengthen two or three areas of excellence within the department's overall mission on which to focus further development efforts, both internally and externally
 - c. Take steps towards articulating a 3-5 year plan for departmental development
 - d. Work with the College Foundation in targeting development initiatives
 - e. Work with the Alumni Office in reaching out to Departmental alumni for purposes of development

9. Undergraduate Recruitment

The Dept. of Environmental Studies was an active participant in all on-campus admissions activities during the 2007/8 academic year, including the Sept. admissions staff planning meeting, and open houses for prospective and admitted students. At each of the latter, a brief PowerPoint presentation and simple handout provided a framework to stimulate questions and discussions regarding the structure of the Dept's undergraduate Environmental Studies program, and how it complements but differs from other ESF degrees. Included in the handout was the undergraduate Environmental Studies Director's e-mail address, which facilitated follow-up conversations. The Director also worked directly with College admissions staff to maximize potential transfer credits. A number of departmental faculty members participated in the new College initiative for on-campus meetings with prospective students in the spring that fell outside the formal group admissions events.

10. Graduate Recruitment

In the past, graduate recruiting in the Dept. of Environmental Studies has been relatively passive, with a regular stream of inquiries coming to the Department based on three decades of interdisciplinary environmental graduate studies at ESF, alumni networks, faculty professional association participation and contacts, etc. Using such approaches, in the previous reporting year the Department exceeded graduate recruiting targets by more than 50%.

The current reporting year promised to be significantly different for the Department in graduate programming and recruitment, in a couple of key respects: In September 2007, ESF's interdepartmental Graduate Program in Environmental Science (GPES) came under new leadership outside of the Dept. of Environmental Studies. Previously, the preponderance of the Department's graduate students had been through GPES, and there had been a close identification between GPES and the department. In November 2007, two new Master's degrees in Environmental Studies were approved by the NY State Education Department.

Accompanying these changes were a variety of actions related to promoting the new graduate degree programs; beginning to distinguish between the new Environmental *Studies* master's degrees and continuing Environmental *Science* (GPES) master's degrees; and placing more emphasis on the department (with a variety of graduate degree options) and its faculty rather than on any particular graduate degree program. Specific changes implemented in the reporting year included:

- New webpages for the Dept. of Environmental Studies, including: "Graduate Programs", "Current Graduate Students", and "Recent Graduates";
- A supplemental flyer for ESF Graduate Studies viewbook;
- New funding opportunities application form for the Dept. of Environmental Studies;
- New degree options on ESF's online application for graduate admissions; and
- A new website for GPES.

Additional public relations/ marketing actions took place in early January 2008, including:

- ESF press release on new Environmental Studies graduate degrees
- Distribution of press releases and grad programs flyers to professional association interest groups via online listservs

Furthermore,

An open meeting was held in March for current ESF students to communicate about the new Environmental Studies master's degree programs; current ESF Master's students may change degree programs, via petition.

Handbooks have been drafted for the new Environmental Studies master's degree programs and will be finalized prior to the commencement of classes in August 2008.

Various improvements and enhancements to graduate studies related parts of the Department's website were made.

Targets and Results

In fall 2007, a target of 22 new graduate students for 2008 was established for the Dept. of Environmental Studies. This number was to include admissions of all new, departmentally-affiliated students in the various graduate programs the Dept. participates in, including its new Environmental Studies master's programs, ESF's interdepartmental Graduate Program in Environmental Science (GPES), the ENRP joint Ph.D. program, and the department's Graduate Certificate Program in Environmental Decision-Making.

The Dept. of Environmental Studies processed more than 50 graduate applications in spring 2008, for the 2008/09 academic year. With four new graduate students who matriculated in spring 2008, plus at least 23 graduate students committed to begin in fall 2008, the Dept. will exceed its target. A very high percentage of those students whose applications were accepted have elected to come to ESF. A listing of incoming, new graduate students is included in Appendix F.

The Department's new group of 23 graduate students have a mean composite GRE score of 1153 (508 verbal, 645 quantitative), and a mean GPA of 3.40. The incoming students come from eight countries, including Bolivia, China, India, S. Korea, Palestine, the Philippines, and Russia, as well as from various locations in the United States.

Future Planned Activities

A variety of additional recruitment activities have been discussed for the future, including:

- Development and targeted mailing of a new Environmental Studies graduate programs pamphlet
- Updating the ESF Graduate Studies viewbook with information about the new Environmental Studies graduate degree programs, including with an updated PDF version available online
- Development and mailing of a new Environmental Studies graduate programs 11 x 17" poster
- Participation in and graduate recruitment at various Environmental Studies related professional conferences
- Strengthened outreach and communication to Dept. of Environmental Studies alumni, including for recruitment into our graduate programs, e.g. through development of "success stories", articles in ESF Alumni News, on the Departmental website, etc.
- Targeted online banner advertising, e.g. in Grist.org.

Related Issues and Concerns

Four proposed changes in graduate admissions procedures would likely facilitate recruitment of even stronger cohorts of new Environmental Studies graduate students in the future:

1. Moving ESF's preferred application deadline up several weeks to early January. Some of our competitors:
 - Yale School of Forestry & Environmental Studies: Jan. 7
 - Duke Nicholas School of the Environment & Earth Sciences: Dec. 15
 - Berkeley Dept. of Environmental Science, Policy, & Management: Dec. 3
 - UC Santa Barbara Bren School of Environmental Science & Management: Jan. 10

Our current applications deadline and decision timeline places us at a competitive disadvantage. With an early January deadline, review of applications could be completed in time to notify applicants of admissions and funding decisions by early March, rather than early April, as at present. If it is already too late to make this change for 2009/10, it could be implemented beginning with the 2010/11 academic year.

2. Additional competitiveness could be gained by harmonizing preferred application deadlines for Graduate Assistantships with ESF's graduate admissions deadline. There should be ample time to implement this change in spring 2009, for the 2009/10 academic year.
3. Adding a "WAITLIST" decision option for graduate applications for admission, as there is today for undergraduates, could be quite helpful in making decisions in a timely manner, in maintaining quality, but also providing a deeper pool of acceptable applicants should additional openings develop through withdrawals of accepted applicants. This, too, could be implemented in the next round of graduate applications.
4. To improve departmental coordination and control with respect to admissions into interdepartmental graduate programs such as GPES and ENRP, it would help greatly to require Chair or graduate studies coordinator, as well as program director, approval for admission. Such decisions significantly impact departmental resources: faculty, staff, assistantships, space, supplies, etc. The proposed change in admissions procedures for interdepartmental programs would help ensure that departmental resources are most productively and efficiently utilized; and proper support is given to all admitted applicants.

Graduate Student Facilities

A critical need for graduate recruitment in Environmental Studies at ESF: locating and equipping decent office work space, especially for research-oriented (Ph.D. and M.S.) graduate students and graduate teaching assistants. Currently, the Department of Environmental Studies is allocated three graduate student office locations: B5 and B7 Marshall Hall, and 406B Bray Hall. The number and location of ES graduate student desks in each is as follows:

| | |
|-------------|-----------------|
| Marshall B5 | 7 desks |
| Marshall B7 | 12 desks |
| Bray 406B | <u>14 desks</u> |
| TOTAL | 33 desks |

The graduate student workspace in Marshall B5 and B7 is, frankly, a major embarrassment and impediment to graduate recruiting. In the depths of Marshall Hall, with vents and pipes running through

already low-ceilinged office space, these areas are crowded and very uncomfortable to work in, and clearly sub-standard. One look at them – or a comment from a current student – would be enough to turn many serious prospects away from ESF. In addition, the department has minimal office space available to graduate teaching assistants for the holding of office hours for undergraduate students.

Beyond office space and comfort needs, the computing equipment available in these offices to Environmental Studies graduate students is minimal. Some graduate students may have their own, home computers, but this does not address the need many have for robust, computing-intensive applications necessary as part of their graduate studies.

11. Longer Term Visioning and Planning

Mission/ vision statement

The Department's current mission/ vision statement is included in Appendix R. During the 2007/08 academic year, departmental core faculty reviewed this statement and made efforts to more clearly define the department's unique role and contribution at ESF. After a lengthy discussion at a departmental retreat in May 2008, faculty members agreed that the main focus of the Department of Environmental Studies should be on "*the social and cultural dynamics of ecological sustainability.*" Further work needs to be done to elaborate this core concept into a fully revised departmental mission and vision statement.

Hiring priorities

Due to the commencement of new programs, an aging faculty, the progression of junior faculty in their career development, the ability to develop new programs building on the Department's and ESF's strengths, the ability to address critical needs of diverse student populations, and others, it is vitally important that the Department be authorized to recruit several new faculty and one new, part-time professional staff person in the near future. The rationale for such hires and description of proposed areas of expertise are discussed in Appendix S. Requested positions include:

- Assistant Professor, International Environmental Policy;
- Assistant Professor, Environmental and Risk Communication;
- Assistant Professor, Environmental and Science Writing;
- Instructor (tenure track), English as a Second Language; and
- Internship Coordinator (0.50 FTE).

Development priorities

Please see Appendix T.

12. Professional Employee Performance Program and Annual Evaluation

The Department of Environmental Studies currently has one professional employee covered under the terms of the UUP professional employee contract provisions: Myrna Hall was appointed as full-time, permanent-track Research Associate (College Year), effective September 1, 2007. An initial performance program was put into place for her in March 2008. An annual performance evaluation for the 2007/08 academic year, and a revised performance program for the 2008/09 academic year both were completed in June 2008, and await Myrna's review and signature. Being a 10-month employee, she is currently off-campus.

Appendices

Appendix A. ES Faculty, by Program, Rank, Education, and Interests

ENVIRONMENTAL STUDIES PROGRAM – CORE FACULTY

| <i>Name and Title</i> | <i>Degrees</i> | <i>Interest Areas</i> |
|--|---|--|
| Felleman, John Professor and Director of Undergraduate Environmental Studies | D.P.A., Urban Planning, New York University; M.E.C., Civil Engineering, Cornell University; B.C.E., Civil Engineering, Cornell University | Environmental information policy; Visualizing environmental processes; Environmental decision making |
| Hall, Myrna Research Associate and Director of the Center for the Urban Environment | M.S., Natural Resources Management, SUNY-ESF; B.A., French, Education, University of Washington | Integrating simulation modeling and GIS for studying the interaction of humans and their environment; Natural resources management; Issues of sustainable development; Graphic information visualization; Foreign language communication |
| Manno, Jack Associate Professor | Ph.D., Social Science, Maxwell School, Syracuse University; M.S., Forest Resources Management, SUNY-ESF; B.A., Creative Writing, SUNY Binghamton | Sustainability theory and practice; Great Lakes policy and institutions; Science and policy decision making |
| Meisner, Mark Assistant Professor | Ph.D., M.S., Environmental Studies, York University; Bachelor of Commerce, with Honours, Queen's University, Kingston, Ontario | Environmental communication; Environmental thought and philosophy; Mass media; Global warming discourse; Critical language theory and rhetoric; Nature and popular culture; Representations of nature |
| Moran, Sharon Assistant Professor | Ph.D., Geography, Clark University; M.S., Political Science and Public Policy, Massachusetts Institute of Technology; B.A., Chemistry, Boston University | Political ecology; Environment-society relations; 'Green' and innovative technologies; Environmental policy; Human dimensions of water/wastewater issues; Environmental issues in post- communist countries; Qualitative research methods; Gender and nature; Sustainability indicators |
| Nordenstam, Brenda Associate Professor | Ph.D., Social Ecology, University of California, Irvine; M.S., Industrial Psychology, California State University, Long Beach; B.A., Psychology, University of California, Irvine; B.S., Animal Science, University of California, Davis | Risk perception, communication, and assessment of environmental and public health hazards; Perception, valuation, and management of environmental risk; Social survey design, analysis, and policy applications; Environmental justice, equity, and policy; Right-to- know information policy and behavioral decision-making theory; Eco-tourism: environmental policy and community |

| | | |
|---|---|--|
| Senecah, Susan Associate Professor | Ph.D., Communication Studies, University of Minnesota; M.A., Speech Communication, University of Minnesota; B.S., Secondary Teaching, Bemidji State University, Minnesota | Public participation in the formation of environmental public policy/decisions; Legislative process, environmental public policy; Conflict and alternative dispute resolution, consensus building processes; Grassroots leadership; Social construction of nature; Ecotourism; U.S. and global environmental movements |
| Smardon, Richard Professor | Ph.D., Environmental Planning, University of California at Berkeley; M.L.A., Landscape Architecture, University of Massachusetts; B.S. cum laude, Environmental Design, University of Massachusetts | Wetland assessment and management; Landscape management policy; Public participation and decision-making; Sustainable development, eco-tourism, biosphere reserve management; Energy sustainability planning and implementation |
| Sonnenfeld, David Professor and Chair | Ph.D., M.A., Sociology, University of California, Santa Cruz; B.A. (Honors College) with distinction, Social Science, University of Oregon | Environmental sociology/ politics/ policy; Globalization, development, and sustainability; Technological environmental transformation; East and Southeast Asia; Field research and historical methods |

ESF WRITING PROGRAM – CORE FACULTY *

| | | |
|---|--|---|
| DeBaise, Janine Instructor and Writing Project Coordinator | M.A., English/ Literature, Syracuse University; B.A., English/Writing, St. Lawrence University | Poetry; Ecofeminism; Composition and rhetoric; Contemporary nature literature; Science literature; Urban nature literature |
| Jager, Dawnelle Instructor | M.S., English Education, Syracuse University; B.A., English, Youngstown State University | Learning communities; Composition curriculum development; Eco-composition; Technical writing; Creative nonfiction in the sciences; Teacher training |
| Lawler, Patrick Associate Professor and Director of the ESF Writing Program | M.A., Creative Writing, Syracuse University; B.A., English, LeMoyne College | Literature of nature; Composition and technical writing; Creative writing (poetry, fiction, plays, screenplays); Native issues; Gender and ecofeminism; Media and the environment; Popular culture; Environmental communication |
| Whitmore, Benette Instructor | Ph.D. Candidate, Cultural Foundations of Ed'n, Syracuse Univ.; M.A., Communications, Newhouse School, Syracuse University; B.A., Queen's University, Ontario | Composition; Technical writing; Communication; Children's literature; Fiction writing |

* Faculty in ESF's Writing Program are involved in the Environmental Studies Program, also.

ENVIRONMENTAL STUDIES PROGRAM – VISITING FACULTY

| | | |
|--|---|---|
| Bliss, Kevin Visiting Instructor | Ph.D. Candidate, M.S., Environmental Science, SUNY- ESF; B.S. Water Resources, SUNY Oneonta | Wetlands; Regulatory compliance; Environmental education; Environmental management |
| Bushnell, Patricia Visiting Instructor | M.A. History, Syracuse University; B.A. History, Univ. of Rhode Island | American history |
| Ferrante, John Visiting Professor | Ph.D., M.S., Zoology (Env. Systems Analysis), Univ. New Hampshire; B.S., Zoology, Ashland University, Ohio | Environmental systems; Environmental planning; Water quality; Aquatic systems; Environmental impact assessment |
| Gabriel, William Visiting Instructor | Certified Professional Geologist; B.A., Geology, Syracuse University | Environmental geology |
| Jabbour, Marla Adjunct Associate Professor | Ph.D., Higher Education, M.P.A., Maxwell School, Syracuse University; B.S. Business Administration, Empire State College | Environmental education; Student success; Honors student mentoring; Educational diversity |
| Joyal, Thane Visiting Instructor | Admitted to Practice Law, NY State; J.D., Law, Univ. of Maine; B.S., Plant and Soil Science, Univ. of Maine | Environmental law; Land use law; Environmental restoration; Native American land claims |
| Keenan, Mary Ann Visiting Associate Professor | Ph.D. Candidate, Anthropology, M.S., Family Relations, Syracuse University; B.S., Human Development Education, SUNY Buffalo | Cultural anthropology; Food and culture |
| McGrath, Thomas Visiting Instructor | B.A., Performance, Oswego State University | Environmental communication; Environmental education; Public presentation skills |

WRITING PROGRAM – VISITING FACULTY

| | | |
|--|--|---|
| Courtwright, Carol Visiting Instructor | M.S. Education (Urban Education), Syracuse University; B.A., Education, Hartwick College, NY | Writing and the environment; English composition |
| Dodson, Khristopher Visiting Instructor | M.A., Magazine, Newspaper, and Online Journalism, Newhouse School, Syracuse Univ.; M.P.S., Environmental Communication, SUNY-ESF; B.A. Environmental Studies/ English, SUNY Binghamton | Environmental journalism; Environmental policy |
| Fitzsimmons, Maureen, Visiting Instructor | M.S., English Education, Syracuse University; Bachelor of Journalism, B.A., English, Univ. Missouri | Writing; Diversity; Service learning; Community engagement |

| | | |
|--|---|---|
| Hansen, Beverly Visiting Instructor | | |
| Hogan, Elizabeth Visiting Instructor | M.F.A., Creative Writing (Poetry), University of Alabama; B.A., English and Textual Studies, B.A. Secondary English Education, Syracuse University | Writing and the environment; Critical research and writing; Teacher training; Creative writing (poetry) |
| Hosmer-Briggs, Maria, Visiting Instructor | M.A., Linguistic Studies (TESOL), B.S. Speech and Dramatic Art, Syracuse University | English composition; English as a second language |
| Limpert, Christina Visiting Instructor | Ph.D. Candidate, Cultural Foundations of Education, M.S., Counselor Education, Syracuse University; B.S., Health Education, Towson University, Maryland | Educational foundations; Cultural literacy |
| Wagner, Geraldine Visiting Instructor | M.S., Social Sciences, Syracuse University; B.A. Sociology/ Education, SUNY Fredonia | Technical and professional writing; Social sciences |
| Wagner, Donald Visiting Instructor | | |

Appendix B. ES Faculty Publications*

SYMPOSIA

Sonnenfeld, David A., and Stewart Lockie, eds. 2008. Special issue on "Communities, Natural Resources, and Environments," *Local Environment: the International Journal of Justice and Sustainability* 13(5, July). Routledge. (In Press.)

Sonnenfeld, David A., ed. Symposium on "Globalization and Environmental Governance: Is Another World Possible?" *Global Environmental Change: Human and Policy Dimensions* 18(3, August). Elsevier. (In Press).

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MYRNA HALL

Hall, M., A. Dushku, and S. Brown, 2007. "Scale Issues in Developing a Deforestation Baseline for the Region of the Noel Kempff Mercado Climate Action Project, Bolivia," in *Making Development Work: Scientific Alternatives to Neoclassical Economic Theory*, eds. G. LeClerc and C. A. S. Hall. University of New Mexico Press, Albuquerque, NM.

Brown, S., **M. Hall**, K. Andrasko, F. Ruiz, W. Marzoli, G. Guerrero, O. Maser, A. Dushku, B. DeJong, and J. Cornell. 2007. "Baselines for land-use change in the tropics: Application to avoided deforestation projects," *Adaptation and Mitigation Strategies for Global Change* (6): 1001-1026.

Echeverria, C., D. Coomes, **M. Hall**, A. Newton. 2008. "Spatially explicit models to analyze forest loss and fragmentation between 1976 and 2020 in southern Chile," *Ecological Modeling* 212(3-4): 439-449.

Hong, B., K. E. Limburg, **M. Hall**, and J. D. Erickson, 2007. "Scenario Analysis of Economy-Ecology Interactions in the Hudson River Basin," *Journal of Ecological Economics of Sustainable Watershed Management: Advances in the Economics of Environmental Resources* 7: 103-118.

PATRICK LAWLER

Lawler, Patrick. 2007. "Beginning: The Mind" : poem. MARGINALIA. Volume 3, Issue 2 (Fall 2007) 54-55.

Lawler, Patrick. 2007. "e(rotic)-mail" : poem. HARPUR PALATE. Vol. 6, No. 2 (Winter); 123.

Lawler, Patrick. 2007. "e(ye)-mail" : poem. HARPUR PALATE. Vol. 6, No. 2 (Winter); 122.

Lawler, Patrick. 2007. "Patrick Lawler Remembers Patrick Lawler" ; poem. MCSWEENEY'S: THE POETRY CHAINS OF DOMINIC LUXFORD, pp. 63-65.

Lawler, Patrick. 2007. "That Was Another Patrick Lawler" ; poem. MCSWEENEY'S: THE POETRY CHAINS OF DOMINIC LUXFORD, pp. 61-62.

Lawler, Patrick. 2007. "Wonder" ; poem. DOUBLE TAKE. (Fall/Winter); 88.

Lawler, Patrick. 2008. "(Wake)/ Epilogue" : DIODE. Vol. 1 Number 2 (Winter) www.diodepoetry.com

Lawler, Patrick. 2008. "Brain Damage" : DIODE. Vol. 1 Number 2 (Winter) www.diodepoetry.com

Lawler, Patrick. 2008. "Bus Tour" : poem. DIVIDE. Issue 5. (Spring): 23.

Lawler, Patrick. 2008. "Chiasmatic" : poem. THE BITTER OLEANDER. Vol. 14. No. 1. (Spring): 97.

* Peer-reviewed, scholarly and creative works published and in press.

- Lawler, Patrick. 2008. "Exhale" : poem. THE BITTER OLEANDER. Vol. 14. No. 1. (Spring): 94-96.
- Lawler, Patrick. 2008. "Patrick Lawler writes about 'Patrick Lawler'" : THE DIAGRAM. Vol. 7.5 (Spring) www.thediagram.com
- Lawler, Patrick. 2008. "Prologue/ (Wake) " : DIODE. Vol. 1 Number 2 (Winter) www.diodepoetry.com
- Lawler, Patrick. 2008. "Spider" : poem. DIVIDE. Issue 5. (Spring, 2008): 12.
- Lawler, Patrick. 2008. "Swimming with the Dolphins" : poem. DIVIDE. Issue 5. (Spring): 38.
- Lawler, Patrick. 2008. "The Day I Fell in Love with Patrick Lawler" : THE DIAGRAM. Vol. 7.5 (Spring) www.thediagram.com
- Lawler, Patrick. 2008. "Shocking Proof of Life After Death" : poem. SHAMPOO Issue 32 (Spring) www.ShampooPoetry.com

JACK MANNO

- Manno, J. 2008. "Water Issues". In *The International Encyclopedia of Peace*, ed. Nigel Young. Oxford University Press. (In Press).
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- Crabbé, P., and **Manno, J.** 2008. "Integrity as an Emerging Public Good." Chapter 3 In Westra, L. Bosselman, K and Westra, R. *Reconciling Human Existence with Ecological Integrity: Science, Ethics, Economics and Law*. London: Earthscan. (In Press).

SHARON MORAN

- Moran, Sharon. 2007. "Stream Restoration Projects: A Critical Analysis of Urban Greening," *Local Environment* 12 (2): 111-128.

SUSAN SENECAH

- Senecah, S. (2007). Impetus, Mission, and Future of the Environmental Communication Commission/Division: Are We Still on Track? Were We Ever? *Environmental Communication: A Journal of Nature & Culture*, 1 (1): 21-33.

RICHARD SMARDON

- Smardon, R.C. 2008. A comparison of Local Agenda 21 implementation in North American, European and Indian Cities, *Management of Environmental Quality* 19 (1): 118-137.

DAVID SONNENFELD

- Lockie, Stewart, and **David A. Sonnenfeld.** 2008. "Communities, Natural Resources, and Environments: African and Asian Experiences," *Local Environment: the International Journal of Justice and Sustainability* 13 (5, July). In press.
- Zhang, Lei, Arthur P. J. Mol, and **David A. Sonnenfeld.** 2007. "The Interpretation of Ecological Modernisation in China," *Environmental Politics* 16 (4): 659-668.

Appendix C. Dissertations, Theses Completed

PH.D. DISSERTATIONS

Baptiste, April Marie. "Evaluating Environmental Awareness: A Case Study of the Nariva Swamp, Trinidad" (ENRP, Nordenstam/ Smardon)

Menezes, Ana. "Governance of Natural Resources in Mozambique: the Artisanal Fishery" (ENRP, Manno)

Pacelli, Michael. "Social and Cultural Aspects of Dioxin Risk: Factors Influencing Variation in Perception of Risk and Responsibility in Jeonju City, Korea" (GPES, Nordenstam/ Smardon)

MASTERS THESES

del Granado, Susana. "The Use of Computer Models in Collaborative Decision-Making in the Great Lakes: Two Case Studies" (GPES, Senecah)

Hartnagel, Jennifer. "The Framing of a Public Policy Debate: LNG in Long Island Sound, NY" (GPES, Senecah)

Meyer, Amanda. "The Need for Bifocals: Incorporating Multiple Lenses to Create One Vision" (GPES, Senecah)

Page, Erin. "Above and Below Ground Characteristics of Reference and Restored Wetlands of Central New York with an Emphasis on Mycorrhizal Ecology" (GPES, Horton/ Smardon)

Panday, Prajjwal. "Quantifying Water Quality from Spatially-Derived Landscape Characteristics in the Catskill/ Delaware Watershed in NY" (GPES, M. Hall)

Takahashi, Bruno. "Social Marketing for the Environment: A Comparative Analysis of Theory and Practice" (GPES, Meisner)

OTHER INSTITUTIONS

Sawyer, Scott, "The Politics of Reliability: A Sociological Examination of the State of Vermont's Response to Peak Oil and Climate Change" (Ph.D. Dissertation, Sociology, Washington State University, Sonnenfeld)

Bisch, Steven, "Effects of Violent and Nonviolent Video Game Play on Levels of Aggressive Thoughts and Feelings in Sensation Seeking Adults" (M.S. Thesis, Murrow School of Communication, Washington State University, Sonnenfeld)

Appendix D. MPS Projects Completed

Bandy, Rosalyn

"Sustainability and Corporate Social Responsibility for the Pathway to Recruiting Up and Coming Talent" (GPES, Senecah)

Bradley, Heather

"Lake Tahoe Internship Experience: A Study of How Copepods are Coping Within the Aquatic Food Web" (GPES, Smardon)

Cianciotto, Katherine

"Exploring the Field of Environmental Consulting: Experiences at LaBella Associates, P.C." (GPES, Moran)

Dodson, Khristopher

"*Envi*: Creating a Central New York Environmental Publication" (GPES, Meisner)

Hazard, Jaime

"The Role of Grassroots Organizations in Post-Katrina New Orleans: Inspiring Community Action Through Communication" (GPES, Lawler)

Hotis, Tara

"Uncovering Wonderland: Promoting Food Security by Redefining the Landscape. A Community Gardening Experience" (GPES, Senecah)

Hoyt, Anne

"The Fuel with a Thousand Faces: Myth-making in the Discourse of Ethanol" (GPES, Meisner)

Jillson, Jennifer

"A Summer Spent Exploring Environmental and Indian Law at Joe Heath's Law Office" (GPES, Nordenstam)

Ripley, Eric

"My Experience at the Syracuse Environmental Finance Center: Research on Greenhouse Gas Emissions Trading Schemes" (GPES, Smardon)

Stella, Amanda

"Water Resources and Environmental Consulting Internship at Fuss & O'Neill" (GPES, Smardon)

Vaughan, Ellen

"A Summer Internship with the Syracuse Center of Excellence and Energy Systems" (GPES, Meisner)

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Appendix E. Environmental Studies Students: Awards and Scholarship

GRADUATE STUDENTS

- April K. Baptiste (Nordenstam/ Smardon)
Collegiate Science & Technology Entry Program (CSTEP) Scholar
International Student Affairs Committee Recognition for Excellence
- Maria Aileen G. Guzman (C. Hall/ Nordenstam)
International Student Affairs Committee Recognition for Excellence
- Ana Maria de Noronha Menezes (Manno)
Collegiate Science & Technology Entry Program (CSTEP) Scholar
International Student Affairs Committee Recognition for Excellence
- Fred Owusu-Ansah (Smardon)
Alumni Association Memorial Scholarship
- Hilary Smith (Smardon)
Collegiate Science & Technology Entry Program (CSTEP) Scholar
International Student Affairs Committee Recognition for Excellence

UNDERGRADUATE STUDENTS

- Ashleigh MacDonald
Environmental Studies Scholar Award
- Aaron Forisha
Option Scholar Award in Environmental Policy
- Joseph Liciandrello
Option Scholar Award in Environmental Communication & Culture Option
Who's Who Among Students in American Universities & Colleges
- Deborah Moschak
Option Scholar Award in Environmental Policy
- William Schoenberg
Option Scholar Award in Biological Science Applications
- Lynnette E. Agostini
Vivian Ryan Sutton Scholarship
- Heidi J. Caltabiano
Vivian Ryan Sutton Scholarship
- Bradley A. Depuyt
Cross Memorial Scholarship
- Theresa L. Evans
Class of '51 Scholarship
ESF in the High School Scholarship
- Daniel J. Fabian
Class of '51 Scholarship
- Nauman Z. Haque
International Student Affairs Committee Recognition for Excellence
- Jessica L. Holmberg
Denise M. Cerimeli Scholarship
- Yumie Kawasaki
ESF National Scholarship
- Amy J. Labrosa
Bristol-Myers Squibb Award

Candice M. Lanette
Vivian Ryan Sutton Scholarship

Lindsey Leonard
1951 Class Fund Recipient

Rosalia Lucero
ESF Multicultural/Dept. of Agricultural Scholarship

Anna L. McCarthy
Vivian Ryan Sutton Scholarship

Barbara E. McGarrigle
Phi Theta Kappa Scholarship

Stanley Milewski
Collegiate Science & Technology Entry Program (CSTEP) Scholar

Julia L. Morse
Vivian Ryan Sutton Scholarship

Sarah A. Pallo
ESF in the High School Scholarship

Leetha S. Phonharath
Raymond M. & Rita J. Smith Scholarship

Doryn Robinson
Bristol-Myers Squibb Award

Sylvia A. Romero
Collegiate Science & Technology Entry Program (CSTEP) Scholar
Carmen McCoy Harrison Scholarship

Kerin Rosen
Alumni Association Memorial Scholarship

Andrew J. Simmons
Phi Theta Kappa Scholarship

Mara M. Snedden
ESF in the High School Scholarship
Who's Who Among Students in American Universities & Colleges

Takayuki Suzuki
Phi Theta Kappa Scholarship

Margaret O. Todd
ESF National Scholarship

Alyssa C. Tombler
ESF National Scholarship
Vivian Ryan Sutton Scholarship

Alexander W. Umstead
New York Lottery Scholarship

Amanda M. Westerdahl
ESF in the High School Scholarship

Jeffrey J. York
Phi Theta Kappa Scholarship

Katherine A. Zogby
Vivian Ryan Sutton Scholarship

Appendix F. Incoming ES Graduate Students

Kyle Bell, BA, International Relations, University of Pennsylvania (Environmental Studies, MS, Sonnenfeld).

Weston Berg, BA, Math/ Film, University of Rochester, NY (Environmental Studies, MS, Moran).

Aliya Boranbeayeva, BA, Law, Institute of International Relations, Moscow State University, Russia (Environmental Studies, MS, Manno/ Senecah)

Aaron Fumarola, BA, Political Science, SUNY Binghamton (Environmental Studies, MPS, Senecah).

Kathryn Goloski, BA, English, SUNY Potsdam (Environmental Studies, MPS, Lawler).

Gary Greene, MA, Communication/ Media, Florida State University (GPES, PhD, Senecah).

Haroun-al-Rashi Jaji, Master of Water Resources Management, University of Melbourne, Australia; Dipl. Environment and Natural Resources Management, University of the Philippines (Fulbright Fellow, ENRP, PhD, Smardon).

Nayoung Jo, BS, Aquatic Life Medicine/ English, Pukyong University, S. Korea, (Environmental Studies, MS, Sonnenfeld).

Lixi Kong, MS, Environmental Science, Institute of Soil Science, Chinese Academy of Sciences, China (ENRP, PhD, Sonnenfeld).

Chandan Kumar, MA, Social Work/ Urban & Rural Community Development, Tata Institute of Social Sciences, India (Ford Fellow, Environmental Studies, MPS, Manno/ Smardon)

Joseph Liciandrello, BS, Environmental Studies, SUNY-ESF (Environmental Studies, MS, Nordenstam).

Nada Majdalani, BS, Biology, Birzeit University, Palestine (Fulbright Fellow, GPES, MPS, Nordenstam).

Rayna Mayo, BA, Environmental Studies, Marlboro College, VT (Environmental Studies, MS, Moran).

Stanley Milewski, BS, Environmental Studies, SUNY-ESF (Environmental Studies, MS, Lawler).

Baruah Mitul, MA, Social Work, Tata Institute of Social Sciences, India (Ford Fellow, Environmental Studies, MPS, Moran).

Marvin Montefrio, MS, Environmental Engineering, National University of Singapore; BS, Civil Engineering, University of the Philippines (ENRP, PhD, Sonnenfeld)

Wanjun Peng, BS, Geography, Beijing Forestry University, China (Environmental Studies, MS, M. Hall).

Cesar Perez, BE, Environmental Engineering, San Pablo Catholic University, Bolivia (Fulbright Fellow, GPES, MS, Manno).

Madison Quinn, BS, Environmental Sciences, Clarkson University, NY (Environmental Studies, MS, Meisner).

Brian Roat, BA, English/ History, SUNY Fredonia (GPES, MS, Manno).

Liyang Shao, MS, Physical Geography, Institute of Geographic Sciences and Natural Resources, Chinese Academy of Sciences (GPES, PhD, M. Hall, Co-Major).

David Thomas, AB, American Studies, Cornell University, NY (Environmental Studies, MPS, Meisner).

Jessica Yanefski, BA, Chinese/ Anthropology, Drew University, NJ (Environmental Studies, MS, Sonnenfeld).

Appendix G. Report on Visit by Prof. Arthur Mol, Wageningen University

Prospects for and Next Steps in Developing Collaborative Initiatives
Between Wageningen University and Research Center (WUR), Netherlands;
and the State University of New York College of Environmental Science
and Forestry (SUNY-ESF), USA

*Notes from Professor Arthur Mol's Visit to
SUNY-ESF, January 29-31, 2008*

I. Purpose and Basis of the Visit

Professor Arthur Mol is Chair of the Department of Environmental Policy at Wageningen University, the Netherlands. He and the author of these notes have collaborated in scholarship, program development, course development, and other activities for approximately a decade. The author of these notes carried out a one-year sabbatical study, writing, and teaching visit in Professor Mol's department in 2003-04. There are a variety of affinities at both departmental and institutional levels between our two institutions. It was felt and perceived that there was a basis to explore possibilities for collaborations at various levels between WUR and ESF. Professor Mol's visit was arranged in November/ December, in cooperation at ESF with Provost Bruce Bongarten, and with input from Dean Neil Ringler and Dean Dudley Raynal. The timing of the visit coincided with the "Focus the Nation" teach-in held at ESF and Syracuse University (SU) on January 31, 2008.

II. Brief Summary of Activities During the Visit

Professor Mol was in New York state from the evening of Sunday, January 27, 2008, through the morning of Saturday, February 2. His visit included a day-long visit with colleagues in the Departments of Development Sociology and Natural Resources, respectively, at Cornell University, and a shorter visit 'on the way home' with colleagues at Columbia University. His primary days at ESF were Tuesday, January 29, and Wednesday, January 30, with brief meetings also on Thursday, January 30. Key events on Tuesday, January 29, included a presentation to ESF's Academic Council on the structure of Wageningen University's educational delivery system and multi-departmental bachelor's and master's programs; lunch with several ESF department chairs; and a 1-1/2 hour working session with Provost Bongarten, Dean Raynal, Dean Ringler, and myself. On Wednesday, January 30, Professor Mol gave a research talk on environmental and social policy dimensions of the growing global emphasis on biofuels; met with President Murphy; and enjoyed a lively reception with Environmental Studies graduate students and faculty. A final, follow-up meeting with Provost Bongarten and myself was held on Thursday, January 31. Overall, there was excellent attendance, engagement, and enthusiasm across ESF, and including also SU, Cornell, and beyond, regarding Professor Mol's visit and possibilities for collaborations between WUR and ESF.

III. Key Participants

Include: President Neil Murphy, Provost Bruce Bongarten, Dean Dudley Raynal, Dean Neil Ringler, ESF department chairs & others at the Academic Council; Don Leopold; Gary Scott; Chuck Kroll; Robin Hoffman; Steve Brechin (SU); Environmental Studies faculty and graduate students

IV. Summary of Discussions with Provost Bongarten, et al.

Wide-ranging discussions were held between Professor Mol, Provost Bongarten, Dean Raynal, Dean Ringler, and myself, regarding possibilities for collaboration between WUR and ESF. A summary of key points from those discussions follows, below.

A. Initial Scope of Collaboration

By the third day of Professor Mol's visit, what seemed to make the most sense in terms of initial scope of collaboration between WUR and ESF was a two-level, or two-track process, one involving department to department collaboration between WUR's Department of Environmental Policy, and ESF's Department of Environmental Studies, and a second, broader institutional initiative including two of WUR's faculties (colleges), of social science and environmental science, respectively; and, prospectively, many or even all eight departments at ESF. Exploration of these two 'tracks' of collaboration can proceed in parallel, without being tightly linked.

B. Teaching Exchanges

One of the easiest initial forms of collaboration at the departmental level (ENP-EST) that was discussed was the possible initiation of a, say, 3-5 year intercessional teaching 'institute' co-sponsored by the two departments, with alternating courses involving faculty and graduate, esp. Ph.D. students, in the Netherlands and New York state, respectively. This could be in a short, intensive (2-3 week) course format, taking place either in the May 15-June 30 period, or during the winter intercession. At ESF, during the late spring/ early summer period, the course could conceivably be held at the Adirondack Ecological Center, Cranberry Lake, or other ESF regional campuses (see <http://www.esf.edu/campuses/>). This would be a way for individual faculty and doctoral students from the two departments to get to know each other without the necessity of significant institutional overhead of broad agreements, etc.

C. Individual Endeavors

A second type of cooperation that was discussed could involve shorter or longer individual visits by faculty and graduate (for the ENP/WUR, esp. PhD) students. This could range from a few weeks or month-long visit, to faculty sabbatical/ study/ research visits (for faculty) from 1-12 months, or 'in residence' hosting for graduate students conducting field research (in the USA or Netherlands/ Europe, respectively).

D. Faculty and Ph.D. Student Exchanges

Thirdly, it is conceivable that the departments and universities could 'swap' faculty and/or graduate (esp. PhD) students for various periods of time. This would likely necessitate more formal agreement between the institutions. Thus Professor X may remain on Institution A's payroll, while teaching a short-course or semester-long course at Institution B, while Professor Y from Institution B did the same at Institution A.

E. Master's Student Exchanges (Semesters Abroad)

A fourth, incrementally broader and more formal possible level of relationship between the two institutions would be a formal agreement to allow/ encourage/ facilitate master's students from WUR and ENP to spend a semester or year abroad at the counterpart institution, while registering and paying fees in their home institution, receiving course credit through their home institution, as well.

F. Broader Institutional Collaborations

Fifth and finally, there is no shortage of even more ambitious, exciting collaborative initiatives that could be developed if over time an active interest were to grow among participating individual faculty, programs, departments, etc. at the two institutions. This could include, for example, joint/ dual degree programs; NSF IGERT (interdisciplinary graduate education, research, and training) type programs between the two institutions (and possibly others, including for example, Syracuse University and Cornell); undergraduate student exchanges; large-scale, thematically oriented research collaborations; &tc. A non-exclusive list of thematic areas of possible interest between the two institutions might include: globalization and resource use/ consumption policy; rural development and sustainability; government regulation and participatory processes in land use development and sustainability; aquatic/ coastal ecology and policy; invasive species/ diseases (science and policy aspects); restoration ecology, interpretation, and policy; and more.

VI. Next Steps

Several next steps were identified, including:

- Professor Mol will report back on his visit to New York to his colleagues in the Department of Environmental Policy. He will also talk informally with other department heads in the Faculties (colleges) of Environmental Science and Social Science, respectively, at WUR;
- ESF may mount a small (4-5 person) study visit to WUR in May-June of this year, to provide opportunities for participants to meet counterparts, explore possibilities at WUR;
- ESF's Dept. of Environmental Studies will review this document and discuss possible department-level initiatives and opportunities in coming months; and
- ESF will explore further the key area of *housing* availability. This area is important especially for some of the broader options (e.g. graduate or undergraduate study abroad) identified. Having a reservable/ regularly available block of housing for visiting scholars and/or international students would be highly desirable.

In terms of a possible timetable, in addition to a May/June 2008 ESF study visit to WUR, it was thought that May/June 2009 could be feasible to commence a joint ENP-WUR/ EST-ESF "Environmental Policy Summer Institute". Scheduling for facilities/ accommodations would likely need to be made soon for those dates.

Appendix H. Presentations by ES Faculty at Professional Meetings

Janine DeBaise

"Submerged: Skinny Dipping as Spiritual Practice," a chapter of creative non-fiction. Association for the Study of Literature and the Environment, Spartanburg, South Carolina, June 2007.

"Dripping With Marsh Mud," a chapter of creative non-fiction. Society for Literature, Science and the Arts, Portland, Maine, November 2007.

Myrna Hall

"An assessment of development pressure and water quality degradation in the New York City Catskill-Delaware watersheds." US Society of Ecological Economics, Pace University, New York, NY, June, 2007.

"The Role of Impervious Surfaces in Future Nutrient Loading in the New York City West of Hudson Watersheds." New York City Science and Technology Symposium, West Point, NY. September, 2007,

"Land Use / Land Cover Classification and Change Detection for the Catskill-Delaware Watersheds from 1975 to 2002 Using Cross-Correlation Analysis," with Mehmet Yavuz. New York State GIS Conference, Albany, NY. October, 2007,

"Highlands Regional Study – Connecticut Results: Growth and Impact Analysis." Connecticut Highlands Stakeholders Symposium, Torrington, CT. October, 2007,

"Highlands Regional Study – Pennsylvania Results: Growth and Impact Analysis." Pennsylvania Highlands Stakeholders Symposium, Redding, PA , October, 2007,

"Quantifying Future Water Quality as a Function of Projected Land Use Change in the New York City Drinking Water Catchments". Special Session on Land Use Change in the NE. American Association of Geographers, Boston, MA, April, 2008,

Jack Manno

"Role of Environmental Performance Indicators in Multi-criteria Decision Support Models: Initial Lessons from the IJC's Lake Ontario St. Lawrence River Water Regulation Assessment." Queens University, International Association of Great Lakes Research, May 2007.

"Canada-USA-First Nations Collaboration for Great Lakes Ecosystem Restoration and Sustainable Development: Toward a Responsibility-Based Agreement." Dalhousie University, Halifax, Nova Scotia, Global Ecological Integrity Group, June 2007.

Mark Meisner

"Mediating Nature in the Age of Hyper-Consumerism," Colgate University, 2008.

Sharon Moran

"Stream Restoration and Environmental Equity," Association of American Geographers, Boston, MA April 15-21, 2008,

"A Critical Perspective on Urban Planning," Colgate University, Department of Environmental Studies, November 2007.

Brenda Nordenstam

"Water Quality and the Green Industry." Session on Public Perception of Risk, Central New York State Nursery & Landscape Association, Skaneateles, New York, January 30, 2008.

Susan Senecah

"Trinity of Voice: Legitimacy & Influence in Environmental Governance." Conference in Environmental Communication, Connecting Global Challenges and Collective Local Action, University of Sweden, Uppsala, October 2007.

"Structural and Interactional Influences on Environmental Communication in Small Groups." National Communication Association Convention, Chicago, IL, November, 2007.

"Progress in New York: The Clean Water Act." New York Water and Environment Association, February, 2008.

Richard Smardon

"Onondaga Creek Revitalization Planning Process." American Society of Landscape Architecture, Upstate Meeting, Binghamton, N.Y., October 19, 2007.

"Use of Recycled Glass as storm water treatment material." Recycling Conference, Cooperstown, New York, November 16, 2007.

David Sonnenfeld

"Governing Environmental Impacts of Global Commodity Chains. Electronics Production, Consumption, and Waste: Linkages Between China and the U.S.," Research Group on Global Environmental Governance and Sustainable Development, Institute for International and European Policy, Katholieke Universiteit Leuven, Belgium, June 2007.

"Environmental Reform in Asia," East Asia Program, Moynihan Institute for International Relations, Maxwell School of Citizenship and Public Affairs, Syracuse University, NY, February 14, 2008.

"Ecological Modernization and Sustainability in the Forestry Sector in Asia," First International Conference, "In Search of Sustainable Humanosphere in Asia and Africa," Center for Southeast Asian Studies, Kyoto University, Japan, March 12-14, 2008.

"Challenging the Chip: Labor Rights and Environmental Justice in the Global Electronics Industry," Interactive Book Poster Session, Sloan Industry Studies Conference, Boston, Massachusetts, May 1-2, 2008.

Guest Lecturer, "Ecological Modernization Theory". FOR 312, Sociology of Natural Resources, SUNY-ESF, Syracuse, NY, March 2008

Appendix I. ES Faculty Research and Creative Grant Activity

Myrna Hall

CURRENT & NEW AWARDS

“Predicting Future Water Quality from Land Use Change Projections in the Catskill-Delaware Watersheds,” funded by the New York State Department of Environmental Conservation, August 2004 – December 2007, Myrna Hall, P.I. (SUNY ESF) in conjunction with the Yale School of Forestry, Global Institute for Sustainable Forestry. Other ESF investigators: Rene Germain and Charles Hall (\$272,000, SUNY Research Portion \$275,000)

“An Integrated Monitoring/Modeling Framework for Assessing Human-Nature Interactions in Urbanizing Watersheds: Onondaga and Wappinger Creeks,” funded by Syracuse Center of Excellence CARTI, Karin Limburg (PI), Myrna Hall and Giorgos Mountrakis (co-PIs), and Bongghi Hong, with the Institute for Ecosystem Studies, Peter Groffman, (\$314,410)

“Connecticut Highlands Growth and Impact Analysis, Forest and Agricultural Resource Analysis,” funded by USDA Forest Service. Myrna Hall (ESF PI) with Mary Tyrrell, Yale University School of Forestry and Environmental Studies, Global Institute for Sustainable Forestry, University of Connecticut and the Regional Plan Association. (\$91,093)

“Pennsylvania Highlands Growth and Impact Analysis, Forest and Agricultural Resource Analysis,” funded by USDA Forest Service. Myrna Hall (ESF PI) with Mary Tyrrell, Yale University School of Forestry and Environmental Studies, Global Institute for Sustainable Forestry, and the Appalachian Mountain Club. (\$24,622)

“Bridging the Temporal Mismatch Between Remotely-Sensed Land Use Changes and Field-Based Water Quality/Quantity Observations,” Syracuse Center of Excellence, PI – Giorgos Mountrakis, Co-PIs – Myrna Hall, Karin Limburg - start date August, 2008. (\$99,999)

APPLICATIONS SUBMITTED

“Understanding Emergent Vulnerability in Complex Social-Ecological Systems,” James S. McDonnell Foundation, PI – Colin Beier, Co-PIs -- Trista Patterson, USDA Forest Service - Pacific Northwest Research Station, Jon Erickson, University of Vermont, Myrna Hall, SUNY College of Environmental Science and Forestry. (\$221,775)

“Using LIDAR to assess the roles of climate and land-cover change as drivers of biodiversity,” National Air and Space Agency (NASA), PI – Giorgos Mountrakis, Co-PIs – William Porter, Myrna Hall. (\$300,000)

“The Alchemy of Land and Culture: Engaging Multiple Ways of Knowing to Build Adaptive Capacity in Changing Environments,” for the National Science Foundation (NSF), Integrated Graduate Education, Research and Teaching (IGERT) Program, pre-Proposal, PI – Robin Kimmerer, Co-PIs – Karin Limburg, Valerie Luzadis, James Gibbs, and Stewart Diemont, 20 additional participants including Myrna Hall (amount to be determined)

Patrick Lawler

APPLICATIONS SUBMITTED

"Quintessence". Creative writing grant. John Simon Guggenheim Memorial Foundation. (\$43,000).

"Breathe: A Word of It". Creative writing grant. New York Foundation for the Arts. (\$7,000).

"Quintessence". Creative writing grant. National Endowment for the Arts. (\$25,000).

Jack Manno

CURRENT & NEW AWARDS

"The development and use of predictive models in Great Lakes decision making: an interdisciplinary synthesis," NY Sea Grant. February 2006 – May 31, 2008, PI, Manno, Co-PIs, Joseph DePinto, Limno-Tech, Inc and University of Michigan, and Richard Smardon. (\$66,000)

"Assessment of New York's Capacity to Implement the Recommendations of the Great Lakes Regional Collaboration Strategy," NY Sea Grant, September 2006 – February 2008, PI, Manno. (\$25,000)

"Cultivating a Bi-National Management and Accountability Structure of the Great Lakes Basin Ecosystem," Joyce Foundation (sub-contract from McMaster University to ESF), PI, Gail Krantzberg, Centre for Engineering and Society, McMaster University, Co-PI, J. Manno. (\$140,000, \$30,760 to ESF; extended to July 2008, with an additional \$8,733 to ESF)

"Public Dialogues for the New York State Ocean and Great Lakes Ecosystem Initiative," Manno, J., and S. Senecah, NY Department of State. (2006-07: \$127,299)

"Conversations on the Land: Indigenous and Scientific Principles for Sustainable Communities," SUNY Conversations in the Disciplines. PI, R. Kimmerer; Co-PI, J. Manno. (\$5,000, plus matching funds from the Western NY Consortium)

Provost's Travel Fund, for meeting of Global Ecological Integrity Project, Berlin, summer 2008. (\$500)

Chair's Research Incentive, for meeting of Resilience Alliance, Stockholm, April 2008. (\$2,500)

Chair's Research Incentive, summer research assistant for preparation of papers on Commoditization for publication. (\$2,000)

Knauss Fellowships to Emily Cloyd (\$40,000); and Thanh Dinh Vo (\$40,000)

PLACA research grant to Susana del Granado (\$2,500)

APPLICATIONS SUBMITTED

"The Alchemy of Land and Culture: Engaging Multiple Ways of Knowing to Build Adaptive Capacity in Changing Environments," IGERT, National Science Foundation, PI, R. Kimmerer, et al, J. Manno, Sr. Participating Faculty. (amount to be determined)

“Ecosystem approaches to managing Great Lakes aquatic resources: conceptual and practical differences,” Canadian Studies Research Grants, Canadian Consulate, with Emily Cloyd. (\$10,000)

Sharon Moran

CURRENT & NEW AWARDS

“Conversations on the Land: Indigenous and Scientific Principles for Sustainable Communities,” SUNY Conversations in the Disciplines. PI, R. Kimmerer; Co-PI, J. Manno. (\$5,000, plus matching funds from the Western NY Consortium)

ESF Provost’s Office Travel Grant, to participate in Annual meeting of the Association of American Geographers, April 2008. (\$1,000)

APPLICATIONS SUBMITTED

Grant to support installations concerning themes of decay and organic processes, Lipe Art Park, AGRICulture, November 2007

Brenda Nordenstam

CURRENT & NEW AWARDS

ESF Provost’s Office Travel Grant, to participate in the 2008 SCB Annual Meeting, July 13-17, 2008. (\$1,000)

Susan Senecah

APPLICATIONS SUBMITTED

“Programme on Environmental Communication for Sustainable Development,” Sriskandarajah, N. Swedish University of Agricultural Sciences, 2007, MISTRA Stockholm .

“Regional Evaluation of Pacific Parliamentary Support Projects,” SUNY Center for International Development, 2007, UNDP Pacific Centre

Richard Smardon

CURRENT & NEW AWARDS

"Water Quality monitoring of the Harbor Brook Treatment Wetland as part of CNY Watersheds Project." with T. A. Endreny, T. M. Hassett and S. Sage. Submitted to USEPA. (continued)

"Onondaga Creek Sub-Basin Revitalization Plan." Submitted with OLMC to Onondaga Lake Partnership, Sept. 2004 for \$48,750 (completed)

“The development and use of predictive models in Great Lakes decision making: an interdisciplinary synthesis,” NY Sea Grant. February 2006 – May 31, 2008, PI, Manno, Co-PIs, Joseph DePinto, Limno-Tech, Inc and University of Michigan, and Richard Smardon. (\$66,000)

APPLICATIONS SUBMITTED

"Interdisciplinary Project to Develop Interactive Tools for Community Empowerment in Resource Management." With B.B. Faust. ENSPIRE seed proposal for Kellogg grant.

David Sonnenfeld

CURRENT & NEW AWARDS

Travel Grant, Center for Southeast Asian Studies and Global Center of Excellence "In Search of Sustainable Humanosphere in Asia and Africa", Kyoto University, Japan (\$4,000)

Appendix J. ES Faculty Public Service and Outreach Activities

Janine DeBaise

Member, Executive Committee (elected), Association for the Study of Literature and the Environment (ASLE)

Member, Diversity Caucus, Association for the Study of Literature and the Environment
Editorial Review Board and Reviewer, *Liminalities, a Journal of Performance Studies*, Tampa, Florida

Reviewer, *The Brock Review*, an interdisciplinary, peer-reviewed journal published by the Humanities Research Institute, Brock University

John Felleman

Environmental Impact Editor, *Encyclopedia of the Environment*, www.eoearth.org

Myrna Hall

Program Committee, New York State GIS Conference.

Reviewer, McEntire-Stennis Grant Competition, SUNY-ESF.

Onondaga Lake Green Infrastructure Task Force, to address issues of Stormwater Mitigation with respect to the pending construction of the Clinton Street Regional Treatment Facility on Onondaga Creek.

Assisted Alison Godshall at School of the Future, New York, NY, find a resource person to help her design and potentially install a green roof on their school.

Sent spatially-referenced data/maps to various organizations in response to their requests

Dawnelle Jager

Scorer and Reviewer, College Board SAT, NCS Pearson Education Measurements, Bloomington, MN, May 2005 – present.

Textbook Reviewer, Pearson-Longman Publishers, Inc., New York, New York, May 2005 – present.

Patrick Lawler

Editorial Board, Many Mountains Moving

Artistic Advisory Board, CravenKerry Press

Judge, James Joyce Essay Competition

Judge, University of Louisville Fiction Competition

Jack Manno

Science Advisory Group, NY Oceans and Great Lakes Ecosystem Conservation Council, January 25, 2007 - present

Great Lakes Working Group, NY Oceans and Great Lakes Ecosystem Conservation Council, March 2007 – Present.

Chair, Environmental Advisory Group, Onondaga Nation. 1991 – Present.

President, Board of Directors, Matilda Joslyn Gage Foundation, 2006 – Present.

Affiliate Faculty, Program on the Analysis and Resolution of Conflicts, Syracuse University

Organizing team, Focus the Nation (responsible for obtaining two keynote speakers) June 2007 – January 2008.

Member, LAKESNET, Canadian Consulate-initiated network to advance a Binational economic strategy for the Great Lakes.

Guest, local TV news segments re: sustainability, Channel, 9 and Channel 3. Spring 2008.

Reviewer, Landscape Ecology

Reviewer, Local Environment

Reviewer, Global Environmental Politics

Mark Meisner

Editorial Board, Environmental Communication: A Journal of Nature and Culture

Contributing Editor, *Alternatives Journal*

Director, Environmental Communication Network

Network Coordinator, Environmental Studies Association of Canada

Reviewer, Palgrave MacMillan

Board of Directors, Syracuse Real Food Cooperative

Sharon Moran

Invited participant, Meeting of the WATERS Network, National Science Foundation Offices, Arlington, VA March 23-24, 2008, to discuss future funding of water research initiatives; completed short outline of how to include social science research into large biophysical science initiatives.

Planning Committee, Focus the Nation, which culminated in a successful event on January 31, 2008. Hosted a panel session titled “The Future of Water,” with panelists including Dr. Peter Black, Dr. Robert Wilson (SU Geography), and Ms. Tina Limpert.

Planning Committee, Environmental Summit; helped run the conference of 150 leaders, jointly hosted by SU-ESF in June 2007.

Reviewer, *Geoforum*

Reviewer, Economic Geography

Reviewer, Local Environment

Reviewer, Guilford Publishers

Brenda Nordenstam

Editorial Board Member, Journal of Environmental Assessment Policy & Management

Instructor, Continuing Education DEC Certification Credits, Public Perception of Risk, Central NY State Nursery and Landscape Association Education Day. Skaneateles, New York, January 30th, 2008.

Curriculum Committee Member, CEDD (Council of Environmental Deans and Directors)

Reviewer, ES Curriculum Survey, CEDD (Council of Environmental Deans and Directors)

Member, Onondaga County Council on Environmental Health

Member, Environmental Justice Working Group, NYDEC

Reviewer, Risk Analysis: International Journal

Panel Discussant: Third Annual Capstone Seminar/Thesis Defense, sponsored by GSA

Connect Cable TV Interview - Panel Discussant on SUNY Green Activities, 4-4-08.

Two print interviews with Newhouse journalism students

Susan Senecah

Editorial Board Member, Environmental Communication: A Journal of Nature and Culture

Contributing Editor, Environmental Practice

Inaugural Member of the Board of Directors, three-year term, the Western Erie Canal Alliance, a 501(c)(3) organization recognized as the implementing entity of the Western Erie Canal Heritage Corridor Management Plan, 2005 – 2008.

Member, Great Lakes Research Consortium

Advisory Board, Woman's Studies Program, Syracuse University

Facilitator, New York State Heritage Area Symposium, Office of Parks, Recreation, and Historic Preservation, September 2007.

Invited to serve as member of evaluation team to review the Coastal Training Program of the National Estuarine Research Reserve System and the NOAA Coastal Services Center Training Program. Two day evaluation task scheduled for Fall 2008.

Recorder and event coordinator, Focus the Nation, January 2008.

Participant, Hudson Valley Smart Growth Alliance 2008 Conference

Participant, Warren Anderson Breakfast Seminars, Albany Law School's Government Law Center

Participant, Lt. Governor's Conference on Quality Communities

Reviewer, Western Journal of Speech Communication

Reviewer, Society and Natural Resources

Reviewer, Communication Theory

Reviewer, Strata Publishing

Reviewer, Sage Publishers

Reviewer, Praeger Press

Reviewer, SUNY Press

Reviewer, Greenwood Press

Reviewer, Texas A&M University Press

Richard Smardon

Planning committee, Environmental Summit, Syracuse, N.Y., June 7-10, 2007 (275 attendees from 65 environmental programs nationally).

Working planning group, series of Forums in May and June 2006 thru 2008; plus working group facilitator for Revitalization of Onondaga Creek held in 5 different dates and locations within the creek corridor.

Track Chair, Environmental Research and Studies Group, NAEP National Conference in San Diego, California, March 25-28, 2008.

Coordinator/planner, four events sponsored by SUNY Outreach and Regional Economic Transformation Through Energy and Environmental Systems Grant from NYS Department of Labor, the First of which is the Environmental Stewardship track as part of Accelerate 2008 on April 30th, 2008.

Member, International Wetlands Coordinating Council

Board of Directors, the Legal Institute of the Great Lakes, Toledo, Ohio.

Member, Great Lakes Basin Advisory Council to advise Governor and Legislature on Great Lakes policy issues.

Member, Advisory Board, Great Lakes Program, SUNY Buffalo

Member, Board, Save the County Land Trust - includes coordination responsibilities for managing 30 properties of over 2250 acres in Onondaga and Oswego Counties
Participant, Salmon River Watershed Biodiversity Planning Process
Member and Chair of the Outreach Subgroup, Advisory Committee, OCCRA GHG.
Awards judge, NYS Environmental Excellence for 2007
Reviewer and Editorial Board, *Landscape and Urban Planning*
Reviewer and Editorial Board, Environmental Science and Policy
Reviewer, Landscape Journal
Reviewer, Journal of Soil, Water and Air Pollution
Reviewer, Environmental Management

David Sonnenfeld

Secretary-Treasurer (elected), Section on Environment and Technology, American Sociological Association, 2006-09
Research Associate, Dept. of Environmental Policy, Wageningen University, the Netherlands
Reviewer, Social and Economic Sci. Div., National Science Foundation, Washington, DC
External Reviewer, Promotion and Tenure, Department of Sociology, University of California, Santa Cruz
Examiner, Ph.D. Qualifying Examination, Peter Little, Dept. of Anthropology, Oregon State University, Corvallis
Examiner, Ph.D. Qualifying Examination in Environmental Sociology, Robert MacAuslin, Dept. of Sociology, Washington State University, Pullman
Editorial Board, International Journal of Business and Society
Reviewer, Bulletin of Latin American Research
Reviewer, Global Environmental Politics
Reviewer, Society and Natural Resources
Reviewer, Technological Forecasting and Social Change

Benette Whitmore

Advisory Board Member, Groundwork Project

Appendix K. Public and Professional Presentations by ES Faculty

Janine DeBaise

Organizer and Chair, roundtable discussion about ecocriticism and online media. *Grass Roots, Web Logs, and Virtual Moss: An Ecocritical Look at Blogging*. Association for the Study of Literature and the Environment, Spartanburg, South Carolina, June 2007.

Reading in Celebration of the Women Artists Datebook, Syracuse Cultural Workers, The Sugar Pearl, Syracuse, New York, February 2008

Reading at Spring Event, Friends of Moon Library, ESF campus, April 2008

Myrna Hall

Workshop on Sustainability Across the Curriculum, pre-workshop to Environmental Studies Summit, Syracuse University, Syracuse, NY, June, 2007. *Where we live: In the heart of the Onondaga Territory, A Resource for Teaching and Learning that Transcends Academic Disciplines*

Patrick Lawler

The Bowery Club, New York City

Cornelia Street Café, New York City

Binghamton College, Binghamton, New York

LeMoyne College, Syracuse, New York

Downtown Writers Club, YMCA, Syracuse, New York

Beaver Lake Nature's Center, Baldwinsville, New York

Jack Manno

Introduction and overview, *Workshop on the Future of Great Lakes Governance*, Toronto City Hall, July 2007.

The Importance of Listening Skills, ESF Pre-orientation, August 16, 2007.

Panelist, Imagining America Conference, Syracuse University, *A Community/University Teach-In on the Environmental Significance of the Onondaga Land Rights Action*, September 8, 2007,

NY's capacity to carry out commitments under the Great Lakes Restoration Strategy, Meeting of the Great Lakes Leaders Group, convened by NY Sea Grant, Clay, N.Y.

Guest lecture, *Introduction to Sustainable Development*, Whitman School of Business, Syracuse University, January 15, 2008.

Guest lecture, *Natural Capitalism*, Whitman School of Business, Syracuse University, February 19, 2008.

Guest lecture, *Green Consumerism*, Whitman School of Business, Syracuse University, March 20, 2008.

Invited talk, *The role of universities in responding to global climate change*, Focus the Nation, Syracuse University and SUNY ESF, January 31, 2008.

Mark Meisner

Organizer and co-facilitator, Second Environmental Studies Summit at Syracuse University, breakout session. *The Relation between Environmental Studies and Environmental Science.*, 2007.

Chair and presenter, Focus the Nation, Syracuse University and SUNY ESF, 2008, breakout session. *How the Media Portray Climate Change and Possible Responses to it.*

Sharon Moran

Field session organizer, Annual meeting of the Association of American Geographers, *Standing on Water: Boston, Groundwater, and the Built Environment*, Boston, MA April 15, 2008.

Session chair, Annual meeting of the Association of American Geographers, *Nature, Society, and the Great Indoors*, Boston MA, April 17, 2008.

Syracuse University, Environmental Finance Center, March 2008. *New Foundations of Environmental Governance.*

Richard Smardon

GLRC Speaker Series, Sustaining the Worlds Wetlands with special attention to Great Lakes and Lake Champlain Wetlands, SUNY Plattsburgh, April 10, 2008.

Steelcase Work Life Center, Business Sustainability Executive Training Session, New York City, April 25, 2008.

Environmental Stewardship Track for Accelerate 2008. California's approach to global warming.

David Sonnenfeld

Organizer and Chair, Thematic Session on "Globalization and Environmental Governance: Is Another World Possible?", 102nd Annual Meeting, American Sociological Association, New York, NY, August 2007

Co-Organizer, Hardy L. Shirley Faculty Mentoring Colloquium, "Recharging our Batteries: New Opportunities and Directions in Research and Scholarship," SUNY-ESF (with Neil Ringler and Donald Leopold), January 2008

Organizer, Brownbag Lecture Series, "Climate Action: Sociological Perspectives on the Challenges of Environmental Governance," Dept. of Environmental Studies, SUNY-ESF, Spring 2008

Appendix L. Other Publications and Outreach Materials by ES Faculty

Jack Manno

Manno, J., Book Review: "NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations," *Global Environmental Politics*, Vol. 8, #2 2008 (In Press)

Manno, J., and Krantzberg, G. "Rediscovering the Great Lakes Water Quality Agreement "in IUCN Environmental Law Project: "*Guide to Governance for Sustainability - Issues, Challenges and Successes* IUCN (In press).

Smith, R., and **Manno, J.** "Disability Studies and Social Construction of Environments," *Social Advocacy and Systems Change*, Vol. 1, #1, Spring 2008

Manno, J., and Hoyt, A. (2008) "Finding, Teaching 'common ground'," *Indian Country Today*, (January 4, 2008)

Senecah, S, **Manno, J.**, Wise, W. and Conover, D., "Ecosystem Based Management in New York State: Taking the Next Steps," NY Ocean and Great lakes Ecosystem Conservation Council, at <http://www.nyoglecc.org/>.

Manno, J., Smardon, R, Barnhill, K., and Na, H.R. "Assessment of New York's Capacity to Implement the Recommendations of the Great Lakes Regional Collaboration Strategy" A Report to New York Great Lakes Basin Advisory Council & New York Sea Grant's Great Lakes Leaders Group. Final report of NY Sea Grant Project.

Krantzberg, G., **Manno, J.**, DeBoer, C. "Report on the Expert Workshop on Great Lakes Governance, June 13 & 14, 2007, Toronto."

Brenda Nordenstam

Darkwa, S., **Nordenstam, B.J.**, and Smardon, R.S. "Risk Perception, Communication and Management: A Case Study of Fosu Lagoon, Ghana." Proceedings of the International Conference on "Siting of Locally Unwanted Facilities: Challenges and Issues". The Chinese University of Hong Kong, 12 – 14 December 2007, pp. 237 – 244.

Susan Senecah

Senecah, S., Manno, J., Wise, W. and Conover, D., "Ecosystem Based Management in New York State: Taking the Next Steps," NY Ocean and Great lakes Ecosystem Conservation Council, at <http://www.nyoglecc.org/>.

Richard Smardon

Darkwa, S., Nordenstam, B.J., and **Smardon, R.S.** "Risk Perception, Communication and Management: A Case Study of Fosu Lagoon, Ghana." Proceedings of the International Conference on "Siting of Locally Unwanted Facilities: Challenges and Issues". The Chinese University of Hong Kong, December 2007, pp. 237 – 244.

J. Domm, A. Drew, R. Greene, E. Ripley, **R. Smardon**, and J. Tordesillas. 2008. Recommended urban forest mixtures to optimize selected environmental benefits, *ENVIONEWS; International Society of Environmental Botanists Newsletter* 14(1): 7-10.

Smardon, R.C. 2007-2008. Several columns and articles for *Central New York Business Exchange*, starting in May 2007.

J. P. Manno, **R. Smardon**, K. Barnhill and Hang R. Na. 2008. Assessment of New York's Capacity to Implement the Recommendations of the Great Lakes Regional Collaboration Strategy. Supported by NY Sea Grant.

J. P. Manno, **R. Smardon**, J. V. DePinto, E. T. Cloyd and S. Del Granado. 2008. *The Use of Models in Great Lakes Decision-Making; an Interdisciplinary Synthesis*. Randolph G. Pack Environmental Institute SUNY/ESF Occasional paper 16.

David Sonnenfeld

Sonnenfeld, David A., "Globalization and Environmental Governance: Is Another World Possible?" [Guest Editorial], *Global Environmental Change: Human and Policy Dimensions* 18(3). (In Press.)

Sonnenfeld, David A. 2007. "Society and Environment: Philosophical, Political, and Practical Perspectives." In *Environmental Sociology: Syllabi and Instructional Materials*, 6th ed., ed. Michael Mascarenhas. Wash., DC: Am. Sociological Assn.

Sonnenfeld, David A. 2007. "Environmental Sociology." In *Environmental Sociology: Syllabi and Instructional Materials*, 6th ed., ed. Michael Mascarenhas. Wash., DC: American Sociological Association

Sonnenfeld, David A. 2007. "Environmental Sociology: Comparative and Historical Perspectives." In *Environmental Sociology: Syllabi and Instructional Materials*, 6th ed., ed. Michael Mascarenhas. Wash., DC: American Sociological Association

Sonnenfeld, David A. 2007. "Supplemental Bibliography." In *Environmental Sociology: Syllabi and Instructional Materials*, 6th ed., ed. Michael Mascarenhas. Wash., DC: American Sociological Association

Appendix M. ES Faculty Service Activities at ESF

Faculty Governance Committees

- Committee on Instruction: D. Jager
 - General Education Subcommittee: D. Jager
- Committee on Public Service & Outreach: R. Smardon (at-large position)
- Committee on Research: S. Moran (at-large position)

Undergraduate Programs

- Center for Urban Environment: M. Hall, Director
 - Undergraduate Minor in Urban Environmental Science: M. Hall, Coordinator
- Learning Community Advisory Board: J. DeBaise
- Living & Learning Communities Faculty & Staff Development Team: J. DeBaise, D. Jager, E. Hogan, C. Limpert
- Shared Reading Committee: J. DeBaise
- Student-to-Student Mentoring Program: J. DeBaise

Other Committees

- Center for Native Peoples and the Environment, Advisory Board: J. Manno, S. Moran
- Council for Geospatial Modeling and Analysis: M. Hall, J. Felleman
- Diversity Council: J. Manno
- ESF in the High Schools: P. Lawler, C. Courtwright, C. Limpert
- Feinstone Environmental Awards Committee: M. Meisner, Co-Chair
- Professional Development Awards Committee: J. DeBaise
- Safety Committee: S. Moran
- Undergraduate Honors Program Advisory Committee: S. Moran
- USDA Scholars Program Mentoring Committee: M. Hall, J. Manno
- Women's Caucus: J. DeBaise, S. Moran

Appendix N. Department of Environmental Studies – Revised Bylaws (Draft)

(May 7, 2008)

Adopted and Amended

Adopted January 17, 1991
Amended December 17, 1993 (II.D.2)
Amended March 24, 1994 (All Sections)
Amended May 24, 1994 (III.C. and D.)
Amended October 18, 1995 (IV.B.)
Amended September 16, 1996 (IV.B.)
Amended April 27, 2001 (II B.1.c.)
Amended xxx, xxxx (All Sections)

Preamble

The purpose of these Bylaws is to set forth the governance responsibilities of the Department of Environmental Studies and to establish an organization and procedures necessary for the effective performance of such responsibilities and for the orderly transaction of Faculty business.

These Bylaws are consistent with the policies adopted by the State University Board of Trustees for the organization and governance of the University as set forth in the Policies of the Board of Trustees, State University of New York, July 26, 2006.

I. THE DEPARTMENT OF ENVIRONMENTAL STUDIES

A. Definition

The Department of Environmental Studies consists of:

1. All voting faculty members¹ holding half-time or more academic appointments to the Department of Environmental Studies;
2. College faculty members holding administrative positions in the Department's academic programs;
3. Faculty of qualified academic rank, such as "part-time," "clinical," "visiting," "adjunct," "temporary," or similar designations who are not considered voting faculty;
4. Departmental staff...; and
5. Students, including graduate students whose major, or co-major professor is a faculty member in the Department of Environmental Studies, and undergraduate Environmental Studies majors.

g. B. Responsibilities, Functions, and Powers²

1. The "Policies of the State University Board of Trustees" oblige faculty to participate significantly in the initiation, development, and implementation of academic programs.
2. To meet these responsibilities the Department of Environmental Studies shall:
 - a. Organize itself for the orderly transaction of departmental business;
 - b. Meet regularly to discuss matters of departmental interest;

¹ Voting faculty are defined in the SUNY-ESF Faculty Bylaws (April 2006) as "members of the academic staff (...' comprised of those persons ... having the titles of professor, associate professor, assistant professor, instructor, and assistant instructor'...) of the College; senior research associates, research associates, research assistants, and other members of the professional staff who hold appointments, the primary responsibility of which, as determined by Faculty vote, is in the initiation, development, or implementation of the educational program." Those faculty with a qualified academic rank such as "clinical", "visiting", "adjunct", "temporary", or similar designations are not considered voting faculty. The departmental Chair is considered part of the voting faculty in College Bylaws with the following exception: faculty members who have, with the approval of the Provost and Chair, been temporarily appointed as "Visiting Faculty" with an appointment letter designating a date for return to full-time faculty will be considered "Voting Faculty" for the purposes of these By-Laws.

² Article X, "College Faculty", of the Policies of the Board of Trustees of the State University of New York (July 26, 2006) provide the authority for these departmental Bylaws, stating:

"(4) *Responsibility*. The faculty of each college shall have the obligation to participate significantly in the initiation, development, and implementation of the educational program.

(5) *Bylaws*.

(a) The faculty of each college shall prepare and adopt bylaws which shall contain: (1) Provisions for committees and their responsibilities; (2) Procedures for the calling and conduct of faculty meetings and elections; and (3) Provisions for such other matters of organization and procedure as may be necessary for the performance of their responsibilities.

(b) Bylaws shall be consistent with and subject to the Policies of the Board of Trustees of the State University of New York, the laws of the State of New York, and the provisions of agreements between the State of New York and the certified employee organizations established pursuant to Article 14 of the Civil Service Law. Provisions of bylaws concerning consultation with the faculty shall be subject to the approval of the chief administrative officer of the college. All actions under bylaws shall be advisory upon the Chancellor and the chief administrative officer of the college."

- c. Review existing departmental policies and programs;
- d. Initiate and develop policies and programs;
- e. Make recommendations to the Chair and other appropriate individuals and bodies regarding implementation of academic programs; and
- f. Assist in the enhancement and development of excellence in the department, the College, and their programs.

C. Officers³

1. Executive Chair and Department Chair. The Department Chair shall serve as the Department's Executive Chair.
 - a. The Department Chair or his/her designate shall preside at all Department Meetings and shall exercise such other powers as are set forth in these Bylaws.
 - b. The Department Chair is empowered to report to the Department at all meetings. The Chair shall receive for action all departmental recommendations and shall report their disposition to the Department. The Chair is an ex-officio, voting member of every standing committee.
2. Secretary. The Department Chair shall direct that the Departmental Secretary serve as Secretary. The Secretary shall record the minutes of all Faculty Meetings and distribute such minutes to the Faculty prior to the next regular Meeting.

II. ORGANIZATION OF THE DEPARTMENT

A. Structure

The Department of Environmental Studies shall be organized through Standing and Subordinate Committees.

1. Standing Committees include: (a) Executive Committee, (b) Departmental Committee, (c) Undergraduate Studies Committee, (d) Graduate Studies Committee, (e) Writing Program Committee, and (f) Qualified Faculty Committee
2. Subcommittees. The Department Committee or Standing Committees may establish or abolish Subcommittees, the functions of which must fall within Faculty prerogatives and responsibilities as specified in these Bylaws. Establishment of a Subcommittee will include a provision for its termination. Subcommittees are not automatically subject to a twelve month limitation.
3. Ad Hoc Committees. The Department Committee or Standing Committees may establish or abolish Ad Hoc Committees, the functions of which must fall within Faculty prerogatives and responsibilities as specified in these Bylaws. An Ad Hoc Committee shall be charged with a specific function and shall be dissolved immediately upon completion of its assignment or after twelve months, whichever comes first.

³ At the present time, officers are as stated in these Bylaws, but provisions for the election of officers may be established by amendment.

B. Composition of Committees

1. Standing Committees

- a. Executive Committee, composed of Chairs of the Undergraduate, Graduate and Writing Program Committees and chaired by the Department Chair.
 - b. Departmental Committee, composed of Voting Faculty, the Representative of the Qualified Faculty Committee, and two student representatives. It is chaired by the Department Chair. For certain issues as determined by the Chair the Departmental Committee may convene in Executive Session consisting of Voting Faculty members only.
 - c. Undergraduate Studies Committee composed of: (i) College faculty members holding administrative appointments as Study Area Coordinators in the Bachelors of Science in Environmental Studies degree program, (ii) up to two additional faculty who teach and advise lower division students, (iii) the Director of Undergraduate Environmental Studies, who shall chair the Committee, and (iv) two undergraduate students, one each from the lower and upper divisions invited by the chair of the committee after consulting with faculty and students. The Director shall be a faculty member holding a full-time appointment to the Department of Environmental Studies.
 - d. Graduate Studies Committee composed of: (i) up to four faculty members in the Department of Environmental Studies who serve as advisers for graduate students in the Environmental Studies Masters Programs and/or the Graduate Program in Environmental Science (GPES) and Environment and Natural Resource Policy (ENRP), (ii) the Director of Graduate Studies, who shall chair the Committee, and (iii) two graduate students, one each from a Masters and Ph.D. program invited by the chair of the committee after consulting with faculty and students. The Director shall be a faculty member holding a full-time appointment to the Department of Environmental Studies
 - e. Writing Program Council composed of: (i) Director of the Writing Program, who will serve as the chair, and (ii) at least three full-time Writing Program faculty. The committee has the option of including adjuncts and students.
 - f. Qualified Academic Faculty Committee composed of those members of the Qualified Faculty as defined in I.A.3. The chair shall be selected by a vote of the committee and shall represent the committee on the Departmental Committee
2. The Departmental Committee or Standing Committees may determine how departmental members are selected for membership in Subcommittees and Ad Hoc Committees.
 3. Standing Committees, Subcommittees, and Ad Hoc Committees shall determine whether and how students are invited to participate on such committees and how participating students will be selected.

C. Functions

The functions of Standing Committees are as follows:

1. Executive Committee
 - a. Act on departmental matters when a quorum of the Departmental Committee cannot be convened.
2. Departmental Committee
 - a. Provide a forum for exchange of ideas for the improvement of policies and programs;
 - b. Monitor events and circumstances bearing on departmental business and academic programs;
 - c. Determine needs for administrative action at departmental and College levels to implement policies and programs;
 - d. Provide coordination between other Standing Committees;
 - e. Recommend departmental representatives of the Department of Environmental Studies on committees of the College;
 - f. Develop and recommend, in consultation with the appropriate Academic Program Committee, course proposals for approval by College governance; And, in Executive Session;
 - g. Carry out provisions for Faculty Peer Review; and
 - h. Meet Faculty responsibilities accruing to full-time faculty appointments in the Department of Environmental Studies from actions by the College administration.
3. Undergraduate Studies Committee
 - a. Study current departmental and College academic policies and programs regarding;
 - b. Facilitate opportunities for departmental faculty, staff, and students to discuss policies and programs;
 - c. Receive, study, and evaluate proposals for improvement of policies and programs regarding:
 - Recruitment, admission, and financial aid policies;
 - Academic standards;
 - Degree requirements;
 - Petitions⁴; and
 - The structure, content, and interrelationship of courses and curricula; methods of instruction and evaluation; and policies regarding support for students and institutional services.
 - d. Place before the Departmental committee proposals for revision and formulation of policies and programs;
 - e. Meet other responsibilities as are set forth in these Bylaws; and
 - f. In carrying out the above, to consult and cooperate on a permanent or temporary basis with appropriate persons, groups, and advisors.

⁴ Responsibilities include the consideration of (a) petitions for exceptions to the curricula and programs of the Faculty, (b) petitions for readmission of students who have been dismissed for academic reasons, and (c) for exceptions to the academic policies of the College.

4. Graduate Studies Committee

- a. Study current departmental and College academic policies and programs;
- b. Facilitate opportunities for departmental faculty, staff, and students to discuss policies and programs;
- c. Supervise the Environmental Studies MS and MPS programs. the Certificate in Environmental Decision Making and other graduate programs that the department mounts in accordance with College policies;
- d. Supervise departmental participation in the College's Graduate Program in Environmental Science and other interdisciplinary college-wide graduate programs;
- e. Form area of study subcommittees for academic governance of areas of study in the graduate program;
- d. Receive, study, and evaluate proposals for improvement of policies and programs;
- e. Place before the Departmental committee proposals for revision and formulation of policies and programs;
- f. Meet other responsibilities as are set forth in these Bylaws; and
- h. In carrying out the above, to consult and cooperate on a permanent or temporary basis with appropriate persons, groups, and advisors.

5. Writing Program Council

- a. Make curricular decisions about writing program courses;
- b. Provide input to the Departmental Committee on policy decisions; and
- c. Enhance communication between the writing program and the campus community.

6. Qualified Faculty Committee

- a. Provide input to the Departmental Committee on policy decisions; and
- b. Enhance communication between the Qualified Faculty and the Voting Faculty.

D. Procedures

1. Academic Program Committees shall make proposals with specific recommendations and present such proposals in writing to the Departmental Committee for timely review, evaluation, and action.
2. Proposals and recommendations submitted by Standing Committees at a departmental meeting do not require a second for discussion and action.
3. Committees shall inform the Department of their activities by regular reporting at Departmental Meetings.

III. MEETINGS

A. Regular Meetings

1. The Department of Environmental Studies shall meet on a regular basis, at least twice each Fall and Spring semester, on a schedule set by the Executive Chair and distributed to the faculty at the beginning of each academic year. An itemized agenda shall be distributed by the Executive Chair in advance of each meeting.

2. The Executive Chair may cancel any regular meeting but not two consecutive regular meetings.

B. Special Meetings

1. The President of the College or the Faculty Chair may call a special meeting at any time. The Executive Chair may call a special meeting provided that the Faculty is notified one week in advance of the meeting.
2. Special meetings requested by a petition signed by at least two of the voting members shall be called by the Executive Chair within two weeks of receiving the petition.
3. Special meetings of the Departmental committee may be held for discussions and votes in accord with functions set out in these Bylaws.

C. Conduct

1. In general, meetings will be conducted in an informal parliamentary manner to attain full and free discussion. As needed, Faculty meetings shall be conducted according to Robert's Rules of order Revised) except as otherwise specified in these Bylaws and in the Policies of the Board of Trustees of the State University.
2. All Regular Faculty Meetings shall be open to all College faculty and student representatives. When the Faculty Committee is in Executive Session, only Voting Faculty may be present.

D. Student Representation

1. Student representatives to departmental meetings must be full-time students.
2. Representation to departmental meetings shall consist of two students: one PhD student and one Master's student selected by the Department Chair during the Spring semester for a one-year term beginning in the Fall after consulting with faculty and students. Consultation may include a student vote, an open student meeting to discuss student representation to the Faculty, Undergraduate and Graduate Committees, or other means of consulting with faculty and students.
3. Student representatives will serve a one-year term and have the following responsibilities:
 - a. Each representative is expected to attend all departmental meetings and must inform other representatives and the Department Chair if unable to do so.
 - b. Each representative may vote on departmental agenda items with one vote per student representative. Graduate student representatives will not vote on matters that are exclusively undergraduate, and vice versa.
 - c. Student representatives are expected to serve as a liaison between their respective constituency and ES Faculty.

E. Quorum

A quorum shall consist of a majority of voting members.

F. Voting

Each voting member⁵ shall have one vote in the Faculty Meeting, even if that member represents more than one position, such as a faculty member holding a full-time Environmental Studies position who also is Coordinator of an academic program area of study. The results of any vote shall be established by count if requested by a voting member. The Executive Chair can vote as any other voting member when the vote is by ballot. In all other cases the Executive Chair can (but is not obliged to) vote whenever his or her vote will affect the result, that is, the Executive Chair can vote either to break or cause a tie. A secret ballot may be requested by any voting member.

IV. DEPARTMENTAL APPOINTMENTS AND REPRESENTATIVES

A. Administrative Appointments

Before the Department Chair appoints or reappoints curriculum directors, program directors, or similar positions, the Chair shall:

1. Announce by written memorandum to each Faculty member that a vacancy exists or an appointment or reappointment is contemplated.
2. Invite Faculty members to submit nominations.
3. Present the nominations to faculty members for their evaluation or recommendation.

B. Faculty Representatives

Representatives to College Departmental committees are elected.

1. Elections

Prior to the last regularly scheduled Spring departmental meeting, the Executive Chair shall solicit consenting nominees from among the Departmental committee for each of the elective offices. The Executive Chair may also invite nominations from the floor at the regular departmental meeting.

2. Balloting

- a. Voting in Faculty elections shall be by secret ballot. In each contest, the nominee receiving a majority of votes cast shall be elected. If no nominee among three or more candidates receives a majority of votes cast, a run-off election will be held for the two (or more, in cases of ties) nominees receiving the largest number of votes.
- b. The preparation, distribution, collection, and counting of ballots, and the reporting of results, shall be the responsibility of the Executive Chair or an appointed teller.

⁵ Voting members include those defined in I.A.1 plus the chair of the Qualified Academic Faculty Committee.

3. Terms of Office

Members elected as a Faculty representative to a College committee shall serve for not more than two consecutive two-year terms.

4. Taking Office

A Faculty member elected to serve on a college committee shall assume the post on June 1. However, faculty with academic-year appointments are not obliged to participate in governance activities outside the academic year.

5. Vacancies

In case of vacancies in any elected position, the Executive Chair will arrange an election to fill the remaining term as soon as practicable. Faculty who serve less than two years of an unexpired term are eligible to succeed themselves in office.

V. PEER REVIEW

A. Faculty responsibilities regarding peer review are a part of Faculty governance. Peer review recommendations are made for contract renewals, permanent appointments, and promotions.

B. Faculty peer reviews are carried out by the Standing Departmental committee.

C. A separate statement describing Faculty peer review policies and procedures has been prepared by the Department of Environmental Studies, and reviewed and accepted by the College administration as an appropriate evaluation instrument. This statement of "Criteria and Procedures for Faculty Evaluation" is considered an attachment to this Bylaw.

VI. BYLAWS AMENDMENT

A. These Bylaws remain in effect until revised or replaced by Faculty action.

B. Proposals for amendments to these Bylaws may be made by any two Faculty members at a departmental meeting. Proposals must appear on the agenda of one departmental meeting for discussion. They shall then be distributed to the voting members accompanied by a mail ballot to be returned to the Secretary in a timely manner. Passage of any amendment shall require a majority vote.

C. Bylaws amendments shall be noted on the Bylaws cover page indicating the date of amendment and referencing the section of the Bylaws to which the amendment applies. The amendment itself shall be inserted in the Bylaws text, deleting any amended provisions if appropriate.

Appendix O. A Framework for Evidence-Based Program Assessment (Draft)

Environmental Studies Undergraduate Program
Dept. of Environmental Studies, SUNY-ESF

by John Felleman, with Brenda Nordenstam, Jack Manno, and Charles Hall
May – July 2008

Introduction

In the fall of 2007, incoming Department Chair David Sonnenfeld asked the reconstituted Undergraduate Committee to prioritize the development of a Program assessment process in its activities for the 2007/8 academic year. This report is the product of the committee's efforts. It should be noted that at no time in our deliberations was any specific guidance provided by the College administration.

Outcomes-based academic evaluation has been a central agenda of the current federal administration ranging from the nationwide testing of school children, ("no child left behind"), to the increased scrutiny of regional processes in higher education. It is assumed that the latter is the primary driver for this undertaking.

Dr. Sonnenfeld asked us to review a set of web background documents related to outcomes assessment. Prof. Nordenstam identified additional higher education web examples. From these resources our primary reference is *A Culture of Evidence*, (ETS 2008, www.ets.org/cultureofevidence.html). Based on this background information, and input from Committee members representing the Writing Program, (Professors Lawler and Jager who have considerable assessment experience), it was apparent that an "evidence-based" approach was needed.

Figures 1 and 2 from the ETS study depict the logic of the activity, and the clear bottom line that an internalized cycle of evaluation should directly lead to continuous improvements in program design and successful student outcomes.

Figure 1: Claims, Evidence, and Assessment in Evidence-Centered Design

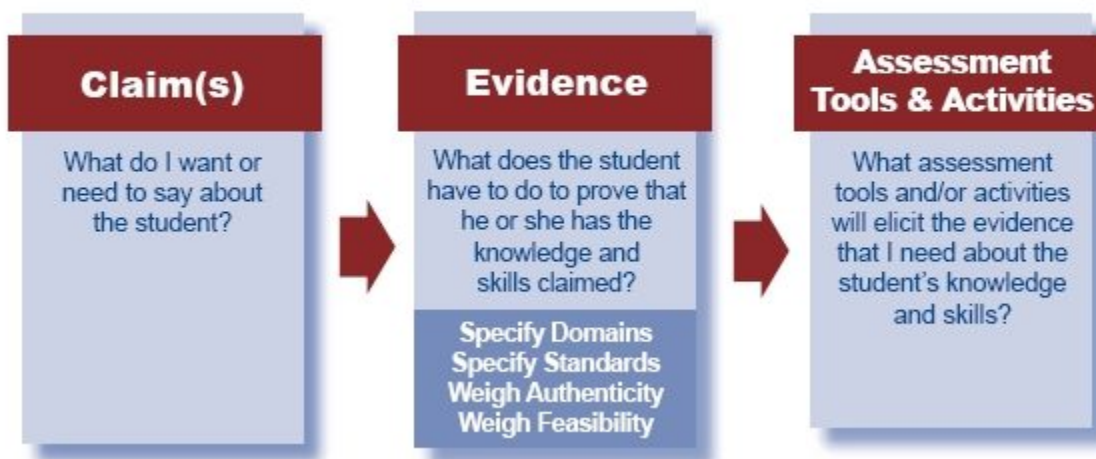
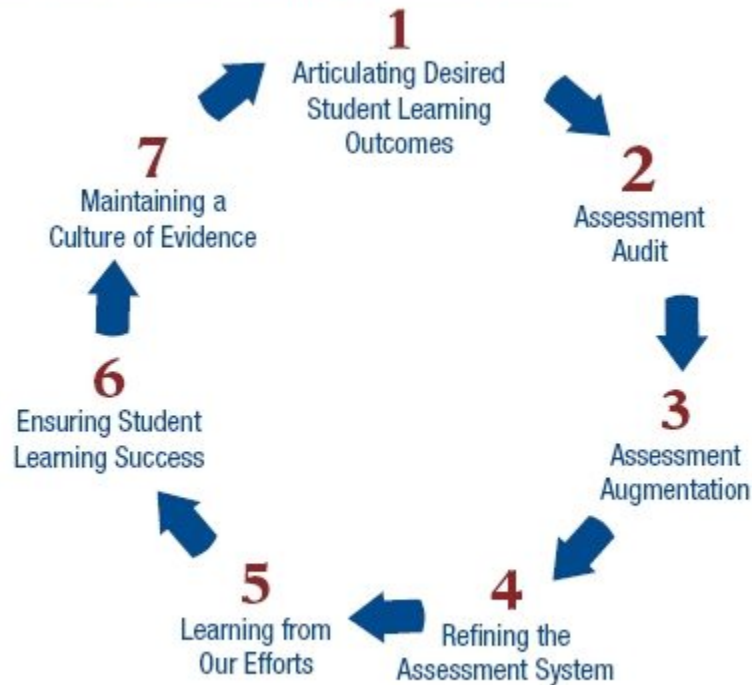


Figure 1 shows that explicit outcome claims regarding learning need to be matched with real examples of student academic work. Figure 2, below, depicts an institutionalized, continuous cycle of evaluation and adaptation. This report focuses on component 1, and the identification of evidence products need in component 2.

Figure 2: Evidence of Student Learning Outcomes Model



10

A Culture of Evidence III: An Evidence-Centered Approach to Accountability for Student Learning Outcomes

Following this background look at evaluation as a process, the Committee turned its attention to recent and current descriptions and analyses of our undergraduate program to assess whether we already were making explicit outcomes claims and analyzing student products as called for in Figs 1 & 2. Documents examined were the College Catalog, our Student Advising Handbook, the 2005 Self Study, and senior synthesis course catalog descriptions.

We concluded that these existing program descriptions were unsuitable for evidence-based outcomes assessment. The Catalog is a quasi-legal document describing the specific requirements needed for awarding the degree. It has a very brief narrative aimed at prospective students. In contrast, the Student Advising Handbook is designed to assist students already in the program with: selection of the upper division Option; in making course selections within the Option; and in choosing a senior synthesis. Both documents contain some descriptions of the program's depth and breadth; neither makes explicit claims about student outcomes.

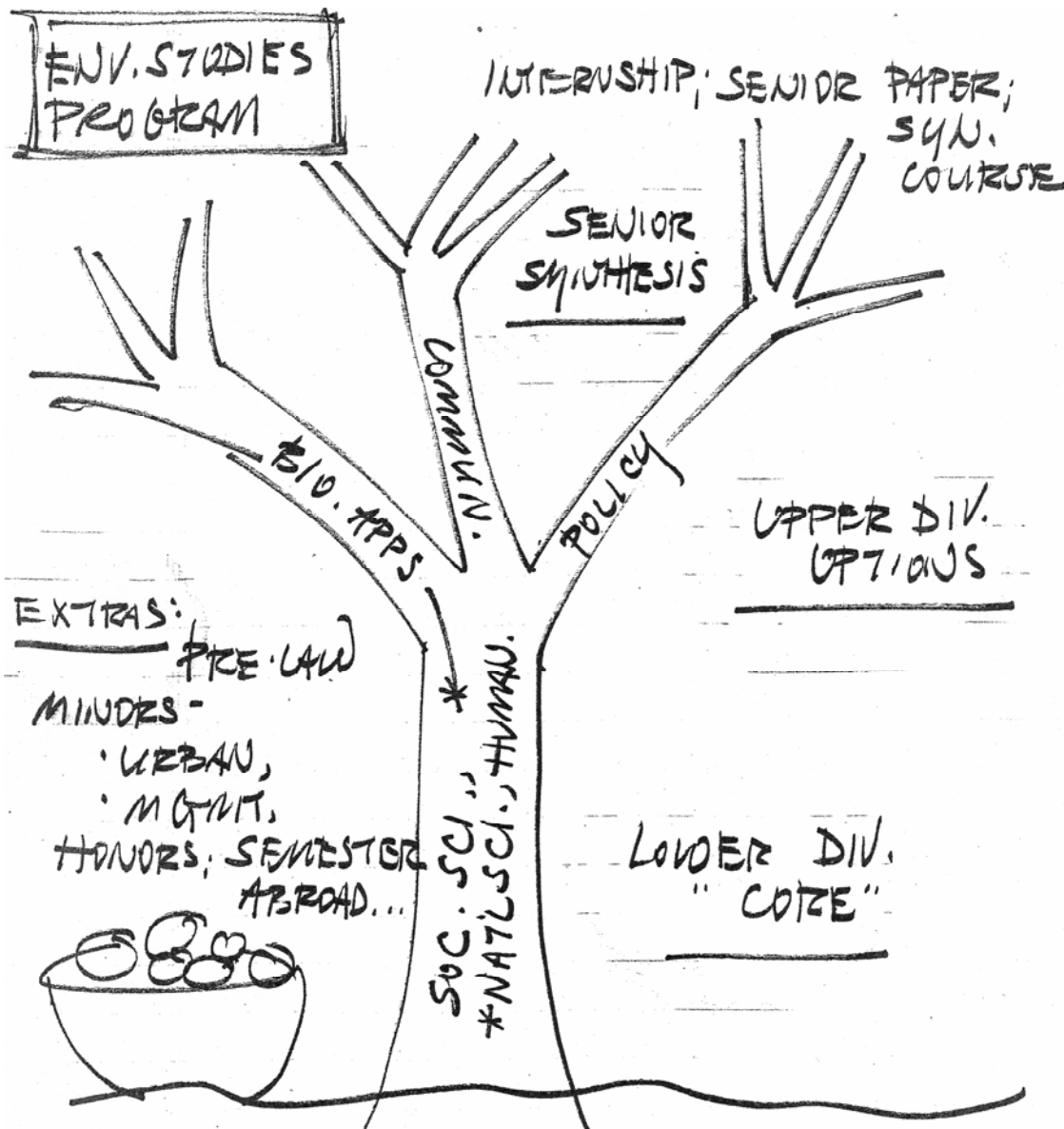
The Environmental Studies Program is approximately 30 years old. There have been only two program reviews. The first in 1990 was called for by the previous Provost in response to accessory instruction usage at Syracuse University. In 2005, under a mandate from the current Provost for 5-year reviews of all ESF programs, the Department conducted a Self Study, which was followed by an external review team

visitation. (It should be noted that the administration provided little specific guidance for this mandated effort).

The Framework

Currently, the program lacks a succinct objective statement. This is necessary to focus the assessment process, and can also be useful in communicating to the College and external audiences the essence of what we're about. The following DRAFT statement is a first attempt. It should be reviewed and modified as we progress through the evaluation cycle:

"The overarching objective of the Environmental Studies program is to successfully prepare students for professional careers that will positively impact environmental sustainability through science-based collaborative decision-making involving diverse actors and stakeholders."



As depicted in Figure 4 above, the current program's design is dendritic, with three major components:

- A. The **Core**, which prepares students for all the Options, consists of three primary strands:
 - 1. Social sciences
 - 2. Natural sciences/quantitative methods
 - 3. Integrative social science./ natural science./ humanities courses
- B. The **Upper Division Options**, which provide a pre-professional focus:
 - 1. Communication and Culture
 - 2. Policy
 - 3. Biological Applications; and
- C. The **Senior Synthesis** which prepare students for entry to graduate school and/or the job market:
 - 1. Professional internship
 - 2. Senior paper
 - 3. Advanced synthesis course

The adopted assessment strategy is for each of the nine program subcomponents listed above, to articulate **learning outcomes statements**, identify an “**indicator course**” which best represents the subcomponent, and from the course's syllabus select one or two **student products** which could be sampled and evaluated for meeting the objectives.

A-1. Core Social Science Component

Outcomes:

Students will demonstrate a working knowledge of the historical and cultural origins of the environmental movement.

Students will demonstrate a solid knowledge of social movement approaches.

Students will demonstrate the ability to communicate this knowledge effectively.

Courses:

All Environmental Studies students are required in the Core to complete:

FOR 207
EST 132
ESF 200
EST 221
EST 245
EST 321
EST 361

And an Upper Division Environmental Studies social science elective

Indicator Course:

EST 361 is the most advanced required course in the Core and integrates many concepts and methods introduced in the preceding courses.

Representative outcomes evidence in the Indicator Course:

The EST 361 Syllabus will be attached.

The Final Exam and the second assignment have been selected as representative “evidence” for the objectives stated in # 2 above.

A-2. Core Natural Sciences and Quantitative Methods

Outcomes:

Sound environmental decision-making requires a solid foundation in the natural sciences emphasizing a systems approach; a working knowledge of quantitative methods; experience in lab and field techniques; and the ability to effectively communicate this information and knowledge.

Courses:

All Environmental Studies students are required in the Core to complete:

EFB *** Bio I
EFB *** Bio 2 or EST 296 Environmental Geology
EFB 120 Global Environment
FCH 150/151 Chemistry.
APM 104 PreCalculus, or APM 105 Calculus
APM 255 Computing Applications
APM 361 Statistics
EFB 320 Ecology,

And an “Upper Division Natural Science or Computing directed elective”

Indicator Course

EFB 320 Ecology is the most advanced required course in the Core and integrates many concepts and methods introduced in the preceding courses.

Representative outcomes evidence in the Indicator Course

The EFB 320 Syllabus is on-line at: http://www.esf.edu/EFB/horton/efb320-GenEcol_2007.html

The Final Exam, and Lab 4 have been selected as representative “evidence” for the outcomes stated in A-2 above.

A-3. Core- Integrative

Outcomes:

Students will demonstrate a solid understanding of interdisciplinary and sustainable approaches emphasizing the relationship between government and the environment. Students will demonstrate an understanding of substantive policy areas. Students will demonstrate a working knowledge of policy analysis methods. Students will demonstrate the ability to communicate this knowledge effectively.

Courses:

All Environmental Studies students are required in the Core to complete:

EFB 120
ESF 200
EST 221
EST 245
CCL 410
EST 321
EST 361

And an Upper Division Environmental Studies directed elective.

Indicator Course:

EST 321 is the most advanced required course in the Core and integrates many concepts and methods introduced in the preceding courses.

Representative outcomes evidence in the Indicator Course:

The EST 321 Syllabus will be attached.

The Final Exam and the Semester Project have been selected as representative “evidence” for the objectives stated in # 2 above.

B-1. Communication and Culture Option

Outcomes:

Two main objectives have been identified for this option:

1. Students will demonstrate the ability to think critically about such things as cultural patterns, environmental values, mass media, popular culture, science and environmental problem definitions.
2. Students will demonstrate the ability to effectively communicate to achieve different objectives for diverse audiences in various contexts.

Courses:

All Environmental Communication and Culture Option students are required to complete:

EST 393 Environmental Discourse & Communication

EST 493 Environmental Communication Workshop

CRS 338 Communication in Organizations

Two Communication Methods Courses

Four Communication Courses

Indicator Courses

EST 393 and EST 493 are required courses in the option. EST 393 provides a theoretical grounding in the field of Environmental Communication, while EST 493 provides an opportunity for practical application of environmental communication principles and techniques.

Representative outcomes evidence in the Indicator Courses

The **research paper on environmental discourse** for EST 393 has been identified as an appropriate indicator of objective 1 above. The **portfolio of materials** demonstrating the multi-faceted activities involved in designing and implementing a productive community event as part of EST 493 has been identified as an appropriate indicator of objective 2 above. (Attach syllabi for EST 393 and EST 494.)

B-2. Policy Option

Outcomes:

The Policy Option has several learning objectives for its students.

1. Students will demonstrate the ability to describe and explain the process of environmental policy formulation through several stages from proposal to adoption to implementation using several examples.
2. Students will demonstrate the ability to distinguish among types of environmental policies, explaining the primary purposes for these different types and providing appropriate examples.
3. Students will demonstrate the ability to give appropriate examples of environmental policies designed to affect a variety of social processes.
4. Students will demonstrate the ability to explain how society selects among competing aims in the process of deciding on environmental policies.
5. Students will demonstrate the ability to articulate alternative positions in defense of specific environmental policies and defend specific policies with arguments from a range of political ideologies.
6. Students will demonstrate the ability to describe and explain the social justice issues associated with environmental decisions.

Courses:

Presently there are no required courses for the policy option. During the coming fall the participating faculty in the policy option will review the current policy option requirements in light of the above learning objectives and revise as necessary to be able to select an indicator course or courses and representative outcomes evidence.

B-3. Biological Applications Option

Outcomes:

The objective of the biological concentration within the Environmental Studies program is to prepare young people to enter the workforce, or a graduate program, as a thoroughly trained young professional. In order to do that we emphasize training in the scientific method and in basic sciences, in communication and in independent thinking, focusing on problem-solving. All of these come together, ideally and usually in practice, in a senior synthesis carefully chosen by the student and his or her advisor. We emphasize with appropriate students the generation of a publication in the scientific literature, presentations at scientific meetings and other professional activities. For students more practically and "hands on" oriented, we often suggest an internship.

Representative Outcomes Evidence:

We evaluate the success of these students principally by examining what the students do in the several years after they graduate from our program, and by examining their published papers. About one third of our students enter graduate school and some (roughly 10 percent) go as far as a Ph.D. For example Ben Stein recently received his PhD in climate change from the University of Virginia, Katie Makarowski is getting her Masters from the University of Montana in Resource Management, Bobby Powers and Billy Schoenberg have entered the masters program in Systems Dynamics at the University of Bergen, Norway and many more. As an example of publications, Bobby Powers and Billy Schoenberg are coauthors, with Charles Hall, of the paper "Peak oil, EROI and investments in an uncertain future" which will be published August 2008 in a book edited by David Pimentel. Stephanie Van Kampen is undertaking an internship with Truwind, a wind energy company in Albany, N.Y. this summer. Thus we believe that the best way to assess our program is to look at what our products do, and although we do not have a complete assessment (some students just disappear from our radar) we know that at least half go on to the next step as a well prepared young professional.

An initial analysis of the Senior Synthesis requirement was conducted by Prof. Felleman over winter break. His report to the faculty is an attachment to this paper.

C-1. Senior Synthesis- Professional Internship

Outcome:

The primary outcome objective is to give the students a "real world" professional experience in their option as an entrée to the post-graduation job market.

Indicator Course-

EST 499 Env. Studies internship

Representative outcomes evidence in the Indicator Courses

Each student produces an internship report.

C-2. Senior Synthesis- Senior Paper

Outcome:

The primary objective is to provide an advanced individualized research experience under the direction of faculty mentor in their option, primarily for those students going directly to graduate school upon graduation.

Indicator Courses

EST 400 Senior Paper, or

ESF 4xx Honors Paper

Representative outcomes evidence in the Indicator Courses

The research papers or projects

C-3. Senior Synthesis- Advanced synthesis course

Outcome:

Mastery of advanced theory and applications in their option area, either for job market preparation, or advanced standing in graduate school.

Indicator Courses:

These courses vary by option

Representative outcomes evidence in the Indicator Courses:

See attached Senior Synthesis discussion paper.

Attachment

Evaluating the EST Senior synthesis discussion paper, J. Felleman (1/18/08)

I. Intro

A. History

In the late 1980s, the College transferred the undergraduate program in Environmental Studies from Landscape Architecture to the new Faculty of Environmental Studies. This was followed by a College-wide review of the program and a total redesign of the curricula in 1990/1. At that time, the program was upper division only, with transfers being admitted to one of four “options”. These options were implemented, (some new specialized courses, and all advising), by four “cooperating by Provost mandate” departments: LA, EFB, FNRM, and ERFE. The Environmental Studies faculty provided a few required core junior level social science courses, and administrative coordination (admissions, committee supervision, administrative support...).

From the outset in 1991, the program has required had a 3 credit hour Senior Synthesis with three choices: Internship, senior paper (this now includes the Honors paper), and an advanced integrative course. Approximately 400 students have completed the requirement. However, this important keystone of the curricula has never been reviewed in detail, and many of its related procedures and documents are essentially unchanged from the early 1990s.

B. Program Evaluation

The Senior Synthesis is a “component” of the undergraduate program. In general, the analysis of program components should be strongly contextualized not isolated. There are many forms of program evaluation reflecting different administrative objectives, actors, and timeframes. The Environmental Studies program as a whole is periodically reviewed (primarily “self study”) as part of the College’s Middle States accreditation of ESF. It was also individually assessed a few years ago by an external committee (following a self study), at the direction of the Provost. Neither of these efforts focused on the Senior Synthesis component.

Regardless of these top-down mandates, periodic evaluation is essential for keeping a program and its major components effective, and efficient, while providing current, substantive materials that can be used in recruitment, grant writing and other increasingly important support efforts. It is the responsibility of the Undergraduate Committee, with assistance from the option advisors, and active input from the students to undertake a robust examination of the Synthesis and its relationships to the Environmental Studies program.

The College discussions on assessment, outcomes etc. are frequently “fuzzy”. Two important conceptual pairs, central to program evaluation, are the differences between “goals” and “objectives”, and “outputs” and “outcomes”. A goal is broad and general; an objective is a goal that has been made “operational” by selecting one or more measurement criteria (quantitative and/or qualitative) AND by articulating an expected target level of performance. Outputs are typically administrative products (such counting the completion of Gen Ed courses), in contrast to outcomes such as formally demonstrating a student’s level of knowledge. It is common to find that a program lacks objectives, and/or substantive outcome information on which to base an evaluation.

Two cautionary notes: under the banners of transparency and accountability, “Program Evaluation” is an increasingly important and politicized topic throughout our country today, from the war in Iraq to carbon trading effectiveness to “no child left behind”. Periodically, managerial bean counters attempt to put artificially simplistic numbers on complex social and environmental processes- overlooking the fundamental differences between data and knowledge. We should be also be aware at the outset of any evaluation enterprise, that many of our central reflective and integrative learning goals for our students probably become operational well downstream of graduation. Assessing such outcomes would require substantive longitudinal study, well beyond the scope of a semester-focused task with no resources.

II. Some Background Materials and Commentary

The following topical “commentaries” reflect the experiences and biases of the author, hopefully to stimulate and focus discussion. Environmental Studies is a program in the College, with components, that consist of sets of courses. In an ideal world, discussions of objectives/outcomes would follow a consistent dendritic hierarchy across the institution. Such a framework doesn’t appear to be available to us at this time.

A. Overall Environmental Studies Program

The **ESF Catalog** (<http://www.esf.edu/catalog/>) has brief descriptions of each degree program in the College written by the respective Department Chairs. Of the 19 current degree programs descriptions, only 3 (Env. Science, Forest Engineering, and LA) appear to include an explicit statement labeled “program outcomes” or “program objectives”. It is no surprise that the latter two are the college’s only professional state licensed-by-exam programs, (the first two have the same Chair). The Environmental Studies description is typical of the majority of the College, using broad goal statements (“Principles”...). The Catalog is both a legal document, and an increasingly archaic recruitment device- not primarily a management tool. Clearly the Catalog descriptive content is inconsistent across programs.

For over a decade, Environmental Studies has published a “**Program Handbook**” (<http://www.esf.edu/es/handbook.htm>) to complement the Catalog, hopefully helping students and faculty understand and navigate Departmental and College requirements. The Handbook has never been end-user evaluated by our students. The Handbook’s description of the program, (note the document has not been updated this year due to fall Catalog changes), simply repeats the Catalog content.

****Q1 Should Environmental Studies have explicit statements of program-wide outcomes/objectives?***

Notes:

1A. Whether or not such a statement appears in the Catalog is a college decision, while the Handbook is a Departmental decision.

1B. Statements of outcomes/objectives without substantive implementation including periodic measurement and program revisions are just bureaucratic exercises.

B. Program Options

Many degree programs in the College, including Environmental Studies, have Option tracks. These are described briefly (short paragraph) in the Catalog. The Catalog does not appear to have any explicit statements of Outcomes/Objectives at the Option level for any program. In contrast, the sections of the Handbook describing the Options, (authored individually by the Option advisors), are more expansive. Communications and Culture describes “4 Key Ideas”; Policy “promotes understanding of and skills for” a short list of “policy process facets”; and Biological Applications states four “Specific Goals”. These could be considered inchoate objectives/outcomes.

****Q2A- Should the Environmental Studies Options have explicit statements of outcomes/objectives? (See note 1B above).***

****Q2B- If so, is each Option unique?***

C. Senior Synthesis:

The College **Catalog**'s narrative makes no mention of the Senior Synthesis. SS is included as an unnumbered 3 cr. course requirement under each of the Options listed "Requirements".

The **Environmental Studies Handbook** has approximately 3 paragraphs introducing and summarizing the 3 synthesis choices. This includes the goal statement:

"This (option related) experience allows for the integration of completed coursework and 'real world' problems and research issues".

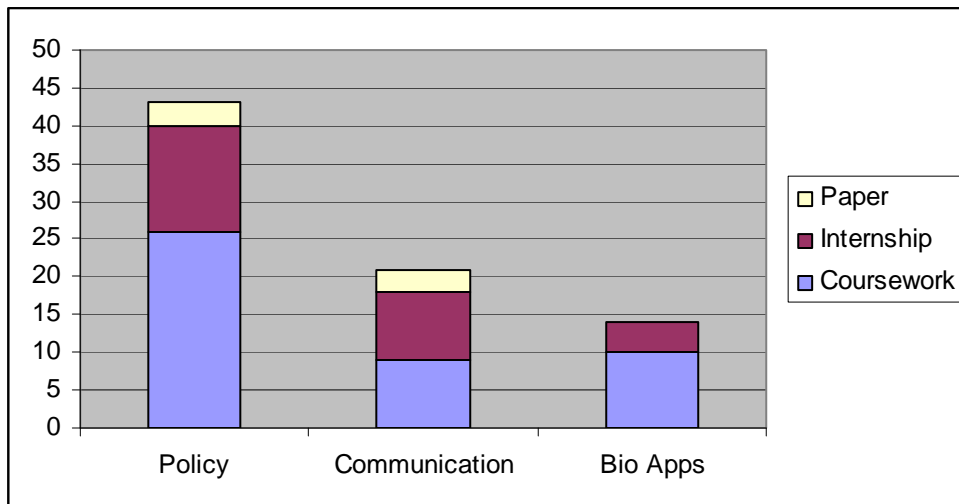
**Q3 Should the Handbook have one or more explicit statements of Outcomes/objectives for the Senior Synthesis (see Note 1B above).*

The College Committee on Instruction does require that approved course descriptions have explicit statements of "Course Objectives". However, as shown in **Appendix A- Formal Descriptions: Senior Paper- EST 400, Internship- EST 499**, what was approved as a statement of "Objective(s)" in 1986 and 1991 would certainly not get through the COI today. These courses need a thorough revision.

I've assembled some information on the patterns of student selection between the SS choices. Upon graduation a hard copy of the final Plan Sheet is kept for approx. 3 years.

ENV STUDIES SENIOR SYNTHESIS CHOICES May 2005- August 2007

| | | <i>SYNTHESIS</i> | | |
|---------------|---------------|------------------|------------|-------|
| <i>OPTION</i> | | Coursework | Internship | Paper |
| | Policy | 26 | 14 | 3 |
| | Communication | 9 | 9 | 3 |
| | Bio Apps | 10 | 4 | 0 |



**Environmental Studies' Office "Collection" of
Synthesis Documents for this period**

| | Completed | Contracts | Reports |
|----------------------|------------------|------------------|----------------|
| Internship | 36 | 22 | 8 |
| EST 400 Paper | 6 | NA | 0 |

Comments:

1. We currently do not have the capacity to evaluate Senior synthesis outcomes.
2. Coursework:
 - A. There are no clear (objective-based) criteria for Vetting these selections
 - B. There probably are a number of papers/reports written, of varying length and quality, in the wide variety of offerings- who knows?
3. Internship:
 - A. Students have frequently expressed concern about the widely variable requirements for documentation, and unclear criteria for grading among the Internship supervising faculty. This is a serious problem.
 - B. From the data, and personal inquiries, we are getting an increasing number of students (from every year level) who want to do Internships, but not as a Senior Synthesis. We need a separate course to accommodate these legitimate needs.
4. Senior Paper:

The control of this choice was delegated to the outside "cooperating departments" in 1991. It's time we engaged our responsibility for it.

Appendix P. Framework for Assessment of Graduate Student Learning Outcomes

Dept. of Environmental Studies; Master's Program in Environmental Studies (MS, MPS); May 13, 2008

| Outcomes | Outcome Criteria | Assessment |
|--|---|--|
| MS | | |
| 1. Analysis of cultural, social, political, technical and economic > env. degradation | Ability to analyze “focus” relationship factors on degradation | Required courses + course completion + imbedded questions |
| 2. Foster Sustainability | Knowledge on sustainability | Required courses + course completion + imbedded questions |
| 3. Theoretical and Applied approaches | Development of appropriate research and career | EST 600 + 2 courses |
| 4. Ability to do research design oriented theory and applied coursework/communication skills | Research capability plus oral & written communication skills | 7 credits research methods and Skills + 797 research seminar. Preparation of appropriate thesis proposal; thesis completion Evaluation of communication skills – eg EST 600 – if weak take other communication skill course |
| 5. Career development | Career development | Job placement or future graduate school placement Joint publications and participation in conferences |
| MPS | | |
| 1. Analysis of cultural, social, political, technical and economic > env. degradation | Ability to analyze “focus” relationship factors on degradation | Required courses + course completion + imbedded questions |
| 2. Foster Sustainability | Knowledge on sustainability | Required courses + course completion + imbedded questions |
| 3. Theoretical and Applied approaches/communication skills | Knowledge application + oral & Written communication capability | EST 600 + 2 course Evaluation of communication skills – eg EST 600 – if weak take other communication skill course |
| 4. Professional oriented students - Advanced learning experience for career development | Experience – career development and applied | Successful completion of internship + capstone Portfolio: a. Proposal contract b. Evaluation by the supervisor c. Journal d. Final report e. Joint publications f. participation in conferences |
| 5. Career development | Career development | Job placement |

Appendix R. ES Departmental Mission and Vision Statements

Mission

The Department of Environmental Studies promotes and builds effective environmental citizenship locally to globally. Our teaching, research, and service seek to enhance understanding, build communication skills, and provide forums and programs that:

- Facilitate linkages between environmental policy and the social/ biophysical sciences;
- Act as catalysts to integrate the social sciences, humanities, and biophysical sciences on the ESF campus;
- Engage communities outside the institution to build civic capacity and involvement;
- Address the special challenges and opportunities of the human built, urban environment;
- Provide support for productive decision making and dispute resolution processes;
- Reflect the diversity of world views and environmental philosophies;
- Facilitate better understanding of diverse interests within and beyond the institution;
- Engage and critique environmental policies and trends, e.g., environmental justice, sustainable development, global climate change, wilderness preservation; and
- Celebrate the wonder of the natural world.

Vision

A top-ranked, cutting-edge, environmental studies program that integrates the social sciences, humanities and biophysical sciences to enhance environmental policy decision-making processes to achieve ecologically sustainable civic societies.

(Jan. 2002; Mar. 2005)

Appendix S. ES Departmental Hiring Priorities (Draft)

Currently, the Department of Environmental Studies has 13 faculty members, including three Professors, four Associate Professors, two Assistant Professors, three Instructors, and one Research Associate. One Professor will retire this fall. A second Professor, one Associate Professor, and one Research Associate are potentially within a few years of retirement age. One untenured Associate Professor is coming up for review for continuing appointment (tenure) this year. Two untenured Assistant Professors will come up for review for continuing appointment in the next one and two years, respectively.

The Department is launching a new Environmental Studies graduate program in August 2008. Within the next couple of years, there will likely be a transition to new leadership in the Writing Program. Interest in the Department's graduate and undergraduate programs is strong and growing. There is great potential for (increased) national and international recognition in several areas. Hiring of new, junior, tenure-track faculty is critical to further develop the Department and its programs, and lay the foundation for an orderly transition within the next few years as faculty retire. Additional staffing needs in the area of English as a Second Language and Internship Coordination are included, as well.

Tenure-track Assistant Professors

I. INTERNATIONAL ENVIRONMENTAL POLICY

Fifty percent of our current graduate students are international students; and 70 percent of our PhD students, yet our capacity for offering coursework and mentoring in the area of international environmental policy/ politics is limited. Currently, our graduate students come primarily from Latin America and the Caribbean, Africa, and Asia. A junior scholar with regional expertise in one of these areas, plus one of the substantive areas of strength within the Department (e.g. environmental governance and participation, environmental communication, water resources, communities and environment, industrial environmental transformation, etc.) would greatly strengthen the Department's capabilities in this area.

II. ENVIRONMENTAL AND RISK COMMUNICATION

The Department has an opportunity to be a nationally and internationally recognized leader in the area of environmental and risk communication. Adding a junior faculty member in this area, with expertise also in topical areas such as global climate change policy, natural disasters/ environmental hazards communication, participatory communication and environmental conflict resolution processes, etc., would be a big boost for the stature and offerings of the Department.

III. ENVIRONMENTAL AND SCIENCE WRITING

The new Environmental Studies graduate program, while philosophically inclusive of both the humanities and social sciences, today in practice is primarily centered in the social sciences. Faculty in ESF's Writing Program have the potential to be the core of a nationally recognized center for Environmental and Science Writing, including at the Master's level within our new Environmental Studies graduate program. As the Iowa Writers Center at the University of Iowa is to creative writers, so too can ESF's Writing Program be to environmental and science writing. What we need to boost this area to national recognition is an Environmental and Science Writing scholar, who can take the lead in developing a humanities track within our new Environmental Studies graduate program. Particular expertise might include such areas as environmental journalism, environmental literature, environmental ethics, eco-criticism, new social media, etc.

Tenure-track Writing Instructor

IV. ENGLISH AS A SECOND LANGUAGE/ SCIENTIFIC WRITING IN ENGLISH

Twenty-seven percent of ESF's graduate students are international students. The number of foreign students is rising significantly amongst the current graduate student applicant pool, and can be expected to continue to increase as students abroad once again are more comfortable coming to the USA. This large percentage of international graduate students is both a wonderful opportunity and a challenge for ESF. International students add a tremendous amount to the cultural diversity and intellectual drive of the campus; at the same time, many come with additional needs, including in the area of English language preparation – even if they meet minimum requirements for admission. The best academic practice in this area is to offer regular, advanced English as a Second Language/ Scientific Writing in English courses for graduate (and undergraduate) students, as well as to make available specialized tutorial services in this area to assist especially graduate students preparing theses. ESF very much would benefit from hiring a specialist in this area, both for teaching of courses/ special sections, and tutoring.

Professional Staff Associate

V. INTERNSHIP COORDINATOR (.50 FTE)

In addition to the faculty positions outlined above, the addition of a part-time professional staff member to the department in the area of Internship Coordination would greatly enhance the quality of college experience, of both undergraduates and professional master's students, both of which regularly engage in internships as an integral part of their study program. This individual would be responsible for, on the one hand, working with students in identifying internship possibilities, developing internship proposals, and guiding them in writing up and evaluating their internship experience; and on the other hand, developing internship opportunities through working with local and non-local governmental agencies, private sector firms, NGOs, community organizations, etc. Our experience, and that of other institutions undertaking substantive internship programs is that doing this well for both student intern and sponsoring agency requires substantial institutional coordination, liaison, and oversight. (If funds were available, such a position could be combined with a part-time Undergraduate Advising position to make it a full time Professional Staff Associate position.)

Appendix T. ES Development Priorities, 2008-13 (Draft)

1. Environmental Studies Graduate Program

GOAL: Build up a nationally and internationally recognized Environmental Studies graduate program

SUBGOAL: Strengthen international environmental policy offerings

SUBGOAL: Strengthen existing concentration in Environmental Communication

SUBGOAL: Offer cutting edge environmental communication practice opportunities and experience

NEED: Renovation of Graduate Student Office Space, Marshall Hall

NEED: Endowed chair in International Environmental Policy (e.g. Climate Change; Energy)

NEED: Endowed chair in Environmental/ Risk Communication

NEED: Support establishment of Groundwork Center for Sustainable Community Capacity Building (environmental communication clinic)

2. ESF Writing Program

GOAL: Build up a nationally and internationally recognized Environmental and Science Writing program

GOAL: Develop an Environmental Humanities concentration within the new Environmental Studies graduate program

GOAL: Strengthen support for international graduate students (27%)

NEED: Endowed chair in Environmental and Science Writing

NEED: Full time English as a Second Language/ Science Writing Instructor position

3. Environmental Studies Undergraduate Program

Undergraduate Internship and Service Learning Coordinator (PT staff position)

4. Environmental Studies Alumni Mentoring Network

Environmental Studies Alumni Mentoring Network Coordinator (PT staff position)