SUNY-ESF
Department of Environmental Studies
Annual Report

June 1, 2008 to May 31, 2009

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July 23, 2009
Introduction

The topics and format of this annual report generally follow instructions from ESF Provost Bruce Bongarten; additional material is included for the general reader. The period reported is from June 1, 2008, through May 31, 2009, unless otherwise noted. This section opens the report with a brief overview of the Department's history, programs, personnel, key events, and facilities.

History

The State University of New York College of Environmental Science and Forestry (SUNY-ESF) Department of Environmental Studies was formed in the late 1980s/early 1990s, in a merger of three historically college-wide, interdisciplinary teaching units: the Environmental Studies Undergraduate Program; the Graduate Program in Environmental Science (GPES); and the ESF Writing Program.

ESF's Environmental Studies undergraduate program commenced in the 1950s, when the College's Bachelor of Science degree in Environmental Studies was authorized by the New York State Education Department; ESF's first Environmental Studies bachelor's degree was awarded in 1956. Half a century later, more than 1500 students have graduated from ESF's BS Environmental Studies program. In 2000, as colleges and universities across New York State were becoming increasingly interested in offering Environmental Studies and Sciences programs, SUNY System Administration firmly established ESF as having "primacy" within the SUNY System in the development of new undergraduate programs in Environmental Studies and Sciences.

The College's graduate programs in Environmental Science were founded in the late 1950s and early 1960s, with the first Ph.D. in Environmental Science being awarded in 1961; since then more than 500 students have completed Master's and Ph.D. degrees in Environmental Science at ESF. In 2007, following recommendations of an external review panel, the College re-launched GPES as a College-wide graduate program not attached to any particular department, and initiated establishment of two new Environmental Studies master's programs (MS, MPS) under the Department's direction.
Programs

Today, the Department of Environmental Studies offers graduate (M.S. and M.P.S.) and undergraduate (B.S.) degrees in Environmental Studies, continues to participate in GPES, offers/participates in two graduate certificate programs, and is the administrative home of the ESF Writing Program.

The Bachelor of Science (B.S.) degree in Environmental Studies is offered with three specialized areas of interest: Environmental Policy, Planning and Law; Environmental Communication, Culture and Writing; and Biological Science Applications, the latter including also participating faculty from ESF's Department of Environmental Forestry and Biology. In 2008/09, there were approximately 140 majors in the Environmental Studies undergraduate program, a modest increase of about 8% from the previous year.

The Department's new MS/ MPS Environmental Studies degree programs commenced in fall 2008, with 15 new students from across the US and overseas. Departmental faculty continue to play 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 ESF's Department of Forestry and Natural Resources). In 2008/09, Environmental Studies faculty were major or co-major professors for about 40 students in GPES, the Environmental and Natural Resource Policy (ENRP) doctoral program, and other programs at ESF; roughly half of all GPES graduate students are affiliated with the Department of Environmental Studies. In addition, the Department administers the Graduate Certificate in Environmental Decision Making, and is a partner in the joint Graduate Certificate of Advanced Study in Conflict Resolution, with the Program for the Advancement of Research on Conflict and Collaboration (PARCC) at Syracuse University's Maxwell School for Citizenship and Public Affairs.

The ESF Writing Program, administered by the Department and its faculty, serves all undergraduate and many graduate students at the College. In 2008/09, Writing Program faculty served more than 800 students from ESF, including some also from 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) promoting an awareness of writing and student engagement on multiple levels.

People

In the current reporting year, the Department of Environmental Studies included 12 full-time, tenure-track faculty (8 faculty members supporting programs in Environmental Studies, and 4 providing leadership and direction to ESF's Writing Program); and 1.5 FTE support staff. Appendix A lists departmentally-affiliated tenure-track and visiting faculty for 2008/09, including titles, educational background, and scholarly interests. Appendix B lists core faculty workload assignments for the current reporting year.

Numerous contributions and highlights of the tenure-track faculty follow throughout this report. Notable developments among Environmental Studies faculty during the current reporting year included:

Retirement

- Professor John Felleman retired in October 2008, after more than 35 years at ESF. Most recently, John was the Department's Undergraduate Studies Coordinator. Previously, he was Director of ESF's Graduate Program in Environmental Science, among other responsibilities.

New Curriculum Coordinators

- Brenda Nordenstam served as the new Undergraduate Studies Coordinator for the Department throughout the 2008/09 academic year.

- Upon his return from sabbatical in January, Richard Smardon served as acting Graduate Studies Coordinator for the Department, working closely with David Sonnenfeld, Department Chair.
PROMOTION AND TENURE REVIEWS

- Jack Manno was reviewed for continuing appointment. As of this writing, Professor Manno has been recommended for continuing appointment, pending final review and approval by ESF’s Board of Trustees.

- Sharon Moran underwent a pre-tenure review. In the course of her review, Professor Moran requested to go "off-the-clock" for one year. As of this writing, that request has been endorsed, pending final review and approval by the College's Board of Trustees. If approved, Professor Moran would come back "on the clock" in fall 2010, when she will be reviewed for continuing appointment and promotion.

SABBATICAL AND PROFESSIONAL LEAVES

- Richard Smardon, Janine DeBaise, and Benette Whitmore were granted sabbatical leaves for the fall (Smardon & DeBaise) and spring (Whitmore) semesters, respectively.

- Susan Senecah was granted leave until January 2010 to work as Stakeholder Involvement Coordinator with the New York Department of State's new Coastal Ecosystem-Based Management team.

- Sharon Moran was awarded a Dr. Nila Gann Drescher pre-tenure award by SUNY/ UUP for spring semester; pursuant to the terms of the award, she was granted relief from her regular teaching and other departmental duties.

Events

In fall 2008, the Department organized a lecture series on "Environmental Communication and Advocacy." Also in the fall, Jack Manno co-organized a "Sustainability Leadership Seminar" involving faculty, students, and top administrators from departments and programs across Syracuse University and ESF. David Sonnenfeld, Chair; and Susana del Granado and Hang Ryeol Na, ES-affiliated ENRP PhD students, also participated.

In spring 2009, William J. Donlon Visiting Professor, Kirk Emerson, gave a public lecture on "Collaborative Governance and Global Warming: Can We Change More than the Climate?" Also, Randolph G. Pack Visiting Fellow, William Sunderlin presented a talk on "Global Forest Tenure, Rights and Resources". ES faculty members were centrally involved in organizing two regional scholarly
conferences: the New York Geographical Information Conference in October (Myrna Hall), and the New York Society for Risk Analysis meetings in March (Brenda Nordenstam).

And several ES faculty (Richard Smardon, Mark Meisner, Sharon Moran) participated in the second, annual national Teach-In on Global Warming, in conjunction with Earth Day and the Syracuse University Showcase (formerly MayFest), held this year on April 22.

Facilities

The Department of Environmental Studies is located primarily in Louis Marshall Memorial Hall (Marshall Hall), with faculty offices on the 1st and 2nd floors, and graduate student offices on the 2nd floor. The department also manages a second, shared graduate student office space on the 4th floor of Bray Hall. Writing Program faculty offices are located in the Moon Library building. Departmental offices are located in 106 and 107 Marshall Hall, with 105 Marshall Hall serving as a much-used, multipurpose departmental meeting and seminar room.

Several key enhancements were completed in the 2008/09 academic year, including installation of a ceiling-mounted LCD projector in 105 Marshall Hall; move of graduate student offices from B5 and B7 to 218 Marshall Hall; development and display of departmental banners in the main, departmental corridor on the first floor of Marshall Hall; and installation of custom-designed sculpture by departmental secretary, Chris Crysler, in the administrative office entryway.

As part of the College's Small Capital Projects solicited request program, the Department submitted a dozen requests for facilities repair, maintenance, and enhancement. The Department's top priorities for facilities upgrades are modernizing its main graduate student offices, now in 218 Marshall Hall; and installation of a new Spatial Analysis Laboratory for Interdisciplinary Research (SALIR) in B7 Marshall Hall. (See Appendix U).
1. Teaching

This section of the Annual Report summarizes Departmental teaching and curricular efforts during the reporting year, including the Environmental Studies graduate and undergraduate programs, and the ESF Writing Program. Key dynamics during the reporting year include a modest increase in enrollment in the department's BS Environmental Studies program; a partial shift in enrollment of departmentally-affiliated graduate students to the Department's new MS/MPS Environmental Studies programs from ESF's college-wide Graduate Program in Environmental Science (GPES); substantial increases in ESF Writing Program course enrollments; and a temporary expansion of the role of visiting faculty in delivery of both Environmental Studies and Writing Program courses.

Program Enrollments

Undergraduate Program. Enrollment in the department's BS Environmental Studies program during the 2008/09 academic year increased by about 10 percent from the previous year. This is likely related to the largest ever incoming first-year class at ESF in the reporting year. Enrollments were distributed within the major and its three option areas as follows:

<table>
<thead>
<tr>
<th>Major/Option Area</th>
<th>Fall 2008 (%)</th>
<th>Dec. Degree Recipients</th>
<th>Spring 2009 (%)</th>
<th>May Degree Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies (lower division)</td>
<td>61 (40.4%)</td>
<td>--</td>
<td>41 (28.7%)</td>
<td>--</td>
</tr>
<tr>
<td>Environmental Communication and Culture</td>
<td>42 (27.8%)</td>
<td>2</td>
<td>48 (33.6%)</td>
<td>9</td>
</tr>
<tr>
<td>Environmental Policy</td>
<td>34 (22.5%)</td>
<td>3</td>
<td>42 (29.4%)</td>
<td>7</td>
</tr>
<tr>
<td>Biological Science Applications</td>
<td>14 (9.3%)</td>
<td>2</td>
<td>12 (8.4%)</td>
<td>3</td>
</tr>
<tr>
<td>TOTALS</td>
<td>151 (100%)</td>
<td>7</td>
<td>143 (100%)</td>
<td>19</td>
</tr>
</tbody>
</table>

Graduate Programs. The current reporting year was the first for the new Environmental Studies masters programs. Combined student enrollments in all graduate programs the Department participated in during 2008/09 were about even compared to the previous reporting year, including both students in the
new masters programs as well as departmentally-affiliated students in college-wide programs. As anticipated, enrollment of departmentally-affiliated graduate students shifted from masters programs in the College's Graduate Program in Environmental Science (GPES) to the new Environmental Studies masters programs. For the current reporting year, Environmental Studies affiliated graduate students were distributed as follows:

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>Fall 2008</th>
<th>Dec. Degree Recipients</th>
<th>Spring 2009</th>
<th>May Degree Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies (MS)</td>
<td>7 (13%)</td>
<td></td>
<td>8 (15%)</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies (MPS)</td>
<td>6 (11%)</td>
<td></td>
<td>6 (11%)</td>
<td></td>
</tr>
<tr>
<td>Environmental Science (MS)</td>
<td>9 (17%)</td>
<td></td>
<td>9 (17%)</td>
<td></td>
</tr>
<tr>
<td>Environmental Science (MPS)</td>
<td>9 (17%)</td>
<td>2</td>
<td>8 (15%)</td>
<td>5</td>
</tr>
<tr>
<td>Environmental Science (PhD)</td>
<td>15 (28%)</td>
<td>1</td>
<td>14 (26%)</td>
<td>1</td>
</tr>
<tr>
<td>Environmental and Natural Resources Policy (PhD)</td>
<td>8 (15%)</td>
<td></td>
<td>8 (15%)</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td><strong>54</strong> (100%)</td>
<td><strong>3</strong></td>
<td><strong>53</strong> (100%)</td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

ESF Writing Program. Instructors in ESF's Writing Program, administered by the Dept. of Environmental Studies, taught the equivalent of 813 students from across the College (and Syracuse University) during AY 2008/09, an increase of more than 30% from the previous reporting year. This substantial increase may be explained by two factors: ESF's largest ever first-year class in fall 2008, and tightened restrictions on ESF student enrollment in Syracuse University courses in the spring semester. Altogether, the ESF Writing Program offered a total of 22 sections in fall 2008 and 18 sections in spring 2008, with required courses distributed as follows:

- CLL 190 (Writing and the Environment) Gen Ed 15 Sections
- CLL 290 (Writing, Humanities, and the Envir.) Gen Ed 12 Sections
- CLL 410 (Writing for Environmental Professionals) Tech Writing 4 Sections
- CLL 405 (Writing for Science Professionals) Tech Writing 3 Sections

Other courses offered as electives through the Writing Program include Environmental Journalism (CLL496), Introduction to Literature of Nature (CLL390), and Creative Non-Fiction in the Sciences
Student Contact Hours

In 2008/09, Department of Environmental Studies faculty (tenure-track and visiting) were responsible for a combined total of 6,637 student contact hours of instruction, *an increase of approximately 21% from the previous reporting year*, and of more than 34% from 2006/07. *Of the increases*, 432 student contact hours were generated by Environmental Studies program faculty, and 704 by ESF Writing Program faculty. Of the combined total student contact hours for the current reporting year, 88% (5,835) were undergraduate student contact hours, and 12% (802) were graduate student contact hours. Undergraduate and graduate student course hours increased by about the same rate from the previous year.

Environmental Studies program faculty accounted for a little less than two-thirds (64%, or 4,231) of the undergraduate student contact hours and nearly all (98.5%, or 790) of the graduate student contact hours. About 40% of Environmental Studies program hours were taught by faculty members holding a doctoral degree, about 10% less than in the previous year. This decrease was due largely to three core, doctoral degree holding faculty members being on leave during the reporting year, combined with pressing financial conditions and policies; most replacement faculty did not have such credentials. A notable exception was William J. Donlon Visiting Professor, Dr. Kirk Emerson, recent past director of the U.S. Institute for Environmental Conflict Resolution at the Morris K. Udall Foundation, Tucson, Arizona; her direct contribution to overall student contact hours was limited, however, to 39 graduate contact hours. Writing Program faculty were responsible for a little more than one-third (36.3%, or 2,406) of student contact hours and just a few (1.5%, or 12) of the graduate contact hours.

During the current reporting year, core tenure-track faculty were responsible for teaching a combined total of about 40% (2,634) of all departmental student credit hours, while visiting faculty taught about 60% (4,003) of all student credit hours; the respective numbers were 53% (2,892) and 47% (2,609)
in the previous reporting year. Due to faculty leaves, the total number of student credit hours taught by core faculty was down about 9% from the previous reporting year, offset somewhat by increased enrollments in a few courses. At the same time, the number of credit hours taught by visiting faculty increased by more than half (54%) from the previous year, due to faculty leave replacement, a record large first-year class, and increased demand for departmentally offered courses in the wake of restrictions on ESF students taking courses at Syracuse University.

Main Courses Taught by Departmental Faculty

The tables below, from the Faculty Workload Report (5/27/2009) 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course #</th>
<th>Course Name</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hall, M.</td>
<td>ESF 300</td>
<td>Intro to Geographic Information Technology</td>
<td>71</td>
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<tr>
<td></td>
<td>EST/EFB 220</td>
<td>Urban Ecology</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>EFB 519</td>
<td>Intro to Geographic Modeling</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>EST/LSA 496</td>
<td>Urban Env. Science Capstone</td>
<td>2</td>
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<tr>
<td>Manno, J.</td>
<td>EST 132</td>
<td>Introduction to Environmental Studies</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>EST 390</td>
<td>Social Processes and the Environment</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>EST 426/626</td>
<td>Concepts and Principles of Sustainable Development</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>EST 496/696</td>
<td>Sustainability Leadership Seminar</td>
<td>10</td>
</tr>
<tr>
<td>Meisner, M.</td>
<td>CMN 393</td>
<td>Environmental Discourse</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>EST 245</td>
<td>Nature and Popular Culture</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>EST 645</td>
<td>Mass Media and Environmental Affairs</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>EST 640</td>
<td>Environmental Thought and Ethics</td>
<td>9</td>
</tr>
<tr>
<td>Moran, S.</td>
<td>EST 221</td>
<td>Intro to American Government</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>EST 600</td>
<td>Foundations of Environmental Studies</td>
<td>19</td>
</tr>
<tr>
<td>Nordenstam, B.</td>
<td>EST 388</td>
<td>Psychological Principles of Risk Communication</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>EST 604</td>
<td>Survey Research Methods</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>EST 650</td>
<td>Environmental Perception and Human</td>
<td>20</td>
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<tr>
<td>Instructor</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Smardon, R.</td>
<td>EST 496/696</td>
<td>Energy and Environmental Auditing</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>EST 496</td>
<td>Sustainable Enterprises in the 21st Century</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>EST 696 (0.50)</td>
<td>Managing Sustainability</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EST 635</td>
<td>Public Participation and Decision Making</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>EST 796</td>
<td>Environmental Studies Seminar</td>
<td>13</td>
</tr>
<tr>
<td>Sonnenfeld, D.</td>
<td>EST 612</td>
<td>Environmental Policy and Governance</td>
<td>17</td>
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</table>

**ESF Writing Program – Core Faculty**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeBaise, J.</td>
<td>CLL 190</td>
<td>Writing and the Environment</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>EST 301 (0.50)</td>
<td>Leadership through Mentoring</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>EST 496</td>
<td>Leadership Skills</td>
<td>5</td>
</tr>
<tr>
<td>Jager, D.</td>
<td>CLL 190</td>
<td>Writing and the Environment</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>CLL 290</td>
<td>Writing, Humanities, and the Environment</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>CLL 496/696</td>
<td>Creative Nonfiction in the Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Lawler, P.</td>
<td>CLL 390</td>
<td>Intro to Literature of Nature</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>CLL 496</td>
<td>Environmental Journalism</td>
<td>19</td>
</tr>
<tr>
<td>Whitmore, B.</td>
<td>CLL 410</td>
<td>Writing for Environmental Professionals</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>CMN 220/420</td>
<td>Public Presentation Skills</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>CMN 420</td>
<td>Advanced Public Presentation Skills</td>
<td>12</td>
</tr>
</tbody>
</table>

**Environmental Studies Program – Visiting Faculty**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bliss, K.</td>
<td>ENS 607</td>
<td>Wetland Practicum</td>
<td>7</td>
</tr>
<tr>
<td>Bushnell, P.</td>
<td>EST 201</td>
<td>American Hist.: Reconst. to Present</td>
<td>84</td>
</tr>
<tr>
<td>Cleveland, K.</td>
<td>EST 361</td>
<td>History of the American Environmental Movement</td>
<td>54</td>
</tr>
<tr>
<td>Dobbins, H.</td>
<td>EST 321</td>
<td>Government and the Environment</td>
<td>48</td>
</tr>
<tr>
<td>Dodson, K.</td>
<td>APM 255</td>
<td>Computing Applications</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>CMN 493/696</td>
<td>Environmental Communication Workshop</td>
<td>28</td>
</tr>
<tr>
<td>Felleman, J.</td>
<td>EST 550</td>
<td>Environmental Impact Assessment</td>
<td>29</td>
</tr>
<tr>
<td>Ferrante, J.</td>
<td>ENS 601</td>
<td>Water Resources Management</td>
<td>10</td>
</tr>
<tr>
<td>Gabriel, W.</td>
<td>EST 296</td>
<td>Environmental Geology</td>
<td>50</td>
</tr>
<tr>
<td>Gavilondo, C.</td>
<td>EST 496/696</td>
<td>Land Use Law</td>
<td>26</td>
</tr>
<tr>
<td>Jabbour, M.</td>
<td>ESF 309</td>
<td>Honors Exploration Seminar</td>
<td>3</td>
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<tr>
<td>Keenan, M.A.</td>
<td>EST 200</td>
<td>Cultural Ecology</td>
<td>261</td>
</tr>
<tr>
<td>McGrath, T.</td>
<td>CMN 220/496</td>
<td>Public Presentation Skills for Environmental Professionals</td>
<td>101</td>
</tr>
<tr>
<td>Moore, Z.</td>
<td>EST 608</td>
<td>Env. Advocacy Campaigns &amp; Conflict Resolution</td>
<td>14</td>
</tr>
<tr>
<td>Patterson, N.</td>
<td>EST 140</td>
<td>Intro. to Native Peoples, Lands &amp; Cultures</td>
<td>31</td>
</tr>
</tbody>
</table>
Workload Summary by Faculty Member

The tables below, also from the Faculty Workload Report (5/27/2009) 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. The boldfaced numbers in parenthesis in the first column are the ranking of total student credit hours for the reporting year among core faculty members.

**CORE FACULTY**

<table>
<thead>
<tr>
<th>Name</th>
<th>Research</th>
<th>Problems/Seminars</th>
<th>Other Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>U</td>
<td>G</td>
<td>U</td>
<td>G</td>
</tr>
<tr>
<td>DeBaise, J. (6)*</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hall, M. (3)</td>
<td>3</td>
<td>13</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Jager, D. (4)</td>
<td>12</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Lawler, P. (5)</td>
<td>23</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manno, J. (1)</td>
<td>25</td>
<td>18</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Meisner, M. (2)</td>
<td>15</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* One semester
Moran, S. (7)*  |  21  |  11  |  0   |  6   |  87  |  57  |  182  
Nordenstam, B. (8) |  9   |  21  |  0   |  6   |  33  |  99  |  168  
Senecah, S. (12)** |  15  |  7   |  0   |  17  |  0   |  0   |  39   
Smardon, R. (10)*  |  0   |  40  |  0   |  13  |  27  |  42  |  122  
Sonnenfeld, D. (11) |  0   |  0   |  0   |  0   |  0   |  51  |  51   
Whitmore, B. (9)*  |  3   |  0   |  33  |  0   |  99  |  3   |  138  
Subtotals         |  150 |  129 |  36  |  46  |  1843|  430 |  2634 

VISITING FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Research</th>
<th>Problems/Seminars</th>
<th>Other Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>G</td>
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<td>Bliss, K.</td>
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<td>Emerson, K.</td>
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<tr>
<td>Felleman, J.</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ferrante, J.</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fitzsimmons, M.</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gabriel, W.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Gavilondo, C.</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Hansen, B.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hogan, B.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hosmer-Briggs, M.</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Jabbour, M.</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Keenan, M.A.</td>
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<td>0</td>
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<td>McGrath, T.</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Moore, Z.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Patterson, N.</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Wagner, D.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Subtotals</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

** On leave entire reporting year.
**Accessory Instruction**

Syracuse University students enrolled in 16 courses taught by ES faculty members during the current reporting year. Altogether, courses taught by ES faculty attracted 77 credit hours from SU students, about 9% of the college total of incoming SU students. (This was down modestly from the previous year, at 94 credit hours/ 10%.) Most popular this year by a substantial margin was Mark Meisner's EST 245, Nature and Popular Culture (21 c/h). Other departmental courses popular among Syracuse University students included Meisner's EST 645, Mass Media and the Environment; Manno's EST 426/626, Concepts and Principles of Sustainable Development; Manno's EST 390, Social Processes and the Environment; and Felleman's EST 550, Environmental Impact Assessment (all at 6 c/h).

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Topic</th>
<th>Instructor(s)</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM 255</td>
<td>Introduction to Computing and the Internet</td>
<td>Dodson</td>
<td>3</td>
</tr>
<tr>
<td>CLL 290</td>
<td>Writing, Humanities and the Environment</td>
<td>Staff</td>
<td>3</td>
</tr>
<tr>
<td>CLL 390</td>
<td>Introduction to the Literature of Nature</td>
<td>Lawler</td>
<td>3</td>
</tr>
<tr>
<td>CLL 498</td>
<td>Independent Study</td>
<td>Staff</td>
<td>3</td>
</tr>
<tr>
<td>CMN 220</td>
<td>Public Presentation Skills for Env. Professionals</td>
<td>McGrath</td>
<td>3</td>
</tr>
<tr>
<td>ENS 601</td>
<td>Water Resources Management</td>
<td>Ferrante</td>
<td>3</td>
</tr>
<tr>
<td>EST 201</td>
<td>US History: Reconstruction to Present</td>
<td>Bushnell</td>
<td>3</td>
</tr>
<tr>
<td>EST 245</td>
<td>Nature and Popular Culture</td>
<td>Meisner</td>
<td>21</td>
</tr>
<tr>
<td>EST 390</td>
<td>Social Processes and the Environment</td>
<td>Manno</td>
<td>6</td>
</tr>
<tr>
<td>EST 426</td>
<td>Concepts &amp; Principles of Sustainable Development</td>
<td>Manno</td>
<td>3</td>
</tr>
<tr>
<td>EST 550</td>
<td>Environmental Impact Assessment</td>
<td>Felleman</td>
<td>6</td>
</tr>
<tr>
<td>EST 626</td>
<td>Concepts &amp; Principles of Sustainable Development</td>
<td>Manno</td>
<td>3</td>
</tr>
<tr>
<td>EST 645</td>
<td>Mass Media &amp; the Environment</td>
<td>Meisner</td>
<td>6</td>
</tr>
<tr>
<td>EST 650</td>
<td>Environmental Perception and Human Behavior</td>
<td>Nordenstam</td>
<td>3</td>
</tr>
<tr>
<td>EST 696</td>
<td>Special Topics in Environmental Studies</td>
<td>Staff</td>
<td>7</td>
</tr>
<tr>
<td>EST 798</td>
<td>Problems in Environmental Studies</td>
<td>Staff</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL 77**

**Undergraduate Advising**

Fifteen faculty members and one professional adviser were involved in advising the 143+ undergraduates in the BS Environmental Studies program in 2008/09. This includes seven faculty members whose primary responsibility was for that program; four departmentally-affiliated faculty members involved primarily with the ESF Writing Program; four faculty members from the Department of Environmental Forestry and Biology (EFB) who support the Biological Science Applications option
within the BS Environmental Studies program; and one part-time professional adviser based in the Department of Landscape Architecture. For the EFB and Writing Program faculty members, this advising is an 'overload'. Mark Meisner, Patrick Lawler, and Dawnelle Jager especially are to be commended for stepping in and taking on increased advising loads during this reporting year, related to Sue Senecah's year-long leave. Advising loads in the BS Environmental Studies program were as follows:

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Advisees (Fall)</th>
<th>Advisees (Spring)</th>
<th>Advisees (Avg.)</th>
<th>Dept' l Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeBaise, J.*</td>
<td>7</td>
<td>--</td>
<td>3.5</td>
<td>9</td>
</tr>
<tr>
<td>Hall, C.**</td>
<td>11</td>
<td>10</td>
<td>10.5</td>
<td>--</td>
</tr>
<tr>
<td>Hall, M.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Jager, D.</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Lawler, P.</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Limburg, K.**</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
<td>--</td>
</tr>
<tr>
<td>Manno, J.</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Meisner, M.</td>
<td>22</td>
<td>20</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Moran, S.</td>
<td>15</td>
<td>12</td>
<td>13.5</td>
<td>5</td>
</tr>
<tr>
<td>Nakatsugawa, T.**</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Nordenstam, B.</td>
<td>15</td>
<td>19</td>
<td>17</td>
<td>3</td>
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<tr>
<td>O'Halloran, M.†</td>
<td>18</td>
<td>17</td>
<td>17.5</td>
<td>--</td>
</tr>
<tr>
<td>Senecah, S.++</td>
<td>3</td>
<td>2</td>
<td>2.5</td>
<td>11</td>
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<tr>
<td>Shields, W.***</td>
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<td>1</td>
<td>--</td>
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<tr>
<td>Smardon, R.</td>
<td>5</td>
<td>6</td>
<td>5.5</td>
<td>8</td>
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<tr>
<td>Sonnenfeld, D.</td>
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<td>7</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Whitmore, B.</td>
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<td>7</td>
<td>3.5</td>
<td>9</td>
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<td><strong>TOTALS</strong></td>
<td>151</td>
<td>143</td>
<td>147</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the above, Myrna Hall advised 12 students in the college's Minor in Urban Environmental Science; Hall coordinates the interdisciplinary minor.

Curriculum Changes

Undergraduate Program

Three major curriculum changes in the BS Environmental Studies program were brought to fruition during the reporting year as a result of departmental and college faculty efforts:

* On leave, one semester
** Dept. of Environmental Forestry & Biology
† Staff adviser, shared with Dept. of Landscape Architecture
++ On leave, both semesters
(i) The Environmental Communication and Culture option area was broadened to include environmental writing, rhetoric, and literature, and renamed the Environmental Communication, Culture and Writing option area. This change came out of a departmental effort to respond to high ESF student demand for courses in environmental writing and literature, increasingly feature the teaching in these areas by departmental faculty affiliated with the ESF Writing Program, and more greatly integrate these faculty into the department and its programs.

(ii) The Environmental Policy option area was redesigned to include emphasis also on studies in environmental planning and law, and redubbed the Environmental Policy, Planning and Law option area. This initiative was in positive response to a request by Robert French, ESF Vice President for Admissions and Marketing, for the department to more clearly identify a path within its curricula for prospective students interested in careers in (especially environmental) law.

(iii) Beginning with students incoming in the 2009/10 academic year, all Environmental Studies majors will be required to complete a new Senior Seminar in Environmental Studies 1 credit-hour capstone course in their final (spring) semester in the program. The new course will provide a framework for students to assemble a portfolio of their best work during their several years at ESF, help them develop a résumé, explore career options, link with Environmental Studies alumni and more; in addition, it will provide the Department a vehicle for evaluation of programmatic success. This change came out of the Department's learning outcome assessment review in the fall.

GRADUATE PROGRAM

Two minor curriculum changes were made to the Environmental Studies masters programs during the reporting year: (i) EST 626, Concepts and Principles of Sustainable Development, was designated as a required, core course for new, incoming students in the department's MS Environmental Studies program. (ii) It was clarified that all students in the MPS Environmental Studies program are expected to give a capstone presentation on their synthesis project in the final semester of their matriculation in the program.
Both of these changes came out of the Department's learning outcome assessment review of the new programs.

*Student Awards and Recognitions*

Twenty-eight Environmental Studies students were honored with ESF awards and scholarships during the 2008/09 academic year. Six graduate and 22 undergraduate students together were the recipients of 39 awards. For a listing of student award and scholarship recipients, see Appendix C.

*Faculty Teaching Awards and Recognitions*

None in this reporting period.
2. Research/ Scholarship

Publications and Professional Presentations

Advanced-rank Departmental faculty\(^1\) substantially increased scholarly productivity during the current reporting year, as demonstrated in both refereed publications (up 28%, from 32) and professional presentations (up a substantial 114%, from 21), for a total increase of 62% from the previous year:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Books</th>
<th>Refereed Publications</th>
<th>Prof'l Present.</th>
<th>Total</th>
<th>Rank</th>
</tr>
</thead>
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<td>Hall, Myrna</td>
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<td>1</td>
<td>7</td>
<td>8</td>
<td>5</td>
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<tr>
<td>Lawler, Patrick</td>
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<td>28^*</td>
<td>7</td>
<td>35</td>
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<td>Manno, Jack</td>
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<td>4</td>
<td>7</td>
<td>11</td>
<td>2</td>
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<tr>
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<td>0</td>
<td>4</td>
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<td>6</td>
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<td>1</td>
<td>2</td>
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<tr>
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<td>0</td>
<td>4</td>
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<td>6</td>
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<td>1</td>
<td>7**</td>
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<td>4</td>
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<td>3</td>
<td>6</td>
<td>10</td>
<td>3</td>
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<tr>
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<td>2</td>
<td>39</td>
<td>45</td>
<td>86</td>
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<td><strong>Means</strong></td>
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<td>.22</td>
<td>4.33</td>
<td>5</td>
<td>9.56</td>
<td></td>
</tr>
</tbody>
</table>

Publication figures include refereed scholarly and creative publications published and formally announced as "in press" during the reporting year.

Appendix D lists peer-reviewed scholarly and creative works by Departmental faculty members published and formally "in press" during the current reporting year. Non-refereed faculty publications and outreach materials are listed in Appendix E. Presentations by ES faculty at professional meetings are shown in Appendix F, and to other public and professional venues, in Appendix G. Another useful measure of certain forms of professional impact is scholarly journal article citation counts. A summary of faculty citation counts using the Scopus citation database, covering the period 1999-2008, was recently done by Assistant Librarian Linda Galloway; those results are included here in Appendix H.

\(^1\) Faculty of Assistant Professor rank or equivalent and above. Three departmentally-affiliated Instructors in the ESF Writing Program (DeBaise, Jager, and Whitmore) are not included in these figures.

* Poems

** Includes several presentations in May 2008, not previously reported
Summary of Grant Activity

The sections below report official grant activity by departmental faculty from May 1, 2008, through April 30, 2009, as administered through ESF's Office of Research Programs. In addition, Environmental Studies faculty submitted applications for a number of other research/scholarship initiatives that are not reflected in Office of Research data; these submissions also are listed below. All new grant activity by departmental faculty is totaled in the last section.

Active research grants. During the current reporting period, Environmental Studies faculty were credited with 11.45 active research grants, for a total of $115,967, with an average per project of $10,128. This compares to 14.75 grants, totaling $270,187, averaging $18,318, in 2007/08; and 15.59 active grants, totaling $200,017, and averaging $12,832, in 2006/07. Individual faculty and departmental grant totals for the 12-month period ending April 30, 2009, were as follows:

<table>
<thead>
<tr>
<th>Faculty/ Unit</th>
<th>Credited Grants</th>
<th>Credited Amounts</th>
<th>Credited Direct</th>
<th>Credited Indirect</th>
<th>IC:DC Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hall, Myrna</td>
<td>2.95</td>
<td>$42,387</td>
<td>$33,468</td>
<td>$8,918</td>
<td>26.6%</td>
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<tr>
<td>Manno, Jack</td>
<td>2.17</td>
<td>14,372</td>
<td>13,302</td>
<td>1,069</td>
<td>8.0%</td>
</tr>
<tr>
<td>Smardon, Richard</td>
<td>4.33</td>
<td>59,610</td>
<td>48,068</td>
<td>11,542</td>
<td>24.0%</td>
</tr>
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<td>Dept. of Env. Studies</td>
<td>11.45</td>
<td>$115,967</td>
<td>$94,437</td>
<td>$21,530</td>
<td>22.80%</td>
</tr>
</tbody>
</table>

New research proposals. From May 1, 2008, through April 30, 2009, Environmental Studies faculty are credited by the Office of Research with the equivalent of 3.72 research proposals, for a total amount of $1,220,688; the average amount of proposals in the current reporting year was $328,436. This compares to 2.92 research proposals, for a total of amount of $52,238, and an average of $17,910, in 2007/08; and 4.84 research proposals, for a total of amount of $204,411, and an average of $40,882, in 2006/07. Individual faculty and departmental grant proposal submission activities for the 12-month period ending April 30, 2009, were as follows:
### Table of Credited Numbers and Amounts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Credited Number</th>
<th>Credited Amount</th>
<th>Credited Direct</th>
<th>Credited Indirect</th>
<th>IC:DC Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hall, Myrna</td>
<td>0.33</td>
<td>$99,971</td>
<td>$68,211</td>
<td>$31,759</td>
<td>46.6%</td>
</tr>
<tr>
<td>Lawler, Patrick</td>
<td>0.10</td>
<td>48,848</td>
<td>31,719</td>
<td>17,128</td>
<td>54.0%</td>
</tr>
<tr>
<td>Moran, Sharon</td>
<td>0.67</td>
<td>396,749</td>
<td>289,277</td>
<td>107,472</td>
<td>37.2%</td>
</tr>
<tr>
<td>Manno, Jack</td>
<td>1.00</td>
<td>8,733</td>
<td>8,733</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Smardon, Richard</td>
<td>1.62</td>
<td>278,102</td>
<td>197,178</td>
<td>80,925</td>
<td>41.0%</td>
</tr>
<tr>
<td>Sonnenfeld, David</td>
<td>1.00</td>
<td>397,019</td>
<td>319,171</td>
<td>77,848</td>
<td>24.4%</td>
</tr>
<tr>
<td>Dept. of Env. Studies</td>
<td>3.72</td>
<td>$1,220,688</td>
<td>$905,556</td>
<td>$315,132</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

**Other grant proposals.** In addition to the above research grant activity run through the College's Office of Research Programs, during the current reporting period:

- Brenda Nordenstam and Sharon Moran (with Tim Stenson, SU Architecture), received $5,000 from the "Sustainable Enterprise Partnership" program at Syracuse University's Whitman School of Management, for their collaborative research project, "Technologies for Sustainable Water: Innovations and Architects".

- Myrna Hall (with David Nowak, PI) submitted a proposal for $10,000 to the Baltimore Woods Nature Center and Syracuse City Parks and Recreation Department for two summer internships for undergraduates enrolled in ESF's Minor in Urban Environmental Science.

- Patrick Lawler submitted applications for creative writing grants totaling $62,000 to the John Simon Guggenheim Memorial Foundation, the National Endowment for the Arts, and the New York Foundation of the Arts.

- Jack Manno (with Robin Kimmerer, PI, et al.) submitted a pre-proposal for an NSF IGERT project, entitled, "Helping Forests Walk: Coupling Scientific and Traditional Knowledge to Build Resilience in Coupled Natural and Human Systems Facing Environmental Change" (amount to be determined). The pre-proposal advanced through the first round & the team has been invited to submit a full proposal.

- Brenda Nordenstam (with Colin Beier, PI) submitted a pre-proposal to the North-eastern States Research Cooperative (NSRC) on "Sustaining Wilderness in the Northern Forest:"
Advanced Decision-Support Tools for Protected Areas Management"; they have been invited to submit a full proposal for further competition in "Theme Four: Biodiversity and Protected Area Management".

- Richard Smardon (with Rick Beal and Chuck Spuches) submitted a proposal for $4900 to the SUNY Research Foundation in support of a SUNY Conversations in the Disciplines program on "Developing Our Green Infrastructure".

New grant proposals combined. In sum, faculty in the Department of Environmental Studies were responsible for submitting about $1.3 million in new grant applications during the current reporting period.

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
<th>Dept'l Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hall, Myrna</td>
<td>$104,971</td>
<td>5</td>
</tr>
<tr>
<td>Lawler, Patrick</td>
<td>110,848</td>
<td>4</td>
</tr>
<tr>
<td>Manno, Jack</td>
<td>8,733</td>
<td>6</td>
</tr>
<tr>
<td>Moran, Sharon</td>
<td>398,416</td>
<td>1</td>
</tr>
<tr>
<td>Nordenstam, Brenda</td>
<td>1,667</td>
<td>7</td>
</tr>
<tr>
<td>Smardon, Richard</td>
<td>279,735</td>
<td>3</td>
</tr>
<tr>
<td>Sonnenfeld, David</td>
<td>397,019</td>
<td>2</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$1,301,389</td>
<td></td>
</tr>
</tbody>
</table>

This is a substantial increase from the $167,238 of new grant applications submitted in the prior reporting year, an almost seven-fold increase. See Appendix I for a comprehensive listing of active grants and new applications, by faculty member.

Faculty Scholarship Awards and Recognition

- Patrick Lawler's poetry collection, *Breathe: A Word of It*, was a finalist in the Cleveland State and Pleiades Press poetry competitions. His poem, "Child Sings in the Womb", was a finalist in the Colorado Prize for Poetry. And his poem, "Living on Burrowed Time", published in *Blackbird: An Online Journal of Literature and the Arts*, was nominated for
the Science Fiction Poetry Association's 2009 Rhysling Award for 'best long poem of the year" (50+ lines).

- One of Janine DeBaise's poems, a haiku, was selected for inclusion in the 2009 Syracuse Poster Project. Each year, the Syracuse Poster Project brings together poets and graphic artists in a series of collaborative posters displayed throughout the city. This is the fourth year her work has been featured.
3. Outreach and Service

Environmental Studies faculty members engage in a wide variety of outreach and service activities involving professional organizations, public agencies, local communities, as well as the ESF/Syracuse University campus community. In addition to activities of individual faculty members summarized below, several key outreach activities were sponsored at the College and Departmental level, with support from the William J. Donlon Fund, the Randolph G. Pack Fund, and the Burton E. Perry, Jr. Fund.

Departmental Outreach Activities

Key departmental outreach activities during the current reporting year included:

- Public lecture on "Collaborative Governance and Global Warming: Can We Change More than the Climate?" by Dr. Kirk Emerson, William J. Donlon Distinguished Visiting Professor and former Director of the US Institute for Environmental Conflict Resolution, at the Morris K. Udall Foundation, in Tucson, Arizona. Emerson spoke to a standing-room-only audience. The lecture was the first videorecorded offering in ESF's iTunes U online lecture series, "Visiting Minds".  

  2 Emerson's public lecture may be accessed via ESF's iTunes U site, under "Courses" | "Visiting Minds". See: http://deimos3.apple.com/WebObjects/Core.woa/Browse/esf.edu. To view the lecture, iTunes software must first be downloaded.

- Public lecture on "Global Forest Tenure, Rights and Resources," by Dr. William Sunderlin, Randolph G. Pack Visiting Fellow. Sunderlin is a Senior Analyst with the Rights and Resources Group, Washington, D.C.; and with the Center for International Forestry Research, Bogor, Indonesia. During his weeklong visit to ESF, Sunderlin also participated in a new graduate seminar, EST 796, Sustainable Development and Poverty Alleviation, organized by Jack Manno.

- In fall 2009, Visiting Instructor, Zachary Moore, organized an "Environmental Communication and Advocacy" public seminar series. Guest lecturers and topics included:
  - Thomas Boudreau, Maxwell School, Syracuse University, “The Curse of Prometheus? Political Discourse and Climate Catastrophe at the United Nations”


Andrew Boyd, Author and Grassroots Publicist, “Culture Jamming Environmental Communications”

The series was partially supported by the department’s Burton E. Perry Fund.

- Professor Susan Senecah served as Stakeholder Involvement Coordinator for the New York Department of State's new Coastal Ecosystem-Based Management Team during the current reporting year. In this full-time position, she was responsible for co-writing the New York Ocean and Great Lakes Ecosystem Conservation Council’s report to the Governor and Legislature in March 2009 on the ambitious tasks mandated by the law that created the Council and laying out feasible actions for advancing EBM in a tight fiscal climate. This required negotiation among the nine member agencies. Senecah returns to ESF in January 2010.

**Faculty Outreach Activities**

Highlighting and reporting of individual faculty member outreach and professional service activities follow, below. Complete listings of individual faculty outreach and service activities are included in Appendices J and K, respectively.

**GRANT PANEL SERVICE**

- Cooperative Institute for Coastal and Estuarine Environmental Technology – Susan Senecah
- James Joyce Essay Competition – Patrick Lawler
- New York State Environmental Excellence Awards – Richard Smardon
- Saltonstall Competition – Patrick Lawler
- University of Louisville Fiction Competition – Patrick Lawler

**EDITORIAL BOARD SERVICE**

- CravenKerry Press – Patrick Lawler
- *Environmental Communication* – Mark Meisner & Susan Senecah
- *Environmental Practice* – Susan Senecah

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3 Grant proposal peer review service included in Appendix J
4 Manuscript peer review service included in Appendix J
5 Artistic advisory board
Environmental Science & Policy – Richard Smardon
International Journal of Applied Environmental Sciences – Richard Smardon
International Journal of Business and Society – David Sonnenfeld
International Journal of Institutions and Economies – David Sonnenfeld
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 (water resources) – Richard Smardon
Society and Natural Resources – David Sonnenfeld

ACADEMIC/ AGENCY PROGRAM REVIEW PANELS

Genesee Community College, A.S. Environmental Studies program – Richard Smardon
Great Lakes Research Consortium, grants program – Sharon Moran
National Oceanic and Atmospheric Administration Evaluation initiative – Susan Senecah

OTHER EXTERNAL OUTREACH AND SERVICE

American Sociological Association, Section on Environment and Technology, Secretary-Treasurer (elected) – David Sonnenfeld
Association for Environmental Studies and Sciences, Interim Governing Board – Brenda Nordenstam
Association for Environmental Studies and Sciences, Publications Committee – Sharon Moran
Association for the Study of Literature and the Environment, Executive Committee (elected) – Janine DeBaise
Central New York Land Trust, Executive Board – Richard Smardon
Central New York Land Trust, Editorial Consultant – Sharon Moran
College Board SAT Scorer, Resolution Scorer and Reviewer – Dawnelle Jager
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, University of Toledo Law School, Board of Directors – Richard Smardon
Matilda Joslyn Gage Foundation, Board of Directors, President – Jack Manno
National Association of Environmental Professionals, Education Research and Science Working Group, Chair – Richard Smardon
New York State GIS Conference, Program Committee – Myrna Hall
New York State Great Lakes Basin Advisory Council, Acting Chair – Richard Smardon
New York State Oceans and Great Lakes Ecosystem Conservation Council, Great Lakes Working Group – Jack Manno

6 Advisory member
COLLEGE SERVICE

Department of Environmental Studies faculty are involved extensively in Faculty Governance, other committees and service at ESF. Such involvements for the current reporting year are listed in Appendix K.

Online Outreach

Effective utilization of the Internet for distribution of research results and to promote other scholarly activity is an increasingly important form of outreach to academics, policymakers, and the general public, both locally and around the world. During the current reporting year, ESF's Office of Communications undertook a major overhaul of all College websites, including those of the Department of Environmental Studies. To assess utilization of the Department's websites, statistics were collected on the number of pageviews per page over a one-year period. The top 20 most viewed departmental Webpages are listed in Appendix L.

Outreach and Service Awards and Recognitions

None in this reporting year.
4. Graduate Programs

Overview

In fall 2008, the Department launched two new masters programs (M.S. and M.P.S. Environmental Studies) with 13 new students from across the US and overseas. All departmental faculty members participate in these two programs. Departmental faculty continue to play key roles in the college-wide Graduate Program in Environmental Science (GPES), as well. Two departmental faculty members served as GPES area of study co-coordinators during the current reporting year:

- Environmental Systems & Risk Management: B. Nordenstam

A sizeable group of departmental faculty participates in the interdepartmental Environmental and Natural Resources Policy (ENRP) doctoral program, with faculty from the Dept. of Forest and Natural Resources Management (FNRM), as well.

Number of Graduate Students

Twenty-one new departmentally-affiliated graduate students commenced studies at ESF in fall 2008. This included 13 new students (7 M.S., and 6 M.P.S.) in the department's new Environmental Studies masters programs; 6 new students (2 Ph.D., and 4 M.S.) in the college-wide Graduate Program in Environmental Science (GPES); and 2 new students in the interdepartmental Environmental and Natural Resources Policy (ENRP) doctoral program. These new students joined 35 continuing graduate students, for a total of 54 departmentally-affiliated graduate students in fall 2008. Graduate student distribution by program was as follows:
Three departmentally-affiliated students completed their graduate degrees in December 2008; another six, by May 2009. Individuals are listed in Appendix M, with thesis titles.

**Graduate Student Funding**

More than half (60%) of all departmentally-affiliated graduate students received financial support during the current reporting year, with about one-third (33%) receiving at least partial funding in the form of a state Graduate Assistantship (GA). GA awards ranged from 0.25 FTE (10 hrs. / wk, one semester) to 1.0 FTE (20 hrs. / wk, two semesters). Seven departmentally-affiliated graduate students (12%) were supported through Research Project Assistantships (RPAs) for at least part of the current reporting year. Eleven graduate students are estimated to have enjoyed external fellowship support, from the Ford and Fulbright programs, the National Oceanic and Atmospheric Administration (NOAA), Joyce Foundation, and others. Estimated figures for the current reporting year are summarized in the table below, with the number of students receiving awards followed (in parentheses) by the combined full-time equivalents (FTE) of such awards.

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>Fall 2008</th>
<th>Dec. Degree Recipients</th>
<th>Spring 2009</th>
<th>May Degree Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Studies (MS)</td>
<td>7 (13%)</td>
<td>--</td>
<td>8 (14%)</td>
<td>--</td>
</tr>
<tr>
<td>Environmental Studies (MPS)</td>
<td>6 (11%)</td>
<td>--</td>
<td>5 (9%)</td>
<td>--</td>
</tr>
<tr>
<td>Environmental Science (MS)</td>
<td>9 (17%)</td>
<td>--</td>
<td>10 (18%)</td>
<td>--</td>
</tr>
<tr>
<td>Environmental Science (MPS)</td>
<td>9 (17%)</td>
<td>2</td>
<td>7 (12%)</td>
<td>5</td>
</tr>
<tr>
<td>Environmental Science (PhD)</td>
<td>15 (28%)</td>
<td>1</td>
<td>18 (32%)</td>
<td>1</td>
</tr>
<tr>
<td>Environmental and Natural Resources Policy (PhD)</td>
<td>8 (15%)</td>
<td>--</td>
<td>9 (16%)</td>
<td>--</td>
</tr>
<tr>
<td>TOTALS</td>
<td>54 (100%)</td>
<td>3</td>
<td>57 (100%)</td>
<td>6</td>
</tr>
</tbody>
</table>

---

7 Full-time equivalent
<table>
<thead>
<tr>
<th>Degree</th>
<th>GA*</th>
<th>RPA</th>
<th>Int'l Fellowship (Ford, Fulbright, etc.)</th>
<th>Other</th>
<th>Total Supported **</th>
<th>Received No Support †</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>11 (9.0)</td>
<td>5 (2.0)</td>
<td>3 (3.0)</td>
<td>6 (4.75)</td>
<td>25 (18.75)</td>
<td>7</td>
</tr>
<tr>
<td>M.S.</td>
<td>7 (5.5)</td>
<td>1 (0.25)</td>
<td>3 (3.0)</td>
<td>-</td>
<td>11 (8.75)</td>
<td>8</td>
</tr>
<tr>
<td>M.P.S.</td>
<td>1 (0.25)</td>
<td>-</td>
<td>2 (2.0)</td>
<td>1 (0.5)</td>
<td>4 (2.75)</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>19 (14.75)</td>
<td>6 (2.25)</td>
<td>8 (8.0)</td>
<td>7 (5.25)</td>
<td>40 (30.25)</td>
<td>23</td>
</tr>
</tbody>
</table>

* Includes students receiving GAs from other programs and units.
** Six students received more than one type of award; a total of 34 students received support.
† Includes students working off-campus on their dissertations and theses.

Overall, the proportions of departmentally affiliated graduate students receiving financial support and of graduate students supported by GA awards remained about the same. Two things changed significantly from the previous year, however: the total amount of support received by departmentally-affiliated graduate students increased more than 55%, from 19.5 to 30.25 FTEs; and a larger proportion (from 60, increased to 90%) of those students receiving support were research-oriented (Ph.D. and M.S.) graduate students than professionally oriented (M.P.S.) students. The latter shift resulted from departmental implementation of a new, College-wide initiative to strengthen graduate research support.

Graduate Student Advising

The numbers of graduate students at ESF advised by advanced rank departmental faculty members in the current reporting year are summarized in the table, below. Figures are based on faculty self-reporting, supplemented by data available to the Chair; they do not include students advised at other institutions. Co-major professorships are calculated at 50%.

---

8 The department's three Instructors (DeBaise, Jager, and Whitmore) did not advise graduate students during the current reporting year.
<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Ph.D.</th>
<th>MS</th>
<th>MPS</th>
<th>Totals</th>
<th>Dept'l Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hall, M.</td>
<td>1.5</td>
<td>3</td>
<td>0.5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Lawler, P.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Manno, J.</td>
<td>3.5</td>
<td>3</td>
<td>2</td>
<td>8.5</td>
<td>2</td>
</tr>
<tr>
<td>Meisner, M.</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Moran, S.</td>
<td>1.5</td>
<td>0.5</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Nordenstam, B.</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Senecah, S.</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Smardon, R.</td>
<td>7.5</td>
<td>2</td>
<td>0.5</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Sonnenfeld, D.</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>TOTALS</td>
<td>24</td>
<td>14.5</td>
<td>15</td>
<td>53.5</td>
<td></td>
</tr>
</tbody>
</table>

**Courses Having TA Support**

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

**FALL 2008**

<table>
<thead>
<tr>
<th>Course</th>
<th>TAs</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMN 220 Presentation Skills</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>EST 132 Intro to Environmental Studies</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>EST 200 Cultural Ecology</td>
<td>2</td>
<td>110</td>
</tr>
<tr>
<td>EST/EFB 220 Urban Ecology</td>
<td>0.5</td>
<td>16</td>
</tr>
<tr>
<td>EST 221 Intro. to American Government</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>EST 245 Nature/Popular Culture</td>
<td>1</td>
<td>58</td>
</tr>
<tr>
<td>EST 361 Hist. Environmental Movement</td>
<td>1</td>
<td>54</td>
</tr>
<tr>
<td>EST 388 Risk Communication</td>
<td>0.5</td>
<td>9</td>
</tr>
<tr>
<td>EST 426/626 Concepts of Sust. Dev.</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Writing Center</td>
<td>1.5</td>
<td>40 (est.)</td>
</tr>
</tbody>
</table>
SPRING 2009

<table>
<thead>
<tr>
<th>Course</th>
<th>TAs</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMN 220 Presentation Skills</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>EST 200 Cultural Ecology</td>
<td>3</td>
<td>151</td>
</tr>
<tr>
<td>EST 201 American History</td>
<td>1</td>
<td>84</td>
</tr>
<tr>
<td>EST 321 Gov’t and the Env.</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td>EST 390 Social Processes &amp; the Env.</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>EST 496/696 Land Use Law(^9)</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>Writing Center</td>
<td>1.5</td>
<td>40 (est.)</td>
</tr>
</tbody>
</table>

Graduate Certificate Programs

The Department offers two Graduate Certificates, one in Environmental Decision Making (for Syracuse University students); and one in the Advanced Study in Conflict Resolution (for both ESF and Syracuse University students, offered jointly in cooperation with Syracuse University's Program of Advanced Research on Conflict and Collaboration [PARCC]). The former involves a 15-credit hour course of study in Environmental Studies and Applied Environmental Science, focusing on stakeholder engagement in environmental problem-solving. In the latter program, students complete a 3-credit hour course on the Fundamentals of Conflict Studies, plus 9 additional hours of coursework selected with a faculty advisor. Students may concentrate their classes in a specific area of interest (including 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 for the Advanced Study in Conflict Resolution as part of their master's or doctoral degree; the Certificate is awarded with the degree.

Regrettably, the origins of the joint Certificate for the Advanced Study in Conflict Resolution program are poorly documented and apparently were not reviewed by ESF’s Faculty Governance Committee on Instruction. As a result, while the certificate program continues to function with significant student interest and enrollment, it has been a challenge for students, faculty, and College administration alike. It remains necessary to submit this certificate program for formal Faculty Governance review and approval; plans are to do so in the next academic year.

\(^9\) Graduate teaching fellow (instructor)
5. Departmental Governance

This was a second year of transition in Departmental leadership, structure and functioning, following the appointment of a new Chair, launching of new graduate programs, and retirement of senior faculty member, John Felleman. Brenda Nordenstam commenced service as the Department's Undergraduate Studies Coordinator, taking over from Felleman. With three faculty members on leave at any one time during the current reporting year, and two faculty members under tenure and pre-tenure review, respectively, the Chair stepped in to serve as Graduate Studies Coordinator during the fall semester, with Richard Smardon taking on this role upon his return from sabbatical in January.

In September, Departmental faculty finalized and approved updated Bylaws which included the formation of two new standing committees: the Writing Program Committee, and the Qualified Faculty Committee, to better represent and address the needs of the ESF Writing Program and of qualified faculty (Visiting and Adjunct), respectively; and substantially expanded student participation, with the addition of students to the Department's Graduate and Undergraduate Studies Committees, and student participation in Departmental meetings; among other changes.

Components, Assigned Tasks, and Responsibilities

Core departmental faculty met regularly as a whole once or twice a month during the reporting year, on a regular, TuTh 3:30-5:00 pm schedule. The Department's four standing committees also met regularly:

- **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 (D. Sonnenfeld, acting chair [fall]; R. Smardon, acting chair [spring]; J. Manno; M. Hall; S. Moran [fall]; B. Nordenstam; Student members: S. Darkwa; I. Khalid)

- **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 (B. Nordenstam, chair; M. Meisner; J. Manno; C. Hall; P. Lawler; D. Jager; C. Crysler; Student members: C. DeFrancesco; S. Decker)

- **Writing Program Committee** – (P. Lawler, chair; J. DeBaise [fall]; D. Jager; B. Whitmore [spring]; E. Hogan; C. Courtwright; Student member: K. Cleveland)

- **Qualified Faculty Committee** – (M. Hosmer-Briggs and K. Dodson, chairs, respectively.)

**Supporting Offices, Directors, and Coordinators**

- Administrative Office (C. Crysler, Office Manager/Secretary I)
- Graduate Program Support (P. Gibeault, Graduate Support Assistant/Keyboard Specialist II, 0.50 FTE)
- BS Environmental Studies Program (B. Nordenstam, Coordinator)
- BS Environmental Studies Option Coordinators
  - Environmental Communication and Culture (M. Meisner)
  - Environmental Policy (J. Manno)
  - Biological Science Applications (C. Hall)
- MS/MPS Environmental Studies Programs (D. Sonnenfeld/ R. Smardon, Acting Coordinators)
- Writing Program (P. Lawler, Director)
- Writing Resource Center (B. Whitmore, Coordinator)
- Randolph G. Pack Environmental Institute (D. Sonnenfeld, Director)

**Departmental Promotion and Tenure Guidelines**

The Department's Promotion and Tenure Guidelines were last updated in 2002; are inconsistent in some respects with current College Promotion and Tenure Guidelines, as articulated in the Provost's annual Administrative Update; and are particularly weak with respect to specification of criteria for promotion to full Professor. In September 2007, departmental faculty were tasked by Provost Bongarten to update the Department's promotion and tenure guidelines. A review was carried out during the 2007/08 academic year, with a number of positive suggestions made, but it has not resulted in the updating of
those guidelines. A further complication was the announcement in spring 2008 of a review of College-wide promotion and tenure guidelines. To a large extent, further updating of departmental promotion and tenure guidelines has been on hold pending completion of the College-level review.

Looking forward, the Department anticipates three tenure-track faculty members coming up for tenure review in 2010/11. It is highly desirable then, that both College and Departmental promotion and tenure guideline reviews are completed in the coming (2009/10) academic year.

**Peer Departments**

One area related to the Department's promotion and tenure guidelines where significant progress was made in the current reporting year was in the identification of a set of comparable peer departments at other institutions (see Appendix N), and with the procurement of *curriculum vitae* (CVs) from recently tenured and/or promoted faculty members in those departments. This initiative was undertaken with the enthusiastic support and encouragement of Provost Bongarten.

Peer departments were identified using the following criteria: interdisciplinary unit including social science and humanities faculty; public (or in the case of Cornell, partially public) institution; both graduate and undergraduate programs; doctoral-degree granting, research-oriented. About half of the departments are situated in a "Carnegie peer institution" for ESF. Several are at specialized institutions (the Colorado School of Mines, Michigan Technical University, New Jersey Institute of Technology); others are in colleges of natural resources and/or agriculture within land-grant universities (Cornell, Rutgers, Utah State, Vermont, Wyoming). One is international (York University, in Toronto, Canada).

Just as ESF is unique, there are no perfect departmental comparisons either, but taken as a whole, the promotion and tenure guidelines and experiences of this set of peer departments provides invaluable benchmarks for Departmental faculty coming up for promotion and tenure review, their Departmental Peer Review Committees, and Departmental Chair. CVs of faculty members who have been recently tenured and/or promoted in these peer departments are available for review in the Departmental administrative office.
Future Prospects and Concerns

The Department of Environmental Studies is committed to a participatory governance approach with respect to core and visiting faculty, as well as students. Such an approach is predicated on an investment of time, and the willingness and the availability of individuals to take on leadership roles. In a small to medium-sized department, each core faculty member serves on more than a few committees at program, departmental and college levels, as well as in additional public and professional venues. Time and leadership become scarce commodities when distributed over multiple commitments and competing priorities.

Part of the Department's historical organizational environment has included a number of core faculty holding positions simultaneously at ESF and at other institutions; this may limit the availability of those faculty members for departmental and College service. Visiting faculty are even more constrained in their availability for participation in Departmental affairs and service than permanent faculty. A department that relies on Visiting Faculty for more than half of its instruction is significantly impacted by those faculty members' limited capacity to take on advising, governance, administrative and other programmatic and organizational tasks and responsibilities.

The Department of Environmental Studies continues to seek a balance of participatory and directed governance approaches, without either unduly burdening individual participants or relinquishing the benefits of broad engagement. The realization of a more participatory model may require accompanying cultural and practical shifts within the Department; failure to do so may result in continued challenges and frustrations.
6. Departmental Finances

The Department of Environmental Studies' budget comes from four sources: New York State higher education operational funding; the SUNY Research Foundation; the ESF College Foundation development funds; and Instructional Travel funds, from student fees. While State operational funds may be used for any *bona fide* expense, other accounts are restricted in their use; Instructional Travel funds may be used for course-related student transportation expenses only.

Total funds from all sources available to the Department during the 2008/09 Fiscal Year\(^{10}\) (FY) were $78,434, of which approximately $47,152 were expended. At the close of the Fiscal Year, residual Departmental funds were $31,282, with almost three-quarters ($23,065) being in the highly restricted Instructional Travel fund. A more detailed description of departmental funds and expenditures for FY 2008/09 follows, by type of account.

*State Budget Allocations*

The largest amount of funds from State budget allocations received by the Department is in the form of "operating and temporary services" (OTPS) funds. For the current reporting year, the Department received $15,500 in operating funds, down 15% from the previous fiscal year, due to severe cutbacks in State support. In addition, the Department received $1,500 in temporary services funds for FY 2008/09, for a combined total of $17,000. Together, these funds are to cover all basic operating expenses for the Department of Environmental Studies, the ESF Writing Program, the BS Environmental Studies program, and departmentally-related graduate programs. As of this writing, $16,946 of these funds had been expended, in approximately the following amounts:

<table>
<thead>
<tr>
<th>Basic departmental operating expenses</th>
<th>$8,114</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- Office supplies</td>
<td>6,734</td>
</tr>
<tr>
<td>-- Photocopying</td>
<td>616</td>
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<tr>
<td>-- Paper</td>
<td>570</td>
</tr>
<tr>
<td>-- Maintenance contracts</td>
<td>194</td>
</tr>
</tbody>
</table>

\(^{10}\) July 1, 2008, to June 30, 2009
Office equipment 7,784
Travel and conference support 1,048
TOTAL $16,946

Compared to the previous year, office supply expenditures were about the same, photocopying expenses were up about 50%, and paper expenses were down 22%. Faculty members have been reminded to have students purchase course packets rather than photocopying extensive materials for classroom use. Paper cost savings may be the result of effective internal control measures implemented following discovery of loss of departmental paper supplies.

Major departmental operating expenses (as well as some savings) incurred during the current reporting year involved office equipment replacement: the Department’s copier and fax machines both ceased working, as did the office computers of two faculty members. Savings were realized from significantly reduced equipment maintenance contract expenses.

SUNY Research Foundation Research Incentive Funds

Three types of Research Foundation funds were received and utilized by the Department during the current reporting year: 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 gatherings, etc. The fund began with $1,847, of which $963 was expended. Expenses during 2008/09 FY included items such as a fall picnic for graduate students and the purchase of shirts (designed by several undergrads) for the new Environmental Studies Student Organization (ESSO). The balance of $964 was reserved for the second year of the award, and will be carried forward to the next fiscal year.

The largest amount in the Department's Research and Development Fund was part of a one-time grant by the Provost to the Department’s new Chair, for use in incenting faculty research productivity.
The 2008/09 reporting year began with $13,546 in this account. More than three-quarters ($10,269) of these funds were expended, as follows:

- Faculty summer research incentives, in the form of graduate research assistantships:
  - Jack Manno (Susana del Granado, $3,485)
  - Sharon Moran (Sean Vormwald, $2,361)
  - Brenda Nordenstam (Weston Berg, $3,000)
- Sharon Moran, research conference travel to Irvine, CA ($476)
- Sharon Moran, supplemental research travel expenses, Poland ($332)
- Jack Manno, copies of his book for outside reviewers ($332)
- National Communication Association, departmental membership renewal ($150)
- Brenda Nordenstam, publication expenses ($75)
- *Write to the Top*, several copies for faculty reference ($57)

The $3,277 remaining in this research incentive account will be carried over to FY 2009/10.

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 fund began with $5,400; at the end of the FY $3,046 remained. The funds are available for research-related expenses of the individual faculty members whose effort helped generate the funds. Those with unexpended funds remaining include:

- Myrna Hall $1,066
- Sharon Moran $1,066
- Brenda Nordenstam $475
- Rick Smardon $399
- Mark Meisner $29
- Sue Senecah $11
Development Funds

A third source of Departmental funding is revenues from two endowed funds donated to the Department for specified purposes; in addition, this year the Department benefitted from use of the College's William T. Donlon Fund.

The Department's Randolph G. Pack Fund is dedicated to supporting activities of the affiliated Randolph G. Pack Environmental Institute, including visiting professors, conferences, scholarly activities, etc. Beginning in the current reporting year, the Department initiated an International Environmental Policy Research Travel small grants competition for graduate students, drawing on this fund. Five applications were received; four were funded. Two additional graduate students received research-related travel grants earlier in the year. For the current reporting year, the Department's disbursement from the Pack Fund totaled $8,749, as follows:

- Graduate Student International Research Travel Grants ($4,146)
  - Nidhi Pasi, Ph.D. Candidate, GPES ($1,335)
  - Fred Owusu-Ansah, Ph.D. Candidate, GPES ($900)
  - Bruno Takahashi, Ph.D. Candidate, GPES ($604)
  - Dinesh Moghariya, Ph.D. Candidate, GPES ($604)
  - Chandrani Ghosh, Ph.D. Candidate, Dept. of Forest and Natural Resources Mgmt. ($603)

- Jack Manno, Global Resiliency Alliance Annual Meeting, Florence, Italy, transportation expenses ($1,800)
- ESF/SU Sustainability Leadership Seminar, transportation expenses ($1,000)
- Dr. Lotsmart Fonjong, Pack Visiting Fellow, travel expenses and honorarium ($926)
- Dr. William Sunderlin, Pack Visiting Fellow, travel expenses and honorarium ($650)
- SeoHyun Park, Ph.D. Candidate, summer tuition ($227)

The Burton E. Perry, Jr., Memorial Fund is dedicated to provide outreach and communication in regard to environmental studies. It is limited to use "to promote public understanding of environmental topics through, but not limited to, publications, symposia, and lectures..." Expenditures from this fund were $3,540 during FY 2008/09:
• Richard Grossman, Guest Lecturer, honorarium and travel expenses ($881)
• LCD projector, installation costs ($708)
• Janine DeBaise, Associated Writers and Writing Programs conference, Chicago, travel expenses ($500)
• Patrick Lawler, Associated Writers and Writing Programs conference, Chicago, travel expenses ($500)
• Susan Senecah, National Communications Association conference, San Diego, CA, travel expenses ($500)
• Charles Hall, publication expenses ($200)
• Departmental hallway banner ($180)\textsuperscript{11}

With strong support from Provost Bongarten, the Department (as well as the College) benefitted from funding from the College's \textit{William J. Donlon Fund} during the current reporting year. The Donlon Fund underwrote salary and expenses for Dr. Kirk Emerson, Visiting Professor for the spring semester. Dr. Emerson came from Tucson, Arizona where she had recently stepped down as Director of the U.S. Institute for Environmental Conflict Resolution at the Morris K. Udall Foundation. During her extended visit to ESF, Dr. Emerson taught a key graduate course, EST609, Collaborative Governance for Environmental and Natural Resources Management, met with faculty and graduate students, and gave a public lecture to a standing-room-only audience.

\textit{Instructional Travel Funds}

The fourth source of Departmental funding 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. There was $24,271 in funds in this account at the beginning of FY 2008/09. Course-related transportation expenses in the amount of $1,206 were reimbursed from this account during the same period, leaving a balance of $23,065, which will be carried over for future transportation expenses.

\textsuperscript{11} A second banner was provided by Vice President Robert French
7. Student Learning Outcomes Assessment

At the onset of the 2007/08 academic year, the Department was charged by Provost Bongarten with developing and implementing learning outcome assessment plans for each of its programs. In the current reporting year, outcome assessment efforts were taken several steps further. These efforts focused primarily on the Department's Bachelor's and new Masters degree programs. The ESF Writing Program's long-established and well-organized learning outcome assessment program is a component of the College's larger General Education outcome assessment effort; as such, it is beyond the scope of this report.

BS Environmental Studies

In 2007/08, the Dept.'s Undergraduate Studies Committee produced a draft "Framework for Evidence-Based Program Assessment" document, authored by John Felleman, with assistance from other faculty members. The committee took up the question of learning outcomes and assessment measures for the BS Environmental Studies program, and each of its three option areas. In the current reporting year, the reconstituted Undergraduate Studies Committee, now under Brenda Nordenstam's leadership, focused on further developing and finalizing an outcome assessment plan for the BS Environmental Studies program, including laying the basis for implementing that plan through several program curriculum changes. The BS Environmental Studies Outcome Assessment Plan is included in this report, as Appendix O.

Two key actions were taken in the current reporting year as a result of this outcome assessment plan:

- A new, 1 credit-hour senior capstone course was designed, formally proposed, and approved, to commence in spring 2010 on an elective basis, and for new students entering in fall 2009 as a required course. Any new transfer students entering in fall 2009 as juniors would be required to take this capstone course in spring 2011.

- A four-year, progressive outcome assessment plan was agreed upon, to commence in fall 2009 with assessment efforts in EST 132, Introduction to Environmental Studies (fall),
and CLL 290, Writing, Humanities, and the Environment (spring), to establish baseline standards and target levels for the first two program outcomes: critical thinking and communication.

**MS/MPS Environmental Studies**

The Department's two new master's programs (MS/MPS Environmental Studies) were approved in November 2007. In May 2008, 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, producing "draft learning outcome framework documents" for the two programs. In fall 2008, the new master's programs commenced. The same semester, the Department's Graduate Studies Committee further developed learning outcome assessment plans for these programs, resulting in the reports included in this report as Appendices P and Q.

Also in fall 2008, EST 600, Foundations of Environmental Studies, the primary first-year core course in the new degree programs, was taught for the first time. The instructor, Sharon Moran, collected baseline data for use in program assessment efforts, gathering "a baseline of student knowledge ... through written and oral methods". Data collected at several points during the semester were supplemented by student responses in course evaluation instruments administered towards the end of the course. Key results focused on how well students understood basic interdisciplinary environmental studies concepts coming into the program, their competence in the English language, and experiences in developing Plans of Study as part of their masters program. Based on assessment results, Moran recommends "adjustments of class curriculum, advisor processes, and admission process changes." The latter will be taken up by the Department's Graduate Studies Committee in the fall.

In spring 2009, as a result of the learning outcome assessment planning efforts completed in the fall, several modest but significant curriculum changes were proposed, submitted to, and approved by ESF's Faculty Governance Committee on Instruction:

- EST 626, Concepts and Principles of Sustainable Development, was changed from an optional to a required course for the MS Environmental Studies program. At the same
time, the course, which had been developed and taught for several years as a shared resource (combined graduate and undergraduate) course was "split" into separate graduate and undergraduate courses.\(^{12}\)

- Capstone presentations were formally required for all MPS (as well as MS) Environmental Studies graduate students.\(^{13}\)

In addition to these formal curriculum changes, the Department's Graduate Studies Committee recommended that:

- A formal 'exit' or completion interview by the student's Steering Committee, be added for all students (MS and MPS), following the Capstone Presentation. Data collected in this interview will be used for evaluating both student and program.

Recommendations were made for particular courses, as well, both to strengthen the new programs and facilitate outcome assessment:

- Further develop EST 600, "Foundations of Environmental Studies", to more strongly meet program objectives, e.g. integration of a new unit focused on development of the student's Plan of Study.

- Further develop EST 797, "Environmental Studies Seminar", to more strongly meet program objectives, e.g. using it as a vehicle for students to further develop their written and oral communication skills, and for MPS students to develop their synthesis project proposals.

- Develop and implement a new, required course on "Social Theory of the Environment," to strengthen this aspect of the program.

\(^{12}\) The undergraduate successor, EST 426, Community Planning and Sustainability, will become a key course in the Department's newly expanded Environmental Policy, Planning and Law undergraduate option area.

\(^{13}\) They were already required for MS Environmental Students, but not clearly so for MPS students.
8. Progress on Objectives for Current Reporting Year (2008-2009)

Top departmental priorities going into the 2008/09 academic year included: commencing two new Environmental Studies masters programs; further developing and implementing learning outcome assessment procedures for principle degree programs; fortifying departmental staff, leadership and organization at all levels; and strengthening the department's strategic orientation.

The Department successfully launched two new Environmental Studies graduate programs (M.S. and M.P.S), with an initial cohort of 13 new students in fall 2008. The Department's Graduate Studies Committee met through the fall to further plan outcome assessment for those programs. That effort resulted, in part, in several modest curriculum refinements, implemented in the spring semester. Applications for fall 2009 admissions to the new programs were even stronger than the previous year, portending continued excellent prospects for the new masters programs.

Learning outcome assessment plans were successfully further developed for the Department's graduate and undergraduate programs; these efforts are reported in the previous section of this report.

The Department had partial success in strengthening program leadership, with Brenda Nordenstam stepping forward and giving a strong effort as Undergraduate Studies Coordinator during the current reporting year; and Jack Manno volunteering at year's end to be Graduate Studies Coordinator for the coming year. Ensuring leadership continuity remains a challenge at the undergraduate level. For the coming year, Nordenstam and Smardon will co-coordinate the Department's undergraduate program. Longer term, it is critical that one (or more) of four senior departmental faculty (Smardon, Lawler, Senecah, or Nordenstam) take on this role on a more ongoing basis.

Departmental organization was strengthened at multiple levels. Faculty met on a regular basis throughout the current reporting year, in both departmental and committee meetings. New Bylaws were formally approved by Departmental faculty in the fall. Student participation in Departmental standing committees was excellent throughout the year. The new Qualified Faculty Committee got off the ground as well, meeting regularly.
A major success in the Department's *strategic development* during the current reporting year related to learning outcome assessment and accompanying curricular refinement/development. Few of the Department's other strategic orientation goals were met during this reporting year. While critical for future development, the Department lacked capacity during the current reporting year to clarify and deepen its overall strategic orientation. Most departmental strategic orientation goals have been carried over to the next year.

Top departmental priorities for the coming academic year include:

1. **Strengthen departmental academic and program leadership, staff and organization**
   - Establish strong program leadership, with continuity of responsibility from year to year
   - Complete review and updating of Departmental promotion and tenure guidelines
   - Continue to develop the Department's participatory governance structure and functioning, including core and visiting faculty, and graduate and undergraduate students

2. **Develop an active alumni mentoring network for the Department's undergraduate program, utilizing GreenLink, LinkedIn.com, and/or other networking platforms**
   - Partially redirect departmental work study employee in support of this initiative

3. **Further develop the Department's new Environmental Studies masters programs:**
   - Strengthen training in research design & methods by developing a new EST grad course or utilizing an appropriate existing research methods course in another department
   - Review the two, required core courses: EST 600, Foundation of Environmental Studies; and EST 626, Concepts and Principles of Sustainable Development; to ensure that they best meet program objectives
   - Ensure that all second year Environmental Studies masters students are on track for timely completion of their degrees by spring, including formation of Graduate Steering Committees, finalization of research proposals, etc.

4. **Implement learning outcome assessment plans for the Department's graduate and undergraduate programs**

5. **Actively focus on department (and program) development efforts**
   - Make a 'final push' for contributions to the department's new "John Felleman 21st Century Environmental Challenge Fund", including the formal presentation of a plaque with donors to John (fall 2009)
   - Establish strong program leadership (1.a., above) to enable the Chair to focus more on development initiatives
   - Further refine the Department's development vision statement
   - Work with the ESF College Foundation in targeting and actively engaging in development opportunities
   - Work with the Alumni Office in reaching out to Departmental alumni for development purposes
10. Undergraduate Recruitment

The 2008/09 academic year was remarkably successful for undergraduate recruiting for the Department of Environmental Studies. With 241 applications for admission (up 18% from 204 in the previous year), the Department maintained its standing with the third highest number of undergraduate applications across ESF. 'Yields' among accepted students were impressive, at 47% (compared to 37% the previous year). As a result, the Department anticipates 47 new students (32 first-year and 15 transfer) in fall 2009.

These undergraduate recruiting successes are attributable to a variety of factors. 2008/09 Undergraduate Studies Coordinator, Brenda Nordenstam, updated the Department's undergraduate recruiting materials, and did an excellent job attending the many undergraduate recruiting events throughout the academic year. An updated PowerPoint presentation and 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 (especially Environmental Science).

Among other factors, the Department's new Website; the successful efforts of Vice President for Admissions and Marketing, Robert French; and active recruiting around the region by the Admissions staff, all played a role. Last but not least, environmental issues are prominent in everyday news, discourse, and politics; the Department's interdisciplinary, social science and humanities based undergraduate program is well suited for students interested in combining strong science-based education with active engagement in policymaking, communication, and advocacy.

Looking forward, given no expected expansion of the departmental staffing in the near future due to State budgetary limitations, the Department of Environmental Studies anticipates accepting fewer students (in part also to accommodate the unexpectedly large number of new students this year), and further emphasizing attracting the very best applicants interested in interdisciplinary, social science and humanities-based, Environmental Studies. The BS Environmental Studies' two newly redefined upper
division options – Environmental Policy, Planning and Law; and Environmental Communication, Culture and Writing – should significantly expand the prospective pool of college-bound students interested in this program.

In the coming year, the Department aims to involve more individual faculty members in undergraduate recruiting activities, having two or three faculty members at each recruiting event if possible.
11. Graduate Recruitment

The Department of Environmental Studies, in consultation with Provost Bongarten and Dean Shannon in December 2008, set a target of 22 new graduate students for the 2009/10 academic year. This number included students in all graduate programs the Dept. participates in, including the new Environmental Studies master's programs, the college-wide Graduate Program in Environmental Science (GPES), the interdepartmental Environmental and Natural Resources Policy doctoral program, and the department's Graduate Certificate Program in Environmental Decision-Making. Beginning as early as January 2009, Departmental faculty reviewed more than 90 graduate applications for the 2009/10 academic year, ultimately accepting 41, with partial or full funding offers for 10. Applications were up about 80% from the previous year, with approximately half from China, India, and other international locations.

As of the date of this writing, 19 accepted applicants have confirmed plans to attend ESF in the fall. This includes:

- Seven students who were offered partial or full funding in the form of Graduate Assistantships or tuition awards, and three students with their external funding.

- About one-third of these new, incoming students are international: they include three Fulbright fellows from Colombia, Ghana, and Scotland, respectively; and other students from China, and the Onondaga Nation (Native American). The remainder come primarily from the northeastern US, including from schools such as Tufts University, Fordham University, Pace University, Baruch College, Holy Cross, Ithaca College, the New School for Social Research, Dennison University, and others.

Thirteen students make up the second cohort of the Department's new Environmental Studies graduate program. Others will be working with ES faculty in the interdepartmental Environmental and Natural Resources Policy (ENRP) doctoral program and Graduate Program in Environmental Science (GPES).

- The incoming students have a mean GPA of 3.58, and average GRE exam scores of 1163 (536 verbal, 636 quantitative). All of these benchmark numbers were up from the
previous year, when new students had a mean GPA of 3.39, and mean GRE exam scores of 1060 (469 verbal, 591 quantitative).

A listing of the Department’s new, incoming graduate students is included in Appendix R. In addition to those definitely expected in the fall, as of this writing another 8 remain "undecided" and 2 have deferred admission to next year.

Among accepted graduate students opting to not come to ESF, competitor schools/ programs mentioned included Yale University's School of Forestry and Environmental Studies, Duke University's Nicholas School of the Environment; the University of Vermont's Rubenstein School of Environment and Natural Resources; and Colorado State University's Department of Human Dimensions of Natural Resources. Another program mentioned in the course of this year's graduate admissions process (in this case, to our gain) was the University of Delaware's Center for Energy and Environmental Policy.

Planned Recruitment Activities

Departmental graduate recruitment activities planned for the coming year include:

- Recruitment at scholarly and professional conferences;
- Continue and strengthen efforts to form a few departmentally-sponsored graduate student clubs/ chapters (National Communication Association, International Association for Society and Natural Resources, etc.)
- Support graduate student initiatives to launch a new student-run, Syracuse Journal of Sustainability;
- Work with ESF's Office of Communications in establishing a new college-wide graduate student online database and directory, highlighting the names, contact information, and other relevant information of departmentally-affiliated graduate students;
- Develop of a new, tri-fold Environmental Studies graduate programs pamphlet, for distribution at scholarly conferences and other venues;
- Provide updated text on departmental graduate programs for ESF’s Graduate Studies Viewbook;
• Strengthen outreach and communication to Departmental graduate student alumni, e.g. through development of "success stories", articles in ESF Alumni News, on the Departmental website, etc.; and

• Continue improving and upgrading current graduate student office space and facilities.

**Recommendations**

Several changes to current graduate admissions procedures would facilitate recruitment of even stronger cohorts of new Environmental Studies graduate students in the future:

• Work with the Fulbright, Ford, and other international student fellowship organizations to obtain complete application materials in a much more timely manner for full consideration of these applicants;

• Add a “WAITLIST” decision option for graduate applications for admission, as there is for undergraduates;

• Establish minimum standard criteria for graduate admission (e.g. 3.00 GPA, 1000 GRE), except as overridden by request;

• Clarify College policy with respect to recognizing professional certification (Professional Engineer; admitted to the bar; etc.) in lieu of the Graduate Record Examination; and

• Add a requirement for departmental (Chair or Graduate Studies Coordinator) approval for admissions to any college-wide or interdepartmental graduate program. Such admission decisions significantly impact departmental resources: faculty, staff, assistantships, space, supplies, etc.; the proposed change would help ensure departmental resources are most productively and efficiently utilized, and that proper support is given to all admitted applicants.
12. Longer Term Visioning and Planning

Hiring Priorities

With the start up of the Department's two new Master's programs, strong applications and enrollments in undergraduate as well as graduate programs, an aging faculty, the progression of junior faculty in their career paths, the ability to address critical needs of diverse student populations, and for other reasons, it is critical that a junior faculty hire be authorized as early as possible for a new, tenure-track Assistant Professor in the area of Research Methods and Design, with a topical specialty in either International Environmental Policy or Environmental Communications. A second key need is for a tenure-track Instructor specializing in Environmental and Science Writing for non-native English speakers. The rationale for such hires and description of proposed areas of expertise are discussed in Appendix T.

Mission/Vision Statement

In May 2008, faculty members determined that the main, new focus of the Department of Environmental Studies should be on "social and cultural dynamics of ecological sustainability". Further work needs to be done to elaborate and integrate this concept into departmental Mission and Vision Statements (see Appendix S), last updated during the 2004/05 academic year in the course of the Department's most recent external review.
13. Institutional Advancement Initiatives

Academic Innovation Initiatives

As ESF's 100th anniversary approaches in 2011, the College is launching a new, major capital giving campaign in support of its programs and further growth. In the context of this campaign, in April 2009 the Department was asked to provide a brief, high-level description of one or more major 'Academic Innovation Initiatives' over the next seven years for donor support. In response, Departmental faculty proposed three major academic initiatives: development of an international environmental policy leadership program; establishment of a graduate program for spatial analysis of the human dimensions of environmental problems and solutions; and founding an ESF Center for Environmental and Science Writing. These were submitted to the ESF College Foundation for consideration for inclusion in the College's major gifts 'casebook' of possible projects. Please see Appendix U.

John Felleman 21st Century Challenge Fund

In October 2008, long-time, senior faculty member, Professor John Felleman retired after more than 35 years with the College. The following month, in honor of his contributions to the Department and ESF, in cooperation with him and the ESF College Foundation, the Department launched the "John Felleman 21st Century Environmental Challenge Fund". The ESF College Foundation and ESF Alumni Association supported this initiative through a direct mail solicitation of Environmental Studies majors over the last 35 years. Funds collected in this departmental development effort have been placed in a new, flexible Departmental development account, to be administered by the Department Chair. As of this writing several thousand dollars have been collected for this new Fund. In fall of the coming year, a dedication ceremony will be held in conjunction with another Departmental or College event to present Felleman with a plaque engraved with the names of donors to this Fund in his honor.

Other Departmental Endowed Funds

Late in the fall of the current reporting year, ESF's Office of Development hired a new Major Gifts Officer, Dana Piwinski, who as part of his portfolio of responsibilities, is assigned to work with the
Department of Environmental Studies. The Chair and departmental secretary/office manager, Chris Crysler, met several times with Piwinski during the year, reviewing the status of current Departmentally-affiliated College Development accounts, and discussing possibilities and priorities for further development.

Currently, in addition to the incipient, new John Felleman 21st Century Environmental Challenge Fund, the Department has two associated endowed funds: the Randolph G. Pack Fund, and the Burton E. Perry, Jr. Memorial Fund.

As described in the budget section, above, 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. The Pack Fund is somewhat unusual in that the source of its financing is investments made by the donor to a Charitable Lead Annuity Trust. Payments from this trust have been made annually to the ESF Foundation over a 15-year term beginning in 1996, with the last payment due in January 2010. A portion of the payments received each year are used to build a permanent, Randolph G. Pack Memorial Endowment, while the remainder can be expended under the terms of the bequest. In 2010, the College will be left with a permanent endowment, while the main body of the Trust reverts back to the donor's family.14 One of the Department's current top development priorities is to meet with representatives of the donor's family to discuss the future of the accumulated main body of the Trust, and specifically for the Department to develop and present to those representatives a compelling plan for the wise, future of those funds.

The *Burton E. Perry, Jr., Memorial Fund* is dedicated to provide outreach and communication in regard to environmental studies. It is limited to use "to promote public understanding of environmental topics through, but not limited to, publications, symposia, and lectures..." Departmental disbursements from this fund have been somewhat limited in recent years due to the restrictive terms of its original bequest. The Office of Development has identified descendents of the bequestor, and has agreed to

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14 Thanks to ESF Development Officer, Dana Piwinski, for this detailed explanation.
contact them to seek their approval for broadening the possible uses of those funds. It is hoped that requested changes in terms of use of the Perry Fund can be implemented in the near future.

_Alumni Relations_

A further area of emerging institutional advancement activity relates to strengthening communication and relationships with the Department's strong base of more than 1500 alumni from the BS Environmental Studies program, and 500+ alumni from affiliated graduate programs. In cooperation with ESFs Offices of Alumni Relations, Development, and Career Services, respectively, the Department of Environmental Studies will direct part of its work-study student effort in coming months to help develop an active mentoring network linking current Environmental Studies students and departmental alumni. While this effort to engage Departmental alumni will not be explicitly development-oriented in its primary focus, it is anticipated that there will be positive Departmental development returns from it nevertheless.
14. Certification of Professional Employee Performance Program and Annual Evaluation

The Department of Environmental Studies has one employee covered under the United University Professionals’ (UUP) professional employee contract provisions: Myrna Hall, Research Associate (‘95) was appointed to this full-time, permanent-track position effective September 1, 2007. Her Performance Program was first put in place in March 2008.

In the current reporting year, a mentoring committee was appointed to begin working with Hall in preparation for her third-year, pre-tenure review, scheduled for the 2009/10 academic year. Hall's Performance Evaluation was completed in May by the Chair with input from Professor David Johnson, Director of ESF's Graduate Program in Environmental Science (GPES); it was then reviewed with her, signed, and submitted. Her Performance Program was updated at the same time. These tasks were completed prior to the June 1 deadline.

Next year, a third-year review of Hall's accomplishments as Research Associate is planned. Hall's mentoring committee will guide preparation of her faculty review file, which will be made available to departmental and other faculty, for review and comment to the Chair.
Appendices
### Appendix A. ES Faculty, by Program, Rank, Education, and Interests

**ENVIRONMENTAL STUDIES PROGRAM – CORE FACULTY**

<table>
<thead>
<tr>
<th>Name and Title</th>
<th>Degrees</th>
<th>Interest Areas</th>
</tr>
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<tbody>
<tr>
<td><strong>Hall, Myrna</strong></td>
<td>M.S., Natural Resources Management, SUNY-ESF; B.A., French, Education, University of Washington</td>
<td>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</td>
</tr>
<tr>
<td><strong>Manno, Jack</strong></td>
<td>Ph.D., Social Science, Maxwell School, Syracuse University; M.S., Forest Resources Management, SUNY-ESF; B.A., Creative Writing, SUNY Binghamton</td>
<td>Sustainability theory and practice; Great Lakes policy and institutions; Science and policy decision making</td>
</tr>
<tr>
<td><strong>Meisner, Mark</strong></td>
<td>Ph.D., M.S., Environmental Studies, York University; Bachelor of Commerce, with Honours, Queen's University, Kingston, Ontario</td>
<td>Environmental communication; Environmental thought and philosophy; Mass media; Global warming discourse; Critical language theory and rhetoric; Nature and popular culture; Representations of nature</td>
</tr>
<tr>
<td><strong>Moran, Sharon</strong></td>
<td>Ph.D., Geography, Clark University; M.S., Political Science and Public Policy, Massachusetts Institute of Technology; B.A., Chemistry, Boston University</td>
<td>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</td>
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<td><strong>Nordenstam, Brenda</strong></td>
<td>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</td>
<td>Risk perception, communication, and assessment of environmental and public health hazards; Perception, valuation, and management of environmental risk; Social survey design; Environmental justice, equity, and policy; Right-to-know information policy and behavioral decision-making theory; Eco-tourism: environmental policy and community</td>
</tr>
<tr>
<td><strong>Senecah, Susan</strong></td>
<td>Ph.D., Communication Studies, University of Minnesota; M.A., Speech Communication, University of Minnesota; B.S., Secondary Teaching, Bemidji State University, Minnesota</td>
<td>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</td>
</tr>
<tr>
<td>Name</td>
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<td>Education</td>
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<tr>
<td>Smardon, Richard</td>
<td>Professor</td>
<td>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</td>
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<tr>
<td>Sonnenfeld, David</td>
<td>Professor and Chair</td>
<td>Ph.D., M.A., Sociology, University of California, Santa Cruz; B.A. (Honors College) with distinction, Social Science, University of Oregon</td>
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**Environmental Studies Program – Emeritus**

<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felleman, John</td>
<td>Professor and Director of Undergraduate Environmental Studies</td>
<td>D.P.A., Planning, New York University; M.E.C., Civil Engineering, Cornell University; B.C.E., Civil Engineering, Cornell University</td>
<td>Environmental information policy; Visualizing environmental processes; Environmental decision making</td>
</tr>
</tbody>
</table>

**ESF Writing Program – Core Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeBaise, Janine</td>
<td>Instructor</td>
<td>M.A., English/ Literature, Syracuse University; B.A., English/Writing, St. Lawrence University</td>
<td>Poetry; Ecofeminism; Composition and rhetoric; Contemporary nature literature; Science literature; Urban nature literature</td>
</tr>
<tr>
<td>Jager, Dawnelle</td>
<td>Instructor</td>
<td>M.S., English Education, Syracuse University; B.A., English, Youngstown State University</td>
<td>Learning communities; Composition curriculum development; Eco-composition; Technical writing; Creative nonfiction in the sciences; Teacher training</td>
</tr>
<tr>
<td>Lawler, Patrick</td>
<td>Associate Professor</td>
<td>M.A., Creative Writing, Syracuse University; B.A., English, LeMoyne College</td>
<td>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</td>
</tr>
<tr>
<td>Whitmore, Benette</td>
<td>Instructor and ESF Writing Program Director</td>
<td>Ph.D. Candidate, Cultural Foundations of Ed'n, Syracuse Univ.; M.A., Communications, Newhouse School, Syracuse University; B.A., Queen's University, Ontario</td>
<td>Composition; Technical writing; Communication; Children's literature; Fiction writing</td>
</tr>
</tbody>
</table>
### Environmental Studies Program – Visiting Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Qualifications</th>
<th>Focus Areas</th>
</tr>
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<tbody>
<tr>
<td>Bushnell, Patricia</td>
<td>Visiting Instructor</td>
<td>M.A. History, Syracuse University; B.A. History, Univ. of Rhode Island</td>
<td>American history</td>
</tr>
<tr>
<td>Dodson, Christopher</td>
<td>Visiting Instructor</td>
<td>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</td>
<td>Introduction to computing and the Internet</td>
</tr>
<tr>
<td>Gabriel, William</td>
<td>Visiting Instructor</td>
<td>Certified Professional Geologist; B.A., Geology, Syracuse University</td>
<td>Environmental geology</td>
</tr>
<tr>
<td>Keenan, Mary Ann</td>
<td>Visiting Associate Professor</td>
<td>Ph.D. Candidate (a.b.d.), Anthropology, M.S., Family Relations, Syracuse University; B.S., Human Development Education, SUNY Buffalo</td>
<td>Cultural anthropology; Food and culture</td>
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</table>

### Writing Program – Visiting Faculty

<table>
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<tr>
<th>Name</th>
<th>Title</th>
<th>Qualifications</th>
<th>Focus Areas</th>
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</thead>
<tbody>
<tr>
<td>Cleveland, Kristin</td>
<td>Visiting Instructor</td>
<td>Ph.D. Candidate, Environmental Science; M.S., Environmental Studies, SUNY ESF; B.S., Prof. &amp; Tech. Communication, R.I.T.</td>
<td>Writing and the environment; English composition</td>
</tr>
<tr>
<td>Courtwright, Carol</td>
<td>Visiting Instructor</td>
<td>M.S. Education (Urban Education), Syracuse University; B.A., Education, Hartwick College, NY</td>
<td>Writing and the environment; English composition</td>
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<tr>
<td>Dodson, Christopher</td>
<td>Visiting Instructor</td>
<td>(see above)</td>
<td>Environmental journalism</td>
</tr>
<tr>
<td>Fitzsimmons, Maureen</td>
<td>Visiting Instructor</td>
<td>M.S., English Education, Syracuse University; Bachelor of Journalism, B.A., English, Univ. Missouri</td>
<td>Writing; Diversity; Service learning; Community engagement</td>
</tr>
<tr>
<td>Hansen, Beverly</td>
<td>Visiting Instructor</td>
<td>Ph.D., M.S., Environmental Science, SUNY ESF; M.B.A., Syracuse University; B.S., Biology, Niagara University</td>
<td>Environmental Justice, Environmental Economics</td>
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<tr>
<td>Name</td>
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<td>Specializations</td>
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<tr>
<td>Hogan, Elizabeth</td>
<td>Visiting Instructor</td>
<td>M.F.A., Creative Writing (Poetry), University of Alabama; B.A., English and Textual Studies, B.A. Secondary English Education, Syracuse University</td>
<td>Writing and the environment; Critical research and writing; Teacher training; Creative writing (poetry)</td>
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<tr>
<td>McGrath, Thomas</td>
<td>Visiting Instructor</td>
<td>B.A., Performance, Oswego State University</td>
<td>Environmental communication; Environmental education; Public presentation skills</td>
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# Appendix B. Core Faculty Workload Assignments, AY 2008/09

<table>
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<tr>
<th>Name</th>
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<th>Courses/Sections</th>
<th>Research/Scholarship</th>
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<tr>
<td><strong>Assistant, Associate, and Full Professors</strong></td>
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<td>Director, Writing Program</td>
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<td>50%</td>
<td>On leave, spring</td>
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<tr>
<td>Nordenstam, B.</td>
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<td>3</td>
<td>40%</td>
<td>10%</td>
<td>12.5%</td>
<td>100%</td>
<td>Undergraduate Coordinator</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>On leave, fall &amp; spring</td>
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<tr>
<td>Senecah, S.</td>
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<td></td>
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<tr>
<td>Smardon, R.</td>
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<td>50%</td>
<td>On leave, spring</td>
</tr>
<tr>
<td>Sonnenfeld, D.</td>
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<td>20%</td>
<td>10%</td>
<td>57.5%</td>
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<td>Department Chair</td>
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<tr>
<td><strong>Research Associate</strong></td>
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<tr>
<td>Hall, M.</td>
<td>37.5%</td>
<td>3</td>
<td>45%</td>
<td>10%</td>
<td>7.5%</td>
<td>100%</td>
<td>Director, CUE; Coordinator, Minor in Urban Environmental Science</td>
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<tr>
<td><strong>Instructors (ESF Writing Program)</strong></td>
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<tr>
<td>DeBaise, J.</td>
<td>33.75%</td>
<td>3</td>
<td>5%</td>
<td>5%</td>
<td>6.25%</td>
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<td>Learning Communities; on leave, spring</td>
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<td>Jager, D.</td>
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<tr>
<td>Whitmore, B.</td>
<td>33.75%</td>
<td>3</td>
<td>5%</td>
<td>5%</td>
<td>6.25%</td>
<td>50%</td>
<td>Coordinator, Writing Center; on leave, fall</td>
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<tr>
<td><strong>Total FTEs</strong></td>
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<tr>
<td><strong>Means</strong></td>
<td>36.25%</td>
<td>22.08%</td>
<td>7.5%</td>
<td>9.17%</td>
<td>75%</td>
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Appendix C. Environmental Studies Student Awards, 2008/09

Undergraduate Students

Environmental Option Scholars

Regan Lee Deming  Biological Science Applications
Anna Louise McCarthy*  Environmental Policy
Kerin Beth Rosen*  Environmental Communication & Culture

All Others

Lynnette E. Agostini*  Vivian Ryan Sutton Scholarship
Anthony Capece*  Who’s Who Among Students in American Universities & Colleges
Hannah A. Dean-Wood  Class of ’51 Scholarship
Bradley Depuyt  Cross Memorial Scholarship
Roseann C. Dillman  Vivian Ryan Sutton Scholarship
Theresa Evans*  Who’s Who Among Students in American Universities & Colleges
ESF in the High School Scholarship
Natasha E. Finch  Bristol-Myers Squibb Award
Natalie J. Garcia  Bristol-Myers Squibb Award
Lauren M. Gibbs  Harrison H. Payne Scholarship
Amy J. Labrosa*  Bristol-Myers Squibb Award
Bristol-Myers Squibb Minority Program
Candice M. Lanette  Vivian Ryan Sutton Scholarship
Anna McCarthy*  Who’s Who Among Students in American Universities & Colleges
Vivian Ryan Sutton Scholarship
Kaylee A. Meredith  ESF in the High School Scholarship
Catherine Miles*  Who’s Who Among Students in American Universities & Colleges
Robert Powers**  Who’s Who Among Students in American Universities & Colleges
Alyssa C. Tombler  Denise M. Cerimeli Scholarship, John J. View Scholarship, Vivian Ryan Sutton Scholarship, George W. Lee ’47 Award
<table>
<thead>
<tr>
<th>Name</th>
<th>Scholarship/Merit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander W. Umstead</td>
<td>New York Lottery Scholarship</td>
</tr>
<tr>
<td>Christopher Urena**</td>
<td>Collegiate Science Technology Entry Program Scholars (CSTEP)</td>
</tr>
<tr>
<td>Amanda M. Westerdahl*</td>
<td>Bartlett Tree Foundation</td>
</tr>
<tr>
<td></td>
<td>ESF in the High School Scholarship</td>
</tr>
<tr>
<td>Katherine A. Zogby</td>
<td>Vivian Ryan Sutton Scholarship</td>
</tr>
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</table>

**Graduate Students**

<table>
<thead>
<tr>
<th>Name</th>
<th>Scholarship/Merit</th>
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<tbody>
<tr>
<td>Hyunkee Bae</td>
<td>Certificate of Accomplishment for Excellence in Scholarship &amp; Leadership</td>
</tr>
<tr>
<td>Jaewon Choi</td>
<td>Certificate of Accomplishment for Excellence in Scholarship &amp; Leadership</td>
</tr>
<tr>
<td>Sarah Darkwa*</td>
<td>Collegiate Science &amp; Technology Entry Program (CSTEP) Scholar Certificate of Accomplishment for Excellence in Scholarship &amp; Leadership</td>
</tr>
<tr>
<td>Shaika Rakshi</td>
<td>Certificate of Accomplishment for Excellence in Scholarship &amp; Leadership</td>
</tr>
<tr>
<td>Hilary Smith</td>
<td>Collegiate Science &amp; Technology Entry Program (CSTEP) Scholar</td>
</tr>
<tr>
<td>Nidhi Pasi</td>
<td>Alumni Association Memorial Scholarship</td>
</tr>
</tbody>
</table>

* Graduating
Appendix D. Faculty Publications*

MYRNA HALL

(This report was peer reviewed and substantially revised in response to reviews from 6 people, but is not “peer-reviewed” for journal publication.)

PATRICK LAWLER


“How to b a Man (Figure1)”: poem. AB OVO. Vol.1 Number 2 (Spring/Summer 2008) www.abovopoetry.com

“How to b a Man (Step 2)”: poem. AB OVO. Vol.1 Number 2 (Spring/Summer 2008) www.abovopoetry.com

“How to b a Man (Materials Needed Section)”: poem. AB OVO. Vol.1 Number 2 (Spring/Summer 2008) www.abovopoetry.com

“How to b a Man (Assembly)”: poem. AB OVO. Vol.1 Number 2 (Spring/Summer 2008) www.abovopoetry.com

“How to b a Man (Steps 4 & 5)”: poem. AB OVO. Vol.1 Number 2 (Spring/Summer 2008) www.abovopoetry.com


* Peer-reviewed, scholarly and creative works published and in press.
“X = X Section 1” : poem. THE BITTER OLEANDER. Vol. 15 Number 1 (Spring 2009): 64.


JACK MANNO


SHARON MORAN

BRENDA NORDENSTAM


RICHARD SMARDON


DAVID SONNENFELD


Appendix E. Other Faculty Publications and Outreach Materials

Myrna Hall


“Transdisciplinary Approaches to Understand and Manage Spreading Impervious Surface Areas, Part I: Assessing the Causes of Sprawl,” Syracuse Center of Excellence 2008 Symposium (poster), September, 2008. (Karla Hyde, Myrna H. Hall, Bongghi Hong, Lori Li Luo, Giorgos Mountrakis, Peter M. Groffman, Seth J. Myers, Karin E. Limburg)

“Transdisciplinary Approaches to Understand and Manage Spreading Impervious Surface Areas, Part II: Modeling the Impacts on Streamflow and Water Quality,” Syracuse Center of Excellence 2008 Symposium (poster), September, 2008. (Bongghi Hong, Karla Hyde, Myrna H. Hall, Peter M. Groffman, Vicky Kelly, Lori Li Luo, Giorgos Mountrakis, Karin E. Limburg)

Mark Meisner


Susan Senecah

Invited review panelist, National Oceanic and Atmospheric Administration Evaluation Initiative. (one of 7 members of a national external review panel that conducted the inaugural evaluations of NOAA’s Coastal Services Center, and NOAA’s 27 Coastal Training Programs. The panel’s report is playing a significant role in Congressional budget reviews and programmatic improvements), September 2008.

Invited peer reviewer of proposals for funding via the Cooperative Institute for Coastal and Estuarine Environmental Technology (CICEET) for projects in Knowledge Dissemination, April 2009.

Invited panelist, Quality and Impact Initiative (One of seven members of an external, international panel that evaluated 14 social science programs), Swedish University of Agricultural Sciences (SLU) in Uppsala, Sweden, May 2009

Richard Smardon

“Onondaga Creek Revitalization Planning Process” as part of NUFER meeting at Boston College, February 9-10, 2009.

“Sustaining the Worlds Wetlands” at NYS Wetlands Forum meeting in Poughkeepsie, NY, April 7, 2009.
Appendix F. Presentations by ES Faculty at Professional Meetings

Janine DeBaise

"The Virtues of the Virtual: Using Blogs to Communicate Place across Space"

*Association for the Study of Literature and the Environment (ASLE)*
Victoria, British Columbia, June 2009

"Snake Dreams"

*Society for Literature, Science, and the Arts (SLSA)*
Charlotte, North Carolina, November 2008

Myrna Hall

“A Comparison of Five Land Use / Land Cover Classifications in the New York City Watershed and Their Implications for Managing Future Water Quality,”

*Keynote address, 7th Annual New York State Remote Sensing Symposium*
Syracuse, NY, May 19, 2008.

“Nutrient Loading, Agriculture, Forest Cover and Impervious Surfaces Now and in the Future: How Long Can Filtration Be Avoided in the New York City Watershed?”

*NY City Watershed Stakeholders Symposium*

“Land Use Change 1975 – 2007, documented from space and public databases,”

*NY City Watershed Stakeholders Symposium*

“Five Estimates of Future Development Growth in the NY City West of Hudson Watershed and Their Implications for Water Quality,”

*New York City Watershed Science and Technology Symposium*
West Point, NY, September 2008.

“Estimates of future development growth in WOH watershed and the implication for water quality,”

*Delaware County Scientific Support Group*

“Transdisciplinary Approaches to Understand and Manage Spreading Impervious Surface Areas, Part I: Assessing the Causes of Sprawl”

*Syracuse Center of Excellence 2008 Symposium*
Syracuse, NY, September, 2008 (poster)
Karla Hyde, Myrna H. Hall, Bongghi Hong, Lori Li Luo, Giorgos Mountrakis, Peter M. Groffman, Seth J. Myers, Karin E. Limburg.

“Transdisciplinary Approaches to Understand and Manage Spreading Impervious Surface Areas, Part II: Modeling the Impacts on Streamflow and Water Quality,”

*Syracuse Center of Excellence 2008 Symposium*
Syracuse, NY, September, 2008 (poster)
Bongghi Hong, Karla Hyde, Myrna H. Hall, Peter M. Groffman, Vicky Kelly, Lori Li Luo, Giorgos Mountrakis, Karin E. Limburg.

“Nutrient Loading, Agriculture, Forest Cover and Impervious Surfaces Now and in the Future: How Long Can Filtration Be Avoided in the New York City Watershed?”
New York State GIS Conference  
Syracuse, NY, October, 2008.

Jack Manno

“Non-governmental approaches to environmental mobilization: lessons from around the world,”  
Discussant, Panel  
*International Studies Association*  
New York, NY, 2009

“Ecological Integrity and the Great Lakes Water Quality Agreement: Conceptual History, Implementation and Future,”  
*Global Ecological Integrity Group*  
Humboldt University, Berlin, 2008

“The Ecosystem Approach and the Great Lakes Water Quality Agreement: Where to Now?”  
*International Association for Great Lakes Research Conference*  
Trent University, Peterborough, Ontario, Canada, 2008  
with Gail Krantzberg.

Mark Meisner

“Media Lessons from the Environmental Movement,”  
United Nations Office on Drugs and Crime and the World Bank's Communication for Governance & Accountability Program, Vienna International Centre (United Nations Headquarters)  
*Using Communication Approaches and Techniques to Support Anti-Corruption Efforts*  
Vienna, Austria, 2008  
Invited lead presentation

Sharon Moran

“New Currents in Water Governance,”  
*International Conference on Water Scarcity, Global Changes, and Groundwater Management Responses*  
Irvine, CA, December 2, 2008.

Brenda Nordenstam

"Oil and Gas Development in Trinidad: A Survey of Factors Influencing Environmental Attitudes Within Three Rural Wetland Communities"  
*Rural Sociological Society*  
with Baptiste, A. K. and Smardon, R.

"Community Perceptions of Fishing, Pollution, and Environmental Risk: Case Study of Fosu Lagoon, Ghana"  
*Rural Sociological Society*  
Manchester, New Hampshire, July 28, 2008  
with Darkwa, S.

Susan Senecah

“The Conference on Communication and Environment: the next decade”  
*10th Anniversary Conference on Communication and Environment*  
Southern Maine University, Portland, MA, June 2008
Richard Smardon

“Sustaining the Worlds Wetlands”
6th Taipei International Digital Earth Symposium
Chinese Culture University, May 16, 2008
(Tsai-Ming Lee Ph.D. host and former Ph.D. student)

“Urban Recreation Park Sustainability in an Asian Context”
8th International Conference of Sports and Leisure
National Taiwan University, Keynote speech, May 17, 2008
(Ching Li, Ph.D. host and former Ph.D. student)

“Onondaga Creek Revitalization Planning Process”
NUFER meeting
Boston College, February 9-10, 2009

David Sonnenfeld

"Public-Private Partnerships in Sustainability: Life-cycle Perspectives,"
Keynote Talk
International Conference on “Public-Private Partnership in Development”
University of Malaya, Kuala Lumpur, Malaysia, January 2009
Appendix G. Public and Professional Presentations by ES Faculty

Janine DeBaise
Syracuse Poster Project: a collaboration between poets and artists, Sponsored by the Downtown Committee of Syracuse, April 2009

Myrna Hall
New York State GIS Conference, Syracuse, NY. Organized and moderated conference session for graduate student presentations. Edited abstracts for 6 ESF graduate students to submit for consideration to be included in conference oral presentation program, October, 2008.

Patrick Lawler
Women and Children First Book Store—Chicago
Roosevelt University—Chicago
Diode Poetry Reading—Chicago
Gist Street Poetry Reading—Pittsburgh
Gettysburgh College—Gettysburgh, PA
LeMoyne College—Syracuse
Sterling Nature Center—Sterling, NY

Jack Manno

*Great Lakes Modeling and Decision-making,* GPES Water and Water Resources Seminar, Fall 2008

Two lectures *Introduction to Sustainable Development,* and *Natural Capitalism* at the SU Whitman School of Business course on Business and Sustainability, Spring 2009

Mark Meisner
Invited panel presentation “The Fastest Food of All,” Syracuse University, School of Architecture, *fast:slow food; a casual conversation,* 2009.


Susan Senecah

Quality and Impact Initiative. I was invited to be one of seven members of an external, international panel that evaluated 14 social science programs (including the Environmental Communication Unit) at the Swedish University of Agricultural Sciences (SLU) in Uppsala, Sweden. SLU has received a significant amount of new government funding and this evaluation is helping determine programmatic direction and funding allocation, May 2009.

Invited peer reviewer of proposals for funding via the Cooperative Institute for Coastal and Estuarine Environmental Technology (CICEET) for projects in Knowledge Dissemination, April 2009.

National Oceanic and Atmospheric Administration Evaluation Initiative. After being nominated, vetted, and invited, I participated as one of 7 members of a national external review panel that conducted the inaugural evaluations of NOAA’s Coastal Services Center, and NOAA’s 27 Coastal Training Programs. The panel’s report is playing a significant role in Congressional budget reviews and programmatic improvements, Sept., 2008.


Great Lakes Regional Managers Annual Meeting, Amherst, NY, Jan., 2009.


Richard Smardon

SUNY-ESF reunion at National Taiwan University, May 17th, 2008

“Sustaining the Worlds Wetlands” talk at Ming Dou University, May 21st 2008
(Ms. Fanny Chen host- former student of Ching Li)

"Sustaining the Worlds Wetlands” Talk at Dayea University, May 22nd, 2008
(Mr. Fang host)

“Sustaining the Worlds Wetlands” at NYS Wetlands Forum meeting in Poughkeepsie, NY, April 7th, 2009.

David Sonnenfeld

Course Lecture, “Emerging Forms of Governance,” EPGB6323, Politics, Development, and Governance, Department of Administrative Studies and Politics, University of Malaya, January

Course Lecture, "Social Theory of the Environment," Wageningen University, the Netherlands, March

Invited Talk, "US Environmental Policy in the Early Days of the Obama Administration," Environmental Policy Group, Wageningen University, Netherlands, March

Course Lecture, "Ecological Modernization Theory". FOR 312, Sociology of Natural Resources, SUNY-ESF

Invited Talk, "Varieties of Ecological Modernization," Dept. of Human Ecology, Rutgers University, New Brunswick, New Jersey, April

Invited Talk, "Varieties of Ecological Modernization," Dept. of Development Sociology, Cornell University, April

Discussant, Student Paper Presentations, DSOC/ NRES 6940, "Tomorrow's Nature: Critiques and Constructions of Market Logic in Environmental Governance", Dept. of Development Sociology, Cornell University, April
Appendix H. Environmental Studies Faculty Citation Counts

July 2009

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*The h index is based on the highest number of papers included that have had at least the same number of citations. The h index was developed by J.E. Hirsch. Hirsch defines the h index as follows:

A scientist has index h if h of his/her Np papers have at least h citations each, and the other (Np h) papers have no more than h citations each.

15 By Assistant Librarian Linda Galloway, based on a search of Scopus ("the world's largest abstract and citation database"), July 8, 2009
Appendix I. 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 2008, for $274,914 Myrna Hall, P.I. (SUNY ESF) in conjunction with the Yale School of Forestry, Global Institute for Sustainable Forestry. SUNY Research Portion $225,000. (Other ESF investigators: Rene Germain and Charles Hall)

“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 ($78,576).

“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 ($36,574).

APPLICATIONS SUBMITTED


“More Kids in the Woods,” David Nowak (PI), with Baltimore Woods Nature Center and Syracuse City Parks and Recreation. $10,000/year (ESF portion) would have funded two summer internships for ESF urban minor students. Rejected.

Patrick Lawler

APPLICATIONS SUBMITTED

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Guggenheim</td>
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</table>
Jack Manno

CURRENT & NEW AWARDS


Continuation and completion of, “Cultivating a Bi-National Management and Accountability Structure of the Great Lakes Basin Ecosystem.”$140,000 ($30,760 to ESF), Joyce Foundation (sub-contract from McMaster University to ESF, 2006 – Nov. 2008)), PI, Gail Krantzberg, Centre for Engineering and Society, McMaster University, Co-PI, Manno.

APPLICATIONS SUBMITTED


Sharon Moran

CURRENT & NEW AWARDS

SUNY – ESF, Department of Environmental Students, Support for Summer Graduate Student Research, Sustainability Indicators, awarded $2,000, April 2009.

SUNY and UUP, Dr. Nuala McGann Drescher Faculty Fellowship, one semester research and travel support, awarded October 2008 for Spring 2009.


APPLICATIONS SUBMITTED

U.S. EPA, Green Infrastructure for Sustainable Older Cities: A Community Based Research (CBR) Approach to Ecological Engineering Options, Dr. S. Moran, PI, and Drs. Margaret Bryant and Stewart Diemont, co-PIs, submitted July 2008, $531,000.

Brenda Nordenstam

CURRENT & NEW AWARDS

“Community Perceptions of Wastewater Reuse”, Environmental Studies, Summer Graduate Student, $3000, Summer 2009

APPLICATIONS SUBMITTED

“Sustaining Wilderness in the Northern Forest: Advanced Decision-Support Tools for Protected Areas Management” submitted in response to the North-eastern States Research Cooperative (NSRC) 2009 Request for Proposals -- accepted for further competition in Theme Four, Biodiversity and Protected Area Management. PI is Colin Beier

Richard Smardon

CURRENT & NEW AWARDS

“Water Quality monitoring of the Harbor Brook Treatment Wetland” as part of CNY Watersheds Project. Submitted to USEPA. Proposed Start date July 1, 2005, $125,000 -plus additional $125,000 proposed for fiscal 2006-2007 (continued) and then no cost extension until fall 2009. Smardon, R.C. with T. A. Endreny, T. M. Hassett and S, Sage.

“Onondaga Creek Subbasin Revitalization Plan.” Submitted with OLMC to Onondaga Lake Partnership, Sept. 2004 for $48,750 (funded) Sept. 2004 to May 2006 – additional $5000 added (finished) but continuing to act as facilitator for plan implementation

APPLICATIONS SUBMITTED


“Otimizing and Valuing the Mix of Tree Species for northeastern Urban Areas for Multiple Environmental benefits,” NUFAC Innovation Challenge Grant, $185,224. Smardon, R.C., D. J. Nowak, and AP Drew. 2009. (not funded).


David Sonnenfeld

CURRENT & NEW AWARDS

"Northeast Ethics Education Partnership", submitted to the National Science Foundation (with Dianne Quigley and Phil Brown), $397,019. Rejected.
Appendix J. Additional Faculty Service and Outreach Activities*

Janine DeBaise

Peer Reviewer, The Brock Review
Member, Diversity Caucus, Association for the Study of Literature and the Environment
Member, ESF Writing Program Council
Member, Peer Review Committee – Dawnelle Jager

Myrna Hall

Peer Reviewer, Environmental Management
Peer Reviewer, Environmental Modeling and Software
Reviewer, ESF SEED Grant Competition
Director, ESF Center for the Urban Environment
Coordinator, ESF Minor in Urban Environmental Science
Member, ESF Faculty Governance Committee on Public Service and Outreach
Member, ESF Council for Geospatial Modeling and Analysis
Mentor, ESF USDA Scholars
Member, ES By-Laws Review Committee
Member, ES Graduate Studies Committee
Affiliate Faculty, ESF in the High School

Dawnelle Jager

Member, ESF Faculty Governance Committee on Instruction
Chair, Instructional Quality Subcommittee
Member, ESF General Education Assessment Committee
Hearing Officer, ESF Academic Integrity Board.
Member, ESF Writing Program Council
Volunteer, ESF booth, New York State Fair
Participant, ESF Team, Chase Corporate Challenge Community event

Patrick Lawler

Supervisor, ESF in the High School writing programs (hiring, mentoring, curriculum development)
Chair, Peer Review Committee – Dawnelle Jager

* See also service and outreach activities listed in Section 3 of this report
Member, ES Undergraduate Studies Committee
Member, Peer Review Committee – Jack Manno
Member, Peer Review Committee – Mark Meisner
Member, Peer Review Committee – Sharon Moran

**Jack Manno**

Peer Reviewer, *Landscape Ecology*
Peer Reviewer, *Local Environment*
Peer Reviewer, *Global Environmental Politics*

Member, Central NY Native American Studies Consortium
Participating Faculty, Program for the Advancement of Research on Conflict and Collaboration, Syracuse University
Participating Faculty, Native Studies Program, Syracuse University
SU/ESF University Sustainability Action Coalition, Sub-committee on Curriculum
Co-Coordinator, SU/ESF Faculty/Student Sustainability Leadership Seminar
Advisory Board, ESF Center for Native Peoples and the Environment
Member, ESF Provost's committee on honorary degrees and graduation speakers
Coordinator, Environmental Policy Option, BS Environmental Studies program
Chair, ES Bylaws Review Committee
Member, ES Graduate Studies Committee
Member, ES Undergraduate Studies Committee

**Mark Meisner**

Contributing Editor, *Alternatives Journal*
Peer Reviewer, *Public Understanding of Science*
Peer Reviewer, *Applied Environmental Education and Communication*
Peer Reviewer, *Environmental Communication*
Peer Reviewer, Sage Publications (book ms.)
Coordinator, Environmental Communication and Culture Option, BS Environmental Studies program
Member, ES Undergraduate Studies Committee
Member, Search Committee, Donlon Visiting Professor, Dept. of Environmental Studies

**Sharon Moran**

Grant Proposal Reviewer, National Science Foundation Directorate of Social, Behavioral, & Economic Sciences, Division of Behavioral and Cognitive Sciences, Geography and Spatial...
Sciences Program
Grant Proposal Reviewer, Great Lakes Research Consortium Small Grants Program
Editorial Manuscript Reviewer, Routledge
Grant Proposal Reviewer, ESF McIntire Stennis Program
Member, ESF Faculty Governance Committee on Research
Advisory Board, ESF Center for Native Americans and the Environment
Member, ESF Honors Committee
Member, ESF Safety Committee

Brenda Nordenstam
Affiliate Faculty, Center for Environmental Policy & Administration, Syracuse University
Affiliate Faculty, Program on the Analysis & Resolution of Conflict, Syracuse University
Consultant, Citizen Survey on Green Infrastructure, Onondaga Creek Partnership
Campus liaison, tobacco health promotion program, Onondaga County Health Department
Reviewer, ESF McIntire-Stennis Cooperative Forestry Research Program
Co-Coordinator, Environmental Systems & Risk Management (ESRM) area of study, ESF Graduate Program in Environmental Science (GPES)
Advisory Committee, ESF Urban Environmental Science Minor
Member, ESF Public Safety Committee
Undergraduate Studies Coordinator, Dept. of Environmental Studies
Member, ES Graduate Studies Committee
Chair, Peer Review Committee – Sharon Moran
Chair, Faculty Mentoring Committee – Myrna Hall
Member, Peer Review Committee – Jack Manno
Member, Peer Review Committee – Mark Meisner

Susan Senecah
Representative, Coastal Resources Division, New York Department of State Training Committee
Chair, Peer Review Committee – Mark Meisner
Member, Peer Review Committee – Jack Manno
Member, Peer Review Committee – Sharon Moran
Richard Smardon
Member, Greenhouse Gas Advisory Committee, Onondaga County Resource and Recovery Agency; Chair of the Outreach Subcommittee
Acting Graduate Studies Coordinator, Dept. of Environmental Studies (spring)
Chair, Peer Review Committee – Jack Manno
Member, Peer Review Committee – Mark Meisner
Member, Peer Review Committee – Sharon Moran

David Sonnenfeld
Peer Reviewer, Environment and Planning C
Peer Reviewer, Local Environment
Peer Reviewer, Nature + Culture
Peer Reviewer, Social Problems
Peer Reviewer, Society and Natural Resources
Reviewer, Island Press (book proposal)
Reviewer, Springer-Verlag (book proposal)
Member, ESF Promotion & Tenure Criteria Review Committee
Acting Graduate Studies Coordinator, Dept. of Environmental Studies (fall)

Benette Whitmore
Member, ESF/SU Service Learning Advisory Council
Editor, Researching & Writing a Scientific Paper, a resource guide to be used by area high school students and teachers
Member, ESF Promotion & Tenure Criteria Review Committee
Member, ESF Library Director Search Committee
Faculty Advisor, Environmental Studies Student Organization (ESSO)
Member, Environmental Communication & Culture option area, BS Environmental Studies program (overload)
Member, ES Undergraduate Studies Committee (overload)
Member, Writing Program Council
Member, Peer Review Committee – Dawnelle Jager
Appendix K. Faculty Service Activities at ESF

Faculty Governance Committees

- Committee on Instruction: D. Jager
  - General Education Subcommittee: D. Jager
  - Instructional Quality, COI Subcommittee: D. Jager (chair)
- Committee on Public Service & Outreach: M. Hall
- Committee on Research: S. Moran (at-large position)

Undergraduate Programs

- Academic Integrity Board: D. Jager (hearing officer)
- Center for the Urban Environment: M. Hall, Director
  - Undergraduate Minor in Urban Environmental Science: M. Hall, Coordinator
- Learning Community Advisory Board: J. DeBaise
- Student-to-Student Mentoring Program: J. DeBaise
- Undergraduate Honors Program Advisory Committee: S. Moran

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
- ESF in the High Schools: P. Lawler, C. Courtwright
- Professional Development Awards Committee: J. DeBaise
- Safety Committee: S. Moran, B. Nordenstam
- Search Committee, position of Coordinator of Experiential Learning: J. DeBaise
- Summer Reading Committee, J. DeBaise (chair)
- Urban Environmental Science Advisory Committee: B. Nordenstam, R. Smardon
- Women's Caucus: J. DeBaise
- Writing Program Director: P. Lawler
## Appendix L. Top Departmental Website Page Views

April 27, 2008 to April 26, 2009

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<td>ES grad pgms overview</td>
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<td>ES faculty directory</td>
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<td>Faculty homepage</td>
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Appendix M. Dissertations, Theses, Projects Completed

Ph.D. Dissertations


Wu, Guihan. “A Case Study on Applying Subsurface Flow Constructed Wetlands to treat Combined Sewer Overflows” (GPES, Smardon, Moran).

Masters Theses


MPS Projects


Hornyak, DeAnna. “A Semester Spent examining Clean Energy and other Climate Change Mitigation Strategies at ICLEI,” (Senecah, Smardon).

Pierce, Kimberly. “Sustainability in Onondaga County: A semester with the Environmental Sustainability Advisory Committee,” (GPES, Moran).

Rock-Blake, Sally. “Bloody Brook: Groundwork for aiding a community at risk,” (Senecah, Lawler).

Schwabenbauer, Brian. “My Experience at Environmental Design and Research at ESF: A look at the value of pursuing a career and an MPS degree simultaneously,” (Senecah, Smardon).
## Appendix N. Peer Departments

(Working list)

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<tr>
<th>Unit</th>
<th>Institution</th>
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<td>Div. of Liberal Arts &amp; International Studies</td>
<td>Colorado School of Mines*</td>
<td>BS, MIPER</td>
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<tr>
<td>Dept. of Natural Resources**</td>
<td>Cornell University</td>
<td>BS, MS, MPS, PhD</td>
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<tr>
<td>Social Sciences Dept.</td>
<td>Michigan Technological University*</td>
<td>BA, BS, MS Env Policy</td>
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<tr>
<td>Dept. of Chemistry and Environmental Science</td>
<td>New Jersey Institute of Technology*</td>
<td>BS, MS, PhD</td>
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<td>Dept. of Human Ecology</td>
<td>Rutgers University</td>
<td>BS, PhD</td>
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<tr>
<td>Environmental Studies Dept.</td>
<td>University California at Santa Cruz</td>
<td>BA, PhD</td>
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<tr>
<td>Dept. of Geography and Environmental Systems **</td>
<td>University of Maryland – Baltimore County*</td>
<td>BA, MS, PhD</td>
</tr>
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<td>Rubenstein School of Environment and Natural Resources**</td>
<td>University Vermont’</td>
<td>BA, BS, MS, PhD</td>
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<tr>
<td>Dept. of Public and Environmental Affairs</td>
<td>University of Wisconsin at Green Bay</td>
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<td>School of Environmental and Natural Resources **</td>
<td>University of Wyoming*</td>
<td>BS, MS, PhD</td>
</tr>
<tr>
<td>Dept. of Environment and Society **</td>
<td>Utah State University*</td>
<td>BS, MA, MS, PhD</td>
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<td>Dept. of Environmental Studies</td>
<td>Western Washington University</td>
<td>BA, MS, MEd</td>
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<tr>
<td>Faculty of Environmental Studies **</td>
<td>York University</td>
<td>BES, MES, PhD</td>
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</table>

* Carnegie peer institution to ESF  
** Programatically most like ESF’s Dept. of Environmental Studies (BS, MS, MPS, PhD)
Appendix O. Learning Outcome Assessment Report (BS Environmental Studies)


LEARNING OUTCOMES

6. Critical Thinking: demonstrate critical thinking skills in relation to environmental affairs.

7. Communication: demonstrate knowledge and application of communication skills and the ability to write effectively in a variety of contexts.

8. Interdisciplinary Synthesis: demonstrate an ability to integrate the many disciplines and fields that intersect with environmental concerns.

9. Ecological Literacy: demonstrate an awareness, knowledge, and appreciation of the intrinsic values of ecological processes and communities.

10. Sustainability: demonstrate an integrative approach to environmental issues with a focus on sustainability.

METHODOLOGIES

1. Portfolio: Includes writing samples collected over students’ four years. One writing sample collected each year. It should have evidence of revision, research, and include a reflective statement (senior year) from each student. We will sample from 20% of the class. For each selected course, a representative assignment, exam, or writing sample will be collected. Where possible, the sample will be in electronic format.

2. Student Interviews: We will conduct exit interviews with 20% of the graduating class. Following evaluation of Year 1 interviews, we will begin developing an online survey questionnaire format for use in this process.

3. Review: In addition to internal review, we will utilize external reviewers to assess how well students are learning the five Learning Outcomes as evidenced by the material collected in student portfolios. The reviewers will establish baseline (the percentage of agreement on the assignments that are scored using the rubrics) during a norming session. Thereafter, reviewers will check their percentage of agreement periodically to ascertain if there is consistency in their scoring. Utilizing a four year cycle of implementation, we anticipate recruiting three reviewers for one half-day of work per year.

Learning Outcomes Matrix

The Environmental Studies Student Learning Outcomes Plan is shown in Table 1a. It outlines our assessment measures and processes established to determine the degree to which students have mastered each of our five key learning objectives. Using a four year cycle of assessment implementation, we will collect data (e.g., writing samples, portfolios, exit interviews) that relate to each learning objective from students enrolled in each of the listed courses. Table 1b provides an inventory that aligns student learning outcomes with each selected course listed in Table 1a. As assessment progresses for each course, strength of alignment will also be measured and adjustments made accordingly.
Data Collected

During the development of the final ES Student Learning Outcomes in Fall 2008, an iterative process was utilized to review and refine program goals, curriculum, and student outcomes. This qualitative process resulted in the actions noted below under Actions Taken. Quantitative analysis examined data gathered to meet previous assessment purposes. These past assessment instruments were developed and used to assess other aspects of the ES program (Table 2). Because the key student learning outcomes were finalized and approved at the end of the 2008 semester, data has not been collected that is designed to assess student achievement across these five key student learning outcomes. However, the ES Undergraduate Alumni Survey does provide data related to the third learning outcome, Interdisciplinary Synthesis: demonstrate an ability to integrate the many disciplines and fields that intersect with environmental concerns. One question in this survey asked respondents if the ES curriculum provided an opportunity to integrate social and natural sciences. Respondents rated the ES Program close to “more than adequately” in its ability to provide this opportunity for students (Table 3).

Actions Taken

Development of the Environmental Studies Student Learning Outcomes began in Spring 2008. An initial rough draft of the ES Student Learning Outcomes was completed in June 2008. In Fall 2008, the Undergraduate Environmental Studies Committee set out to revise and refine the draft version and finalized their key student learning outcomes in November, 2008. This set of key learning outcomes was presented to the entire faculty for approval in December 2008. Following approval of the final version of the ES student learning outcomes, a rubric will be developed for use by the External Reviewers in assessing each learning outcome. Data from these reviews will be collected to illustrate and compare student achievement in meeting target levels over time for each student learning outcome. The ES Undergraduate Committee will make recommendations based on this data.

SENIOR SEMINAR EXPERIENCE

During the process of the development of the Student Learning Outcomes in 2008, it was determined that a Senior Seminar Experience Course for Environmental Studies students was needed to fully achieve the key student learning outcomes. Consequently, this new course was approved by the Undergraduate Committee. This course is designed to enable students to reflect on their work as Environmental Studies students and to demonstrate their level of success in achieving Environmental Studies Student Learning Outcomes. This new course was approval by the ES faculty in December 2008, and the course proposal was approved by the ESF Committee on Instruction in March 2009. A rubric will be developed for use in this course to assess key student learning outcomes. Data will be collected to illustrate and compare student achievement in meeting target levels over time for each student learning outcome. The ES Undergraduate Committee will make recommendations based on this data.

Assessment Implementation Plan

The assessment plan will be implemented in stages using an iterative systematic assessment cycle allowing us to clearly establish that our assessment methods are appropriate for each student learning outcome, to refine our criteria for determining the level of performance that meets standards for success, and to make adjustments in our program addressing issues identified in the findings in a systematic and progressive fashion. Rubrics will be used as part of the evaluation process. A four point rubric scale indicating that the student is Exceeding, Meeting, Approaching, or Not Meeting assessment criteria will be established for each of the five student learning outcomes. Each rubric will set forth learning outcome sub-category classifications and criteria at four rating scale levels:
4 points = Exceeding
3 points = Meeting
2 points = Approaching
1 point = Not Meeting

The Writing Program, which is an integral part of Environmental Studies, will serve as our model for development of each rubric for each of the five student learning outcomes. The Writing Program has 19 years of assessment experience in implementing various approaches, evaluating results, and modifying their courses or program when appropriate, see: http://www.esf.edu/writingprogram/assesscampus.htm.

For Year One, EST 132 and CLL 290 will be evaluated to assess how well students are learning Outcome 1: Critical Thinking and Outcome 2: Communication. A faculty consensus approach will be used to establish baseline standards and target levels for Year One. It is likely that Year One target levels for success will be set requiring 70% of students to score 3 and above for each measured learning outcome. Following Year One, target percentages for each learning outcome will be revaluated as results from each stage of assessment are utilized to calibrate our expectations for success for each of the measured student learning outcomes. Once fully implemented, the anticipated results of the yearly assessment will enable determination of which learning outcome objectives have been achieved and thus make it possible to identify areas that need to be addressed in order to improve learning.
<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
<th>Where Addressed: Courses that ensure that all students have the opportunity to learn this.</th>
<th>Assessment: How we will assess how well students are learning this.</th>
<th>Data Collection Plan: How often and when we expect to begin collecting this data.</th>
<th>Data Collected: Information collected to date.</th>
<th>Actions Taken: Actions taken as a result of this Assessment</th>
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<tbody>
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<td>1) Critical Thinking: demonstrate critical thinking skills in relation to environmental affairs</td>
<td>EST 132, EFB 120, EST 245, CLL 290, EST 321, EST 361, EST 494</td>
<td>Over next 4 years: Portfolio Interview Internal review External review (four year cycle)</td>
<td>1/year over 4 year cycle: Yr 1: EST 132, CLL 290 Yr 2: EFB 120, EST 245, Yr 3: EST 321, EST 361 Yr 4: EST 494</td>
<td>Review of ES curriculum</td>
<td>Approved EST 494 Senior Seminar in Environmental Studies</td>
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<tr>
<td>2) Communication: demonstrate knowledge and application of communication skills and the ability to write effectively in a variety of contexts.</td>
<td>EST 132, EFB 120, EST 245, CLL 290, EST 321, EST 361, EST 494</td>
<td>Over next 4 years: Portfolio Interview Internal review External review (four year cycle)</td>
<td>1/year over 4 year cycle: Yr 1: EST 132, CLL 290 Yr 2: EFB 120, EST 245, Yr 3: EST 321, EST 361 Yr 4: EST 494</td>
<td>Review of ES curriculum</td>
<td>Approved EST 494 Senior Seminar in Environmental Studies</td>
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<tr>
<td>3) Interdisciplinary Synthesis: demonstrate an ability to integrate the many disciplines and fields that intersect with environmental concerns.</td>
<td>EST 132, EFB 120, EST 245, CLL 290, EST 321, EST 361, EST 494</td>
<td>Over next 4 years: Portfolio Interview Internal review External review (four year cycle)</td>
<td>1/year over 4 year cycle: Yr 1: EST 132, CLL 290 Yr 2: EFB 120, EST 245, Yr 3: EST 321, EST 361 Yr 4: EST 494</td>
<td>Review of ES curriculum; Undergraduate Alumni Survey</td>
<td>Approved EST 494 Senior Seminar in Environmental Studies</td>
</tr>
<tr>
<td>4) Ecological Literacy: demonstrate an awareness, knowledge, and appreciation of the intrinsic values of ecological processes and communities.</td>
<td>EST 132, EFB 120, EST 245, CLL 290, EST 321, EST 361, EST 494</td>
<td>Over next 4 years: Portfolio Interview Internal review External review (four year cycle)</td>
<td>1/year over 4 year cycle: Yr 1: EST 132, CLL 290 Yr 2: EFB 120, EST 245, Yr 3: EST 321, EST 361 Yr 4: EST 494</td>
<td>Review of ES curriculum</td>
<td>Approved EST 494 Senior Seminar in Environmental Studies</td>
</tr>
<tr>
<td>5) Sustainability: demonstrate an integrative approach to</td>
<td>EST 132, EFB 120, EST 245, CLL 290</td>
<td>Over next 4 years: Portfolio Interview</td>
<td>1/year over 4 year cycle: Yr 1: EST 132, CLL 290</td>
<td>Review of ES curriculum</td>
<td>Approved EST 494 Senior Seminar in Environmental Studies</td>
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environmental issues with a focus on sustainability.

<table>
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<th>Interdisciplinary Synthesis</th>
<th>Ecological Literacy</th>
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<tbody>
<tr>
<td>CLL 290</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>EFB 120</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>EST 132</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>EST 245</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>EST 321</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>EST 361</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>EST 495</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Table 1b. ES Undergraduate Learning Outcomes Curriculum Matrix

### Table 2. Environmental Studies Assessment Instruments

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Evidence Collected by</th>
<th>Data Analysis Format</th>
<th>Disseminated</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES Undergraduate Alumni Survey</td>
<td>Environmental Studies</td>
<td>Student ratings</td>
<td>ES faculty meeting</td>
<td>External review; Revision of ES undergraduate curriculum</td>
</tr>
<tr>
<td>ES Online Undergraduate Survey</td>
<td>Environmental Studies</td>
<td>Student ratings</td>
<td>ES faculty meeting</td>
<td>Revision of ES Undergraduate Handbook</td>
</tr>
<tr>
<td>ES External Review</td>
<td>Environmental Studies</td>
<td></td>
<td>ES faculty, ESF administration</td>
<td>Revision of ES Program and curriculum</td>
</tr>
</tbody>
</table>
TABLE 3. ES ALUMNI SURVEY RESULTS

3a) Respondent ratings of experiences, skills, or tools received through their academic program in relation to its importance to their career or personal development

**Question wording:** Please rate EACH of the following experiences/skills/tools in your academic program for its importance to your career and personal development. (1 = Not Important; 2 = Somewhat Important; 3 = Important; 4 = Very Important). Note: a higher score indicates a more favorable rating.

- **Importance to Career Development:**

<table>
<thead>
<tr>
<th>Environmental Studies Option Area</th>
<th>Social Sci/Policy courses</th>
<th>Natural Science courses</th>
<th>Math courses</th>
<th>Computer courses</th>
<th>Writing courses</th>
<th>Option courses</th>
<th>Advising</th>
<th>Presentations</th>
<th>Group Work</th>
<th>Case Studies</th>
<th>Student Clubs</th>
<th>Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information &amp; Technology</td>
<td>2.48</td>
<td>3.36</td>
<td>2.92</td>
<td>3.21</td>
<td>3.48</td>
<td>3.36</td>
<td>2.92</td>
<td>3.36</td>
<td>3.16</td>
<td>2.63</td>
<td>2.17</td>
<td>3.50</td>
</tr>
<tr>
<td>Land Use Planning</td>
<td>2.91</td>
<td>3.37</td>
<td>2.57</td>
<td>3.55</td>
<td>3.40</td>
<td>3.44</td>
<td>2.80</td>
<td>3.63</td>
<td>3.47</td>
<td>3.29</td>
<td>2.21</td>
<td>3.59</td>
</tr>
<tr>
<td>Biological Science Applications</td>
<td>2.70</td>
<td>3.52</td>
<td>2.58</td>
<td>3.34</td>
<td>3.52</td>
<td>3.29</td>
<td>2.80</td>
<td>3.39</td>
<td>3.19</td>
<td>2.81</td>
<td>2.48</td>
<td>3.43</td>
</tr>
<tr>
<td>Policy and Management</td>
<td>3.02</td>
<td>3.18</td>
<td>2.56</td>
<td>3.31</td>
<td>3.47</td>
<td>3.27</td>
<td>2.55</td>
<td>3.32</td>
<td>3.05</td>
<td>2.75</td>
<td>2.38</td>
<td>3.17</td>
</tr>
<tr>
<td>Communication &amp; Culture</td>
<td>3.00</td>
<td>3.50</td>
<td>3.00</td>
<td>3.00</td>
<td>3.50</td>
<td>4.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.50</td>
<td>1.00</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Combined Total</strong></td>
<td><strong>2.85</strong></td>
<td><strong>3.33</strong></td>
<td><strong>2.62</strong></td>
<td><strong>3.34</strong></td>
<td><strong>3.46</strong></td>
<td><strong>3.32</strong></td>
<td><strong>2.71</strong></td>
<td><strong>3.40</strong></td>
<td><strong>3.18</strong></td>
<td><strong>2.87</strong></td>
<td><strong>2.33</strong></td>
<td><strong>3.38</strong></td>
</tr>
</tbody>
</table>

**Results:** On average, respondents ranked **writing courses, presentations, and internships** highest in importance to their career development

- **Importance to Personal Development:**

<table>
<thead>
<tr>
<th>Environmental Studies Option Area</th>
<th>Social Sci/Policy courses</th>
<th>Natural Science courses</th>
<th>Math courses</th>
<th>Computer courses</th>
<th>Writing courses</th>
<th>Option courses</th>
<th>Advising</th>
<th>Presentations</th>
<th>Group Work</th>
<th>Case Studies</th>
<th>Student Clubs</th>
<th>Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information &amp; Technology</td>
<td>2.92</td>
<td>3.31</td>
<td>2.60</td>
<td>3.00</td>
<td>3.50</td>
<td>3.19</td>
<td>2.88</td>
<td>3.46</td>
<td>3.27</td>
<td>2.32</td>
<td>2.63</td>
<td>3.50</td>
</tr>
<tr>
<td>Land Use Planning</td>
<td>2.91</td>
<td>3.30</td>
<td>2.38</td>
<td>3.28</td>
<td>3.37</td>
<td>3.32</td>
<td>2.71</td>
<td>3.56</td>
<td>3.30</td>
<td>2.76</td>
<td>2.60</td>
<td>3.38</td>
</tr>
<tr>
<td>Biological Science Applications</td>
<td>2.92</td>
<td>3.41</td>
<td>2.44</td>
<td>3.08</td>
<td>3.48</td>
<td>3.34</td>
<td>2.79</td>
<td>3.40</td>
<td>3.18</td>
<td>2.60</td>
<td>2.85</td>
<td>3.29</td>
</tr>
<tr>
<td>Policy and Management</td>
<td>3.08</td>
<td>3.18</td>
<td>2.42</td>
<td>3.26</td>
<td>3.31</td>
<td>3.22</td>
<td>2.55</td>
<td>3.15</td>
<td>2.99</td>
<td>2.75</td>
<td>2.72</td>
<td>3.26</td>
</tr>
<tr>
<td>Communication &amp; Culture</td>
<td>3.00</td>
<td>2.50</td>
<td>3.00</td>
<td>3.00</td>
<td>4.00</td>
<td>4.00</td>
<td>3.00</td>
<td>4.00</td>
<td>3.00</td>
<td>2.50</td>
<td>2.00</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Combined Total</strong></td>
<td><strong>2.98</strong></td>
<td><strong>3.28</strong></td>
<td><strong>2.44</strong></td>
<td><strong>3.16</strong></td>
<td><strong>3.40</strong></td>
<td><strong>3.28</strong></td>
<td><strong>2.70</strong></td>
<td><strong>3.35</strong></td>
<td><strong>3.13</strong></td>
<td><strong>2.65</strong></td>
<td><strong>2.71</strong></td>
<td><strong>3.33</strong></td>
</tr>
</tbody>
</table>

**Results:** On average, respondents ranked **writing courses, presentations, and internships** highest in importance to their personal development
3b) Respondent ratings of job preparation, educational quality, curriculum and senior synthesis integration

For each question, the Option Area providing the strongest rating is highlighted in italics. Note: a lower score indicates a more favorable rating:

<table>
<thead>
<tr>
<th>Environmental Studies Option Area</th>
<th>a. How well ES educational experiences prepared you for job</th>
<th>b. How related current position is to ES degree</th>
<th>c. Overall quality of education received from ES</th>
<th>d. ES curriculum provided opportunity to integrate Social &amp; Natural Sciences</th>
<th>e. Senior synthesis provided opportunity to integrate coursework with &quot;real world&quot; issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information &amp; Technology</td>
<td>3.14</td>
<td>2.82</td>
<td>1.61</td>
<td>2.29</td>
<td>2.70</td>
</tr>
<tr>
<td>Land Use Planning</td>
<td><strong>2.65</strong></td>
<td><strong>2.05</strong></td>
<td><strong>1.56</strong></td>
<td>2.28</td>
<td>2.46</td>
</tr>
<tr>
<td>Biological Science Applications</td>
<td>3.03</td>
<td>2.30</td>
<td>1.58</td>
<td>2.14</td>
<td><strong>2.39</strong></td>
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<tr>
<td>Policy and Management</td>
<td>3.34</td>
<td>2.54</td>
<td>1.71</td>
<td>2.34</td>
<td>2.48</td>
</tr>
<tr>
<td>Communication &amp; Culture</td>
<td>3.50</td>
<td>2.50</td>
<td>2.00</td>
<td><strong>2.00</strong></td>
<td>3.50</td>
</tr>
<tr>
<td>Combined Total</td>
<td><strong>3.11</strong></td>
<td><strong>2.41</strong></td>
<td><strong>1.64</strong></td>
<td><strong>2.27</strong></td>
<td><strong>2.48</strong></td>
</tr>
</tbody>
</table>

Results: On average, respondents were most favorable about the overall quality of their education. Respondents within the Land Use Planning Option Area were most satisfied with how well ES prepared them for their current position, the relationship of their degree with their current position, and with the overall quality of education they received.

Question wording:

a. How well did your undergraduate educational experiences prepare you for your most recent or current position?
(1= Exceptionally well, 2= More than adequately, 3 = Adequately, 4 = Less than adequately, 5 = Very Poorly, 6 = Not at all)

b. How closely related is your most recent or current position to your degree in Environmental Studies?
(1 = Highly related, 2 = Moderately related, 3 = Slightly related, 4 = Not at all related)

c. Overall, how would you rate the quality of education you received from Environmental Studies?
(1 = Excellent, 2 = Good, 3 = Average, 4 = Poor, 5 = Very Poor)

d. Overall, how well did the Environmental Studies curriculum provide the opportunity for you to integrate knowledge and research from the social and natural sciences?
(1 = Exceptionally well, 2 = More than adequately, 3 = Adequately, 4 = Less than adequately, 5 = Very poorly, 6 = Not at all)

e. How well did your Senior Synthesis provide the opportunity for you to integrate your coursework with "real world" problems and research issues?
(1 = Exceptionally well, 2 = More than adequately, 3 = Adequately, 4 = Less than adequately, 5 = Very poorly, 6 = Not at all)
Learning Outcome Assessment Report (MS Environmental Studies)

The Master of Science (M.S.) in Environmental Studies is a research-oriented, advanced degree program focused on the interdisciplinary study of environmental problems and sustainability. It is brand new, having just completed its first semester. Therefore, this report is very much a work-in-progress. This Learning Outcome Assessment Report synthesizes the attached Learning Outcomes Assessment Matrix and the M.S. in Environmental Studies Graduate Handbook; it builds on the "Framework for Assessment of Graduate Student Learning Outcomes" developed in May 2008, and included in the department's 2007/08 annual report.

LEARNING OUTCOMES

1. Environmental Problems: Demonstrate a critical, interdisciplinary understanding of the social and cultural dimensions of contemporary environmental problems.

2. Sustainability: Demonstrate a critical, interdisciplinary understanding of the challenges of sustainability/sustainable development, and of the effectiveness of various environmental policy approaches for encouraging sustainability.

3. Research Skills: Demonstrate sufficient knowledge of research design and methods to conduct interdisciplinary, social-science or humanities based research on environmental affairs and/or sustainability.

4. Thematic Knowledge: Demonstrate sufficient depth of knowledge of a thematic area related to environmental affairs and/or sustainability necessary to conduct interdisciplinary, social science or humanities based research.

5. Critical and Integrative Thinking: Demonstrate skills in synthesis/integration and critical thinking necessary to conduct interdisciplinary, social science or humanities based research on environmental affairs or sustainability.

6. Communication Skills: Demonstrate ability to effectively communicate research results, both orally and through scholarly writing

METHODOLOGIES

4. Baseline, diagnostic evaluation in EST 600, "Foundations of Environmental Studies"; and EST 797, "Research Seminar".


Learning Outcomes Matrix

The M.S. in Environmental Studies Learning Outcomes Plan is shown in the accompanying table.

Data Collected

Learning outcome assessment data collected to-date for this new program include only student class portfolio materials from EST 600, "Foundations of Environmental Studies," the one course currently required for this degree.
**Recommended Actions**

As a result of initial, informal evaluation of these materials, along with this Learning Outcomes Assessment planning effort, the Department of Environmental Studies Graduate Studies Committee recommends the following actions be taken to strengthen the program:

- Change EST 626, "Concepts and Principles of Sustainable Development," to a required, rather than optional course for this degree program.
- Develop and implement a new, required course on "Social Theory of the Environment," to strengthen this aspect of the program.
- Further develop the two, required, core courses, EST 600, "Foundations of Environmental Studies", and EST 797, "Research Seminar", to more strongly meet not only course but also program objectives. An example is integration of a new unit in EST 600 focused on development of the student's Plan of Study.
### Department of Environmental Studies
#### Learning Outcome Assessment
##### Curriculum: MS in Environmental Studies

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Where Addressed in Program of Study</th>
<th>How Assessed: Goals &amp; Methodology</th>
<th>Data Collection Plan</th>
<th>Assessment Results</th>
<th>Response to Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Environmental Problems: Demonstrate a critical, interdisciplinary understanding of the social and cultural dimensions of contemporary environmental problems.</td>
<td>EST 600 (req.), EST 640, EST 650 and other courses</td>
<td>Diagnostic evaluation of knowledge of social and cultural dimensions of contemporary environmental problems in EST 600. Progressive portfolio review: plan of study; thesis proposal; thesis. Capstone presentation; oral examination and thesis defense.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: draft research proposals, EST 797; 3rd semester: final research proposals; 4th semester: capstone presentations, theses, oral examinations and thesis defenses.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600. Possible future development of a course on social theory of the environment.</td>
</tr>
<tr>
<td>2. Sustainability:</td>
<td>Demonstrate a critical, interdisciplinary of the challenges of sustainability/sustainable development, and of the effectiveness of various environmental policy approaches for encouraging sustainability.</td>
<td>Diagnostic evaluation of knowledge of challenges of and policies for sustainability/sustainable development in EST 600. Progressive portfolio review: plan of study; thesis proposal; thesis. Capstone presentation; oral examination and thesis defense.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: draft research proposals, EST 797; 3rd semester: final research proposals; 4th semester: capstone presentations, theses, oral examinations and thesis defenses.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600. Possible change of EST 626 from optional to required course for this degree.</td>
</tr>
<tr>
<td>3. Research Skills:</td>
<td>Demonstrate sufficient knowledge of research design and methods to conduct interdisciplinary, social-science or humanities based research on environmental affairs and/or sustainability.</td>
<td>Diagnostic evaluation of research design and methods knowledge in EST 600 and EST 797. Progressive portfolio review: plan of study; thesis proposal; thesis. Capstone presentation; oral examination and thesis defense.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: draft research proposals, EST 797; 3rd semester: final research proposals; 4th semester: capstone presentations, theses, oral examinations and thesis defenses.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600; further development of EST 797.</td>
</tr>
<tr>
<td>4. Thematic Knowledge:</td>
<td>Demonstrate sufficient depth of knowledge of a thematic area related to environmental affairs and/or sustainability necessary to conduct interdisciplinary, social science or humanities based research.</td>
<td>Progressive portfolio review: plan of study; thesis proposal; thesis. Capstone presentation; oral examination and thesis defense.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: draft research proposals, EST 797; 3rd semester: final research proposals; 4th semester: capstone presentations,</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600; further development of EST 797.</td>
</tr>
<tr>
<td>5. <strong>Critical and Integrative Thinking:</strong></td>
<td>EST 600 (req.); EST 797 (req.); capstone presentation; thesis</td>
<td>Diagnostic evaluation of synthesis/ integration and critical thinking skills in EST 600; presentation of research proposal in EST 797; evaluation of capstone presentation; evaluation of thesis for skills in synthesis/ integration and critical thinking.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: draft research proposals, EST 797; 3rd semester: final research proposals; 4th semester: capstone presentations, theses, oral examinations and thesis defenses.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600; further development of EST 797.</td>
</tr>
<tr>
<td>6. <strong>Communication Skills:</strong></td>
<td>EST 600 (req.); EST 797 (req.); capstone presentation; thesis</td>
<td>Diagnostic evaluation of oral and written communication skills in EST 600; 2nd semester: presentation of research proposal in EST 797; evaluation of capstone presentation; evaluation of thesis for writing competency.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: draft research proposals, EST 797; 3rd semester: final research proposals; 4th semester: capstone presentations, theses, oral examinations and thesis defenses.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600; further development of EST 797.</td>
</tr>
</tbody>
</table>
Appendix Q. Learning Outcome Assessment Report (MPS Environmental Studies)

The Master of Professional Studies (M.P.S.) in Environmental Studies is a professionally-oriented graduate degree program offering students the opportunity to develop research and technical skills, and hands-on experience in addressing contemporary environmental problems and the challenges of sustainability. It is brand new, having just completed its first semester. Therefore, this report is very much a work-in-progress. This Learning Outcome Assessment Report synthesizes the attached Learning Outcomes Assessment Matrix and the M.P.S. in Environmental Studies Graduate Handbook; it builds on the "Framework for Assessment of Graduate Student Learning Outcomes" developed in May 2008, and included in the department's 2007/08 annual report.

**LEARNING OUTCOMES**

1. **Environmental Problems:** Demonstrate a critical, interdisciplinary understanding of the social and cultural dimensions of contemporary environmental problems.

2. **Sustainability:** Demonstrate a critical, interdisciplinary understanding of the challenges of sustainability/ sustainable development, and of the effectiveness of various environmental policy approaches for encouraging sustainability.

3. **Natural Science:** Demonstrate capacity to interpret biophysical science research results as part of addressing interdisciplinary environmental problems and/or sustainability issues, and as related to formulation of environmental policy.

4. **Research/ Technical Methods Skills:** Demonstrate sufficient knowledge of research or technical methods skills necessary to apply environmental knowledge, and/or enhance stakeholder participation and understanding.

5. **Integrative Thinking and Application:** Demonstrate skills in synthesis/ integration and application of interdisciplinary perspectives in relation to suggesting next steps and appropriate actions related to environmental issues and problems, and/or sustainability issues.

6. **Communication Skills:** Demonstrate ability to effectively communicate, both orally and in writing.

**METHODOLOGIES**

7. Baseline, diagnostic evaluation (1st semester) drawing on assignments from EST 600, "Foundations of Environmental Studies"; and EST 626, "Concepts and Principles of Sustainability".

8. Follow-up evaluations (2nd semester) drawing on assignments from EST 612, "Environmental Policy and Governance"; EST 640, "Environmental Thought and Ethics"; EST 650, "Environmental Perception and Behavior"; and EST 796, Research Seminar.

9. Upon completion of the program (3rd or 4th semester): portfolio review: plan of study, synthesis project proposal, project report; evaluation of capstone presentation; steering committee interview.

**Learning Outcomes Matrix**

The M.P.S. in Environmental Studies Learning Outcomes Plan is shown in the accompanying table.
Data Collected

Learning outcome assessment data collected to-date for this new program include student class portfolio materials from EST 600, "Foundations of Environmental Studies"; and EST 626, "Concepts and Principles of Sustainable Development".

Recommended Actions

As a result of initial, informal evaluation of these materials, along with this Learning Outcomes Assessment planning effort, the Department of Environmental Studies Graduate Studies Committee recommends the following actions be taken to strengthen the program:

- Further develop EST 600, "Foundations of Environmental Studies", to more strongly meet not only course but also program objectives. An example is integration of a new unit in EST 600 focused on development of the student's Plan of Study.
- Develop and implement a new, required course on "Social Theory of the Environment," to strengthen this aspect of the program.
- Require M.P.S. in Environmental Studies students to take EST 797, "Research Seminar", as a vehicle for developing their synthesis project proposals, further develop their written and oral communication skills.
- Clarify (and/or add) a Capstone Presentation requirement for M.P.S. in Environmental Studies students – such a requirement is included in the official ESF Catalog of Courses, but is not included elsewhere.
- In addition to the Capstone Presentation, add a formal 'exit' or completion interview by the student's Steering Committee, following the Capstone Presentation. Data collected in this interview would be used for evaluating both student and program.
Department of Environmental Studies

Learning Outcome Assessment

Curriculum: MPS in Environmental Studies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students have attained upon the completion of this Master's program?</td>
<td>Through what courses and other programmatic activities/deliverables will students have the opportunity to meet these programmatic learning objectives?</td>
<td>How will we assess how well this program is doing in helping students achieve the stated learning outcome?</td>
<td>How often and when do we expect to begin collecting this information?</td>
<td>What student learning outcome data have been collected to date?</td>
<td>What actions have or may be taken as a result of learning outcome assessment efforts to strengthen this program?</td>
</tr>
<tr>
<td>1. Environmental Problems: Demonstrate a critical, interdisciplinary understanding of the social and cultural dimensions of contemporary environmental problems.</td>
<td>EST 600 (req.), EST 640 (req.), EST 650 (req.), EST 797 (req.) and other courses</td>
<td>Diagnostic evaluation of knowledge of social and cultural dimensions of contemporary environmental problems in EST 600. Follow-up evaluations in EST 640 and EST 650. Progressive portfolio review: plan of study; synthesis project proposal, project report; capstone presentation.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: evaluation of deliverables and activities from EST 640, EST 650, and EST 797; 3rd/4th semester: capstone presentation, steering committee interview.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600. Further development of EST 640, EST 650. Possible future development of a course on social theory of the environment. Addition of EST 797, Research Seminar (1 hr.) as required course. Addition of capstone presentation and steering committee interview requirements.</td>
</tr>
<tr>
<td><strong>2. Sustainability:</strong> Demonstrate a critical, interdisciplinary understanding of the challenges of sustainability/sustainable development, and of the effectiveness of various environmental policy approaches for encouraging sustainability.</td>
<td>EST 600 (req.), EST 612 (req.), EST 626 (req.), EST 797 (req.) and other courses</td>
<td>Diagnostic evaluation of knowledge of challenges of and policies for sustainability/sustainable development in EST 600 and EST 626. Follow-up evaluations in EST 612. Progressive portfolio review: plan of study, synthesis project proposal, project report; capstone presentation.</td>
<td>1st semester: diagnostic evaluations, EST 600 and EST 626; 2nd semester: evaluation of deliverables and activities from EST 612 and EST 797; 3rd/ 4th semester: capstone presentation, steering committee interview.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600 and EST 626. Further development of EST 612. <strong>Addition of EST 797, Research Seminar (1 hr.) as required course.</strong> Addition of capstone presentation and steering committee interview requirements.</td>
</tr>
<tr>
<td>---</td>
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<td><strong>3. Natural Science:</strong> Demonstrate capacity to interpret biophysical science research results as part of addressing interdisciplinary environmental problems and/or sustainability issues, and as related to formulation of environmental policy</td>
<td>EST 600 (req.); EST 626 (req.); EST 797 (req.); natural science course (1)</td>
<td>Diagnostic evaluation of capacity to interpret natural science research results in EST 600 and EST 626. Progressive portfolio review: plan of study, synthesis project proposal, project report; capstone presentation.</td>
<td>1st semester: diagnostic evaluations, EST 600 and EST 626; 2nd semester: synthesis project proposals; 3rd/ 4th semester: capstone presentation, steering committee interview.</td>
<td>Evaluations of deliverables and activities in EST 600 and EST 626 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600 and EST 626. <strong>Addition of EST 797, Research Seminar (1 hr.) as required course.</strong> Addition of capstone presentation and steering committee interview requirements.</td>
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<td><strong>4. Research/Technical Methods Skills:</strong> Demonstrate sufficient knowledge of research or technical methods skills necessary to apply environmental knowledge, and/or enhance stakeholder participation</td>
<td>EST 600 (req.); EST 608 (req.); EST 797 (req.); research/technical methods courses (2)</td>
<td>Diagnostic evaluation of research/technical methods knowledge in EST 600 and EST 608. Progressive portfolio review: plan of study, synthesis project proposal, project report; capstone presentation.</td>
<td>1st semester: diagnostic evaluations, EST 600 and EST 608; 2nd semester: synthesis project proposal, EST 797; 3rd/ 4th semester: 3rd/ 4th semester: capstone presentation, steering committee interview.</td>
<td>Evaluations of deliverables and activities in EST 600 and 608 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600 and EST 608. <strong>Addition of EST 797, Research Seminar (1 hr.) as required course.</strong> Addition of capstone presentation and steering committee interview requirements.</td>
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<td><strong>5. Integrative Thinking and Application:</strong></td>
<td>Demonstrate skills in synthesis/integration and application of interdisciplinary perspectives in relation to suggesting next steps and appropriate actions related to environmental issues and problems, and/or sustainability issues.</td>
<td>EST 600 (req.); EST 626 (req.); EST 797 (req.); synthesis project (internship or paper); capstone presentation</td>
<td>Diagnostic evaluation of synthesis/integration and policy/action skills in EST 600 and EST 626; evaluation of capstone presentation, synthesis project report for skills in synthesis/integration and policy/action skills.</td>
<td>1st semester: diagnostic evaluations, EST 600 and EST 626; 2nd semester: synthesis project proposal, EST 797; 3rd/4th semester: 3rd/4th semester: capstone presentation, steering committee interview.</td>
<td>Evaluations of deliverables and activities in EST 600 and EST 626 (1st semester of new program); draft Plans of Study</td>
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<td><strong>6. Communication Skills:</strong> Demonstrate ability to effectively communicate, both orally and in writing</td>
<td>EST 600 (req.); EST 612 (req.); EST 797 (req.); synthesis project (internship or paper); capstone presentation</td>
<td>Diagnostic evaluation of oral and written communication skills in EST 600; evaluation of writing assignments and oral presentation in EST 612; evaluation of capstone presentation, synthesis project report for writing competency.</td>
<td>1st semester: diagnostic evaluations, EST 600; 2nd semester: evaluation of writing assignments and oral presentation in EST 612, synthesis project proposal in EST 797; 3rd/4th semester: capstone presentation, steering committee interview.</td>
<td>Evaluations of deliverables and activities in EST 600 (1st semester of new program); draft Plans of Study</td>
<td>Strengthening and further development of EST 600 and EST 612. Addition of EST 797, Research Seminar (1 hr.) as required course. Addition of capstone presentation and steering committee interview requirements.</td>
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Appendix R. New Graduate Students, Fall 2009

Kathleen Barnhill, MS Environmental Studies (expected), SUNY-ESF (ENRP, Ph.D., Moran/Smardon)

Jonathan Campano, BS Geology, Union College (GPES/EPDP, MPS, Smardon)

Anna Davidson, MA with honours, Sociology and Politics, University of Edinburgh, Scotland (Fulbright Fellow, Environmental Studies, MS, Manno)

Michael Dimpfl, MPA Public Administration, Baruch College (Environmental Studies, MPS, Manno)

Anita Djandoh, BS Planning, Kwame Nkrumah University of Science and Technology, Ghana (Fulbright Fellow, Environmental Studies, MPS, Smardon)

Amy Heiderich, BS Sociology, SUNY Institute of Technology (Environmental Studies, MS, Smardon)

Christina Imrich, BA with honors, Biology, Holy Cross (Environmental Studies, MPS, Meisner)

Matthew Isles, BS Political Science, Tufts University (GPES, MS, Moran)

Gerald Jamieson, BA Music, Butler University (Environmental Studies, MS, Manno)

Zeno Levy, BA Liberal Arts (Science and Technology Studies), New School for Social Research (Environmental Studies, MS, Moran)

Quinghua Li, BA English Language and Literature, Hefei University of Technology, Anhui, China (Environmental Studies, MS, Sonnenfeld/Manno)

Jessica Logan, BS Environmental Science, SUNY-ESF (GPES, MPS, Smardon)

Magda Masquita, BE Industrial Engineering, San Buenaventura University, Colombia (Fulbright Fellow, Environmental Studies, MS, Smardon/Manno)

Adam Maurer, BS Marketing Management, St. John Fisher College (Environmental Studies, MPS, Smardon)

Elizabeth Miller, BA cum laude, Liberal Arts (Theater), Fordham University (Environmental Studies, MS, Meisner)

Carolyn Ramsden, BA English Language & Literature, Dennison University (Environmental Studies, MPS, Lawler)

Emilie Schoeck, BS summa cum laude, Environmental Science, SUNY-ESF (Environmental Studies, MPS, Lawler/Senecah)

Sean Vormwald, MS Communications, Ithaca College (GPES, Ph.D., Senecah)

Xiaoliang Yang, MS Environmental Science, Pace University (ENRP, Ph.D., Sonnenfeld)
Appendix S. 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 T. Departmental Hiring Priorities

(Working draft)

Currently, the Department of Environmental Studies has 12 permanent tenured and tenure-track faculty members, including three Professors, three Associate Professors, two Assistant Professors (both tenure-track), three Instructors (two tenured, one tenure-track), and one Research Associate (permanent-track). Of these, one Professor, Associate Professor, and Research Associate, respectively, may be within a few years of retirement. It is anticipated that the Departments' two tenure-track Assistant Professors and its one, tenure-track Instructor will come up for review for continuing appointment (tenure) in the 2010/11 academic year. In addition, with half or more of its current instruction currently provided by Visiting Faculty, the Department lacks sufficient faculty capacity for critically important tasks such as graduate and upper division student advising, student recruiting, learning outcome assessment, program coordination, etc.

To fully meet the Department's academic program needs and commitments, and to ensure the vitality and continuity of the Department and its programs into the next decade, it is critical that hiring commence as soon as possible for a new, tenure-track Assistant Professor in the area of environmental social science Research Methods and Design, with a topical speciality in either International Environmental Policy or Environmental Communications. A second key need is for a tenure-track Instructor specializing in Environmental and Science Writing for non-native English speakers.

Environmental Studies Research Methods and Design
(Assistant Professor, tenure track)

With over 50 affiliated graduate students at the doctoral and master's levels, the Department of Environmental Studies plays a key role in the College's graduate programs. With the encouragement of College administration, the Department has placed increased emphasis on advanced research, including in its graduate programs. The Department's new MS Environmental Studies program, as well as the college-wide Graduate Program in Environmental Science, and Environmental and Natural Resource Policy
doctoral program, that the Department participates in, are in critical need of additional faculty expertise in environmental social science Research Methods and Design.

For Environmental Studies-affiliated graduate students, expertise is needed in what is known as "mixed methods", incorporating both quantitative and qualitative research methods, including data derived from field research, surveys, interviews, textual analysis and other sources. The Department currently offers only two methods courses, each taught on an every-other-year basis: EST 604, Survey Research Methods; and EST 605, Qualitative Research Methods. The Department now lacks capacity for mounting a basic Research Design and Methods overview course. Offering such a course is critically important not only to the Department's new Master's programs, but for social science and humanities oriented students in the college-wide graduate programs, as well.

The new faculty member should be recruited with a specialization (in addition to research methods and design) in one of two fields:

- **International Environmental Policy.** Currently, about half of the Department's affiliated graduate students are international students; as are nearly three-quarters of our PhD students, yet our capacity for offering coursework and mentoring in the area of international environmental policy/ politics is limited. A junior scholar with expertise and an active research agenda in International Environmental Policy would greatly strengthen the Department's capabilities.

- **Environmental and Risk Communication.** The Department is recognized as a nationally and internationally leading center for advanced study and practice in Environmental Communication. This reputation would be greatly enhanced and preserved in coming years with a new, outstanding junior hire in this area. Adding a faculty member in this area, with expertise and an active research agenda in global climate change policy, natural disasters/ environmental hazards communication, participatory communication and environmental conflict resolution processes, etc., would significantly boost and preserve the stature and offerings of the Department.
As many as one-third 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 challenge for ESF. International students add tremendous diversity and drive to the campus; at the same time, many come with special needs, including in the area of English language preparation – even if they otherwise meet (or even exceed) admission requirements. The best academic practice in this area is to offer regular, advanced coursework specifically designed for Non-Native English Learners, as well as to make available specialized tutorial services in this area to assist especially graduate students preparing theses. ESF would very much benefit from hiring a specialist in this area, both for teaching of courses/ special sections, and tutoring.
Appendix U. Academic Innovation Initiatives, 2009-2016

I. International Environmental Policy Leadership Program

The Department of Environmental Studies and affiliated Randolph G. Pack Environmental Institute propose launching an Academic Innovation Initiative designed to play to one of the college's strengths: its large number of outstanding graduate students from around the world; and to strengthen the international dimensions of its current graduate programs in Environmental Studies and Policy. In addition, this Initiative would fund recruiting and supporting a generation of highly qualified and motivated international graduate students to serve their countries and the world as a cadre of emerging environmental-science based policy leaders. The students would participate in the Department's new MS/MPS Environmental Studies programs, as well as the college's interdepartmental Graduate Program in Environmental Science, and Environmental and Natural Resources Policy doctoral program. This proposed effort would be in collaboration with other interested units and faculty members at ESF and Syracuse University, and with the Ford and Fulbright Foundations, with whom ESF already works closely at the graduate level.

Most of ESF's substantial population of international students come with the intention of returning home following the completion of their degree(s) to take on leadership positions in sustainable development and environmental protection, management, education and restoration. This proposed Initiative would create the capacity to more fully staff this aspect of our graduate programs and to provide additional support to our international graduate students. The proposed Initiative would establish an endowed fund sufficient to provide the following on an annual basis:

- A named, distinguished faculty Chair in International Environmental Policy ($200K)
- Graduate Assistantship support for 8 students ($200K)
- Visiting Fellow Program for International Environmental Leaders ($50K)
- Summer Internships, co-sponsored with the United Nations, international Environmental NGOs, and other international organizations ($50K)
• Environmental Leadership Development Seminar ($20K)
• International Environmental Policy Lecture Series ($10K)

Through this program, a cadre of students would be nurtured in an integrated program of international environmental policy education, research and training, as they worked closely with each other sharing information about the environmental policy and sustainable development challenges in their home countries.

II. Program for the Spatial Analysis of Human Dimensions of Environmental Problems and Solutions

The Department of Environmental Studies proposes an Academic Innovation Initiative focused on the development of a new graduate research and training program focused on the Spatial Analysis of Human Dimensions of Environmental Problems and Solutions. An integral part of this proposed Initiative is the development of a new Spatial Analysis Laboratory for Interdisciplinary Research (SALIR). The Initiative aims to advance the understanding of the geospatial dimensions of links between human behavior/condition/perception, and environmental structure and functioning; and to train the next generation of researchers to carry out work in this critical area. It is proposed in collaboration with the Department of Landscape Architecture. This Initiative will:

• Foster sharing of ideas and information among and between Environmental Studies and Landscape Architecture faculty members, leading to new collaborative research efforts;
• Encourage interdisciplinary work between the social/natural science/humanities communities at ESF, by providing an identifiable source of information and expertise; and
• Provide an exceptional learning experience for graduate students.

An example of a particular, thematic research initiative that could be carried out through this proposed Initiative would be one focused on "Spatial Dimensions of Environmental Inequality". The information revolution has contributed to the dramatic growth of regional, state and federal environmental data relevant to environmental justice concerns. Many important community based decisions by
governmental agencies and industry are now made using ecological or pollution-based data sets in combination with Census and related socio-economic data. Consequently, there is a growing need to better incorporate and utilize spatially-distributed demographic, economic, and social variables in resource management and planning decision-making approaches and to make these tools available to communities struggling to achieve environmental justice. New interdisciplinary research approaches are required that allow identification of social and cultural values, risk perceptions and concerns, and current and desired utilization preferences, gathered across all stakeholder groups and in coordination with development of resource and environmental data with final integration of all databases into decision-support tools that can be combined into a single GIS platform. The proposed Initiative would establish and utilize a unique set of research capabilities to design, study and incorporate meaningful integration of GIS-based community concerns together with environment and resource spatial data. Funding is requested to:

- Equip a new, named Spatial Analysis Laboratory for Interdisciplinary Research ($100K)
- Establish an endowment to provide annual support for:
  - A named, distinguished faculty Chair in the Geospatial Analysis of the Human Dimensions of Environmental Problems and Solutions ($200K)
  - Graduate Assistantship support for eight graduate students ($200K)
  - Instructional/ research technician ($100K)

These funds will provide the foundational support to establish a nationally and internationally recognized Center for the Spatial Analysis of Human Dimensions of Environmental Problems and Solutions, and to ultimately improve environmental justice decisions for local communities around the world.

III. Center for Environmental and Science Writing

ESF’s Writing Program, a semi-autonomous unit administratively within the Department of Environmental Studies, proposes to launch a campus-wide Center for Environmental and Science Writing that will be responsible for developing and staffing a new, interdepartmental Minor in Environmental and
Science Writing. The proposed Center will fill a critical social need and address the growing desire of students and faculty to excel in environmental and science writing as well in particular fields of scientific expertise. The Writing Program faculty is well positioned to take a lead role in the establishment and leadership of this Center. In order to successfully launch this initiative, funding is requested for:

- A named, Multi-Media Center with state-of-the-art hardware and software ($100K)
- An endowment for annual support of:
  - Graduate Teaching Assistantship ($25K)
  - Peer writing consultants ($25K)
  - Summer writing seminar ($10K)
  - Student scholarships and awards ($5K)
  - Student publications (creative, journalistic, creative non-fiction) ($5K)
  - Professional development ($5K)
- Major environmental and science writing conference ($10K)