

DETAILED PROGRAM

Thursday, June 7, 2007

- 10 am - 4:30 pm **Pre-Summit Workshop** on Sustainability across the Curriculum, Maxwell Public Events Room, 220 Eggers Hall, Syracuse University campus. Led by Peggy Barlett, Emory U and Jack Manno, SUNY-ESF
- 4 pm Summit registration opens. Alumni Lounge, Marshall Hall, SUNY-ESF Campus
- 4:30-6:30 **Reception:** Finger Lakes wine tasting: Alumni Lounge, **SUNY-ESF Campus**
- 6:00-7:15 **Opening Provocation.** Marshall Auditorium, ESF
Jim Proctor, Lewis and Clark College. "Environment after Nature: Time for a new vision"
Mitch Thomashow, President, Unity College. "Broadening the constituency for conservation."
Stephanie Kaza, U of Vermont. "Is Environmental Studies only for middle-class white kids?"
Kimberly Smith, Carleton College. "Why African Americans Care About the Environment."
Bill Freudenburg, UCSB. "Time for 21st-century thinking"

Friday, June 8, 2007 (all plenary events in Gifford Aud., HBC Hall, Syracuse University)

- 8:00 am Continental breakfast, Gifford Auditorium, Huntington Beard Crouse (HBC) Hall
- 8:30 **Welcoming remarks.** Cornelius Murphy, President, SUNY-ESF, and Ben Ware, Vice-President for research SU
- 8:50 **Haudenosaunee Thanksgiving Address,** Tracy Shenandoah, Onondaga Nation
- 9:15 **Keynote:** Robin Kimmerer Professor of Environmental and Forest Biology, SUNY-ESF, and Director, Center for Native Peoples and the Environment, on "Traditional and Scientific Ecological Knowledge"
- 10:45 **Breakout session 1** (breakout rooms in HBC and Hall of Languages)

1A Role of place in environmental studies training (Peggy Barlett, Emory U., Rachel May, Syracuse U and SUNY-ESF, Jim Proctor, Lewis&Clark College) -- HL 114

How do we foster an intellectual and personal sense of place in environmental studies that does not fall prey to old conceptual binaries (local/global, thought/practice, and nature/culture), but rather moves forward by situating our understanding of environmental issues and how we fit in? Can environmental studies promote a rapprochement between the analytical exploration of place of biophysical sciences and a relational/experiential/phenomenological approach, or between reason and reenchantment? Suggested reading: Introduction to *Urban Place: Reconnecting with the Natural World*, edited by Peggy Barlett.

1B Is there a core body of knowledge or overarching paradigm for environmental studies? (Will Focht, Oklahoma State, Dick McNeil, Cornell, Glenn Adelson, Wellesley, Richard Hazlett, Pomona College) -- HL 214

Do you believe that an overarching idea (paradigm, ideology) currently provides a common vision of the environmental field? If not, do you believe that such an idea is warranted? If so, what should this idea be? Is sustainability a viable candidate? Do you believe that a universal core curriculum should be developed? What knowledge areas, skills, and experiences should be included? Do you have any suggestions for how we should move toward consensus on core curricula?

1C Interdisciplinary scholarship, collaboration, and professional advancement (Stephanie Pfirman, Barnard College, Sharon Moran, SUNY-ESF) -- HBC 213A

How do you know if your research is interdisciplinary? What makes for a successful career as an interdisciplinary scholar? Are junior faculty "doomed" if they do interdisciplinary work? Suggested reading: Pfirman, Collins, Lowes, and Michaels, "To Thrive and Prosper: Hiring, supporting and tenuring interdisciplinary scholars (http://www.pkal.org/documents/Pfirman_et-al_To-thrive-and-prosper.pdf)

1D Bringing objective valuations of the natural world into the environmental studies classroom.

Session Chair, David Blockstein, NCSE -- HBC 213B

John Confer, Ithaca College, "Environmental changes in the last half century".

Jennifer Rivers Cole, Northeastern University, "Back Bay groundwater monitoring and declining water levels."

Joe Siry, Rollins College, "The challenges of wildlife protection due to rapidly changing climate."

Additional rooms available for spontaneous discussion: HBC 204, 209, 323

12:00 pm Buffet lunch, Goldstein Auditorium, Schine Student Center, SU

1:00 **Breakout session 2** (breakout rooms in HBC and Hall of Languages)

2A What do students expect in a 21st-century environmental studies program? (a panel of students, coordinated by Maya Fischhoff, Mich State U) -- HBC 213A

Student attendees host a discussion about key questions for design of 21st century environmental studies programs. Come hear student input, and offer your own, regarding what programs should teach and how to teach it; what interdisciplinarity means and how to make it work; education beyond the classroom; and how env. studies programs can be informed by stakeholders (and employers).

2B What is the Thanksgiving Address and what can you learn from Traditional people that can benefit the world today? (Freida Jacques, Onondaga Nation School) -- HL 114

Summit attendees will have experienced the Haudenosaunee Thanksgiving Address at the start of the Summit on Friday morning. This is an opportunity to learn more about it and explore ways it can be used as a template for interdisciplinary teaching and learning.

2C Innovative models for college/community collaborative research – experiences from the field. (Christine Feurt, U of New England, Candie Wilderman, Dickinson College) -- HBC 323

How to choose a model (research issues, resource availability, concerns about faculty evaluation and scholarly activity, academic time frame). Tradeoffs between models that focus on community empowerment through participation and European science shop model. Suggested reading: Wilderman, C.C. 2003, "Community-College Partnerships: Who Benefits?" *The Volunteer Monitor*, 15(1), p. 4.

2D Environmental Program Design and Review (Bruce Coull, CEDD, Will Focht, Oklahoma State U, Ravi Srinavas, St. Thomas at Houston, Richard Smardon, SUNY-ESF) -- HL 214.

Environmental programs vary considerably, which makes program reviews challenging. This session will review basic models of environmental program design as well as components and outcomes from both internal and external program reviews. Program accreditation issues will also be reviewed depending on participant interest.

2E Developing an env. studies journal (Tony Rosenbaum, U of Florida, Lindy Paul, Springer Press) - HBC 213B

Many participants at the Santa Barbara Environmental Summit expressed interest in the creation of a high quality, peer-reviewed environmental studies journal that would (a) establish academic credibility to environmental studies scholarship; and (b) create a forum responsive to the particular interdisciplinary character of much research associated with environmental studies. Is there significant scholarship, and a constituency, to justify such a distinctive publication? Are there existing, alternative venues for environmental studies scholarship that might be explored, and perhaps expanded or adapted for this purpose? If a new journal is contemplated, which of several alternative formats would be most desirable—for example, an electronic or hard-copy journal, or a combination? Who would sponsor or underwrite the creation and production of such a journal?

Additional rooms available for spontaneous discussion: HBC 204, 209, 323

2:15 **Breakout session 3** (breakout rooms in HBC and Hall of Languages)

3A Curricular innovations for undergraduate environmental studies programs (Peter Wilshusen, Bucknell, Candie Wilderman, Dickinson College, Phil Brick, Whitman College) -- HBC 213A

The panelists will draw on examples of curricular innovations at Bucknell, Dickinson College, and Whitman College. These programs have worked to integrate sciences, social sciences and humanities and to develop innovative field programs.

3B Making interdisciplinarity more integrative (Jim Proctor, Lewis&Clark, Glenn Adelson, Wellesley College, Michael Reiter, Delaware State U) -- HL 114

Discussion will highlight the Mellon Environmental Research Initiative sponsored by Lewis&Clark College and available to all environmental studies undergraduates..How can environmental studies move beyond multidisciplinary, that is, presenting students with classes from an assortment of disciplines, to something more integrative -- true interdisciplinarity -- without losing the important scholarly depth that discipline-specific training affords. How may we best teach interdisciplinarity to our students? What ideal role would "situated research" play? Recommended: Mellon Initiative Moodle site <<http://enviro.lclark.edu/moodle/course/view.php?id=103>>

3C Examining relationships between env. scholarship and advocacy/activism (Deb Callahan, North Star Strategy, Stephanie Kaza, UVM, Rhea Jezer, Cazenovia College) -- HL 214

A dialogue among the panelists and session attendees. Topics covered by the discussants will include: what conflicts may exist between scholarship and advocacy; how those issues have been addressed; whether it is possible to teach "policy" without crossing the line into "advocacy"; is advocacy an appropriate part of ES' interdisciplinary, mission-driven mandate; and, should faculty get tenure and promotion credit for advocacy-related courses and professional activities? Are there examples where ES programs have successfully combined academics and advocacy? Is experience in advocacy an important part of an ES student's education?

3D Examining relationships between env. studies and env. education (Fred Stoss, SUNY-Buffalo) -- HBC 213B

A discussion of environmental education and environmental studies from the perspective of the North American Association for Environmental Education (NAAEE) Guidelines for Nonformal Environmental Education and the NAAEE efforts in establishing standards for environmental education in formal education settings in (K-12 settings).

3E How should economics be taught in environmental studies? (Jack Manno, SUNY-ESF, Eban Goodstein, Lewis&Clark) -- HBC 323

An opportunity to share ideas, experiences and teaching methods

Additional rooms available for spontaneous discussion: HBC 204, 209

- 3:30 - 4:30 **Roundtable:** Onondaga Lake watershed -- lessons of interdisciplinary collaboration, Gifford Auditorium, HBC
- 4:00-5:00 **"Our Daily Bread" panel discussion** (concurrent with Onondaga Lake plenary session) Maxwell Public Events Room, 220 Eggers Hall, SU
- 6:00 **BBQ dinner** at Onondaga lake (additional fee applies) Buses depart from the west (downhill) side of the Carrier Dome, off Irving Ave.

Saturday, June 9 , 2007 (all events on SUNY-ESF campus)

- 7:30 am **Bird Walk in Historic Oakwood Cemetery**, led by David Blockstein, NCSE, Lou Weber, Warren Wilson College, and John Confer, Ithaca College. Meet outside Marshall Hall, SUNY-ESF
- 9:00 Continental breakfast, Gallery dining area, lower level of Marshall Hall
- 9:30 **Keynote presentation: Rhone Resch, President, Solar Energy Industries Association, on communications and education for alternative energy and sustainability** Marshall Auditorium
- 10:45 **Breakout session 4** (breakout rooms in Marshall Hall)

4A A conversation with publishers and editors about publishing in the field (Springer, MIT, Wiley, SUNY Presses) -- Alumni Lounge

4B Examining the relationships between environmental studies and environmental health (Brenda Nordenstam, SUNY-ESF, Katrina Korfmacher, U of Rochester) -- Marshall 111

This session will serve as a gathering point to discuss the links between ecological conditions and human well-being. Our ability to recognize how the health of our environments can and does affect the health of humans is critical if we are to develop viable approaches capable of strengthening the sustainability of human-natural systems. How can interdisciplinary research best contribute to our understanding of the interconnections between social and ecological systems? What problems arise when collaboration across diverse academic disciplines is undertaken to address complex environment-human health problems? Are there successful examples of research combining diverse disciplines and perspectives in the study of environmental quality and human well-being?

4C Examining the relationships between environmental studies and campus sustainability efforts (Jason Hamilton, Ithaca College) -- Marshall 213

4D Examining the relationships between environmental studies and environmental science
(Mark Meisner, SUNY-ESF, Lorelei Hanson, Athabasca U, Kenneth Townsend, Hampden-Sydney College) -- Marshall 327

What are the key differences between environmental studies and environmental science? How might environmental studies better distinguish itself from environmental science as a legitimate and necessary field of study? What can we do as faculty to better educate students, counselors and colleagues about the role and value of environmental studies in the academy and to society?

Additional rooms available for spontaneous discussion: Marshall 105, 409

- 12:00 pm Organic feast, Alumni Lounge, lower level of Marshall Hall
- 12:30 **Lunch speaker: Eban Goodstein, Professor of economics at Lewis and Clark College, on "Focus the Nation:"** Alumni Lounge
- 1:30 **Breakout session 5** (breakout rooms in Marshall Hall)

5A Focus the Nation -- how can ES programs help spur discussion of global warming solutions? . -- Marshall 213

This session will be a follow-up to Eban Goodstein's lunchtime talk, for those who want to brainstorm more substantively about how to make the event matter on our campuses

5B Role of interpersonal skills in environmental studies (How do we teach and learn listening, collaboration, negotiation, and other skills relating to human interactions?) (Maya Fischhoff, Michigan State U) -- Marshall 105

Environmental work increasingly calls for skills that facilitate human interactions, as well as traditional scientific knowledge and research methods. Inside academia, international and interdisciplinary projects require collaborative teams and people able to connect across disciplines and cultures. Teaching methodologies call for engaging students as "co-learners." Research methodologies such as action research, and less formal class projects, require engaging with communities. New graduates taking jobs in the world outside academia face a similar call for what might be termed relational skills. Government processes emphasize community participation, and environmental groups such as Environmental Defense and Natural Conservancy try to connect with "non-traditional allies" (business, ranchers), collaborating instead of (or in addition to) litigating. This session asks participants to join in a conversation. What are the soft or relational skills people need? How can we teach them; and are we already? How can we develop them ourselves?

5C ES at the graduate level (Robyn Hannigan, Malathi Srivatsan, Arkansas State U) -- Marshall 111
How is it defined? What kinds of standards or common threads run among different programs?

5D Teaching strategies in environmental studies -- Marshall 327

Richard Smardon, SUNY-ESF, Session Chair

Edward Whitesell, Evergreen State College, Empowering Undergraduates to Research, Write and Publish a Book
Richard Feldman, Marist College, Attracting and reaching college students in environmental science -- challenges and approaches

Robert Kaufmann, Boston University, Teaching Environmental Science Using Environmental Footprints

Additional rooms available for spontaneous discussion: Marshall 409

- 2:45 **Plenary discussion:** Is there a need or niche for a new environmental studies organization? Moderated by Susan Senecah, SUNY-ESF. Bill Freudenburg, UCSB, David Blockstein, NCSE, Kimberly Smith, Carleton College, Michael Reiter, Delaware State U. Alumni Lounge
- 4:00 **Closing comments.** Bill Freudenburg, Stephanie Pfirman, Alumni Lounge, Marshall Hall
- 5:30 **"Twining our Roots" reception** for participants in the ES Summit and the Sustainable Ventures Implementation Forum. Alumni Lounge, Marshall Hall.

Sunday, June 10, 2007: Field trips. Buses depart from Lot 6 (behind Moon Library) on the ESF campus. Pre-registration required.

8:30 am: Thousand Islands

9 am: Fenner Wind Farm

9 am: Onondaga Creek