



EDUCATION SECTION NEWSLETTER

of

The Ecological Society of America

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• News from the Section Chair

Welcome to the first electronic edition of the *Education Section Newsletter* of The Ecological Society of America. Upon accepting the Chair for this section, the original intent was to develop, with the help of section membership a long-term planning strategy "to promote and enhance ecology education for students of all ages and for the general public", as mandated by our Section By-laws. However, there are three other more practical goals for this term as Chair. They are:

- To re-establish and contribute to the legacy of communication with section membership, so ably established by past Section Chairs, Secretaries and Editors, through the initiation of an electronic version of the Education Section Newsletter.
- To re-establish the governance of the Section as outlined in the Section By-laws by establishing a full slate of nominations for Education Section Officers each year; focussing on the positions of Chair and Secretary-Treasurer this Spring, and Chair-Elect in the Fall.
- To encourage and ensure a strong program of ecology education innovation and scholarship at Annual Meetings by establishing an efficient proposal, review and selection process for education symposia, workshops and sessions.

Education Section Newsletter

The intent of initiating an electronic newsletter is to provide current and prospective members updates on ESA Education Section activities and to re-establish the newsletter as a primary venue to communicate within and outside the current membership. The intent is to circulate at least two issues per year and to post the newsletter on the ESA website for prospective section members from within the society and other science and education professional societies.

The primary focus of the Spring newsletter can be to provide members with updates on the education activities scheduled for the Annual Meetings, provide a call for nominations to the Executive Committee of the Education Section, to set the agenda for the annual Section Business Meeting, along with updates on ecology education programs and publications developed by the membership. The primary focus of the Fall newsletter can be to provide summaries of the education symposia, workshops and discussions for prospective members and those not able to attend the Annual Meeting, report on the Section Business Meeting and to update memberships on priorities, themes and deadlines for Annual Meeting proposals.

Throughout the 1990's, George Briggs and Scott Seville provided the editorial expertise and ensured the timely publication and distribution of the print version of the Education Section Newsletter and articles for the Bulletin of the ESA. We must all thank George and Scott for establishing this legacy of communication. To continue in this tradition we invite you to contribute to this new version of the newsletter and to suggest, or nominate, an Education Section Newsletter Editor who will ensure that this initiative continues to serve the membership in a timely fashion. Please contact me if you have any suggestions for Newsletter Editor or would like to volunteer for this task.

Section Governance

We need to re-establish a full slate of nominations for the Section Executive positions to ensure continued participation of members in the governance of the Section. Please take a moment to review details regarding the Call for Nominations of Section Chair and Secretary-Treasurer on page 12. The Section Executive Committee will select at least two candidates for each position from the nominations received and circulate the slate for election via email in May or June 2002. Elected candidates will be announced during the Section Business Meeting and Mixer of the 2002 Annual Meeting in Tuscon, Arizona.

Education Program at Annual Meetings

The primary focus of the Education Section is to encourage and ensure a selection of innovative and engaging education symposia, workshops and sessions at the Annual Meetings. As such, the Section has grown considerable over the past few years in registrations and number of education activities scheduled at the Annual Meetings.

However, along with this growing presence at Annual Meetings there were instances of over-lap in topics and conflicts in timing of education sessions at recent Annual Meetings. Therefore, the future Chair-Elect, as the program officer of the Section, and Section Executive Committee will have the task to develop a process of setting priorities, review and selection of proposals for the limited number of spaces available for education symposia, workshops and sessions at each Annual Meeting.

In terms of changes from this past year, many of you will have noted that the proposal deadlines for this year's symposia were moved to September 15th and the deadline for all workshops and discussions were moved up to December 01st. This allowed the ESA Program Chair, Ellen Cardwell from ESA and Section Chairs more time to review and schedule the wide diversity of symposia, workshops and discussions proposed for this year. There will be fewer education activities scheduled specifically for ESA at this year's Annual Meeting, as it is a joint meeting with SER – Society for Ecological Restoration. However, this is offset by the addition of a number of collaborative education symposia, workshops and discussions scheduled with SER.

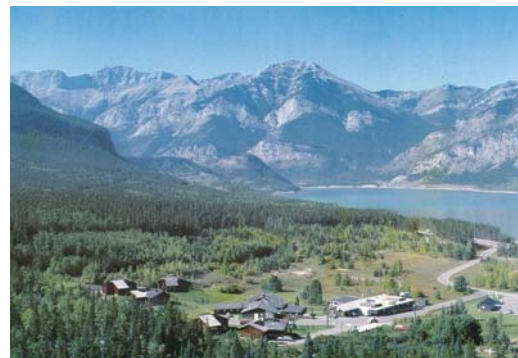
As a first step in reviewing, selecting and scheduling a wide diversity of education sessions, we have tried to ensure that we have activities scheduled in each of the following five topic areas at the 2002 meeting:

- K-12 & Outreach Education Programs
~Formal & non-formal K-12 or adult
- Graduate & Undergraduate Education
~Innovations in teaching, learning and assessment, career development, faculty enhancement
- Diversity in Ecology
~WAME Report, SEEDS, Environmental Justice, Traditional Ecological Knowledge,
- Technology in Education
~Using multimedia, websites, Internet, new technology for field courses
- Research & Scholarship
~Ecology Education Research, Emerging concepts in Ecology

We encourage you to review and advise on these topic areas during our Section Business Meeting and Mixer in Tuscon. Please start thinking about priorities for symposia, workshops and sessions at the 2003 Annual Meeting for discussion at the 2002 Education Section Business Meeting.

Hope to see all you at the Annual Meeting.

Michael J. Mappin (mmappin@ucalgary.ca)
2002 Chair, Education Section of the ESA
University of Calgary Kananaskis Field Stations



*U of C KFS Barrier Lake Field Station
Site of 2003 OBFS Annual Meeting*

- **News from the VP for Education & Human Resources**

Education continues to maintain a high profile in the Ecological Society of America. Members interested in education have had a tremendous influence on the ESA and on ecological education over the last 15 years, and their influence and leadership continues today. More than ever we are looking for interested members to get more involved in education initiatives championed by the ESA.

The Education and Human Resources Committee

The “Education and Human Resources Committee” (EHRC) is one of the most active standing committees of the Ecological Society of America. The committee is charged with identifying and leading efforts within the Ecological Society to ***“foster the development of a scientific community that embraces diversity and allows all professionals to flourish regardless of gender, racial, or cultural background”***. Committee members often are drawn from ESA members participating in activities of the Education Section (refer to page 4 for list of EHRC members), and represent a diversity of ideas, experiences, and interests. Over the years, committee members have championed, proposed, endorsed and/or led activities that relate to teaching, equity, environmental justice, the annual meeting, and the ecological profession.

In 1999, the committee adopted a slate of objectives to guide its efforts (refer to page 4 for list of committee objectives). Some recent and continuing initiatives include:

- SEEDS Diversity Initiative (Alan Berkowitz, leader),
- Web-based ecology teaching resources (TIEE, Charlene D’Avanzo and Bruce Grant, leaders),
- Assisting field stations to be more central in the professional development of students and ecology faculty (FIRST PROJECT, Diane Ebert-May and Jan Hodder, leaders), and
- Education workshops at the annual meeting that are led by members of both the EHRC committee and the Education Section.

Volunteering for ESA Education Initiatives

I invite you, as members of the ESA and the Education Section, to work with EHRC to bring new initiatives to fruition and completion. In particular, six focal groups need volunteers:

- Minority initiatives;
- Initiatives for Women in Ecology;
- K-12 and informal ecology education;
- Undergraduate and graduate ecology education;
- Ecology education scholarship, and publication; and
- Policy trends (internal and external to the ESA) that influence ecological education.

If you are interested in volunteering with any of these groups, please send an e-mail message to Jason Taylor at jason@esa.org, or to me at: cabrewer@selway.umt.edu. Indicate the focal area of greatest interest to you, along with any ideas you have about current needs and future initiatives, and we will connect you with the current working group. A time will be reserved during an EHRC business meeting at the ESA Annual Meeting in Tucson (August 2002) for groups to meet and share ideas and successes.

If you cannot volunteer at this time, you can still contribute in an important way. We need your input and feedback. Please take the time to let me know what you consider to be the three to four highest priority needs for action for the EHRC to initiate/continue in the coming two years.

I look forward to hearing from you and to your participation in the many education activities during the upcoming ESA Annual Meeting in Tucson, AZ.

Best Regards,

Carol Brewer (cabrewer@selway.umt.edu)
Vice President, ESA Education & Human Resources
The University of Montana

ECOLOGICAL SOCIETY OF AMERICA
Education and Human Resources Committee

OBJECTIVES

To advance the field of ecology, by:

- Broadening the field of ecology, its scope and definition, to be more inclusive and comprehensive (continuum);
- Diversifying the field of practitioners in ecology; and
- Fostering diverse input into framing the field, its questions and approaches, and facilitating two-way communication between ecology and people.

Get ecological understanding (knowledge, skills, and information) to people who want and need it, by:

- Recognizing and rewarding ecologists' work in teaching, outreach and public service;
- Enabling and supporting ecologists' work in teaching, outreach, and public service; and
- Teaching and providing information for people (K-12 students, college students, pre-service teachers and informal educators, practicing teachers and informal educators, the general public, decision makers, etc.).

Foster people's appreciation of ecological knowledge [science], by:

- Securing a strong place for ecology in the curriculum;
- Providing adequate financial support for ecological science; and
- Encouraging use of ecological knowledge in decision-making, policy and management.

(Adopted Spring 1999)

ECOLOGICAL SOCIETY OF AMERICA
Education and Human Resources Committee

COMMITTEE MEMBERS

ESA Vice President
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• Ecology Education Initiatives

Section members and ESA Education staff are actively engaged in a number of major national education programs, such as SEEDS, BEN, TIEE, and FIRST. Below is a brief report on the progress of some of these initiatives.

BEN ~ Bioscience Education Network

The Ecological Society of America (ESA) is a partner in the Bioscience Education Network (www.biosciednet.com), a collaborative of more than 10 professional societies and coalitions of biology education partners, funded by the National Science Foundation and coordinated by the American Association for the Advancement of Science (AAAS). Its purpose is to coordinate the ongoing development of digital library collections for the teaching and learning of undergraduate biology, with users at the center of the development.

The ESA is pleased to announce the beta-launch of the Ecology Education Network, EcoEdNet, as part of this network. The goal of this library is to provide educators a forum to contribute and locate peer reviewed, scientifically and pedagogically sound ecology education content. EcoEdNet will strive to foster a community of ecology education users and contributors.

The initial call for materials for the library is for ecologically significant images that can be used in education. Examples of materials sought for EcoEdNet include:

- Photographs of noteworthy ecosystems, organisms, interactions;
- Photographs of human impact on ecosystems;
- Diagrams of ecological webs, chains, pyramids, and cycles;
- Maps of ecological concepts including territory, primary production, and disease spread;
- Graphs of ecological principles including growth curves, survivorship curves, and population density and distribution;
- Time-lapsed photography of ecological interactions.

Along with the image, authors will be required to include a brief description of the image and how it can be used for ecology education. For instance, what should one look at, think about, and

consider for the image? What should students know and be able to do after seeing and discussing the image? Does the image enable active learning?

To learn more go to www.ecoed.net, or contact:

Jason Taylor (jason@esa.org)
ESA Education Manager
Washington, D.C.

TIEE ~ Teaching Issues & Experiments in Ecology

The NSF Division of Undergraduate Education has awarded a \$499, 290 grant for the development and evaluation of TIEE (Teaching Issues and Experiments in Ecology). ESA members Charlene D'Avanzo (Hampshire College) and Bruce Grant (Widener College) are co-PIs of the project, Daniel Udovic (Oregon State University) is program evaluator, and Jason Taylor, ESA Education Program Manager, is ESA coordinator. ESA will distribute the CD-ROM and include TIEE in its website. TIEE will also be a component of the BEN initiative.

TIEE is designed to help ecology faculty include more student-active teaching in both the lecture and lab sessions of their courses. It will serve a diversity of faculty regarding class size, urban or rural setting, and experience with active teaching and learning. There are three interrelated sections of TIEE: *Experiments*, *Issues*, and *Teaching Resources*.

Experiments are a variety of inquiry-based ecology experiments that have been peer reviewed. TIEE experiments differ from typical ones found in lab manuals because they are designed from the pedagogical foundations of inquiry, cooperative group-work, and evaluation. The *Experiments* (and *Issues*) also bring faculty to the *Teaching Resources* section for help with definitions, off-site links, and other resources on a wide range of topics.

Issues are current and controversial topics that can be used to actively engage students in the lecture or discussion part of a course, even in large classes. These course supplements are a way to 1) bring innovative learning approaches into ecology lectures, 2) complement lectures with published data from current controversies in ecology, and 3) cover ecological concepts using student-centered approaches. The *Issues* section includes

downloadable and ready to use overheads and handouts.

TIEE has two purposes - helping ecology faculty improve their teaching (for users) and addressing the reward system for education reform (for authors). Teaching reform underscores the design of TIEE and the workshops. TIEE also addresses the reward system for education reform by elevating the value of working on teaching innovation through peer review. *Experiment* or *Issue* submissions will be reviewed by the TIEE Editorial Board, and, if accepted, published by the ESA on the TIEE website and CD-ROM.

There are two TIEE workshops at the 2002 ESA meeting in Tucson. The first, Sunday morning August 4, is designed for both new users and authors, and the Wednesday August 7 lunchtime workshop is for authors:

New Users will learn how to use TIEE in ways that best fit their course and teaching style. Participants will be paid to field test an *Experiment* or *Issue*.

Authors with some experience in student-active teaching can develop an *Experiment* or *Issue* for publication. In addition to helping ecology professors improve their teaching, the workshop will introduce authors to TIEE's structure, pedagogical underpinnings, and *Issue/Experiment* design guidelines. . Authors will be paid for accepted submissions.

Join a community of ecology educators committed to transforming teaching and learning of ecology. Register early for the TIEE workshops. We are especially interested in faculty from institutions with large minority populations and community colleges.

For more information, please contact:

Charlene D'Avanzo
(cdavanzo@helios.hampshire.edu)
Hampshire College

Or

Bruce Grant (grant@pop1.science.widener.edu)
Widener University

FIRST ~ Faculty Institutes for Reforming Science Teaching

The FIRST Project was initiated in 1998 to prepare communities of faculty associated with field

stations throughout the United States to utilize inquiry-based, active learning approaches for reforming undergraduate biology courses and curriculum. Some of the specific aims of the FIRST Project are to:

- Use field stations as the foci to build and maintain regional faculty teams to improve and reform undergraduate teaching;
- Enable faculty to gain experience in inquiry-based science teaching and learning; and
- Prepare teams to become regional professional development leaders.

The National Science Foundation has recently provided an additional four years of funding to expand the FIRST Project. FIRST II will continue professional development activities for undergraduate faculty, and undertake a larger-scale, national dissemination of instructional practices, materials, and support systems for undergraduate faculty interested in improving their teaching.

The FIRST II project workshops will be held at field stations and marine labs throughout the US and involve eight faculty teams. Three faculty teams participated in the FIRST I Project. They are: Archbold Biological Station, Florida, Hancock Biological Station, Murray State University, Kentucky, and the San Diego State University Field Stations, California. Five new faculty teams will participate. These teams are associated with Kellogg Biological Station, Michigan State University, Howard University, who will utilize the Baltimore Long Term Ecological Research site, the University of Akron field sites, Louisiana Universities Marine Consortium, and the University of Washington.

The FIRST II web site is housed at the LTER office under: (<http://www.first2.org>). For more information about the FIRST II Project contact:

Jan Hodder (jhodder@oimb.uoregon.edu)
University of Oregon Institute of Marine Biology
Or

Diane Ebert-May (ebertmay@pilot.msu.edu)
Michigan State University

• Ecology Education Publications

ESA Education Section members are actively engaged in research, scholarship and publication of teaching resources for ecology education. As a service for members and to highlight scholarship and leadership provided in Ecology Education, listed below is a small collection of publications by Section members. If you have any recent publications in Ecology Education that you would like to bring to the attention of the Section members in future newsletters, please forward to Jason Taylor (Jason@esa.org), Education Program Manager at ESA.

Brewer, C.A. 2002. (In press). Conservation education partnerships in schoolyard laboratories: a call back to action. *Conservation Biology* **16**:000-000.

Brewer, C.A. 2002. Outreach and partnership programs for conservation education where endangered species conservation and research occur. *Conservation Biology* **16**:1-3.

Brewer, C.A. 2001. Cultivating conservation literacy: "trickle down" education is not enough. *Conservation Biology* **15**:1203-1205.

Brown, W.T., M.E. Krasny, and N. Schoch. 2001. Volunteer monitoring of non-indigenous, invasive species. *Natural Areas Journal* **21**: 189-196.

Caton, E.C., C.A. Brewer and F. Brown. 2000. Building teacher-scientist collaborations: teaching about energy through inquiry. *School Science and Mathematics* **100**:7-15.

D'Avanzo. 2002. Why College Science Faculty Should Learn About Research and Evaluation of Higher Order Thinking. Symposium. Pathways to Change International Conference. April 18-22. Arlington, VA.

D'Avanzo. 2002. Ecology from a kayak. *Atlantic Coastal Seakayaker* **11**: 6-9.

D'Avanzo and R. Yutetich (Ed.) 2001. Pathways to Change. *The Journal of Mathematics and Science* **4**: 1-186.

D'Avanzo. Executive Producer. 2001. Inventing the Future: The K-16 Connection in Science. Video (20 min.). Funded by the Arthur Vining Davis Foundation. Distributed by Films for Humanities and Sciences.

D'Avanzo. Executive Producer. 2000. How Change Happens: Breaking the Teach as You Were Taught Cycle in Science and Math. Video (15 min.). Funded by NSF. Distributed by Films for Humanities and Sciences. Winner of two awards.

D'Avanzo. 2000. A primer on course evaluation – what it is and why you should do it. *Bulletin of the Ecological Society of America* (July): 206-209.

Gurwick, N.P. and M.E. Krasny. 2001. Enhancing student understanding of environmental research. *American Biology Teacher* **63**: 236-241.

Krasny, M.E. and S-K. Lee. 2002. Social learning as an approach to environmental education: lessons from a program focusing on non-indigenous, invasive species. *Environmental Education Research* **8** (2): 101-119.

Krasny, M.E., C. Berger, and A. Welman. 2001. Long Term Ecological Research Educator's and Student's Manual. Department of Natural Resources. Ithaca, NY.
<http://www.dnr.cornell.edu/ext/LTER/lter.html>

Moorcroft, T.A., K.H. Desmarais, K. Hogan, and A.R. Berkowitz. 2000. Authentic assessment in the informal setting: how it can work for you. *The Journal of Environmental Education* **31** (3): 20-24.

Mordock, K. and M.E. Krasny. 2001. Participatory action research: a theoretical and practical framework for environmental education. *Journal of Environmental Education* **32** (3): 15-20.

Trautmann, N.M., W.S. Carlsen, M.E. Krasny, and C.M. Cunningham. 2000. Integrated inquiry. *The Science Teacher* **67**: 52-55.

Udovic, D., D. Morris, A. Dickman, J. Postlethwait and P. Wetherwax. 2002. Workshop Biology: Demonstrating the effectiveness of active learning in a non-majors biology course. *BioScience* **52**:272-281.

- **Annual Meeting Update**

2001 Annual Meeting ~ Madison, WI

Section members organized and presented an unprecedented nine workshops and six evening sessions, along with a rich array of presentations in contributed paper and poster sessions for education at the 2001 Annual Meeting.

Members organized two workshops for and on graduate students, professional development and programs at LTER sites. Three workshops addressing undergraduate students were scheduled for active learning, assessment and careers. Two workshops were presented in education technology on using the web, multimedia, and the Internet, and two workshops were scheduled for members and local educators on developing K-12 education and outreach programs in general and urban ecosystem education as a specific topic for program or course development.

The evening sessions included engaging topics such as Environmental Justice & Ecology Education, Graduates Students in K-12 Outreach Programs, Role of Theory in Ecology for Undergraduates, Diversifying the Field of Ecology and Ecology in Environmental Education.

The education contributed papers and poster sessions were simply outstanding. There was standing room only, with a crowd waiting in the hallway, for the contributed papers session, and a constant cluster of engaging discussion around the poster sessions.

2002 Annual Meeting – Tuscon, AZ

The Annual Meeting in Tuscon, Arizona is scheduled to run from Saturday, August 03rd to Friday, August 09th. This annual meeting is a joint meeting with the SER – Society for Ecological Restoration. As such, the Section members have organized, and have presentations, in two ESA/SER symposia at this meeting. We all need to thank Leanne Jablonski for taking the lead in organizing these joint symposia.

The first SER symposium, scheduled for Monday, August 05th, is entitled “Restoration Education”. The primary goals of this symposium are to summarize the state of restoration ecology

education and to identify key issues for establishing a future ecology education research and program agenda for SER and ESA. The second symposium, a joint ESA/SER venture, is scheduled for Thursday, August 08th, entitled “Ecological Restoration and Environmental Justice: Empowering Communities”. In this symposium, a panel of those on the front line of environmental justice will illuminate key issues relevant to the science and practice of ecological restoration and provide examples of programs that are empowering communities to participate in ecological restoration.

Section members have again organized a number of sessions for diversity in Ecology. Sessions include a mentor’s and orientation meeting, and a breakfast and luncheon meeting for the SEEDS program throughout the week. As well, the annual Diversity Mixer and Diversity in Ecology Luncheon are scheduled mid-week. The topic for this year’s luncheon is “Juggling Careers and Personal Life: Finding the Balance”, organized by Carol Brewer, ESA Vice-President of Education & Human Resources.

Seven education workshops are scheduled throughout the week, with four scheduled on Sunday, August 03rd. The Sunday workshops cover topics in education technology, undergraduate education, outreach education and environmental justice. The three workshops during the week include an author workshop for TIEE – Teaching Issues and Experiments in Ecology, teaching students to think with uncertainty in mind and for BEN – the BioScience Education Network.

Three evening sessions are scheduled throughout the week to review and discuss updates in education resources available for teachers and public from ESA, integrating hot new research findings in undergraduate ecology courses and the interface of education and ecological research at LTER sites and biological field stations.

The Education Section Business Meeting and Mixer are scheduled for Monday evening, August 05th, from 6:30 p.m. to 8:00 p.m. A detailed preliminary schedule for Education symposia, workshops and discussions is attached for your immediate reference and planning.

The ESA/SER 2002 ANNUAL MEETING ~ TUCSON
PRELIMINARY SCHEDULE for EDUCATION SYMPOSIA, WORKSHOPS & DISCUSSIONS

SATURDAY, August 3, 2002

Registration Open: 8 AM to 10 AM and 3 PM to 6 PM

Tucson Convention Center Lobby

Meetings:

SD#1	SEEDS Mentors Meeting	6 PM to 7 PM	Inn Suites St.Mary's
SD#2	SEEDS Orientation Meeting	7 PM to 8:30 PM	Inn Suites St. Mary's

SUNDAY, August 4, 2002

Registration: 5:45 AM to 9 PM

Tucson Convention Center Lobby

Workshops: (advance workshop registration required for attendance)

WK#3 Teaching Ecology using ESA's On-Line Education Materials: Teaching Issues and Experiments in Ecology (TIEE) and BioScienceEd Network (BEN) (Organizers: d'Avanzo/Grant)
8:30 AM to Noon ~ Turquoise Ballroom, Tucson Convention Center

WK#4 Innovative Teaching to Achieve Active Learning in Ecology (Organizers: Ebert-May/Batzli/Williams/Middendorf)
8:30 AM to 4:30 PM ~ Crystal Ballroom, Tucson Convention Center

WK#11 Participatory Research: Exploring the Interface between Education, Agroecology and Natural Resources Management (Organizers: Krasny/Berkowitz; Sponsored by ESA Education Section): 1 PM to 5 PM ~ Concino Meeting Room, Tucson Convention Center

WK#12 Global Climate Change & Environmental Justice Education (Organizers: Jablonski/Cole)
1 PM to 5 PM ~ Maricopa Meeting Room, Tucson Convention Center

Evening Events:

Public Plenary:

Welcome to Meeting: ESA/SER Presidents and Program Chairs
Welcome Ceremony: White Mountain Apache "Spirit Dancers"
Speaker: Dr. David Suzuki, "From Genetics to Ecology: One Scientist's Odyssey" 5 PM to 6:30 PM ~ Music Hall, Tucson Convention Center

Social Function:

TK#1: All Society Welcome Mixer ~ Mariachis & Margaritas
6:30 PM to 8:30 PM ~ Exhibit Halls B and C, Tucson Convention Center

MONDAY, August 5, 2002

Registration: 6 AM to 7 PM

Tucson Convention Center Lobby

Meetings:

ESA Education & Human Resources Committee Meeting
7 AM – 8:30 AM ~ Presidio Boardroom (Mezzanine Level), Radisson Hotel

Symposia:

SER# 4 Restoration Education (Organizers: Jablonski/Rodriguez)
8 AM – 11:30 AM ~ Maricopa Meeting Room, Tucson Convention Center

Workshops:

WK #15: BioScience Education Network Brown Bag Lunch
11:30 AM – 12:45 PM ~ Gila Meeting Room, Tucson Convention Center

Evening Events:

Special Presentation: E.O. Wilson Lecture
4 PM to 5 PM ~ Music Hall, Tucson Convention Center

Social Function: Education Section Business Meeting and Mixer
6:30 PM to 8 PM ~ Acacia South (outside courtyard entrance), Radisson

Evening Sessions:

EV#3: Education Resources at the Ecological Society of America (Organizer: Taylor)
8 PM to 10 PM ~ Gila Meeting Room, Tucson Convention Center

TUESDAY, August 6, 2002

Registration: 6 AM to 7 PM Tucson Convention Center Lobby

Meetings:

SD#3 SEEDS and Mentor's Breakfast
7 AM to 8 AM ~ Starlight Ballroom (Outside lower courtyard), Radisson Hotel

Workshops:

WK# 16 Uncertainty in Estimation, Forecasting and Decision: Teaching Students to Think with
Uncertainty in Mind (Organizers: Brewer/Clark)
11:30 AM to 12:45 PM ~ Concino Meeting Room, Tucson Convention Center

Evening Events:

Special Presentation: The Orion Society's Forgotten Language Tour
Featuring: Alison Demming and Ofelia Zapeda (possibly Gary Nabahan)
8:00 PM to 10 PM ~ Music Hall, Tucson Convention Center

WEDNESDAY, August 7, 2002

Registration: 6 AM to 7 PM Tucson Convention Center Lobby

Morning Events:

TK# 6 Early Morning Sunrise 5 K Fun Run/ Walk (pre-registration required)
6 AM to 7 AM Tucson Convention Center to River Trail and Back

Meetings:

SD#4 SEEDS Business Meeting and Luncheon
8 AM to NOON ~ Starlight Ballroom (Outside lower courtyard), Radisson Hotel

Workshops:

WK#18 Teaching Issues and Experiments in Ecology (TIEE): Author Workshop (Organizers:
Grant/d'Avanzo)
11:30 AM to 12:45 PM ~ Maricopa Meeting Room, Tucson Convention Center

Evening Events:

Social Functions TK#8 ~ Diversity Mixer, Reception and Program
6:30 PM to 8:00 PM ~ Copper Ballroom, Tucson Convention Center

Evening Sessions

EV#12 "How to Find Your Niche: Career Options in Ecology (Organizers: Kearns/Taylor)
8 PM to 10 PM ~ Crystal Ballroom, Tucson Convention Center

EV#18 Integrating Hot New Research Findings into Undergraduate Ecology Courses (Organizers:
Klemow/Brewer)

8 PM to 10 PM ~ Maricopa Meeting Room, Tucson Convention Center

EV#19 Interfacing Education and Ecological Research at Long Term Ecological Research (LTER) Sites
and Biological Field Stations (BFS) (Organizers: Ortega/Sprott)

8 PM to 10 PM ~ Concino Meeting Room, Tucson Convention Center

THURSDAY, August 8, 2002

Registration: 7 AM to 6 PM

Tucson Convention Center Lobby

Meetings: ESA Education & Human Resources Committee Meeting
7 AM – 8:30 AM ~ Presidio Boardroom (Mezzanine Level), Radisson

Luncheon Event:TK#9 ~ Diversity in Ecology Luncheon
"Juggling Careers and Personal Life: Finding the Balance"
A Panel organized by Carol Brewer, ESA VP – Education & Human Resources
11:30 AM to 1 PM ~ Copper Ballroom, Tucson Convention Center

Symposia:
SER #32 Ecological Restoration and Environmental Justice: Empowering Communities
(Organizers: Jablonski/Rodriguez)
1 PM to 3:45 PM ~ Maricopa Meeting Room, Tucson Convention Center

Evening Events:
Special Presentation: ESA Awards Ceremony and Past President's Address
Stephen R. Carpenter: "Millennium Ecosystem Assessment: Role of Ecologists in Scenario Development"
4 PM to 5 PM ~ Copper Ballroom, Tucson Convention Center
Social Function: TK#10: Biosphere Social (Open to both ESA and SER) Scientific Tour and Dinner Buffet at Biosphere 2
5:15 PM to 10 PM ~ 5 PM Departure from Tucson Convention Center

FRIDAY, August 9, 2002

Registration: 7 AM to NOON

Tucson Convention Center Lobby

PLEASE REFER TO THE OFFICIAL PROGRAM FOR EXACT DATES AND TIMES. THIS PRELIMINARY SCHEDULE IS DATED APRIL 01, 2002 AND IS SUBJECT TO CHANGE. THE DATES AND TIMES FOR THE EDUCATION SECTION CONTRIBUTED PAPER AND POSTER SESSIONS WILL BE POSTED ON THE OFFICIAL ESA ANNUAL MEETING WEBSITE.



<http://www.esa.org/Tucson/index.html>

2002 Call for Nominations: ESA Education Section

Nominations are being sought for the Chair, Chair-Elect and Secretary-Treasurer of the Education Section of The Ecological Society of America. Nominees must be current members of the Education Section in good standing of the Ecological Society of America. The deadline for nominations has been extended to **Friday, May 17th, 2002**. Upon receipt of all nominations, the Section Executive Committee shall select at least two candidates for each office. The slate of nominees will be emailed to Section members by **Friday, May 31st, 2002**, with an election deadline of **Friday, June 28th, 2002**. Results will be announced at the annual Education Section Business Meeting on **August 05th, 2002**.

Duties & Term of the Chair

(Article 6: Education Section By-laws.) The Chair shall preside at the business meetings of the Section, authorize expenditures of Section funds and promote the interests of the Section. He/she shall represent the Section on the Council of the Society, shall serve as a member of the Sectional Executive Committee, and shall appoint committees as required to promote the interests of the Section. Such committees shall serve until the next annual meeting of the Section, and may be re-appointed at the discretion of the Chairperson. (Article 5: Officers and Elections.) The term of office shall last for one year, beginning 1 January and ending 31 December, inclusive. (Additional Duties) The candidate actually serves as Chair-Elect from August to December, prior to assuming the Chair, serving in the capacity as a program officer within the Sectional Executive Committee to encourage, arrange and assist Section members in submitting symposia, workshop and discussion proposals. The Chair also assists, on an adhoc basis, the Program Committee for the ESA Annual Meeting to review and rank symposia, workshops and evening sessions.

Duties & Term of Secretary-Treasurer

(Article 9: Education Section By-laws.) The Secretary shall keep records of the Section, including current membership and mailing lists. The Secretary shall attend the annual business meeting and report on the activities of the Section annually in the BULLETIN of the Society. The Secretary shall also serve as Treasurer and is responsible for corresponding with the Society Business Manager concerning expenditures made in connection with official Section business. The Secretary shall perform such other duties as may from time to time be assigned to him/her. (Article 5: Officers and Elections ~ Revised 1993) The term of office for Secretary-Treasurer shall be three calendar years beginning 1 January and ending 31 December, inclusive.

Name of Nominee: _____ Email: _____

Address: _____ Phone: _____

_____ Fax: _____

Nominator(s): _____ Email: _____

Phone: _____ Fax: _____

Qualifications and Recommendations regarding Nominee (2-3 Sentences):

Forward Nominations via email, fax or mail to:
Michael J. Mappin, 2002 Education Section Chair
C/o University of Calgary Kananaskis Field Stations
BioSciences 186, 2500 University Drive, N.W.
Calgary, Alberta, Canada T2N 1N4
Email: mmappin@ucalgary.ca Fax: (403) 673-3671