

ACADEMIC ECOLOGISTS

Academic ecologists have always been the core of ESA membership. However, increasing numbers of ecology faculty are in teaching-focused, often non-tenure-track (NTT) or contingent positions. Many do not have grant or institutional support for meetings or for membership. Even grant-supported research-active faculty may fail to renew membership if they do not attend annual meeting each year. Marketing to academic ecologists should be relatively easy as they are familiar with ESA.

| Annual Meeting | Sections and Chapters | Journals | Committees and Volunteer Activities | Awards and Fellow Recognitions | Certification | Other |
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| <p>Reduced reg fees for NTT or others without grants or inst'l support</p> <p>Small grants for travel (especially to meetings)</p> <p>Make content from meetings available (either in real time or delayed) for members so that membership remains valuable even when individual does not attend</p> <p>Workshops for career development for specific audiences (NTT, teaching, grant-writing). Separate registration fee (open to people who cannot afford time or fees for entire meeting).</p> <p>Plan special smaller meetings, or coordinated symposia/OOS within annual meeting, focused on cutting-edge or emerging science areas</p> | <p>Market Education Section resources, workshops explicitly for those in teaching-focused or contingent positions; emphasize value in terms of professional opportunity (including Scholarship of Teaching & Learning)</p> <p>Communication and Engagement Section workshops mentoring – expand and promote both for “broader impact” outreach activities in association with grant-funded research, and to those working to communicate science to/with public. Make professional development and training activities available outside the Annual Meeting venue (e.g., smaller in-person opportunities, web-based training, etc.).</p> | <p>Reduced fees for page charges for NTT or others without grants or inst'l support</p> <p>Be more explicit about promoting Ecology 101 and other teaching-related resources published in the Bulletin.</p> <p>Potential new journal in Ecology Education</p> | <p>Formalize and strengthen a program of sending written acknowledgment and appreciation to our volunteers, officers, etc. and to their supervisors/chairs/deans (similar to NSF communications for panelists). Especially helpful in making service and leadership more visible and more important in the evaluation, promotion, and tenure of academics.</p> | <p>Have those receiving the Education and the Sustainability Education awards give plenary talks at the annual meeting.</p> <p>Consider whether our awards give appropriate acknowledgment to teams and to collaborative accomplishments (e.g., the initiative on public engagement suggests that teams or groups be eligible to be nominated for awards or recognition for outstanding engagement efforts)</p> | <p>Market availability and value of professional certification to directors, career specialists, and mentors in ecology, environmental sciences, and applied science programs – ask their help in promoting for their new graduates but aim at recruiting them as members</p> | <p>Mentoring program(s) matched to different career stages and/or institutional types – either ongoing matched mentor-mentee programs, or one-time workshops for students or early-career individuals focused on different academic settings and roles.</p> <p>Small grants for research (like BES)</p> <p>Recruitment services and assistance (eg aimed at NTT or contingent faculty)</p> <p>Consider research placement program matching NTT faculty with grant-funded researchers to permit summer support and continued research activity</p> |

