1.2 Substantiation of Teaching

1.21 Instruction

Throughout the dossier, Volume II materials are numbered in parallel with Volume I. Thus, the course materials that support the courses enumerated in 1.21.1 are presented in Volume II in section 2.21.1. Colored pages separate courses within a folder in Volume II. For courses I have taught more than once, I have usually included the materials from the most recent iteration of the course.

Syllabi, coursepacks, and exams show the range of information covered, but are fairly routine teaching materials. I have tried to provide some of the less routine material as well (for example, the population viability modeling and reporting exercises for Conservation Biology and the GIS exercises in fragmentation for the Landscape Ecology topics course) without going overboard. Students have indicated that the level of commenting I provide on papers and presentations is unusual (see, for example, the next to last letter at 1.22.5). I have included commented papers and presentation comments for my Conservation Biology class (2.21.1a – the second folder in Box 1), and commented briefs and papers from my topics class on Effects of Global Climate Change on Fish and Wildlife Resources, in the next folder.

I discuss particularly innovative pedagogical techniques and courses in section 1.23.06 of this chapter of Volume I, and indicate where to find the matching course materials in Volume II.

The usual course load for assistant and associate professors during my time at IU has been two courses per semester.

1.21.1 Courses taught, number enrolled, grade distributions

Course materials are at 2.21.1. All evaluations from time in rank are in Box 1; evaluations from before present rank finish Box 1 and start Box 2.

Summary of Teaching Assignments. Course numbers ≥500 are graduate courses. In the course field, (2) indicates two sections taught and (H) indicates an honors section. In semesters showing an asterisk, I taught an overload. A (C) in the Format column shows a co-taught course. I was on sabbatical during fall semesters of 2004, 2005, 2011, and 2012.

Course	Cr	Sem	Enroll	Format	A/A+	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
E538 Stats for Envl Sci	3	Spr 13	25	Lec/Lab	5	6	5	4	2	3						
E457 Intro to Conserv Biol	3	Spr 13	5	Lecture	4	1										
S457 Intro to Conserv Biol (H)	3	Spr 13	1	Lecture		1										
E557 Conserv Biol	3	Spr 13	12	Lecture	3	6	3									
Sabbatical		Fall 12														
E538 Stats for Envl Sci	3	Spr 12	32	Lecture	12	4	3	6	3	3	1					
V600 Capstone++	3	Spr 12	24	Project (C)	13		5		4	2						
Sabbatical		Fall 11														
R300 Global Envl Prob&Solns	1	Sum 11	6	Lec/Disc	4	2										
E555 Global Envl Prob&Solns	1	Sum 11	3	Lec/Disc	3											
V550 Global Envl Prob&Solns	1	Sum 11	1	Lec/Disc		1										
R300 Global Envl Prob&Solns	2	Sum 11	5	Study Abr (C)	5											
E555 Global Envl Prob&Solns	2	Sum 11	3	Study Abr (C)	3											
V550 Global Envl Prob&Solns	2	Sum 11	1	Study Abr (C)	1											
E262 Envl Problems & Solutions	3	Spr 11	21	Lecture	4	4	1	4	3	2		2	1			
E457 Intro to Conserv Biol	3	Spr 11	9	Lecture		2	3	3	1							
E557 Conserv Biol	3	Spr 11	24	Lecture	5	13	5	1								
E538 Stats for Envl Sci	3	Fall10	35	Lec/Lab	6	12	4	7	4	2						
V506 Stat Anal Effctv Decn'mkng	3	Fall10	1	Lec/Lab			1									
E555 Consrvn 21st Century	3	Fall10	11	Lec/Disc	11											
V550 Conservn 21st Century	3	Fall10	2	Lec/Disc	3											
E710 Consrvn 21st Century	3	Fall10	1	Lec/Disc	1											
R300 Global Envl Prob&Solns	1	Sum 10	1	Lec/Disc	1											
E400 Global Envl Prob&Solns	1	Sum 10	2	Lec/Disc	2											
E555 Global Envl Prob&Solns	1	Sum 10	2	Lec/Disc	2											
V550 Global Envl Prob&Solns	1	Sum 10	3	Lec/Disc	3											
R300 Global Envl Prob&Solns	2	Sum 10	1	Study Abr (C)	1											
E400 Global Envl Prob&Solns	2	Sum 10	2	Study Abr (C)	2											
E555 Global Envl Prob&Solns	2	Sum 10	2	Study Abr (C)	2											
V550 Global Envl Prob&Solns	2	Sum 10	2	Study Abr (C)	2											

++ I had 50% responsibility for capstone courses I co-taught.

1.21.1 Courses taught, number enrolled, grade distributions

Summary of Teaching Assignments (continued)**.**

E457 Intro to Conserv Biol	3	Spr 10	10	Lecture		2	5	1	2			
S457 Intro to Conserv Biol (H)	3	Spr 10	1	Lec (H)		1						
E557 Conserv Biol	3	Spr 10	14	Lecture	1	9	3	1				
V600 Capstone++	3	Spr 10	40	Project (C)	15	14	10	1				
E332 Intro Appl Ecol	3	Fall 09	24	Lecture	5	5	4	4	2		4	
S332 Intro Appl Ecol (H)	3	Fall 09	3	Lecture	3							
E532 Intro Appl Ecol	3	Fall 09	9	Lecture	2	2	1	1		1		2
E538 Stats for Envl Sci	3	Fall 09	35	Lec/Lab	7	12	7	3	4	2		
V506 Stat Anal Effctv Decn-mkng	3	Fall 09	10	Lec/Lab	2	2	4		2			
E262 Envl Problems & Solutions	3	Spr 09	16	Lecture	3	4	1	5	1	1		1
E457 Intro to Conserv Biol	3	Spr 09	11	Lecture	2	3	2	3	1			
S457 Intro to Conserv Biol (H)	3	Spr 09	1	Lecture		1						
E557 Conserv Biol	3	Spr 09	17	Lecture	4	7	5		1			
E680 Seminar in Envl Sci°	3	Spr 09	10	Seminar	10							
E400 Climate Ch Impacts F&W+	3	Fall 08*	1	Lec/Disc (C)		1						
E555 Climate Ch Impacts F&W+	3	Fall 08*	21	Lec/Disc (C)	13	6			2			
V550 Climate Ch Impacts F&W+	3	Fall 08*	6	Lec/Disc (C)	2	3	1					
E710 Climate Ch Impacts F&W+	3	Fall 08*	9	Lec/Disc (C)	9							
E680 Seminar in Envl Sci°	3	Fall 08*	9	Seminar	9							
E538 Stats for Envl Sci	3	Fall 08*	32	Lec/Lab	10	6	4	8	3	1		
V506 Stat Anal Effctv Decn-mkng	3	Fall 08*	7	Lec/Lab	2	1	1	2	1			
E262 Envl Problems and Solution	3	Spr 08	17	Lecture	3	5	2	1	3	1	2	
E457 Intro Conserv Biol	3	Spr 08	7	Lecture	3	4						
E557 Conserv Biol	3	Spr 08	16	Lecture	12	4						
E332 Intro Appl Ecol	3	Fall 07*	19	Lecture	3	6	5	3	1	1		
E532 Intro Appl Ecol	3	Fall 07*	5	Lecture	3	1					1	
E538 Stats for Envl Sci	3	Fall 07*	29	Lec/Lab	5	7	8	3	4	2		
V506 Stat Anal Effctv Decn-makng	3	Fall 07*	7	Lec/Lab	1	4	1	1				
V600 Capstone	3	Fall 07*	11	Project	8	3						
V600 Capstone	3	Spr 07	32	Project	25	7						
E457 Intro Conserv Biol	3	Spr 07	9	Lecture	2	1	1	2	1	1	1	
E557 Conserv Biol	3	Spr 07	16	Lecture	9	3	3	1				
E262 Envl Problems & Solutions	3	Fall 06	18	Lecture	7	4	2	3	2			
E538 Stats for Envl Sci	3	Fall 06	38	Lec/Lab	7	15	8	2	5	1		
E432 Intro Appl Ecol	3	Spr 06	13	Lecture	2	2	2	2	1	3	1	
E532 Intro Appl Ecol	3	Spr 06	4	Lecture	3	1						
E557 Conserv Biol	3	Spr 06	13	Lecture	6	4	3					

++ I had 50% responsibility for capstone courses I co-taught.

+ I had 80+% of the design/teaching/coordinating responsibility for the Climate Change class in Fall 2008 and 60% of the grading responsibility

° E680 is a departmental seminar requirement that makes very low demands on the instructor.

1.21.1 Courses taught, number enrolled, grade distributions

Summary of Teaching Assignments (continued)**.**

Sabbatical		Fall 05													
E432 Intro Appl Ecol	3	Spr 05	13	Lecture	4	4	2	1		1		1			
E532 Intro Appl Ecol	3	Spr 05	6	Lecture	2	2	0	1	1						
E457 Intro Conserv Biol	3	Spr 05	5	Lecture	1	3	1								
E557 Conserv Biol	3	Spr 05	15	Lecture	7	8									
Sabbatical		Fall 04													
L740 Ecosys Mgt on Public Lnds	3	Spr 04	11	Seminar	7	3		1							
E432 Intro Appl Ecol	3	Spr 04	12	Lecture	3	1	2		2		3			1	
E532 Intro Appl Ecol	3	Spr 04	9	Lecture	2	5	1		1						
E457 Intro Conserv Biol	3	Spr 04	15	Lecture	5	6	3		1						
E557 Conserv Biol	3	Spr 04	25	Lecture	13	10	2								
E262 Envl Problems and Solution	3	Fall 03	13	Lecture	1	6	2	3	1						
E579 Adv Landsc Ecol	3	Sum 03	5	Seminar	3	2									
E400 Intro Appl Ecol	3	Spr 03	31	Lecture	5	7	2	9	3	2	1		1		1
E555 Intro Appl Ecol	3	Spr 03	7	Lecture	4		2	1							
E457 Intro Conserv Biol	3	Spr 03	9	Lecture	5	2	2								
E557 Conserv Biol	3	Spr 03	15	Lecture	6	9									
E680 Seminar in Envl Sci°	3	Spr 03	5	Seminar	4	1									
E162 Envt & People	3	Fall 02	61	Lecture	12	24	7	9	5	2	2				
E400 Field Tech Ecol	3	Fall 02	8	Lecture	6		1		1						
E555 Field Tech Ecol	3	Fall 02	5	Lecture	4	1									
E457 Intro Conserv Biol	3	Spr 02	5	Lecture	1	2	1								
E557 Conserv Biol	3	Spr 02	21	Lecture	11	10									
E400 Intro Appl Ecol	3	Spr 02	36	Lecture	10	6	6	1	6	1	2	2	1		
E555 Intro Appl Ecol	3	Spr 02	2	Lecture	1	1									
E162 Envt & People	3	Fall 01	64	Lecture	4	18	14	10	7	3	3	3	1	1	
E400 Field Tech Ecol	3	Fall 01	7	Lec/Lab	2	5									
E555 Field Tech Ecol	3	Fall 01	4	Lec/Lab	3	1									
E457 Conserv Biol	3	Spr 01	14	Lecture	4	5	2	3							
E557 Conserv Biol	3	Spr 01	13	Lecture	11	1	1								
E400 Intro Appl Ecol	3	Spr 01	39	Lecture	5	6	4	4	16	3	1				
E555 Intro Appl Ecol	3	Spr 01	9	Lecture	4	3	1				1				
E162 Envt & People	3	Fall 00	57	Lecture	7	10	11	10	8	10	1				
E400 Field Tech Ecol	3	Fall 00	11	Lec/Lab	4	4	2		1						
E555 Field Tech Ecol	3	Fall 00	4	Lec/Lab	1	3									
E527 Applied Ecol	3	Spr 00	27	Lecture	12	7	5		3						
E457 Intro Conserv Biol	3	Spr 00	13	Lecture	6	4	2	1							
E557 Conserv Biol	3	Spr 00	28	Lecture	24	4									

° E680 is a departmental seminar requirement that makes very low demands on the instructor.

1.21 Instruction

1.21.1 Courses taught, number enrolled, grade distributions

Summary of Teaching Assignments (continued).											
E162 Envt & People	3	Fall 99*	54	Lecture	5	19	10	8	5	6	1
E400 Field Tech Ecol	3	Fall 99*	4	Lec/Lab	4						
E555 Field Tech Ecol	3	Fall 99*	6	Lec/Lab	6						
E529 Adv Landsc Ecol	3	Fall 99*	6	Seminar	6						
E527 Applied Ecol (2)	3	Spr 99	50	Lecture	10	19	7	9	3	1	1
E400 Field Tech Ecol	3	Fall 98	5	Lec/Lab	4	1					
E555 Field Tech Ecol	3	Fall 98	5	Lec/Lab	5						
E400 Intro Conserv Biol	3	Fall 98	10	Lecture	1	2	4	1	2		
E555 Conserv Biol	3	Fall 98	27	Lecture	14	10	2	1			
E527 Applied Ecol (2)	3	Spr 98	55	Lecture	9	25	9	6	5	1	
E400 Field Tech Ecol	3	Fall 97	10	Lec/Lab	2	6	2				
E400 Intro Conserv Biol	3	Fall 97	7	Lecture		1	3	1	2		
E555 Conserv Biol	3	Fall 97	16	Lecture	8	7	1				
E527 Applied Ecol	3	Spr 97	23	Lecture	6	12	4	1			

1.21 Instruction

1.21.2 Summary of teaching evaluations

Teaching evaluations are at 2.21.2. In the presentation below, I present weighted averages of the evaluations scores from E538/V506 (the masters' graduate statistics courses) as these are taught simultaneously, and only to graduate students.

			Course was rigorous.	Tests fairly reflected course matl.	Instructor was well prepared.	Instructor explained material clearly.	Instructor was enthusiastic.	Instructor made mtl interesting.	Clearly articulated class goals.	Grading system clearly defined.	Kept announced office hours.	I learned alot.	Outstanding quality of instruction.	# of students responding
Course	**Sem**	**Yr**	**q5**	**q8**	**q12**	**q13**	**q14**	**q15**	**q17**	**q21**	**q28**	**q30**	**q31**	**#**
E262 Envl Prob & Solns	S	2011	2.6	3.2	3.7	3.8	3.8	3.6	3.5	3.1	3.5	3.6	3.7	18
E262 Envl Prob & Solns	S	2009	2.2	3.4	3.8	3.5	4.0	3.6	3.5	3.3	3.5	3.7	3.8	12
E262 Envl Prob & Solns	S	2008	2.7	2.9	3.6	2.9	3.8	3.3	2.8	2.3	3.3	3.3	3.1	18
E262 Envl Prob & Solns	F	2006	2.3	3.4	3.7	3.1	3.8	3.3	3.4	3.3	3.6	3.4	3.3	14
E262 Envl Prob & Solns	F	2003	3.0	3.2	3.7	3.5	3.7	3.4	3.6	3.3	3.5	3.6	3.7	12
E332 Intro to Appl Ecol	F	2009	2.7	3.1	3.6	3.3	3.8	3.1	3.3	3.2	3.6	3.3	3.3	18
E332 Intro to Appl Ecol	F	2008	2.4	3.1	3.7	3.5	3.8	3.4	3.5	2.8	3.1	3.5	3.4	18
E332 Intro to Appl Ecol	F	2007	2.6	3.8	3.9	3.8	3.9	3.6	3.7	3.5	3.3	3.5	3.6	17
E400 Intro to Appl Ecol	S	2003	2.8	3.2	3.8	3.6	3.7	3.6	3.3	3.0	3.2	3.7	3.6	21
E432 Intro to Appl Ecol	S	2006	2.7	3.3	4.0	3.6	4.0	3.9	3.6	3.6	3.9	3.2	3.2	10
E432 Intro to Appl Ecol	S	2005	2.6	3.1	3.6	3.3	3.7	2.8	3.0	3.2	3.3	3.1	3.0	9
E432 Intro to Appl Ecol	S	2004	3.3	3.4	3.8	3.6	3.9	3.4	3.6	3.3	3.6	3.8	3.6	8
E/S457 Intro to Cons Bic	S	2012	3.3	3.0	3.7	3.5	4.0	3.3	3.0	2.8	3.2	3.2	3.3	6
E457 Intro to Cons Biol	S	2011	3.6	3.1	4.0	3.5	4.0	3.6	3.3	3.3	3.9	3.9	3.8	8
E457 Intro to Cons Biol	S	2010	3.1	3.4	3.9	3.9	3.9	3.9	3.7	3.1	3.6	3.9	3.7	7
E457 Intro to Cons Biol	S	2009	3.4	3.6	4.0	3.9	3.9	3.6	3.6	2.9	3.7	3.7	3.7	7
E457 Intro to Cons Biol	S	2007	3.5	3.8	4.0	3.7	3.8	3.7	3.5	3.5	3.8	3.7	3.7	6
E457 Intro to Cons Biol	S	2004	3.3	3.4	3.9	3.5	3.9	3.5	3.4	3.2	3.5	3.8	3.7	13
E457 Intro to Cons Biol	S	2003	3.4	3.7	3.6	3.6	3.8	3.3	3.6	3.1	3.3	3.2	3.1	9
E532 Intro to Appl Ecol	F	2009	2.8	3.3	3.7	3.7	3.3	3.0	3.3	3.5	3.3	3.5	3.3	6
E532 Intro to Appl Ecol	F	2008	2.5	2.7	3.9	3.3	3.5	2.9	3.4	2.7	3.3	3.3	2.8	10
E532 Intro to Appl Ecol	S	2005	2.5	3.7	4.0	3.5	4.0	3.8	3.8	3.2	4.0	3.7	3.8	6
E532 Intro to Appl Ecol	S	2004	2.7	3.0	3.9	3.4	3.8	3.7	3.4	2.8	3.4	3.4	3.6	9

1.21 Instruction

1.21.2 Summary of teaching evaluations

Course	Sem	Yr	q5	q8	q12	q13	q14	q15	q17	q21	q28	q30	q31	#
			Course was rigorous.	Tests fairly reflected course matl.	Instructor was well prepared.	Instructor explained material clearly.	Instructor was enthusiastic.	Instructor made mtl interesting.	Clearly articulated class goals.	Grading system clearly defined.	Kept announced office hours.	I learned alot.	Outstanding quality of instruction.	# of students responding
E538/V506 Grad Stat	S	2013	3.4	3.3	3.9	3.7	3.9	3.2	3.7	3.2	3.6	3.7	3.6	22
E538/V506 Grad Stat	S	2012	3.6	3.5	3.9	3.4	3.7	3.4	3.7	3.5	3.7	3.5	3.6	32
E538/V506 Grad Stat	F	2010	3.5	3.4	3.8	3.4	3.7	3.2	3.3	3.3	3.8	3.4	3.5	32
E538/V506 Grad Stat	F	2009	3.5	3.0	3.6	2.6	3.4	2.7	3.2	3.4	3.5	3.5	3.1	38
E538/V506 Grad Stat	F	2008	3.6	3.2	3.8	3.1	3.6	3.0	3.5	3.1	3.7	3.5	3.3	37
E538/V506 Grad Stat	F	2007	3.7	2.4	3.3	2.6	3.4	2.9	3.1	2.7	3.6	3.2	2.8	34
E538/V506 Grad Stat	F	2006	3.6	3.2	3.4	2.6	3.5	2.7	3.1	2.9	3.4	3.5	2.9	36
E555 Cons 21st Century	F	2010	2.8	3.6	3.8	3.7	3.8	3.7	3.7	3.3	3.6	3.8	4.0	11
E555 Climate Change	F	2008	2.4	3.0	3.6	3.2	3.6	3.4	3.1	2.8	3.4	3.3	3.4	25
E555 Intro to Appl Ecol	S	2003	2.7	3.3	3.9	3.7	3.9	3.4	3.2	2.7	3.6	3.3	3.1	7
E557 Conservation Biol	S	2011	3.4	3.3	3.9	3.6	3.9	3.8	3.6	3.5	3.2	3.4	3.6	18
E557 Conservation Biol	S	2011	3.2	3.4	3.9	3.8	3.9	3.7	3.7	3.2	3.6	3.7	3.9	26
E557 Conservation Biol	S	2010	3.7	3.7	4.0	3.9	4.0	3.9	4.0	3.9	4.0	3.9	4.0	11
E557 Conservation Biol	S	2009	3.3	3.4	4.0	3.8	4.0	3.8	3.8	3.7	3.9	3.7	3.8	17
E557 Conservation Biol	S	2008	2.9	3.1	3.8	3.2	3.6	3.4	3.2	2.7	3.4	3.8	3.3	13
E557 Conservation Biol	S	2007	3.3	3.4	3.8	3.5	3.7	3.5	3.4	2.9	3.6	3.4	3.4	15
E557 Conservation Biol	S	2006	2.9	3.1	3.7	3.3	3.4	3.2	3.3	2.8	3.4	3.1	3.1	12
E557 Conservation Biol	S	2005	3.6	3.3	3.9	3.6	3.9	3.8	3.8	3.2	3.7	3.5	3.5	13
E557 Conservation Biol	S	2004	3.2	3.2	3.9	3.5	3.7	3.4	3.4	3.0	3.4	3.2	3.2	22
E557 Conservation Biol	S	2003	2.5	2.4	3.0	2.5	3.5	2.9	2.4	2.1	3.4	2.8	2.5	17
E557 Conservation Biol	S	2002	3.2	3.1	3.9	3.7	3.8	3.6	3.6	3.0	3.4	3.3	3.3	19
E557 Conservation Biol	S	2001	2.7	3.4	3.8	3.8	3.9	3.9	3.5	3.1	3.5	3.4	3.8	14
E557 Conservation Biol	S	2000	2.5	3.4	3.9	3.6	3.9	3.7	3.2	2.7	3.5	3.4	3.6	25
V600 Cap w Fischman	S	2012	3.2	2.5	3.2	3.0	3.6	3.0	3.0	1.9	3.6	3.0	3.2	23
V600 Cap w Fischman	S	2010	3.0	2.6	3.2	2.8	3.2	2.7	2.7	2.1	3.4	3.0	2.5	34
V600 Cap w Fischman	F	2007	3.1	2.6	3.2	2.7	3.2	3.0	2.4	1.4	3.4	3.0	2.4	10

1.21 Instruction

1.21.3 Number of thesis and dissertation committees

I have been or am director of three doctoral student committees and served or am serving on 32 other dissertation committees including committees in SPEA; Education; Biology; Geography; Library and Information Science; Health, Physical Education, and Recreation (now Public Health); and Biology at the University of Louisville. I have directed master's level research for 4 students and published with two of these. I have served on 6 other master's committees at IU Biology and for Biology at Northern Arizona University. I have worked with approximately 50 SPEA graduate students at teaching and research assistants; two of these are presently producing teaching cases with me and one led a coauthored publication. I have directed undergraduate honors and BS-environmental science thesis research for 15 students and worked with an additional 4 undergraduates on non-thesis research or as a committee member.

1.21.4 Teaching outside of class – orientation work for master's and dissertation programs

(also Service section 1.42.3b)

Since 2006, I have presented a 45-min explanation of plagiarism and how to avoid it as a required part of the orientation program for all incoming master's students at SPEA. The opening part of the presentation is in lecture format, but a substantial part is a question-and-answer session that many students use to clarify their understanding of how to write and present responsibly. I have given this presentation every year but one, including sabbatical years, since I began. *A copy of the most recent PowerPoint is at 2.42.3b.*

Since 2000, I have appeared as a guest speaker at the pre-orientation math camp, to provide examples of applied math in conservation biology. I use examples of probability trees from California condor work, and algebra-based ratio comparison from Indiana bat work. I have not visited math camp every year, but in the majority of years.

For many years, I have also been one of the orientation-week advisors who meet with MSES and dual-degree students to orient them to the degree programs and help them choose their first semester classes.

1.22 Mentoring and advising

1.22.1 Dissertations directed

Theresa Katherine Burcsu. 2006. Forest edges: effects on vegetation, environmental gradients and local avian communities in the Sierra Juarez, Oaxaca, Mexico.

Edge effects are among the most serious threats to forest integrity because as global forest cover decreases overall, forest edge influence increases proportionally, driving habitat change and loss. Edge effects occur at the division between adjacent habitat types. Our understanding of edge effects comes mainly from tropical wet, temperate and boreal forests. Because forest structure in moisture-limited forests differs from wetter forest types, edge dynamics are likely to differ as well. Moreover, dry forests in the tropics have been nearly eliminated or exist only as forest fragments, making edge influence an important conservation and management concern for remaining dry forests. This study addresses this gap in the edge influence knowledge by examining created, regenerating edges associated with forest management in a seasonally dry pine-oak forest of Oaxaca, creating a new data point in edge effects research.

In this study I used Landsat TM imagery and a modified semivariance analysis to estimate the distance of edge influence for vegetation. I also used field methods to characterize forest structure and estimate edge influence on canopy and subcanopy vegetation. To finalize the project I extended the study to bird assemblages to identify responses and habitat preferences to local-scale changes associated with regenerating edges created by group-selection timber harvest.

Remote sensing analysis estimated that the distance of edge influence was 30-90 m from the edge. Vegetation analysis suggested that edge effects were weak relative to wetter forest types and that remote sensing data did not provide an estimate that was directly applicable to field-measured vegetative edge effects. The bird assemblages likewise responded weakly to habitat change associated with edge effect.

Open canopy structure, simple vertical stratigraphy, and topographic variation create forest conditions in which small openings do not create a high contrast to undisturbed forest. Thus, in this seasonally dry, open forest, vegetation and bird communities respond less to small openings than they do in wetter, more closed-canopy forests. Management practices and historical land-use interact and interfere with the detectability of edge influence in our study area. These results support hypotheses proposed for open forest types and suggest that patterns in edge influence in wet forest types may not be applicable to dry sites.

David P. Welch. 2007. Multidisciplinary approaches to the study of forest dynamics in south central Indiana and southern Illinois.

Extensive deforestation and subsequent reforestation has had a profound effect on the social and ecological systems in south central Indiana and southern Illinois. Trees have invaded former agricultural areas creating a diverse forested environment of secondary growth that has gained significant public ownership in the past century. This dissertation considers ecological and social dimensions of these changes through study of forest biodiversity and the diversity of opinion concerning forest management. It examines spatial patterns of tree growth in old fields, the

1.22 Mentoring and advising

1.22.1 Dissertations directed

David P. Welch (continued)

performance of computer-based forest composition models, and human dimensions of national forest management. Seed dispersal mode is an important factor that explains the initial spatial patterns of seedling and sapling densities in old fields. Less is known about the lasting impacts limits of seed dispersal have on subsequent stages of forest succession. This study examines spatial patterns of seedling and sapling density in old field forests (aged 25 years) to determine what impacts seed dispersal limitation have on forest composition. Seed dispersal mode (bird, wind, or mammal) is one of the significant factors that explain patterns of tree seedling and sapling densities in these settings. Another aspect of this dissertation considers how landscape-scale moisture differences affect forest cover type using a GIS-based approach. The integrated moisture index (IMI) uses slope and aspect algorithms in a GIS to model differences in soil moisture in order to explain forest composition. There is a stronger correlation between forest composition and the IMI in a heavily-dissected landscape than in rolling terrain. While the IMI is an important factor affecting forest communities, disturbance from land-use history may reduce the importance of moisture gradient as a determinant of forest composition. Additionally I describe the social landscape of southern Illinois in a social assessment of Shawnee National Forest. The objectives of this social assessment were to determine social and economic characteristics of the region, describe the nature of the community---forest relationship, and identify socioeconomic trends. It describes user opinions of the forest and the socioeconomic characteristics of the surrounding communities in order to elucidate the relationship between the Shawnee National Forest and its stakeholders.

Thomas T. Moore – in progress, due to complete in 2013.

1.22.2 List of students mentored

This list does not include RAs and TAs.

Students Mentored

Ph.D. Director - Theresa Burcsu (1998-2006), David Welch (2000-2007), Thomas Moore (2007 – current)

Ph.D. Committee member - Jane Southworth (2000), Shana Weber (2002), Sandra Vasenda (2001), Elizabeth Lehman (Biology 2004), Jon Belmont (2004), Jabber Al-Jabber (Education 2004), Nancy Beecher (Biology: 2005), Regina Berger (U of Louisville, Biology 2005), Dale Weigel (2000-2012), Christian Freitag (2005), Catherine Collins (School of Library and Information Science: 2000-2010), Nathan Murphy (Biology 2006), James Hayes (Geography 2008), Shanon Donnelly (Geography 2007), S. Luke Flory (Biology 2008), Candice Smith (2008) Catie Byers (U of Louisville, Biology 2007), Dawn O'Neal (Biology 2005-2009), J. Scott Townsend (Education 2008), Lauren Persha (2008); Michael Schoon (2008), Ross Brittain (2009) , Richard Thurau (2009), James Farmer (Health, Physical Education, and Recreation 2009), Cassie Quigley (Education 2007-current), Kristin Cook (Education 2007-current),

1.22 Mentoring and advising

1.22.2 List of students mentored (continued)

Vanashri Nargund (Education 2007-current), Sarah Mincey (2008-2010), Monica Paulson-Priebe (2008-current), John Marton (2009-current), Randy Young (Education 2009-current), Amy Trauth-Nare (2010-2012), Nicole Beeman-Cadwallader (2012-current), Allison Bailey (Biology 2012–current), Nate Keith (2012-current), Heidi Webke (Education 2012-current).

MSES Thesis Director - Anne Timm (1999-2000), Angela Smith (2001-2002).

MSES Independent Research – Joshua Mott (2005-2006), Therese Tepe (2009-2010)

MS, MA, and MSES/MA . Committee member - Jeff Matthews (Biology 1998-1999), Peter Hurley (SPEA/Biology 1997- 2001), Christiana Manville (SPEA/Biology 1998-2000), Richard Bakewell (SPEA/REEI 2005-2007), Aurora Marin (Biology MA 2005–2006), Randy Bangert (NAU Biology 1997).

Undergraduate Honors Director (Bio) - Daniel Ems (1998-1999), Elizabeth Bockstiegel (2009-2010), Elizabeth King (2009-2010), Georgianna Auteri (2010), Allie Praeuner 2012.

Undergraduate Thesis Director (BSES) - Elizabeth Drake (2002-2003), Lori Block (2002-2003), Kevin Allison (2003), Jennifer Cleland (2003-2004), Meagan Curtis (2004-2005), Alissa Brown (2004-2005), April Arroyo Monroe (2005), Margaret Barnes (2005-2006) Ghaidaa Mohamad (2006), Meagan Brass (2006-2007), Rachel Maranto (2007-2008),

Undergraduate Thesis Committee member: BSES thesis - Patrick Evans 2001; *Biology honors* – Hannah Milano 2013.

Undergraduate BSPA Research – Jonathan Mull (2003), Joshua Egenolf (2004).

1.22.3 Publications, reports, presentations, and training programs with student coauthors and co-leaders (student names are shown in blue)

Research publications (copies at 2.31.1, in rank, or 2.37.1 before present rank)

Fischman, R.L., and V.J. Meretsky. In friendly review as of 12 July 13. Adapting to climate change in conservation plans: Lessons from the US National Wildlife Refuge System. With Aliaksei Babko, Michelle Gray, Michael Kennedy, Lei Liu, and Susan Wambugu. For submission to Bioscience

Farmer, J.R., D. Knapp, V.J. Meretsky, C. Chancellor, and B.C. Fischer. 2011. Motivations influencing the adoption of conservation easements. Conservation Biology 25:827-834.

Meretsky, V.J., J.W. Atwell, and J.B. Hyman. 2011. Migration and conservation: frameworks, gaps, and synergies in science, law, and management. Environmental Law 41:447-534.

Tepe, T.L., and V.J. Meretsky. 2011. Forward-looking restoration under climate change: are US nurseries ready? Restoration Ecology 19:295-298.

Brittain, Ross A., V.J. Meretsky, and Chris B. Craft. 2010. Avian communities of the Altamaha River Estuary in Georgia, USA. Wilson Journal of Ornithology 122(3):532-544.

1.22 Mentoring and advising

1.22.3 Publications, reports, presentations, and training programs with student coauthors and co-leaders (student names are shown in blue)

Research publications (copies at 2.31.1, in rank, or 2.37.1 before present rank)

Brittain, R, V. Meretsky, J. Gwinn, J. Hammond, and J. Riegel. 2009. Northern saw-whet owl (*Aegolius acadicus*) autumn migration magnitude and demographics in south-central Indiana. Journal of Raptor Research 43(3):199-209.

Timm, A. and V.J. Meretsky. 2004. Anuran habitat use on abandoned and reclaimed mining areas of Southwestern Indiana. Proceedings of the Indiana Academy of Science 113(2): 140-146.

- change in rank -

Burcsu, T.K., S.M. Robeson, and V.J. Meretsky. 2001. Identifying the distance of vegetative edge effects using Landsat TM data and geostatistical methods. Geocarto International 16:59-68.

Reports (copies at 2.44.2, in rank, and 2.45.2a, before current rank)

Fischman, R.L., and V.J. Meretsky. 2012. Planning for climate change in the National Wildlife Refuges: Report of findings to the US Fish and Wildlife Service. With Aliaksei Babko, Michelle Gray, Michael Kennedy, Lei Liu, and Susan Wambugu.

Maranto, R, and V. Meretsky 2008. Population census of *Clonophis kirtlandii* (Kirtland's snake) in Muscatatuck Bottoms Nature Preserve. Submitted to the Nature Conservancy, Indiana chapter.

Unrefereed research publications (copies at 2.31.1)

Skilbred, S.L., and V.J. Meretsky. 2003. Geographic distribution. *Hemidactylium scutatum*. Herpetological Review 34(4): 379.

- change in rank -

Meretsky, V.J. and S.M. Pyles. 2001. Geographic distribution. *Hemidactylium scutatum*. Herpetological Review 32(4):268.

Invited presentations

2010. Moore, T.T., and V.J. Meretsky. Managed relocation: an option for managing montane wildlife and habitats under climate change. Symposium: Managing montane wildlife and habitat in a changing climate. The Wildlife Society Annual Conference, 2-6 October, Snowbird, UT.

2003. Meretsky, V.J and D. Welch. South-central Indiana forests: conservation and modeling implications of land-use history. Ecology of Forest Systems – Challenges and Opportunities, April 11-13, Bloomington, IN.

Contributed presentations at professional meetings

Welch, D., and V.J. Meretsky. 2004. Spatial patterns of forest regrowth in Indiana: the importance of seed dispersal. Indiana Academy of Science 120th annual meeting, Hanover College, Hanover, IN.

Welch, D., V.J. Meretsky, T.P. Evans, and R. Caldanaro. 2004. Comparing the performance of the Integrated Moisture Index to a landform approach to predict forest composition. Midwest Ecology and Evolution Conference, University of Notre Dame, South Bend, Indiana.

1.22 Mentoring and advising

1.22.3 Products with student coauthors and co-leaders (student names are shown in blue)

Contributed presentations at professional meetings (continued)

Burcsu, T., S. Robeson, and V. Meretsky. 2003. Point-based semivariance analysis of timber clearings in a mountainous area. Association of American Geographers Annual Meeting, New Orleans, LA.

Block, L.R., and V.J. Meretsky. 2003. Frog populations along the Indianapolis greenways. Indiana Academy of Science, Anderson, IN.

Drake, E.A., V.J. Meretsky, and R.A. Weiss. 2003. Winter diet of long-eared owls at the Newport Chemical Depot, Indiana. Indiana Academy of Science, Anderson, IN.

- change in rank -

Burcsu, T.; S. Robeson and V. J. Meretsky. 2001. Round and about: identifying extent of vegetative edge effects using geostatistical methods. Annual Meeting of the Association of American Geographers, New York, NY.

Burcsu, T., S. Robeson, and V.J. Meretsky. 2001. Using Landsat TM imagery to identify edge effects extent in a Mexican conifer forest. Presented in section Remote Sensing and GIS, the Ecological Society of America Annual Meeting, Madison, WI.

Meretsky, V.J., T. Evans, D.C. Parker, and C. Croissant. 2001. Observing landscape processes and outcomes. Presented at Pattern, process, scale, and hierarchy: interactions in human-dominated and natural landscapes, 16th annual symposium of the International Association of Landscape Ecology - U.S. Chapter. Phoenix, AZ.

Stevens, L.E., E.G. North, and V.J. Meretsky. 2001. Wings and mucus in space and time: patterns of invertebrate biogeography in Grand Canyon. Ecological Society of America Annual Meeting, Madison, WI.

Burcsu, T.K., C. Tucker, J. Belmont, C.R. Sanchez, and V. Meretsky. 2000. Land use and landscape fragmentation at the bird's eye level: examination of a complex forestry management scheme and its effects on local ecology. Annual meeting, Association of American Geographers, Pittsburgh, PA.

Meretsky, V.J., L.E. Stevens and C. Nelson. 1999. Monitoring at a snail's space: the endangered Kanab ambersnail at Vasey's Paradise. Ecological Society of America Annual Meeting.

Blake, L., and A. Karpoff. 1999. Indiana joins the North American Amphibian Monitoring Program. Indiana Wildlife Society Annual Meeting, Nashville, IN. (undergraduate students under my direction)

White paper (copy at 2.44.2b)

Meretsky, V.J., and T.T. Moore. 2009. Climate change and Indiana's non-timber forest resources. White paper prepared for The Nature Conservancy, Indiana Chapter.

1.22 Mentoring and advising

1.22.3 Products with student coauthors and co-leaders (student names are shown in blue)

Training program (at assistant rank)

North American Amphibian Monitoring Program training – developed by Lisa Blake and Andrea Karpoff for volunteers; program transferred to Indiana Division of Fish and Wildlife upon completion.

1.22.4 List of publications written through my mentorship (student names are shown in blue)

These publications were produced on grants I wrote (Title VI) or coordinated (Forest Service).

From Department of Education Title VI grant to Inner Asian and Uralic National Resources Center – my line of the grant, *listed at 1.23.01*.

Quigley, C. and K. Allspaw. 2011. The cultural and ecological "worlds" of Central Asia. Science Scope 35(2):31-34.

This publication (available at 2.22.1) was the result of work by two doctoral students from the School of Education's Science Education program. I served on Ms. Quigley's committee.

The work to produce this science and social studies unit for middle school instructors was supported by a Department of Education Title VI grant to the Inner Asian and Uralic National Resources Center; I had a line in the grant. I am affiliate faculty with the Center due to the time I spent in Central Asia prior to and during my first sabbatical. I was asked to propose work resulting from that visit, particularly work that might feed into K-12 education.

I worked first with Kathleen Allspaw, providing sources and images with which to develop the module, and then recruited Dr. Quigley to help produce a publication to publicize the work, when Dr. Allspaw's schedule imploded. *A copy of this article in Teaching at 2.22.4.*

From the Hoosier National Forest – IU partnership I coordinated – also Service

These publications arise from a partnership I coordinated. The Hoosier National Forest contributed $50,000 to a partnership with Indiana University to undertake research and public-service education on invasive species, and also to undertake control efforts on the Hoosier National Forest. In addition to coordinating the grant, I undertook the control work on the Hoosier National Forest, together with IU students.

Luke Flory undertook the research aspects of the program as part of his dissertation research. I served on this dissertation committee and commented on study designs and manuscripts. The Forest Service realized significant research results as a result of this partnership. *Copies are in Service at 2.44.2c; grant at 2.34.1, service award at 2.34.*

Bauer, J. and Flory, S.L. 2011. Suppression of the woodland herb *Senna hebecarpa* by the invasive grass *Microstegium vimineum*. American Midland Naturalist. 165:105-115.

Flory, S.L. and K. Clay. 2010. Non-native grass invasion suppresses forest succession. Oecologia 164:1029-1038.

1.22 Mentoring and advising

1.22.4 List of publications written through my mentorship

From the Hoosier National Forest – IU partnership I coordinated (continued; also Service)

Simao, M.C., S.L. Flory, and J.A. Rudgers. 2010. Experimental plant invasion reduces arthropod abundance and richness across multiple trophic levels. Oikos 119:1553-1562.

Kleczewski, N. and S.L. Flory. 2010. Leaf blight disease on the invasive grass *Microstegium vimineum* (Japanese stiltgrass) caused by a *Bipolaris* sp. Plant Disease 94:807-811.

Flory, S.L. and K. Clay. 2010. Non-native grass invasion alters native plant composition in experimental communities. Biological Invasions 12:1285-1294

Droste, T.*, S.L Flory, and K. Clay. 2010. Variation for phenotypic plasticity among populations of an invasive exotic grass. Plant Ecology. 207:297-306.

Flory, S.L. 2010. Management of *Microstegium vimineum* invasions and recovery of resident plant communities. Restoration Ecology. 18:103-112.

Flory, S.L. and K. Clay. 2009. Invasive plant removal method determines native plant community responses. Journal of Applied Ecology. 4:434-442.

Civitello, D.J., S.L. Flory, and K. Clay. 2008. Exotic grass invasion reduces survival of *Amblyomma americanum* and *Dermacentor variabilis* ticks. Journal of Medical Entomology. 45:867-872.

Flory, S.L., J.A. Rudgers, and K. Clay. 2007. Experimental light treatments affect invasion success and the impact of *Microstegium vimineum* on the resident community. Natural Areas Journal 27:124-132.

1.22.5 Letters and notes from students - sample

Email from a graduating undergraduate, March 2013,

Subject: Another Rec Letter

Just kidding!!!
I wanted to let you know that I accepted an offer today from the Maryland Sea Grant program, where I'll be working at the Chesapeake Biological Laboratory. I'll either be working with diamondback terrapins, studying how waste water pollutants are transferred to offspring, or with mercury bioaccumulation in tree frogs. I could not be more thankful or excited. I know how lucky I am to be presented with such an amazing opportunity. I feel that I owe so much to you and am so thankful for all the help you have given me, including advice and the time it took to write rec letters and correspond through email. If there is ever anything I can do for you, please let me know. I am sure I'll see you around campus next year.
Thanks again!
Have a great weekend,

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

From an undergraduate in the BSPA - Environmental Management program who graduated in 2009. He has stayed in touch and is doing research on wetlands in China for his master's.

Dear Vicky,

Thank you so much for writing the letters of recommendation on my behalf this past January. As a result, I have been offered admittance to Louisiana State University's School of the Coast and Environment. as well as a graduate assistantship At LSU, I will be working toward a Masters of Science degree in Environmental Sciences and will be doing research in wetlands. At this point, I haven't decided on a specific topic yet, but I feel confident there won't be a shortage of issues to investigate following the recent oil spill off the Gulf Coast. Hopefully my future research and volunteer efforts along the Gulf Coast will help to mitigate some of the environmental issues resulting from this disaster.

Now that I have reflected back on my time as an undergraduate student at SPEA, I realize what a tremendous impact your classes had on my educational interests and ultimately my decision to continue on to graduate school. Your Applied Ecology class catalyzed my interest in ecology and provided a solid foundation for me to build on with other environmental science courses. Also, your Conservation and Climate Change course gave me confidence in my ability as a student and a better perspective into the vast complexity that is climate change.

Thank you for your efforts in writing my letters of recommendation and for being such an integral part of my undergraduate career. I look forward to continuing my education in ecology and environmental sciences at LSU and I hope to keep in touch with you over the next two years.

Sincerely,

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

Email from a recent honors undergraduate, April 2013.

Click here to view a

People need nature to thrive

CONSERVATION INTERNATIONAL

Hi Vicky,

I got a teaching assistantship at Eastern Michigan University for next year, plus a generous additional financial award, thanks in part to your letter of recommendation in my support. Thank you for putting so much time and effort into the education and success of your students throughout the years. I made a donation to Conservation International in your honor, although I was expecting some kind of additional confirmation to send you more glamorous than an invoice page and a link to the ecards portion of the website.

Best,

[redacted]

OUR MISSION
Building upon a strong foundation of science, partnership and field demonstration, CI empowers societies to responsibly and sustainably care for nature, our global biodiversity, for the well-being of humanity.

OUR VISION
We imagine a healthy prosperous world in which societies are forever committed to caring for and valuing nature, our global biodiversity, for the long-term benefit of people and all life on Earth.

conservation.org donate now get the newsletter send an eCard

Image © Patricia and Michael Fogden/Minden Pictures

printable version of this eCard.
Click here to send your own eCard.

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

Email from a graduate student who finished in 2011, received March 2013.

Hi Dr. Meretsky,

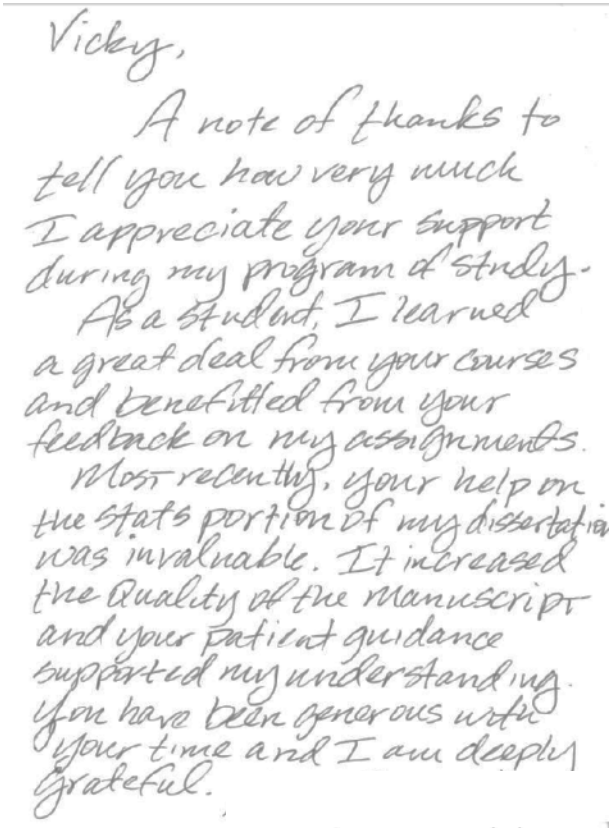
I hope you're doing well and that you've got some great trips planned for this summer.

I'm writing you today because lately I've been toying with the idea of going back to school for a PhD. I'm wondering if you might have time in the next couple of weeks to offer any advice/ insight/ warnings about the process via a phone call?

Please let me know if you have any time, and if so, when you're free.

Thank you very much,

From a doctoral student in Science Education on whose committee I served as a minor member and statistical mentor. From Spring 2012.



Vicky,

A note of thanks to tell you how very much I appreciate your support during my program of study.

As a student, I learned a great deal from your courses and benefitted from your feedback on my assignments.

Most recently, your help on the stats portion of my dissertation was invaluable. It increased the Quality of the manuscript and your patient guidance supported my understanding. You have been generous with your time and I am deeply grateful.

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

Email chain from a graduate student who finished in 2010, received February 2013.

Thank you very much!!

I would love to see you if you are in DC and so would countless other Speons! They shall flock from every nook and corner!

I have attached my current resume to this e-mail and also pasted the description below! Thank you so much again!!

Position Description: /deleted/

\- -

On Thu, Feb 7, 2013 at 9:28 AM, Meretsky, Vicky J. <meretsky@indiana.edu> wrote:

Hi !!!!

It's great to hear from you! And thank you for the kind words in DC! . . . *personal information redacted* . . . so I really should be coming through more often and looking the SPEA crowd up.

You are entirely welcome to use me as a reference. Please, when you have time, send an updated resume and if possible the job description and/or your cover letter. I will keep my fingers crossed!

Best,
Vicky

\- -

Sent: Thursday, February 07, 2013 7:46 AM
To: Meretsky, Vicky J.
Subject: Greetings!!! And a request :)

Professor Meretsky!!!!

Good morning!!! I hope that you are doing EXTREMELY well!! I have really missed you!

Things are going well (I am at EPA in Washington, DC) but I am ready for a change and I wondered if I could please list you as a reference on my application for USAID? I am listing you as a supervisor during my time as your teaching assistant.

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

I hope this is ok! Thank you so much for all of your support during my time with you and I look forward to catching up soon!

Actually a bunch of SPEA people are in DC and I saw some more over winter break and we all chatted about what a great Professor you are.

Thank you!

Email chain among me, our recorder's office, and a student who took an incomplete in Introduction to Applied Ecology and in Introduction to Conservation Biology in 2002. She was in touch once or twice about trying to finish them, but life got in the way. Finally, in 2010, we were able, with help from the recorders' office, to put together a distance-learning arrangement to finish the coursework. These emails mark the end of the process. I have permission from the staff members involved in the email chain to leave their names in. It really did take a small village to get this student to graduation, and they deserve part of the credit.

RE: Please change ----------'s grade in E457 (2002) to a B and have a minor celebration on her behalf :-)

> Yes, yes, YES!!! … Just did a crazy happy dance around the room LOL!
>
> I never thought this day would ever come …Thanks to everyone that helped me get this!!
>
> Thank you Vicky, for making time for me and your unflagging belief that this was going to happen :D
>
> Thank you, Thank you!!!

- -

Sent: Monday, January 09, 2012 10:06 AM
To: Meretsky, Vicky J.;
Subject: RE: Please change -------'s grade in E457 (2002) to a B and have a minor celebration on her behalf :-)

Hi Vicky,
The grade change has been submitted, it should reflect on her transcript today. Once that's done Sherrie will post her degree. Her Geology minor has already been marked complete, so she's fine! Congratulations!!
Deb

Deborah L. Beem
SPEA Records, Room 253
Indiana University
Phone: 812.855.0782 Fax: 812.856.1303

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

Email chain among me, our recorder's office, and a student who took an incomplete in Introduction to Applied Ecology and in Introduction to Conservation Biology in 2002. (continued)

From: Meretsky, Vicky J.
Sent: Monday, January 09, 2012 10:00 AM
To: Macy, Barbara S; Beem, Deborah Lynn
Subject: Please change ----'s grade in E457 (2002) to a B and have a minor celebration on her behalf :-)
Gentle ladies,
---- has completed the requirements for E457 with a B grade. In theory, this is the last hurdle she needs to clear in order to graduate (finally!!). She finished a minor in Geology, and was concerned that the notification of completion might not have reached you. Apparently the Geology department has told her that they can confirm if needed. Could you check through her records and see if everything is in order, and let her know the results? I've copied her on the cc line above.
Very gratefully,
Vicky

Email from an undergraduate who has gone on to graduate work, from 2009.

Vicky,

I sincerely want to thank you for the experience you've given me this semester in CB. I feel that between all of the literature readings, discussions and field trips I've learned so much more than I have in any other class I've taken in the last few semesters. The fact that you care about the success of your students is really apparent despite their lack of dedication throughout the semester. I especially would like to thank you for writing such an excellent recommendation letter.

I feel like your support really helped me get above the other applicants. Thanks to you I'll be interning on the prairie restoration project this summer! I really hope to get the opportunity to work with you in the future. So many thanks again!

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

The following two letters are from my time in assistant rank.

Meretsky, Vicky J.

[redacted]

Sent: Wednesday, December 09, 1998 9:31 AM
To: Meretsky, Vicky J.
Subject: Re: CB presentation

Thanks for the feedback--I think this is the first time I've gotten any comments on a presentation, ever. I agree with the criticisms and, of course, I've got a secret batch of my own.

Thanks again

[redacted]

[redacted]

School of Public and Environmental Affairs
and
Department of Psychology
Indiana University - Bloomington
lhilden@indiana.edu

1.22 Mentoring and advising

1.22.5 Letters and notes from students – sample (continued)

January 27, 2001

Dear Vicky,

Please pardon the formality of a typed letter, but I wanted you to be able to read it. I hope you remember me from last year in your Conservation Biology class, and from your Applied Ecology class the year before. My last name was [redacted] then.

I am writing you this letter to thank you for being the best professor I was ever fortunate enough to have been instructed by. Your classes really had an impact on me. Your teaching methods pulled me into the material and the discussion, and I was able understand concepts and ideas I had never thought about before. I believe that your classes impacted the direction of my life.

Applied Ecology was the first ecology class I had ever taken. I learned so much about the big picture and about the way the environment works. Then, in Conservation Biology, I was able to take those understandings of systems and learn how they area affected by human populations, governments, and management regimes. These classes just made things click for me.

I may never become a conservationist or a government official with the power to introduce new environmental or conservation programs, but I believe that changing the way people affect their environment has to start with changing their minds and influencing their ideas so that they can realize the impact of their lives. This has to be done on a community level. Your classes did this for me. In my lifetime, hopefully I can influence people I come in contact with. I know I have already influenced my husband, as evidenced by his constant recycling of everything! We have also agreed to have only two children (the "replacement rate", as you would say), and to adopt if we feel that we want more. These are small changes, I know, but small changes in many lives may really make a difference.

Since graduation, I have gotten married and been working for a consulting firm, called PSI here in Indianapolis. It's not the perfect job for me, but we all have to start somewhere! I am really encouraged by the fact that the senior scientists and management higher-ups are interested in my ideas for new types of work. I am trying to get us started in working with more surface water issues, involving wetlands and watershed management issues. It may take a little patience, but hopefully we can begin to do work of this type, which is what I really want to do.

I just wanted to write to you and thank you for your influence on my life. Please do not hesitate to contact me if you ever need volunteers for class-related or research-related projects. Also, please feel free to forward a copy of this letter to any University or SPEA official. They should also know what a great professor you are.

Sincerely,

[redacted]

1.23 Contributions to pedagogy

1.23.01 Grants related to teaching and scholarship of teaching and learning

US Department of Education Foundation for the Improvement of Postsecondary Education (FIPSE; 2009-2013) US-Russia Global Environmental Issues Research and Study Program. PI with Olena Chernishenko. $400,000. G*rant material at 2.23.01; related course materials at 2.22.1b*.

The grant includes funds for study-abroad teaching in environmental science and policy, funds for language training of students who will travel, funding to support travel to Russia for US researchers interested in forming research partnerships with Russian colleagues, and funds to support US students in relevant internships in Russia.

IU Scholarship of Teaching and Learning Writing Retreat Award. May 2009.

The award brought together scholars working on peer-reviewed manuscripts related to scholarship of teaching and learning and staff with expertise in writing such papers. Resulting publication is at 2.23.03; related presentations are listed at 1.23.05.

US Department of Education Title VI grant to the Inner Asian and Uralic National Resource Center at IU. 9/2006 – 7/2009.

My line in this large grant funded development of website concerning conservation in Central Asia, and to fund an integrated teaching middle-school module about Central Asia. $7000 An article describing the middle-school teaching module resulting from grant is at 2.22.4a).

IU Teaching and Learning Technologies Laboratory Grant. 2003. Grant to scan 1000 slides to digital format for teaching purposes for Applied Ecology classes. $300.

1.23.02 Teaching Honors

Trustees Teaching Award 2012

Accepted as a member of the Faculty Colloquium on Excellence in Teaching (FACET): 2011*

SPEA Outstanding Graduate Teaching Award 2010

Trustees Teaching Award 2009

Trustees Teaching Award 2007

Trustees Teaching Award 2005

Trustees Teaching Award 2003

SPEA Outstanding Undergraduate Teaching Award 2002

Teaching Excellence Recognition Award 2000

Teaching Excellence Recognition Award 1999

Teaching Excellence Recognition Award 1998

SPEA Outstanding Undergraduate Teaching Award 1998

University of Arizona Excellence in Teaching Award (as a doctoral student)

*The dossier I prepared to apply for admission to FACET is at 2.23.02.

1.23 Contributions to pedagogy

1.23.03 Peer–reviewed publications: innovative teaching methods (copies at 2.23.03)

Meretsky, V.J., and T.A.N. Wood. Accepted. A novel approach for practitioners in training: a blended-learning seminar combining experts, students and practitioners. Journal of the Scholarship of Teaching and Learning.

> *I created the underlying course with Ms. Woods, at her invitation and led the course with her active assistance. I drafted the survey forms, collected and analyzed the data, and wrote the manuscript, which she edited. Related discussion of innovative pedagogy at 1.23.06b and materials at 2.23.06b. Related course material is at 2.21.1b..*

Meretsky, Vicky J. 2013. Anonymous online student surveys anywhere. Journal of Teaching and Learning with Technology 2:66-68.

Meretsky, V.J. Teaching outdoors. 2010. Chapter 14 in H.L. Reynolds, E.S. Brondizio, J.M. Robinson (eds). Teaching environmental literacy: across campus and across the curriculum. Indiana University Press, Bloomington, IN.

> *A review of the book that includes comments on my chapter, and a syllabus for a course that use my chapter demonstrate impact of this work; copies are at 2.24.*

Statement of stature of journals

Journal of Teaching and Learning with Technology – too new to be rated. Its Quick Hits section is an easy way to communicate methods and the submission I made is intended in that vein.

Journal of the Scholarship of Teaching and Learning – described on its website as *a forum for the dissemination of the Scholarship of Teaching and Learning in higher education for the community of teacher-scholars.* Most of the teaching and learning publications are unrated, as is this one.

1.23 Contributions to pedagogy

1.23.04 Invited conference presentation: curricular development, new course

Meretsky, V.J. and O. Chernishenko. 2010. Report on progress and plans. US-Russia Projects Directors' Meeting. Fund for the Improvement of Postsecondary Education, US Dept of Education. Moscow, Russia. *Related discussion of innovative pedagogy at 1.23.06a and materials at 2.23.06a. Related grant at 2.23.01; related course material at 2.21.1b;*

1.23.05 Conference presentations: curricular development, new course, new techniques

Woods, T.A.N., V.J. Meretsky, and J.C. Randolph. 2009. A new model for conservation education: using conference collaboration software to link students and wildlife professionals in an educational forum. The Wildlife Society annual meeting, Monterey, CA.

Meretsky, V.J., T.A.N. Woods, and J.C. Randolph. 2009. Distance learning/distance teaching facilitates ongoing interactions among researchers, practitioners, and students. International Society for Scholarship of Teaching and Learning annual meeting. Bloomington, IN.

Meretsky, V.J., T.A.N. Woods, and J.C. Randolph. 2008. Enhancing collaboration among students, practitioners, and researchers: New technology, less carbon. 9th National Conference on Science, Policy, and the Environment: Biodiversity in a rapidly changing world. Washington, DC.

Meretsky, V.J., T.A.N. Woods, and J.C. Randolph. 2008. Bringing students, practitioners, and researchers together, with less carbon: An experimental seminar. Ecological Society of America annual meeting, Milwaukee, WI.

Related discussion of innovative pedagogy at 1.23.06b and materials at 2.23.06b. Related course material is at 2.21.1b, related publication at 2.23.03.

1.23 Contributions to pedagogy

1.23.06 Curriculum development: innovative pedagogical techniques and courses

a. Environmental science distance-learning/study abroad course

In 2009, the Russian and Eastern European Institute, with which I affiliated, contacted me to ask if I would consider leading a proposal to US-Russian program of the Fund for the Improvement of Post-Secondary Education (FIPSE) in the Department of Education, dealing with research and teaching in environmental science. I wrote the proposal together with Olena Chernishenko of the IU Slavics program, who developed a Russian-language module for the program and managed the early logistics. Our proposal was ranked first among 24 proposals received, and we were awarded $400,000 for a 3-year program in partnership with Tyumen State University in southwestern Siberia. *Grant-related material is in 2.23.01; course-related material is in 2.21.1b; a related press release is at 2.24.*

In its first two iterations in 2010 and 2011, we combined a 1-credit classroom course with distance-learning participation by faculty and students from Tyumen and a 2-credit study-abroad program in Siberia. The 1-credit pre-travel seminar gave students background on the area and issues they would encounter, as well as introducing them to faculty and students they would meet in Siberia. The students who have travelled to Siberia had all their travel costs covered, enabling those who could not otherwise contemplate study abroad to see an exotic and environmentally very relevant part of the world where, seemingly pristine areas are interrupted by fouled by oil spills, and protected areas mingle with areas where wildlife has been severely reduced by subsistence hunting.

b. Distance learning/distance teaching to link experts, students, and practitioners

In 2008, together with Teresa Woods from the US Fish and Wildlife Service, I developed a course on climate-change impacts to natural resources using a novel distance-learning/distance-teaching approach. We used Adobe Connect to connect experts on climate-change impacts to fish and wildlife from across the nation who were in remote locations to practitioners from the Fish and Wildlife Service who were in remote locations and SPEA students on the IU campus. I discuss this course in my personal statement, and *the syllabus and other course materials are in 2.21.1b*. We published a paper describing the approach in the *Journal of the Scholarship of Teaching and Learning* (2.23.03). Our approach provides a low-cost method of giving students the opportunity to interact with experts and, on an ongoing basis, with practitioners who were also learning from experts. Learning alongside practitioners gave the students insights into the opportunities and constraints of agency work that would otherwise be unavailable to them.

c. Using online anonymous surveys for student feedback

Scholars of teaching and learning recommend that instructors be transparent about their goals for courses, and, when appropriate, about their reasons for using particular teaching tools and approaches. In addition, excellent instructors recommend involving students in the design and execution of the course, to the extent practicable. These recommendations are accompanied by the caveat that instructors should strive to avoid the appearance of cluelessness, as this tends to reduce student confidence and morale.

1.23 Contributions to pedagogy

1.23.06 Curriculum development: innovative pedagogical techniques and courses

c. Using online anonymous surveys for student feedback (continued)

I rarely want to take class time to ask for student input, and I know that asking, verbally, in an open classroom will only get me a limited number of points of view. When I began using Survey Monkey, Oncourse could not do anonymous surveys. It can, now, but I continue to prefer Survey Monkey because I suspect that students are more willing to believe that a third-party survey will be truly anonymous than the software that is increasingly used to track their every breath in some courses.

I have published the teaching-and-learning equivalent of a methods note concerning anonymous surveys (2.23.03). I use them regularly whenever I am making substantive changes to courses. I use them more frequently in my statistics course to monitor students' confidence and frustration as we go through the semester.

The printouts for the following examples of anonymous survey use are in 2.23.06c.

Stat survey Nov 2010 – survey addressing Homework 7b (a separate packet in this set addresses Homework 7b directly), some content issues, and whether students find Survey Monkey to be an acceptable format for gathering their input. By getting content in midsemester, when students are still experiencing the course, and immediately after they've completed the assignment in question, I get fresher insights. By the end of the semester, memories are already starting to blur.

Stat survey Feb 2013 – survey to gauge students' sense of confidence and general attitude at the end of the first, somewhat disorienting, section of the statistics class. I can refer to these responses when discussing the results of the first test, relating their actual scores to their sense of preparedness and accomplishment. In addition, I can address concerns early in the course before they fester.

Conservation for the 21st Century Dec 2010 – in this seminar-style class, I used two approaches to keep students strongly engaged in the material, in order to keep discussion focused and lively (assigned writers of questions and comments on readings who submitted their work to the discussion leader of the day and to me, and assigned writers of summaries of guest presentations and related discussion whose summaries went on Oncourse for students who were absent, and to provide a record of the speakers' remarks). Students were particularly generous with their time and thoughts in this end-of-semester survey. Their comments gave me considerable insight into their sense of the assignments. I will be using the directed questions and comments approach online with my Siberia students during their pre-travel readings work. In the future, if I am fortunate enough to have so many guest speakers, I may allow students, within reason, to pick from among the speakers which presentations they would like to summarize.

d. Active learning exercises

Increasingly, the teaching literature shows that students learn better by doing than by watching, and that group work, which allows students to talk as well as write, is particularly effective. In addition, instructors who can watch and hear their students working through material often have clearer insights into the problems that students are encountering. (continued)

1.23 Contributions to pedagogy

1.23.06 Curriculum development: innovative pedagogical techniques and courses

d. Active learning exercises (continued)

In Spring 2013, I tried a few group exercises as a precursor to instituting active learning. The end-of-semester anonymous survey results showed that students found them helpful. In Spring 2013, I began implementing active learning in the second half of my graduate statistics course.

At this point, students generally have some sense of balance in the class, have wrestled with the framework of hypotheses and hypothesis tests, and need to add some modest sophistication in application of statistics and also to add to their toolbox of tests.

Implementing active learning at this point was easier because the students knew each other fairly well and had a good working relationship with me. I felt more confident implementing a new form of learning, and they were willing to trust me. I used worksheets designed to step students through the approaches and tests of the moment at their own pace. I circulated continuously among the groups as they worked on the exercises. When I saw a problem arise in more than 1 or 2 groups, I stopped the whole class and we worked through the problem together, and then they returned to working as individual groups. When (nearly) all groups were done, we compared answers, with each group leading on some part of the exercise, and discussed any points of uncertainty.

I used anonymous surveys at a two points during the semester to query the students about the activities; *the worksheets and the relevant surveys are in 2.23.06d.* Students were generally very positive about the in-class exercises. Their homework went more smoothly as they honed skills they had started to develop in class – the sources of confusion were overcome where I could help quickly and they made better progress as a result. I will be comparing test results from 2013 to results from previous years to see if there are trends related to the exercises.

In addition to allowing them to practice difficult skills in a supportive environment, the activity handouts also provide an easy way for them to refresh their skills in the future.

In 2014, I will move active learning forward in the semester

e. A mini-project homework designed to give students the experience of a real-world statistical problem: Homework 7b.

Homework 7b occurs approximately half-way through the semester, when students have finished learning the one-sample tests for means and medians and are learning the two-sample and paired-sample tests for means and medians.

The assignment gives students a hypothetical problem that simulates a problem they might encounter in the real-world. They receive data sets and questions, and must explore the data set, choose and run appropriate statistical tests, and interpret and write up the results.

Students have always understood and appreciated the importance of this homework as a beginning to real competence in applied statistics, but I am still working to improve students' ability to rise to the challenge and to see all the nuances of the assignment. In previous years, students tended to be more frustrated than I thought productive. I am not averse to frustration, but I want to see students come out the other side, and when left to their own devices, not all did.

1.23 Contributions to pedagogy

1.23.06 Curriculum development: innovative pedagogical techniques and courses

e. A mini-project homework designed to give students the experience of a real-world statistical problem: Homework 7b (continued)**.**

Because many students do not have a background that includes lab experiments and lab reports, the write-up added to the statistical uncertainties.

In 2013, we did the first problem in Homework 7b together, in lab, as a class, and wrote up the results. I used an anonymous Survey Monkey surveys to see how the students responded to the group work on the first part of the homework, and to ask whether they thought a second such exercise would be fruitful. *Both the 2013 version of Homework 7b and the relevant survey are in 2.23.06e.* Additional comments about Homework 7b show up on other surveys in 2.23.06c, with the materials related to online anonymous surveys as a general tool.

Students appreciated the class-worked part of Homework 7b and more students than I expected thought that a second such exercise would be helpful. Students did better on Homework 7b than they have in the past, and the remaining major errors clearly highlighted areas where students need more input. I will build on those results in 2014.

1.23.07 Major contribution to development of programs of study

a. Integration of team- and program-management skills into MPA, MSES, and MAA curricula.

I have engaged in curricular development in the creation of many courses for SPEA; my course materials are available elsewhere in Volume II. In contrast to course development, my work to promote the integration of team- and program-management skills into the master's degree curricula reaches school-wide. I discuss my contributions in my personal statement. The documents here provide additional substantiation.

I focused on team- and program-management skills as important additions to SPEA after discussions with former students who spoke of learning it elsewhere and of using these skills regularly. I visited with Andrea Need, one of the MPA reaccreditation coordinators, and with Barry Rubin, head of the capstone instructors group, to discuss how we might begin to integrate these skills into our master's curricula.

Dr. Rubin and I co-chaired the teaching-faculty group to consider team- and program-management skills. We led a scoping meeting to elicit from faculty whose work is most focused in this area their thoughts about what team management and program management encompassed, for purposes of our masters' programs. We designed and delivered the training session in basics of team dynamics and program management in Spring 2013.

I administered a Survey Monkey survey in the 2012 Capstone class I co-taught with Professor Fischman to determine student views regarding various kinds of additional training that might be provided during capstone classes. Survey results showed a level of interest in additional training that was surprising to some among the faculty, and increased our confidence that team- and project-management training would be well received. (continued)

1.23 Contributions to pedagogy

1.23.07 Major contribution to development of programs of study

a. Integration of team- and program-management skills into MPA, MSES, and MAA curricula (continued)**.**

In preparation for the scoping meeting, I used another Survey Monkey survey to give our team a general sense of the range of skills we might be talking about.

I led the team that met at the end of Spring 2013 to develop short- and long-term recommendations. I co-authored this resulting document with Beth Gazley and Barry Rubin. The recommendations are included in the MPA reaccreditation report in the document addressing *Standard 1: Managing the Program Strategically*. It is described as follows:

> "V600 faculty drafted a proposal to address, in the short and long terms, developing professional skills for SPEA Masters students (Standard 1 Appendix 2). The proposal addresses 4 skills that may be lacking in the MPA curricula: (1) team management (team dynamics, leadership/ followership, the psychology of teams, human behavior and diversity), (2) project management (software, models), (3) professional communication and behavior (speaking, networking, presenting, interviewing, attire, professional writing), and (4) strategic planning (models, dynamics)."

I will be co-leading the first workshop of the short-term implementation process in Fall 2013.

This contribution is discussed under administrative service at 1.42.2. The results of the student and faculty surveys and the final recommendations for moving forward with integrating team- and program-management skills into the curriculum are in 2.23.07a.

b. Curriculum design in environmental science at Western University, Azerbaijan

During the summer of 2003, I traveled to Azerbaijan to develop curriculum in environmental science at Western University. I was part of the SPEA-based effort led by Professor Randall Baker to establish the School of Public Administration, Legal Affairs, and Environmental Management there. Western University is a commuter campus in the capital city of Azerbaijan, Baku. It has no labs and at the time I was there, had no courses in the natural sciences. I was asked to consider topics and approaches to provide appropriate science training for students in Environmental Management and Environmental Policy. *A copy of my report is at 2.23.07b.*

1.23 Contributions to pedagogy

1.23.08 Major contributions to development of new areas of study – climate-change impacts

In 2008, together with Teresa Woods from the US Fish and Wildlife Service, I developed a course on climate-change impacts to fish and wildlife resources described above under i*nnovative techniques and courses. Supporting material for this course is at 2.21.1b; a related publication is at 2.23.03.*

In Fall 2013, I will deliver the climate-change course, updated and redesigned to incorporate the interests of the Energy concentration we have developed in the interim. The course description follows. This is the only applied-ecology-related climate change course on campus. Geography has degree programs related to climate change, but they are meteorological in their focus. I have been asked to submit a proposal to assign a permanent number to the course so that it can become a staple SPEA offering.

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E555/V550 Climate Change Impacts to Natural Resources - Meretsky

prerequisites: E527 (Applied Ecology) or E543 (Environmental Management) or E574 (Energy Analysis and Markets) or equivalent

This topic is at the intersection of the Applied Ecology, Energy, and EPNRM concentrations and will be accepted in all three. It should also be eligible for Water Resources, on the ecological side of that concentration. For questions about suitability of this course for other concentrations, please talk with an appropriate advisor.

This will be a discussion-based class with significant responsibility for content resting with the participants. We will spend the first week or two developing a common foundation for the rest of the semester and will use that time to determine which topics in this very broad and rapidly changing field we will address. Topics of interest will include climate-change impacts to species and ecosystems, as well as more specifically energy-related topics such as impacts of renewable energy development (e.g., wind and solar installations) and nonrenewable energy development (fracking, mountain-top removal, Arctic energy development), impacts of energy-related and climate-change-related policies, and messy intersections such as the interaction of the Endangered Species Act and EPA's control of greenhouse gases. Care will be taken to severely limit overlap with the prerequisite courses.

We will combine group discussion with individual presentations to get the best of both worlds. Reading-based discussions will allow all of us to develop depth in some topics, whereas individual presentations will allow presenters to develop depth in topics of interest and to share some of that with the rest of us. I will use some testing to assure that desirable learning outcomes are being met, but at this time I anticipate that the majority of the grade will come from other aspects of the course – contributions to discussion, presentations, and writing.

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1.23 Contributions to pedagogy

1.23.09 Impacts of teaching and mentoring on recruitment (also Service)

I am involved in recruiting work throughout the school year. I am a first point of contact for a dozen or more students each year; most are enquiring about our master's program and whether they might work on conservation issues during their time at SPEA. I see many of these students when they visit on their own or during our Experience Day when we invite accepted master's students who are considering attending SPEA to join us for a day of meeting faculty, staff, and students. In Spring 2013, I invited any Experience Day students who cared to to join me and the Conservation Biology students on a frog survey, as an alternative to the scheduled Gala. Five students came out with us, and staff told me the next day that, for more than one of them, this was the deciding factor in choosing to come to SPEA. Staff indicate that I interact most with potential and confirming students and do the most advising among non-program-directing faculty. My affiliations and appointments across campus allow me to highlight for students the rich resources they will be able to tap at IU, and I believe this is a contributing factor in their decisions.

At present, I teach no early-contact undergraduate classes, however my E457, Introduction to Conservation Biology class and my work with honor students provide a gateway for some students to our master's program. In my time as assistant professor, some of my university division students from E162, Environment and People, decided to pursue SPEA undergraduate programs. Several students from E262, Environmental Problem and Solutions, have gone on to accelerated and non-accelerated master's programs; they have worked with many SPEA faculty by the time they make that decision, of course.

1.23 Contributions to pedagogy

1.23.10 Programmatic review of curriculum (also Service)

Reaccreditation of the SPEA MPA

During the past year, the MPA program has been going through reaccreditation of the program by the National Association of Schools of Public Affairs and Administration (NASPAA). As an instructor in the MPA core (V506, the statistics class and V600, the capstone), I contributed to design and assessment of learning outcomes for those courses. I also contributed to an important aspect of program improvement – the long-term integration of team- and program-management skills into the SPEA master's curricula.

My efforts in this area are described in more detail in the previous section, 1.23.07a. Briefly, I met with the Andrea Need from the reaccreditation program and Barry Rubin from the Teaching and Learning faculty group to recommend that we consider explicitly addressing aspects of program management in the master's curricula. Dr. Rubin and I co-chaired the Teaching and Learning faculty subcommittee to consider this issue. I led the team that met at the end of Spring 2013 to develop short- and long-term recommendations. I co-authored the resulting document with Beth Gazley and Barry Rubin. The recommendations are included in the MPA reaccreditation report in the document addressing *Standard 1: Managing the Program Strategically*, in the section on improving the program. The document is described as follows:

> "V600 faculty drafted a proposal to address, in the short and long terms, developing professional skills for SPEA Masters students (Standard 1 Appendix 2). The proposal addresses 4 skills that may be lacking in the MPA curricula: (1) team management (team dynamics, leadership/ followership, the psychology of teams, human behavior and diversity), (2) project management (software, models), (3) professional communication and behavior (speaking, networking, presenting, interviewing, attire, professional writing), and (4) strategic planning (models, dynamics)."

Copies of relevant survey results and of the final recommendations are at 2.23.07a.

1.24 *News items and other items documenting impact of teaching* (copies at 2.24)

Syllabus from Bryn Mawr Education 258 – 2012

This course uses my chapter from Teaching Environmental Literacy as teaching material.

Review of *Teaching Environmental Literacy* from the journal *BioScience* – 2011

The review includes a comment on my chapter.

IU students get dirty, make a difference in Gulf restoration project 2011

This IU news release focuses on the impact on the students of this service-learning opportunity that I provided for IU students.

Nature Conservancy's Indiana staff gets dirty in the Gulf – 2011

This Nature Conservancy news release focuses on the impact on the ecosystem and on the NGO of the work that IU students did through a service-learning opportunity that I provided.

IU-Russian partnership – study abroad class – 2009

This IU news release discusses the IU in Siberia *class, the FIPSE grant that made it possible, and some of the other projects, including service to the profession, planned under the grant. Related course material at 2.21.1b, related grant at 2.23.01, material on innovative pedagogy at 2.23.06a.*

News release for distance teaching/distance learning class – 2006

This IU news release discusses the synergies involved in teaching students and training professionals at the same time, and describes the nature of the class. Related course material at 2.21.1b, grant at 2.2301, peer-reviewed article at 2.23.03.

When things get murky – Spring/Summer – 2006

This article from IU's Teaching and Learning Magazine resulted from an interview about preparing students to deal with complex environmental problems in the real world.