ENVS 201M "offers graduate students the opportunity to become familiar with the research expertise of the faculty in the Environmental Studies department." It is designed (1) for incoming graduate students to get to know the scholarly interests of the Environmental Studies faculty, (2) for grad students to form a more coherent picture of what we are as a department, (3) for faculty to get to know the new cohort, and (4) to provide a sampling of the resources faculty offer as committee members as graduate students begin to develop their own research proposals.

This year we have a special assignment for you. In preparation for the departmental external review in 2012-13, the department is conducting a self-study during the 2011-12 academic year. You have been tasked with creating a draft document of the major communities of practice the Environmental Studies faculty are engaged in. In this endeavor you will integrate a quantitative analysis of faculty publications, qualitative analyses based on interviews with the faculty, reading of select faculty publications, and perusal of faculty CVs. CVs and select publications are available on eCommons.

Individual requirements and products:
(1) Prepare a 2-min, coherent oral statement of your path to UCSC and your goals for graduate study in ENVS to introduce yourself to the professor.
(2) Review each professor's CV to be familiar with his/her path to UCSC.
(3) Read one publication of each faculty member, and prepare 2-3 questions to ask about the work.
(4) At the end of the quarter, prepare a 1-2 page reflection on the departmental communities of practice with which you hope to engage, together with list of five faculty members who are good candidates to serve on your committees and why you included each.

Group requirements and products:
(1) Prepare interview questions to ask all faculty members to understand their approaches to scholarly work, how they contribute to graduate education in Environmental Studies, and their engagement with the larger interdisciplinary environmental problem-solving project in which we are engaged.
(2) Based on the questions about publications posted by each student, decide as a group on 2-3 specific questions about the research to ask during the interview.
(3) 1-hour interview of all ENVS faculty. Each student should participate in a minimum of 8 of the 15 faculty interviews.
(4) One-page profile of each professor that could serve as an introduction to prospective graduate students or external reviewers.
(5) Compilation, classification, and analysis of faculty publications in last ten years.
(6) Synthetic report to the faculty, as a draft for the self study.
Approximate Calendar (subject to modification, as needed)

Sep 26  Course Introduction, Doodle poll
Sep 28  Present 2-minute self introductions
Oct 3   Interview questions for all faculty
Oct 5   Organize interview participation
Oct 10  Specific questions on paper for one professor
Oct 12  Goals for analysis of publications
Oct 17  Check-in on interview process (must have completed one by now)
Oct 19  Classification of publications
Oct 24  Classification of publications - continued
Oct 26  Individual faculty profiles
Oct 31  Individual faculty profiles
Nov 2   Individual faculty profiles
Nov 7   Analysis of publications
Nov 9   Analysis of publications
Nov 14  Planning of synthetic paper
Nov 16  Planning of synthetic paper
Nov 21  Individual faculty profiles completed
Nov 23  Synthetic paper
Nov 28  Synthetic paper
Nov 30  Synthetic paper due; Individual Communities of Practice paper due.

Your final synthetic paper should provide a concise overview description of the dominant communities of practice / intellectual foci in the department. Base your assessment on the goals of the research programs of each of the faculty, their approaches to scholarly work, and the scholarly communities with which they are engaged in publishing, and any other information you feel is relevant. This document will be shared with all the ENVS faculty, and serves as a basis for a component of the self study.

At a Spring 2011 faculty retreat, the five dominant communities of practice / intellectual themes self-identified by the faculty were:  (1) Sustainable Food Systems; (2) Integrated Resource Management; (3) Global Change Science and Policy; (4) Conservation Science, Policy, and Politics; (5) Environmental Governance. You may or may not find that these are the most appropriate groupings.

ENVS graduate faculty

Jeffrey Bury  Karen Holl  Carol Shennan
Weixin Cheng  Sheldon Kamieniecki  Andrew Szasz
Timothy Duane  Deborah Letourneau  Zdravka Tzankova
Margaret FitzSimmons  Michael Loik  Chris Wilmers
Gregory Gilbert  Daniel Press  Erika Zavaleta
Brent Haddad  Ravi Rajan