Nelson Institute for Environmental Studies
UNIVERSITY OF WISCONSIN–MADISON

March 2023

THE COMMONS

For alumni and friends of the Nelson Institute for Environmental Studies at the University of Wisconsin–Madison

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We're reducing our carbon footprint! We hope you enjoy our digitally published magazine, sent monthly to Nelson alumni, students, and friends.

Cover photo by Jesse Roesler

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FROM THE DEAN

Dear Nelson community,

It's hard to believe the semester is halfway through. Our students are enjoying spring break this week, and then we'll be less than two months away from spring commencement. I was excited to learn that we're looking at the largest graduating class of Nelson undergrads yet – over the past few years, we certainly have seen a flow of them into courses across the environmental curriculum. Meanwhile at the Nelson Institute, we have some big things on the horizon. Watch for an update on our strategic planning efforts in the months ahead.

We start this issue with a tribute to Chancellor Emerita Rebecca Blank, who passed away on February 17. Becky was a uniquely focused and decisive leader at precisely the moment this campus needed one. She was also a supporter of sustainability and of environmental scholarship and education. We will miss her sorely. I encourage you to visit rebeccablank.wisc.edu to learn more about Chancellor Blank's incredible life and legacy.

As always, there's great work being done by the faculty and staff here at the Nelson Institute. The most recent edition of the Nelson Issue Brief addresses the multi-pronged conservation efforts of managing public lands in Wisconsin. Get to know Grace Bulltail, assistant professor of environmental studies and researcher in the Center for Sustainability and the Global Environment, who's teaching some truly exciting classes this summer and fall. Then learn about the outstanding efforts of three affiliate professors and Center for Culture, History, and Environment (CHE) associates – Jen Rose Smith, Ruth Goldstein, and Caroline Gottschalk Druschke – who are making strides in how we teach the fraught history of "land grant" universities. Speaking of CHE, they're our featured research center this month! Get the latest updates from center director Will Brockliss, then learn about the center's upcoming spring symposium.

This month's student section shows the great range of our academic offerings, both undergraduate and graduate. Meet Rachel French, an impressive undergrad who spent her summer with the Wild Rockies Field Institute, a unique opportunity for students to "study away" while earning course credits here on campus. I'm also excited to share a new partnership between our environmental observation informatics program and Organic Valley, one of the largest worldwide organic consumer brands (that's based right here in Wisconsin!). Of course, all of our exceptional students go on to become alumni who change the world, like John "the planetwalker" Francis, who recently wrote a children's book about kindness. We also have phenomenal supporters of the institute, the likes of Kathy and Bjorn Borgen who through a generous donation have announced another matching gift for the Global Ark Project Fund.

March and April are full of great events and learning opportunities. We've already enjoyed hosting Emily Ford for Tales from Planet Earth (read a recap) and are looking ahead to the Sustainable Success lecture on March 23 that will explore the sustainability of batteries and electrification. Later this month you will have the opportunity to participate in the Day of the Badger with a special Nelson twist. And, of course, registration is open for Earth Day 2023! We'll have both in-person and virtual opportunities, so I hope you're able to join us regardless of where you call home.

What do you want to read about in future issues of *The Commons*? I appreciate your suggestions; please either reach out to me or our editorial team with ideas or improvements.

Take care,

Paul Robbins
Dean, Nelson Institute

On February 17, Chancellor Emerita Rebecca Blank died after a battle with cancer. A tribute website — rebeccablank.wisc.edu — was published that details her life and legacy, as well as shared tributes from across campus, including this message from Dean Paul Robbins:

"On the day that Rebecca Blank accepted her position as Chancellor, she traveled to an alumni reception the Nelson Institute was hosting to celebrate advancing scholarship and knowledge about environment and sustainability. I'll never forget her walking in, warmly shaking hands, and speaking with generosity and enormous spirit. And that was the first hour of DAY 1! Since then, Becky served as a champion for sustainability, a beacon for public service, and a personal mentor to me. Chancellor Blank left a permanent mark on the UW–Madison, but also on this Institute. She will be missed profoundly."

Pictured here in 2019, Chancellor Blank speaks to members of the Ho-Chunk Nation and the UW community during a dedication ceremony for the "Our Shared Future" plaque on Bascom Hill, an effort championed by Dean Paul Robbins. Photo by Bryce Richter, University Communications

A Voice for the Wild

Winter backpacker and thru-hiker Emily Ford brings her newest documentary to UW–Madison through Tales from Planet Earth.

By Chelsea Rademacher

Photos by Jesse Roesler (5)

"Chances are you've probably heard of the controversy involving a proposed mine near the Boundary Waters," a voice echoes over the sound of howling wind as the camera sweeps over a dark, frozen landscape. "What is our priority: the treasure above or the riches below?" asks another voice, as a woman harnesses herself and a petite black dog to a sled, the two companions squinting through the wind and snow. They are Emily Ford and her sled-dog, Diggins, who are the subject of a new documentary called *A Voice for the Wild*.

The film follows Ford and Diggins on a 200-mile trek across the Boundary Waters Canoe Area, which spans more than 1 million acres along Minnesota's international boundary with Canada. "The Boundary Waters is a place that only exists if we protect it," Ford says in the film's trailer. Her 28-day journey in sub-zero temperatures — and the short 20-minute film — aimed to raise awareness of a proposed copper mine in the area's watershed. The area had previously been protected by 10 presidential administrations, reported FOX 9 Minneapolis-St. Paul in 2019, but in May 2018, the presidential administration renewed mining company Twin Metals' leases on the area. In January 2023, Interior Secretary Deb Haaland signed an order that revoked the leases for 20 years, a move considered a success by supporters of the Boundary Waters.

Ford first gained recognition in early 2021 when she became the first woman and first person of color to complete the entire Ice Age Trail in winter (and only the 78th person to complete it, ever) — a 1,200-mile path that traverses the state of Wisconsin. With Diggins once again by her side, the adventure was captured in the *Breaking Trail* documentary. Through her work, Ford spreads the message that everyone deserves to discover the outdoors, regardless of race, gender identity, or upbringing.

"Emily Ford is an inspiring exemplar of the modern adventurer," says James Edward Mills, the Nelson Institute's community partnership liaison. "Her strength and tenacity in even the most hostile, cold-weather environments are demonstrating what is possible for anyone eager to push the boundaries of the human experience. Her films are a must-see for those looking for an exciting yet approachable role model."

In February 2022, the Nelson Institute featured *Breaking Trail* through its Tales from Planet Earth film series, bringing Ford to campus for sold-out screenings at Union South's Marquee Cinema. This March, Ford once again visited UW–Madison and the Nelson Institute for Tales from Planet Earth. From March 5–7, she visited various locations across Madison to engage with the community, share her experience, and offer free screenings of both *Breaking Trail* and *A*

Voice for the Wild, which premiered at the prestigious Banff Mountain Film Festival in November 2022.

Ford began her Madison tour on Sunday, March 5, at the Lussier Family Heritage Center, where she joined attendees for group hikes and a bonfire around William G. Lunney Lake Farm County Park. In the evening, the festivities moved inside the center for a double-feature screening of her films, followed by an audience Q & A.

On Monday and Tuesday, Ford concentrated her visit on the UW–Madison campus. Her first stop was the UW South Madison Partnership, where she hosted another film screening and Q & A – this time with alumni and friends of the UW Odyssey Project. This event marks the first partnership between the Nelson Institute and the Odyssey Project. Ford started her last day in Madison at the Memorial Union with Wisconsin Hoofers, where she engaged with students for a group hike around Lake Mendota.

"I'm so grateful that I was able to give the Boundary Waters a voice in the wintertime. It still exists, and it still needs all the love we can give it."

— Emily Ford

Ford's visit culminated with a sold-out crowd at Union South's Marquee Cinema, where she presented both *Breaking Trail* and *A Voice from the Wild*.

"People ask, 'Why do you do this?' This is the way that I balance out my life and come back to the center of who I am," Ford said in a post-trip talk with the Friends of the Boundary Waters Canoe Area, the organization who sponsored Ford's journey. "I'm so grateful that I was … able to give the Boundary Waters a voice in the wintertime, and let people know that it doesn't just disappear in the wintertime. It still exists, and it still needs all the love we can give it."

Tales from Planet Earth is a film series hosted by the Nelson Institute for Environmental Studies. These free viewings are selected to feature compelling narratives to the work of scholars and community organizations who advocate for environmental and social justice. Originally a film festival, Tales from Planet Earth has evolved into a community based, interactive engagement and learning experience.

See a photo gallery from Emily Ford's visit.

Climate Change and Human Health

The WICCI Human Health Working Group addresses challenges and shares recommendations.

By Dea Larsen Converse, Wisconsin Initiative on Climate Change Impacts

Photo by Peyton Hellenbrand / UW-Madison

In communities across the Midwest, climate change is harming our health now. The latest report from the Wisconsin Initiative on Climate Change Impacts (WICCI) shows that more flooding, extreme weather events, longer growing seasons, and warmer average temperatures are contributing to an increase in heat-related illness, infectious diseases spread by mosquitoes and ticks, illnesses from contaminated food and water, worsening chronic illnesses, injuries, and deaths from dangerous weather events, and mental health problems.

Extreme heat events will become more common as the climate warms. By mid-century, Milwaukee will likely experience triple the number of days with a heat index above 105 degrees, a combination of air temperature and humidity. The health of everyone is at risk during extreme heat events, but some of us face greater risk than others. Low-income residents, older adults, people who work outside, and people with chronic conditions are at risk for heat stroke and dehydration at those temperatures.

"The health benefits of acting now to promote cleaner energy are numerous. Reducing greenhouse gas emissions [leads to] fewer respiratory issues, hospital admissions, and heart attacks."

– WICCI Human Health Working Group

As Wisconsin is warming and becoming wetter, we are already seeing an increase in flooding. In addition to the physical damage of flooding, flood waters can contribute to contaminated drinking water in private wells. When houses flood, there are also serious concerns of respiratory health risks, including asthma. Heavy rains can also wash more nutrients into lakes and streams and fuel potentially toxic algal blooms.

With longer growing seasons and warmer average temperatures in Wisconsin, disease-carrying ticks and mosquitoes are becoming more widely distributed. These insects carry Lyme disease, West Nile virus, and other diseases. As the climate continues to warm, the active transmission season for these diseases is lengthening and infections will likely increase.

Extreme precipitation events will lead to more flooding, which has numerous health impacts. Photo by Peyton Hellenbrand / UW-Madison

But there is hope. The Human Health Working Group recommends a full embrace of clean energy, walkable communities, public transportation, green building design, and protecting the most vulnerable during extreme weather events. There is hope for the future, but it's up to us.

Support WICCI

The Wisconsin Initiative on Climate Change Impacts (WICCI) is a statewide collaboration of scientists and stakeholders formed as a partnership between UW–Madison's Nelson Institute for Environmental Studies and the Wisconsin Department of Natural Resources. WICCI's goals are to evaluate climate change impacts on Wisconsin and foster solutions. Gifts to the WICCI Program Fund provide general, discretionary program support and enhance and expand WICCI's teaching, research, and public service roles. Gifts also support partnership-building activities, including faculty, staff, and student recruitment, retention, and morale.

This article is part of a series highlighting the contribution from each WICCI Working Group for the 2021 WICCI Assessment Report. Next month: Climate.

Human Health *Working Group*

Human health and emergency care during flood and storm events

Impact of flooding on the health of apartment building residents in lower income areas of Madison, Wisconsin

Mosquito-transmitted disease risk is increasing as the climate warms

From the Big Apple to Small-Town Wisconsin

UW–Madison graduate found community in Stoughton through sustainability internship.

By Abigail Becker, UniverCity Alliance

"Community outreach work has really helped me feel more connected to Madison and Wisconsin as a whole."

— Aly Scanlon

As an out-of-state student at the University of Wisconsin–Madison, Aly Scanlon looked for opportunities to feel more at home in the place she was attending school. Her work as a community sustainability intern in the city of Stoughton did just that.

"Going to school so far from home, volunteering and community outreach work has really helped me throughout the years feel more connected to Madison and Wisconsin as a whole," said Scanlon, who is from New York and graduated in December 2022. "This really felt like an extension of that: getting to work more within the community and getting to work in a new community that I really hadn't experienced yet."

In her role, Scanlon supported public input activities related to Stoughton's future sustainability plan. The position resulted from a collaboration between UW–Madison Extension Dane County, the City of Stoughton, UniverCity Alliance (UCA), and the UW–Madison Office of Sustainability.

"The needs in the community, along with our office's need for assistance, aligned with the Office of Sustainability and their mission of giving students opportunities in communities," Sharon Lezberg, the community development educator for Extension Dane County, said.

The Stoughton Sustainability Committee wanted to be sure to include the public in developing

sustainability goals, so committee chairs reached out to Lezberg and Michelle Probst, the natural resources educator for Extension Dane County, for assistance in developing a community engagement plan. Lezberg, a Nelson Institute graduate, then connected with UCA managing director Gavin Luter for help connecting with a qualified student interested in a community-based internship. She said she appreciates how UCA can help "open the gates to the university" by creating bridges to partners on campus.

"We really appreciate UniverCity for being conscious of the fact that Extension is here in the community, and that we work better together," Lezberg said. "We want university people to know that we have community partners who can really benefit from a connection with the university, and that UCA can help negotiate those connections."

'New Perspective'

With degrees in economics and environmental studies, Scanlon originally thought her background in and passion for sustainability were what she brought to the role – but she found that her technical skills in marketing also proved to be assets. During the Fall 2022 semester, Scanlon attended Stoughton's Sustainability Committee meetings to learn about a community-wide sustainability survey developed by UW–Madison Division of Extension. She then created promotional materials, such as flyers, postcards, and social media posts, to advertise the survey and organized events around it.

Scanlon's efforts will be critical to promoting the survey. Donelle Scaffidi, vice chair of the Stoughton Sustainability Committee, emphasized the importance of making sure Stoughton residents know about the opportunity to share their opinions. "Anytime we're doing something like this where we're going to be writing a plan for the city, it's really important that the public has a voice in that because it's going to impact their lives," Scaffidi said.

Probst worked with Scanlon and appreciated her ability to think outside of the typical ways of sharing information in communities. "She was able to really look at promotion with a new perspective and bring that in, which was super helpful to us," Probst said.

Additionally, Lezberg said Scanlon played a valuable role by attending the Sustainability Committee's meetings and providing feedback. Observing these meetings and working to meet the community's sustainability needs were new experiences for Scanlon. "It's really not anything I thought I'd be doing," Scanlon said. "Getting to see how these meetings are run and how they are structured, and the little, tiny rules that were in the background has been super interesting."

These meetings also provided a consistent forum for feedback, which Scanlon found rewarding. "Having that line of communication was really valuable throughout the internship," Scanlon said. "I was creating something physical, and I was hearing about it from the people that would be seeing and using it."

From Scanlon's feedback, a public input display is being developed to use in the Stoughton Library, which will include a digital component through a scannable QR code and a compilation of links through a tool called Linktree.

While Scanlon attended these meetings and worked on projects remotely, she couldn't return to New York without visiting the community she had grown so committed to throughout the internship. "On my drive back home to New York when I moved out of my college apartment, I made it a stop," Scanlon said. "I just have to see it before I leave Wisconsin. Momentarily, I need to be in the city for a little bit."

Managing Public Lands for Conservation

Latest Nelson Issue Brief focuses on the benefits, costs, and considerations of managing public lands.

Left: Public access can be created on private lands through easements and leases, which require the ongoing cooperation of private landowners, such as this area in southwest Wisconsin. Photo by Adena Rissman. Right: Community members participate in citizen science training to build capacity for wildlife tracking on public lands. Photo courtesy of Community Conservation

The Nelson Institute Issue Brief is a quarterly publication that summarizes and conveys up-to-date scholarship from across the UW–Madison campus on key issues of environmental concern. The latest edition focuses on managing public lands for conservation.

The state of Wisconsin boasts more than six million acres of public lands, which provide essential wildlife habitats, protect ecosystem diversity, regulate weather and climate – and connect people to nature through tourism and recreation. However, public land ownership can put strains on funding and alter the makeup of surrounding communities. These pros and cons of public land usage lead to questions about the quantity, maintenance, and acquisition of public lands.

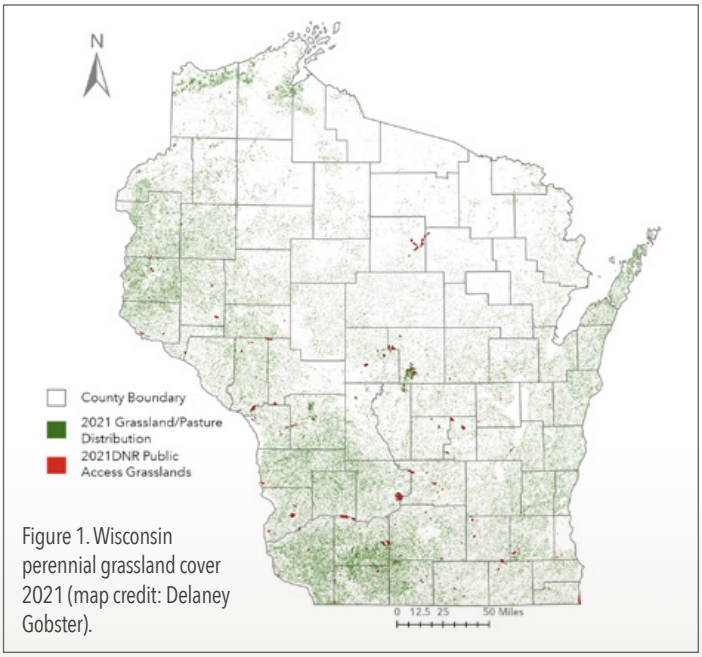


Figure 1. Wisconsin perennial grassland cover 2021 (map credit: Delaney Gobster).

In this edition of the Nelson Issue Brief, learn about the importance of local participation in conservation, how to navigate transfer of conservation easements, the economic benefits of using public lands for recreation, and the environmental benefits of managed grazing.

Featured in this issue:

- **Programs to Conserve Protected Public Lands Depend on Local Leadership and Participation:** Teri Allendorf and Nelson Institute affiliate Bret Shaw
- **Permanent Conservation Easements, Changing Landowners:** Adena Rissman, Alex Kazer, Catie DeMets, and Nelson Institute MS student Emilee Martell
- **Economic Impacts of Outdoor Recreation on Public Lands and Waters in the Lake States:** Dave Marcouiller
- **Managed Grazing to Enhance Wisconsin's Public Grasslands:** Nelson Institute affiliate Randall D. Jackson and Greta Landis

Read the full Issue Brief or browse past editions.

From the Office of Sustainability

A monthly update from faculty, staff, and students in the Office of Sustainability – Education and Research. This month's column is from Ian Aley, Green Fund program manager.

The Green Fund, a program in the Office of Sustainability, supports student ideas that improve campus sustainability. Over the years, students have proposed everything from art installations to electric-powered lawn mowers. The common thread through all these projects is students. They are involved in every step of the process: visiting mechanical rooms, meeting with stakeholders, and calculating project impacts.

The Green Fund offers money for these projects, but also facilitates connections, compiles data, offers feedback, and helps students translate their ideas into reality. To apply for funding, students calculate their project's impacts by sustainability metrics: reduced tons of greenhouse gas emissions, gallons of water, and utility costs.

We know, though, that some of the most important impacts are felt directly by the students who participate. Students frequently speak to a sense of empowerment and note the educational benefits of using campus as a "living lab."

We wanted to capture and understand the impacts of Green Fund participation for students — and invite them to share improvement ideas. This summer, I worked with two wonderful colleagues, Audrey Stanton and Ashley Monterusso, to create a Green Fund participant survey.

Here is some of what we learned: 78 percent of respondents either strongly agreed or somewhat agreed that participation in the Green Fund helped them to improve their leadership skills; 78 percent agreed that participation increased their confidence in professional and academic contexts; 89 percent agreed that participation had helped them explore their interests through real-world applications; and 94 percent agreed that participation improved their sense of social responsibility.

"I felt that I would be able to apply what I learned in the classroom to something that makes a difference on campus," wrote one respondent. "There are a lot of passionate students out there who want to make a difference, and the Green Fund is a way to bring them all together," wrote another.

Please feel free to contact me if you want to learn more about or collaborate with the Green Fund.

I want to extend a sincere thank you to Audrey and Ashley, our colleagues at the Nelson Institute, The Survey Center, and Leadership@UW. Most of all, I am grateful to the students who participate in the Green Fund, for sharing their creativity, skills, and hard work to improve campus sustainability.

Q & A: Grace Bulltail

Take a look inside two upcoming undergraduate courses, from water resources to environmental justice.

By Chelsea Rademacher

It's not every day a working professional engineer trades their "PE" stamp for academia. But for Grace Bulltail, the two threads had always been interwoven. "My work has always been interdisciplinary," she says, "or at least my interests have been." After earning her bachelor's degree in civil and environmental engineering from Stanford, Bulltail worked as a water-resources engineer for tribal communities – work she continues today. She went back to graduate school, culminating in a PhD in biological systems engineering from Cornell University. She joined the Nelson Institute in 2019 through a cluster hire focused on Native American environment, health, and community. On campus, Bulltail holds affiliations with biological systems engineering, geography, environmental studies, the Nelson Institute Center for Sustainability and the Global Environment – and she runs the Indigenous Environment and Science Working Group. Here, Bulltail discusses two of her upcoming undergraduate courses: From Field to Laboratory; Hands-On Techniques for Students in Water Sciences (ENVIR ST 401) and Environmental Justice and Indigenous Communities (ENVIR ST 600).

Grace Bulltail completing fieldwork of sampling water quality in a federal oil and gas field in Toole County, Montana in summer 2019. Photo courtesy of Grace Bulltail

Tell me about your new summer course, Hands-On Techniques for Students in Water Sciences.

Students will enroll in a course on campus here, but it will be taught at UW–River Falls. We want to have students be comfortable in running field work that is relevant to water, primarily water sampling and collection analysis. I think it will help them think through what type of experiments and research they want to do, and think logistically: "If I want to study the interactions with

soil and water, what type of preparation am I going to need, and how am I going to go about doing that?"

How did the collaboration with UW–River Falls come together?
The co-principal investigator on that is my colleague Bahareh Hassanpour, assistant professor of environmental science at UW–River Falls. We were in the same research lab at Cornell University: the Cornell Soil and Water Lab. [In the lab,] Bahareh taught me how to use the equipment and how to go about running the experiments. So, when she became faculty at UW–River Falls, we were looking for an opportunity that we could work on together.

You have to follow Supreme Court cases [and] think, "Well, where are the tribes involved?" They're often left out of the discussion, but they're an important piece of that argument."

— Grace Bulltail

You've been teaching the capstone course Environmental Justice in Indigenous Communities for three years. What do you love about the course?
I always look forward to the types of topics that students are interested in. Each student group usually addresses it in a different way. The first year was during the pandemic, so it was completely online. The students really focused on the campus community, particularly what student groups were doing, and tied that into more timely discussions on the issue of land grant universities and how campuses are now trying to address the legacy of land grant, particularly acknowledging the displacement and dispossession of Indigenous peoples, like in our own state here.

What do students read?
Even within the environmental justice literature, it's difficult to find instances of Indigenous communities, particularly here in the United States. The struggle of Indigenous communities has been brought more to the forefront, particularly after Standing Rock, but I like to find issues that are relevant to the state. One that I just covered is the Mole Lake Band of Sokaogon —there was a State Supreme Court case that did not want to recognize their authority to set their own water quality standards, which has been granted by the Environmental Protection Agency.

How do you approach the class?
I really approach it from an interdisciplinary framework, myself being an engineer. I want them to detail a challenge with environmental justice based on the topics that we cover, and then while they're doing that, to think about possible interventions. That's something that's always driven me as an engineer: to think about how to address some of these challenges. What are some policy interventions? What are some community-based actions?

Why is understanding policy so important for environmental studies?
Anyone that works with tribal communities, it's almost a given that you need to know the federal and state environmental policies. You have to follow cases that are making their way through the Supreme Court [and] think, "Well, where are the tribes involved?" They're often left out of the discussion, but they're an important piece of that argument. And I would say it's just part of being an Indigenous person, and particularly with working with Indigenous people. I guess I always saw policy and interdisciplinary issues going hand-in-hand. Environmental justice has always been a part of the picture as well. The communities that I come from, that I work with, have these legacies of natural resource extraction. That is always going to be part of the history and the ongoing futures of what we need to think about when talking about our communities.

Land Grant, Land Grab?

Three Nelson affiliates partner on new teaching effort on Indigenous land dispossession.

By Elise Mahon, University Communications

Liz Anna Kozik, a PhD candidate involved in the project, created these panals for the educational modules proposed in the NEH grant. The panels visualize the changes made to the Wisconsin landscape because of cessions to land-grant universities. Each panel (above and at right) depicts the same imagined landscape in 1800, then 1860, 1880 and finally in 1910. This is the first panel, depicting 1800. Images by Liz Anna Kozik

In the 1860s, the University of Wisconsin was granted more than 230,000 acres of land to make pursuing an education in agriculture, military tactics, mechanical, and classical arts attainable for the state's working class.

This was the mission of land-grant universities, as dictated by the 1862 Morrill Act. But where did the land granted to the university come from?

While land-grant universities produce important scholarship and research that gives back to their states, they can do so because of the wealth and real estate gained from the dispossession of Indigenous lands.

In total, 1,337,895 acres of land across Wisconsin were taken through treaties with the Menominee, Ojibwe, Dakota, and Ho-Chunk and redistributed through the Morrill Act to benefit 30 land-grant universities around the country. Yet many students coming to UW–Madison (and other land grant universities across the country) don't know that part of the story. Many don't know the Indigenous history of the place now called Wisconsin.

Thanks to new funding from the National Endowment for the Humanities (NEH), an interdisciplinary group of UW–Madison faculty, staff, and graduate students will be able to help teach this history by creating educational modules about the expropriation of Indigenous lands.

"There is a huge disconnect if you don't know American Indian history, you don't know the tribal nations of the state and you don't know how treaties worked," says Kasey Keeler, an assistant professor of civil society and community studies and American Indian Studies. "But when you can kind of connect the dots, I think it's really, really powerful. And I think this project can do that."

> *"Education is important, but it's not the only thing we should do."*
>
> — Caroline Gottschalk Druschke

Keeler will be working alongside four other professors at UW–Madison, most of whom are junior faculty, to lead a larger, cross-departmental team creating and integrating these educational modules into courses across campus.

The team intends to make the information accessible to local Native and non-Native communities – not just the UW–Madison campus – and it also hopes the curriculum will inspire other land-grant universities to create similar curricula for their own campuses.

The group came together after realizing many faculty on campus were starting to integrate this knowledge into the courses they teach. Many had students read a pivotal article in High Country News called *Land Grab Universities*, and study related maps and materials gathered by investigative journalists Robert Lee and Tristan Ahtone, alongside cartographer Margaret Pearce. Several also had students visit spaces on campus, such as the Ho-Chunk burial mounds on Observatory Hill, to think about different spaces' histories.

"I had my class go outside to these mounds and just kind of sit and take that in," Keeler says. "I think that's when they start getting it, to see these physical places on the landscape that mark Ho-Chunk history and to think about how all of that was just taken away to build a university."

The modules will define key terms and concepts behind land-grant universities and dispossession of Indigenous land, explore the historical context of legislation and policy happening at the time land-grants were being designated, and look at how these lands were transferred from Indigenous groups to individuals and institutions through time.

When students in their classes learn about this history of land dispossession, they are usually shocked, outraged, saddened.

"This is very common in Native studies classes. The refrain of, 'I did not know this, why was I never taught this?' " says Jen Rose Smith, an associate in the Nelson Institute's Center for Culture, History, and Environment (CHE) and an assistant professor of geography and American Indian Studies, who is also working on the project.

She says many of her students are also often motivated to learn more and ask what they can do now. Smith is excited that the funds from the NEH grant will help the team provide stipends to motivated students who want to assist in building the curriculum.

> *"Being a Native person who's working and living in a place that is not my homelands, I feel like this is part of my responsibility."*
>
> — Jen Rose Smith

The grant will also help them compensate Native community members who volunteer their time and share their perspectives with the team as they create these modules. While both Smith and Keeler are Native – dAXunhyuu (Eyak) and Tuolumne Me-Wuk & Citizen Potawatomi respectively – no one in the group of researchers is a member of a Wisconsin First Nation. So far, they've had meetings with members of the Ho-Chunk, Oneida Nation, and Red Cliff Band of Lake Superior Chippewa Indians.

"We wanted to get input from the Native community, first and foremost, to see how they wanted their histories and histories of dispossession to be narrated, if they did at all," says Smith. "Being a Native person who's working and living in a place that is not my homelands, I feel like this is part of my responsibility of what it means to be a Native faculty member at a land-grant university."

In addition to Keeler and Smith, the team will include Ruth Goldstein, CHE associate and professor in the women and gender studies department, Joe Mason, a professor of geography, and Caroline Gottschalk Druschke, CHE associate, professor in the English department, and principal investigator of the grant.

Currently, the team plans to integrate the modules into 22 identified undergraduate and graduate courses, which have the capacity to reach 3,000 students each year across eight departments and programs. Professors who want to incorporate the curriculum into their courses will be able to adapt the information to fit their own needs and class material as well.

Most of the work now is focused on determining the best way to present information, whether through building modules on Canvas or making materials available through PowerPoint and other tools.

Since the members of the team are from a number of different departments, they will have more ways of delivering the curriculum to a wide range of the student body. Gottschalk Druschke said that while their diverse research backgrounds inform how they approach building the curriculum, the knowledge they gain while doing this work also affects their own research. And sometimes also their personal lives.

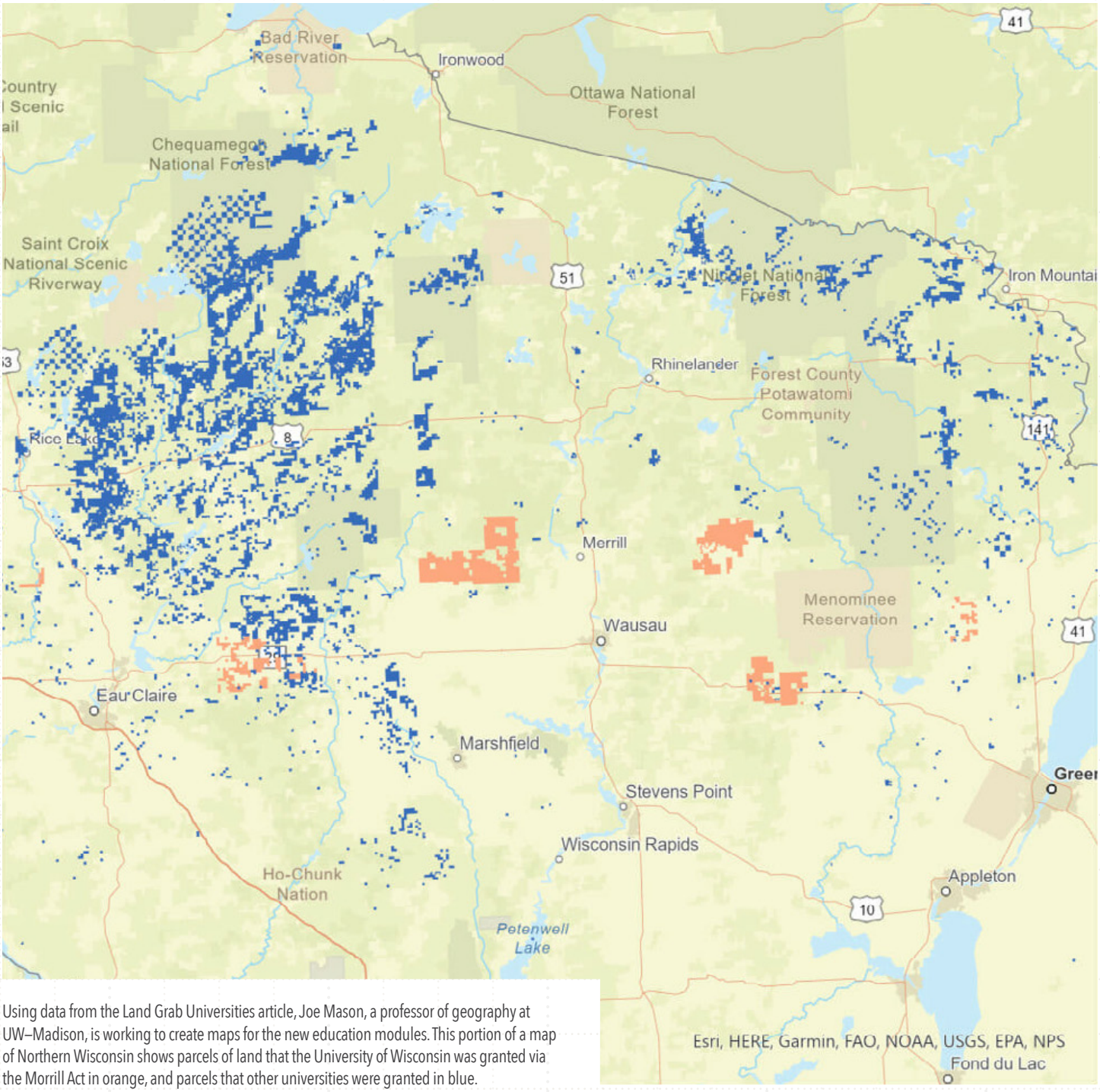
"Education is important but it's not the only thing

Kasey Keeler

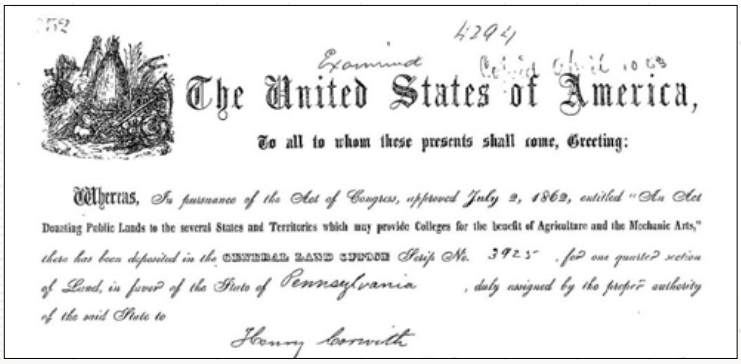
Jen Rose Smith

Ruth Goldstein

Caroline Gottschalk Druschke



Using data from the Land Grab Universities article, Joe Mason, a professor of geography at UW–Madison, is working to create maps for the new education modules. This portion of a map of Northern Wisconsin shows parcels of land that the University of Wisconsin was granted via the Morrill Act in orange, and parcels that other universities were granted in blue.



The United States of America,

To all to whom these presents shall come, Greeting:

Whereas, In pursuance of the Act of Congress, approved July 2, 1862, entitled "An Act Donating Public Lands to the several States and Territories which may provide Colleges for the benefit of Agriculture and the Mechanic Arts," there has been deposited in the CENTRAL LAND OFFICE Scrip No. 3925 for one quarter section of Land, in favor of the State of Pennsylvania, duly assigned by the proper authority of the said State to

Henry Corwith

A General Land Office patent for a parcel in Taylor County, Wisconsin. Henry Corwith bought the parcel using scrip purchased from Pennsylvania to benefit Penn State. Corwith was the "wealthiest man in northern Illinois" outside Chicago, thanks mostly to land speculation.

we should do," says Gottschalk Druschke. "So, I do hope that this gets folks thinking, especially about questions like, 'How do you want to live your life in light of this information?' I think it's something that settlers like me can be held accountable to."

This story was originally published by University Communications.

New Matching Gift Opportunity

You can help reverse the tide of mass species extinction.

In 2021, Kathy and Bjorn Borgen of Colorado made a $100,00 matching gift to seed the Nelson Institute's Global Ark Project. This gift has recently been matched by a group of generous donors, and the Borgen family have renewed their support with a new $100,000 matching gift to the Nelson Institute. This gift supports Dean Paul Robbins' vision of making UW–Madison the destination for conservation, preservation, and restoration education, with the goal of reversing the tide of mass species extinction.

Left to right: Paul Robbins, Nelson Institute dean, Kathy Borgen, and Bjorn Borgen. Photo by Kevin Berger

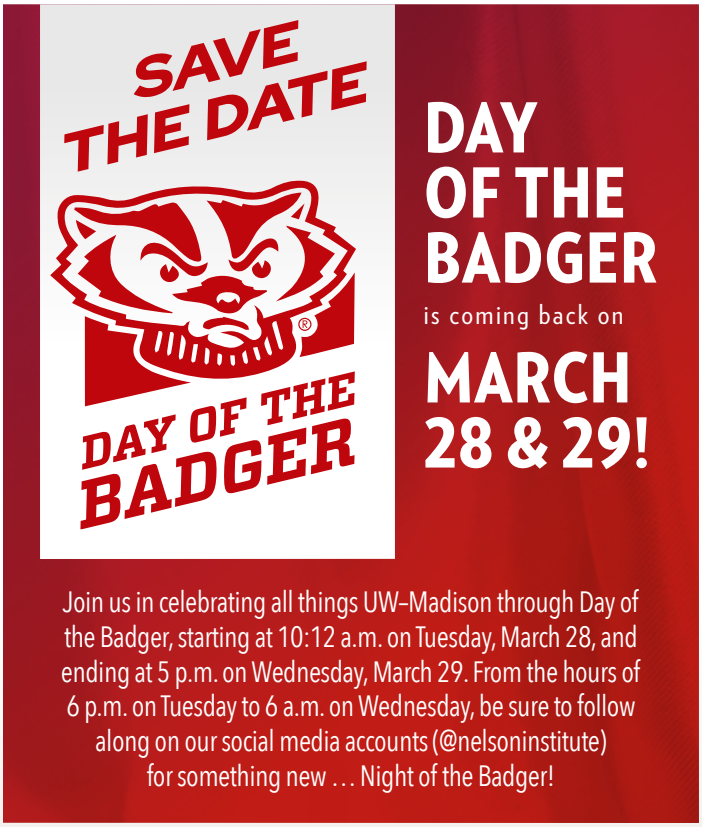
Led by Robbins, the Global Ark Project was created in response to the 2019 United Nations report that one million species are nearing immediate extinction. The project includes a statewide effort to biobank Wisconsin's genetic diversity, collaborations with scientists from around the globe, and the continued recruitment of talented, diverse conservation professional students.

The Borgen family are longtime supporters of conservation efforts. "I grew up in the environmental movement, carrying with me the intense grief of seeing the destruction happening to the earth," Kathy Borgen shared. "I've shifted my philanthropic priorities and made my overarching goal to work on addressing climate change. The Nelson Institute goals and mine align, and it makes for a joyful partnership."

You can get involved! Make a gift of $10,000 or more (which can be fulfilled over two calendar years) to the Global Ark Project Fund, and your gift will be matched dollar for dollar. Your gifts help support:

- **Students from underrepresented backgrounds**
- **Cutting-edge conservation genetics research**
- **Community-focused restoration projects and research**
- **The infrastructure and administration needed to make these programs sustainable**

Interested in supporting these efforts, or want to learn more? Please contact Dan Fallon, Nelson Institute senior director of development, at 608-852-7929 or dan.fallon@supportuw.org.



Director's Cut

A quarterly update from Will Brockliss, director of the Center for Culture, History, and Environment.

This is an exciting time for the Center for Culture, History, and Environment (CHE)! Thanks to the ingenuity and passion of our graduates, faculty, and community partners, we've a diverse array of offerings this spring semester. I'd like to share a few of them with you right now.

Spring 2022 saw the first post-pandemic Place-Based Workshop (PBW). We visited Wisconsin Dells, the setting for several student projects that arose from the CHE methods seminar (Envir St 922). Thanks to the efforts of our 2023 PBW planning committee, we'll be taking CHE on tour again May 19–21, this time with a focus on the "rail and trail ecologies of Wisconsin." After a day exploring the interactions of humans, railroads, and ecologies in Madison and the U.S., we'll be heading to Milwaukee, by train to La Crosse, and back by way of the Elroy-Sparta bike-trail, the oldest rail-to-trail conversion in the United States.

We'll also be continuing our series of CHE walks, arranged by Beatriz Botero. These events — essentially, mini-PBWs — allow us to experience the seasons in Wisconsin through close engagement with particular places. This year, we've been visiting Tewakąçąk/Devil's Lake, which will also host the projects from this year's CHE methods seminar.

The editors at our graduate-run digital magazine, *Edge Effects*, are continuing their groundbreaking work. This semester, they are welcoming contributions on the theme of "Violent Environments" and developing collaborations with other publications in the environmental humanities, which will feed into a panel at the annual conference of the Association for the Study of Literature and Environment. We are extremely grateful to those of you who donated money that enabled us to establish a new CHE fund for *Edge Effects*, and thus to set the future of the magazine on a firm footing.

The Graduate Associate Organizing Committee will present two events in March. The first, *On the Morning You Wake*, offers a virtual-reality re-creation of scenes in Hawaii in January 2018, when the population was warned to expect a nuclear attack. The second, the CHE graduate symposium, will draw together contributors from different campuses to discuss the theme of "Watersheds," and will feature a keynote speech from the Chippewa tribal attorney and environmental activist, Frank Bibeau.

We constantly look to strengthen our ties with the wider community. In support of that goal, CHE and Department of Classical and Ancient Near Eastern Studies graduate Marina Cavichiolo Grochocki and CHE faculty associate James Spartz will be contributing to the UW Odyssey Project, an initiative that offers disadvantaged adults and children in Madison the chance to enrich their education by working with instructors from the UW. In April, James and Marina will offer the Odyssey students workshops on place-based writing.

That's all for now. We're still sketching our plans for the next academic year, but (tentatively) we may be heading into a CHE Year of Environmental Art. Watch this space!

Will Brockliss
Director, Center for Culture, History, and Environment

CHE Graduate Student Symposium: Watersheds

The upcoming symposium will explore watersheds – both physical and conceptual.

By Rudy Molenik

Gathering wild rice. Photos courtesy of Frank Bibeau (2)

The Center for Culture, History, and Environment (CHE) is excited to welcome you to gather with CHE students and faculty on March 25 for our annual Graduate Student Symposium. Each year, this event offers a collaborative and supportive space for an interdisciplinary group of scholars to gather and discuss their newest ideas.

This year, the symposium is organized around the concept of "watersheds" – places where water flows to a single point before converging. Watersheds gather and expand, dissolve and define, blur and separate, filter and create, fill and transform. The study of these ecosystems brings to the forefront the intersections of essential ecological, hydrological, and geomorphological processes that, in turn, provide critical social, economic, and ecological benefits.

But the CHE Graduate Student Symposium is inviting research beyond the study of watersheds as an ecosystem. The idiom of a "watershed moment" evokes a crossroad, a defining occasion, a paradigm shift, or a milestone. In addition to environmental landscapes, the term is used to refer to monumental events that have altered cultural,

artistic, social, and political spaces.

With both physical and conceptual watersheds in mind, we'll ask questions like:

- **How does conceptualizing watersheds give us an opportunity to reflect on past, present, and future shifts that reroute the trajectory of individual and collective ecological positions?**
- **How do watershed connections, interruptions, and convergences offer speculative spaces of modeling, embodiment, and figuration?**
- **How might turning points, whether of water or of wedge issues, flows or philosophies, become sites of generation, curiosity, and resilience?**

Graphic by Bri Meyer, CHE graduate student

In addition to student presentations and discussions from a variety of disciplines, CHE is excited to welcome Frank Bibeau as our keynote speaker. Bibeau is an enrolled member of the Minnesota Chippewa Tribe who has been living on Leech Lake Reservation in Ball Club, Minnesota, most of his life, where he processes wild rice and smokes whitefish. As a tribal attorney, he works extensively with Chippewa treaty rights, civil rights, and sovereignty – on and off reservation.

Bibeau has long worked with Honor the Earth, a native-led nonprofit environmental protection group run by Winona LaDuke. He's also developed several legal defense strategies based on the Rights of Manoomin. Bibeau serves as executive director for the 1855 Treaty Authority and represented Manoomin (wild rice) and the White Earth Band of Ojibwe in *Manoomin v. DNR* in White Earth Tribal Court and *DNR v. WEBO and Chief Judge DeGroat* in the Eighth Circuit Court of A ppeals (2021–22).

Bibeau will discuss wild rice from the time of creation and migration stories, where the Anishinaabe were looking for the place where the food grows on the water, as well as food sovereignty, sustainability, and protection of natural resources in the present.

Additionally, all attendees are welcome to attend a post-conference "field trip" to the Center for Limnology to see water in action. While the presenting slots are for graduate students, anyone is welcome to attend throughout the day. We look forward to seeing you there!

Learn more and register.

In his home on the Leech Reservation in Ball Club, Minnesota, Frank Bibeau can often be found processing wild rice and smoking whitefish.

Bikepacking for Credit

Undergraduate student Rachel French cycles across mountains with the Wild Rockies Field Institute

By Anica Graney

French biking through a field in Montana with the Wild Rockies Field Institute. Photos courtesy of Rachel French (5)

Imagine biking 50 miles up a mountain carrying nearly 100 pounds of gear with only peanut butter tortillas and applesauce to keep you going.

For undergraduate student Rachel French, she doesn't need to imagine. With the Wild Rockies Field Institute, she rode her bike 700 miles in a month as her class wove around Glacier National Park during the summer of 2021. "That experience was one of the most influential experiences I've had in college," French said. "It was different than anything I had ever done and was very much outside of my comfort zone."

The Wild Rockies Field Institute is a program where students learn about complex social and environmental issues while roughing it outdoors. The program offers students month-long opportunities to hike, bike, or kayak across the wilderness for class credit as they talk to environmental professionals and learn from experienced professors. Students carry everything they need with them and camp almost every night.

French joined the Wild Rockies Field Institute on a whim. Her roommate signed up for the experience, and seeing as she had nothing else to do during her summer break, French signed up as well. "Having someone I knew there was super helpful, but it was still foreign to me in terms of the physical aspects. I never biked more than 20 miles in a day, and I didn't really train for it, which I would definitely change if I could redo it," French said.

Her experience was amplified by the people she met and worked with along the way. "The professors are probably some of the coolest people I've ever met – they really stood out to me," French said. As the class peddled around Montana, they met with a variety of professionals working in environmental fields, including a regenerative rancher who's lived on the same ranch his whole life. "He was super passionate about sustainability and composting. In describing his work in earnest, he brought people to tears," French said.

When French applied for the Wild Rockies Field Institute, she was a kinesiology and zoology major. After her experience, and contemplating her career goals, she dropped kinesiology for environmental studies. "My interest in environmental studies came from my involvement with the Wild Rockies Field Institute," French said. "That class really changed what I thought I would be good at career-wise."

Rachel French

According to the program website, the environmental studies major offers unique opportunities for undergraduate students to broaden their studies through interdisciplinary coursework related to the environment. Paired with another major, students not only learn about current environmental issues, but also how to link environmental science, policy, and humanistic approaches to another chosen field of study.

Among her classes at UW–Madison, French enjoyed taking Environmental Conservation with Professor Lisa Naughton, a four-credit class that focuses on environmental conservation theories and their influences from sociopolitical factors, cultural values, and scientific understandings of nature. "I really liked the way it was taught, and Professor Naughton was super knowledgeable and helpful," French said.

French at the F.H. King farm takes a break from weeding to look at a friendly butterfly.

Her resume outside the classroom continues as an education director with F.H. King Student Farm, a student organization on campus that connects people with land and food through sustainable agriculture. There, French manages event programming along with producing and harvesting on the farm. French also works with Neighborhood House, a community center in Madison, where she teaches children about different agriculture and environmental topics.

French will graduate in the spring and is keeping her options open, but would like to work in either the agriculture or wildlife conservation sectors. Looking back at her time with environmental studies, French enjoyed how interdisciplinary the program was. "One thing I really liked about environmental studies is that everyone has to have another degree," French said. "A lot of the people in my classes have other interests and strong suits, which is super helpful for group projects."

Learn more about the environmental studies major and how you can support the program.

Left: Eren Wolf (left) and Rachel French (right) stand with a "swamp monster" (center) at a Lake Wingra Watershed event in Henry Vilas Park. Right: Rachel French (left) and friend, Leila Gabrys (right), bike along a highway in Montana.

Partnerships in Greener Pastures

Organic Valley teams up with Nelson Institute graduate program.

By Chelsea Rademacher

Mark Parker holding a calf while his youngest daughter embraces the calf's head. Photos courtesy of Organic Valley (3)

About 80 miles northwest of Science Hall sits 538 acres of farmland. It's Parker Hill Century Farm, owned and operated by the Parker family since 1899. After seeing family members fall ill after working with chemicals, the farm became a certified organic operation in 2007. Parker Hill Century Farm is one of nearly 1,800 members of Organic Valley, an independent cooperative of family farmers. Founded in 1988, Organic Valley has grown into one of the largest organic consumer brands in the world.

Headquartered in La Farge, Wisconsin, Organic Valley has a history of partnership with UW–Madison. They've provided financial support to entities like the UW Organic Collaborative and the Center for Integrated Agricultural Systems, as well as engaged in multidisciplinary research on topics like pasture health and the environmental impacts of organic agriculture. This year, Organic Valley is forging a new partnership with the Nelson Institute for Environmental Studies' environmental observation and informatics (EOI) master's program.

The EOI program is a professionally focused master's program where students focus on coursework and complete an independent project with a professional organization. New cohorts start each June and complete 32 credits over 15 months. In partnership with scientists at Organic Valley, the EOI program is recruiting a student to complete the program with a final project that will help Organic Valley measure their pasture production through satellite data.

> *"As farmers, we understand the day-to-day requirements of pasture management. We look forward to working with researchers [who will] put the information that satellite technology can provide into the hands of farmers."*
>
> — Greg Brickner, Organic Valley

Perennial pastures offer more than just good food production — they also sequester soil carbon, ensure biodiversity, and protect soil and water quality. "These are the reasons Organic Valley began the project of using newly available satellite imagery to help our farmers make wise decisions in pasture management," says Greg Brickner, a UW alumnus and Organic Valley's grazing specialist.

The student paired with this project will interpret and analyze high-resolution satellite imagery, develop and validate statistical models, and communicate results to scientists and farmers. The end goal of the project is to provide reports to farmers that include

estimates of forage biomass and quality as measured from satellites.

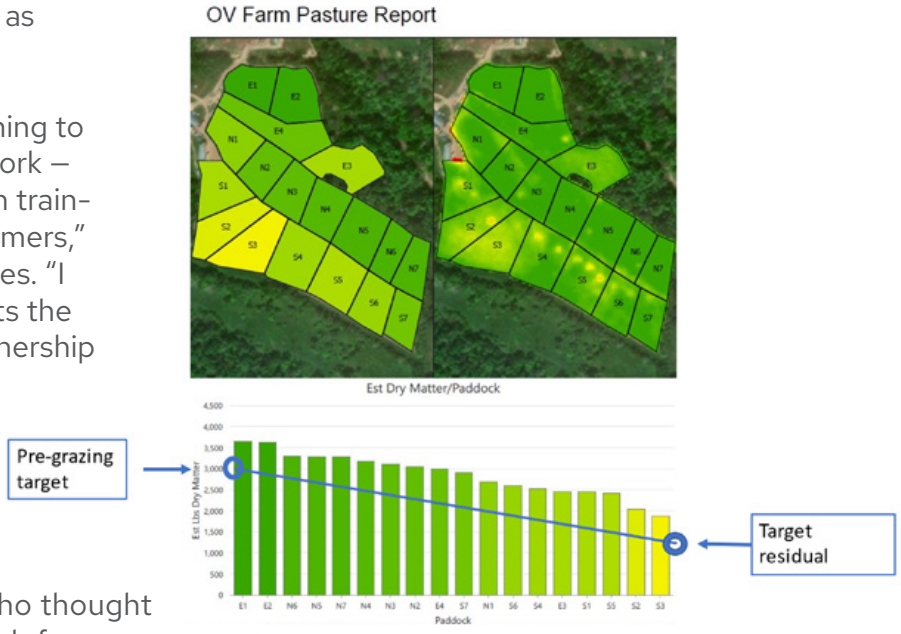
"The student will get the technical training to do the remote sensing and modeling work — *and* the application and communication training to provide a valuable product to farmers," says EOI program manager Sarah Graves. "I also love that this opportunity highlights the value of the Nelson network." The partnership grew from a final project in the Nelson Institute's other professional master's program, environmental conservation. Through a casual conversation following an exit seminar, advisor Carl Wepking got in touch with Brickner, who thought the EOI program was the perfect match for Organic Valley's satellite project.

"As farmers, we understand the agronomy and day-to-day requirements of pasture management, but depend upon private and public researchers to move the technical part of our project forward," says Brickner. "We look forward to working with researchers interested in putting the information this technology can provide into the hands of farmers."

This partnership project offers a unique opportunity to learn the fundamentals of environmental remote sensing and relevant programs while also boosting their professional skills by working with a real client.

Mark Parker petting a calf in a cage while his son is standing next to him.

"Everything you do in the EOI program is something you can use to help land your next career step," says David Kolodziejski, a 2022 graduate of the program. "Every project can be used in your portfolios or LinkedIn profiles. The projects and materials can take you far."



Each week, farmers receive pasture reports like this one, which will be one piece of the selected student's work. "We expect these reports to evolve and improve as we learn more," says Greg Brickner.

The Organic Valley project will start with the June 2023 EOI cohort. To be considered, interested researchers must apply to the EOI program by April 1. This partnership has created a unique opportunity for an applicant with a background in agriculture, agronomy, agroecology, or a related field, either through their undergraduate degree or work experience; an interest in collaborating with non-academic audiences; as well as familiarity with geospatial data and rotational grazing dairy farms in the U.S. However, students of all backgrounds are encouraged to apply to the EOI program, and admitted students will be matched with a project of their choosing or interest area. While EOI students are not provided funding packages, there is an opportunity to apply for a research grant through Organic Valley.

"A lot of students come into EOI wanting to explore different career paths, and our program provides the support and guidance to do so," says EOI program manager Sarah Graves. "Students who have identified their interests and need that extra bit of training get a lot out of this program. They hit the ground running and can immediately translate what they learn into real application and professional advancement."

See full details about the position. If you have questions about the EOI program or the application process, contact Sarah Graves.

John Francis (left) shares a copy of his book with Nelson Institute Dean Paul Robbins at the 2022 Rendezvous on the Terrace event – and mark your calendars to join us for the 2023 event, happening Friday, Sept. 29. Photo by Ingrid Laas

The Planetwalker's Guide to Good Will

In Human Kindness, John Francis shares encouraging tales from around the world.

By Megan Provost, *On Wisconsin* Magazine

After 22 years spent walking across the Americas and a 17-year vow of silence, Nelson Institute alumnus John Francis of Cape May, New Jersey, knows a thing or two about people's capacity for kindness. In *Human Kindness: True Stories of Compassion and Generosity That Changed the World*, Francis – also known as the Planetwalker – explores our tendency toward decency through historical examples and personal anecdotes from a lifetime journey of environmental advocacy.

Francis commenced his trek across America after witnessing an oil spill in the San Francisco Bay. He denounced motor vehicles, and his silence soon followed. The kindness he was shown throughout his travels and the achievements that that good will made possible – including completing three degrees without uttering a word – taught him more about caring for the environment than did the land upon which he walked.

"We are the environment, and how we treat each other is how we're going to treat the environment," Francis said in a TED Talk in 2018.

He opens the book with this personal journey through kindness before offering readers global examples of the phenomenon dating back to the earliest humans. He examines ancient expressions of respect and good will, lists time-tested proverbs and truisms, and shares stories of individuals whose selfless actions serve as inspiration for others. Illustrated with lively artwork and narrated in Francis's personable prose, *Human Kindness* is an engaging and uplifting read for all ages. Read more about Francis's strong and silent steps toward saving the Earth in *On Wisconsin's* Fall 2008 issue.

Francis uses both personal experience and world histories to illustrate humans' capacity for compassion.

This story was originally published by *On Wisconsin* Magazine.

Virtual Alumni Networking Event

Tuesday, April 4, 2023
6:30–8 p.m.

Join Nelson alumni Matt Wallrath (environmental conservation, 2018) and Maggie Radl (CESP and environmental studies, 2017) for a fun night of virtual networking! Register today. Questions? Please contact Emily Reynolds.

Earth Day 2023: *Species on the Move*

Get a sneak preview of this year's Earth Day learning event.

Across the globe, climate change has put people, animals, and plants in a constant state of movement. What do these shifts mean for our world? How are we taking action? The Nelson Institute for Environmental Studies' will explore these questions and more at **Earth Day 2023: Species on the Move**, a two-day community learning event with both in-person and virtual opportunities to learn and connect.

"When we think about the enormity of global environmental change, we usually start by thinking about people: How will we adapt? How will we look after the most vulnerable populations? How will we change in the face of complex transformations all around us?" says Paul Robbins, dean of the Nelson Institute. "But animals and plants are addressing the exact same questions right now! Creatures across the planet are changing, moving, and interacting in whole new ways. The better we understand these changes, the better a place we can make it for both ourselves and for the vast biodiversity all around us. Humans and non-humans are definitely on the move. That's our focus this Earth Day."

This year's event will kick off on Tuesday, April 18, with an afternoon of in-person learning and networking at the Discovery Building. Partners from the event will host tables, and UW students will showcase posters and artwork relating to the theme.

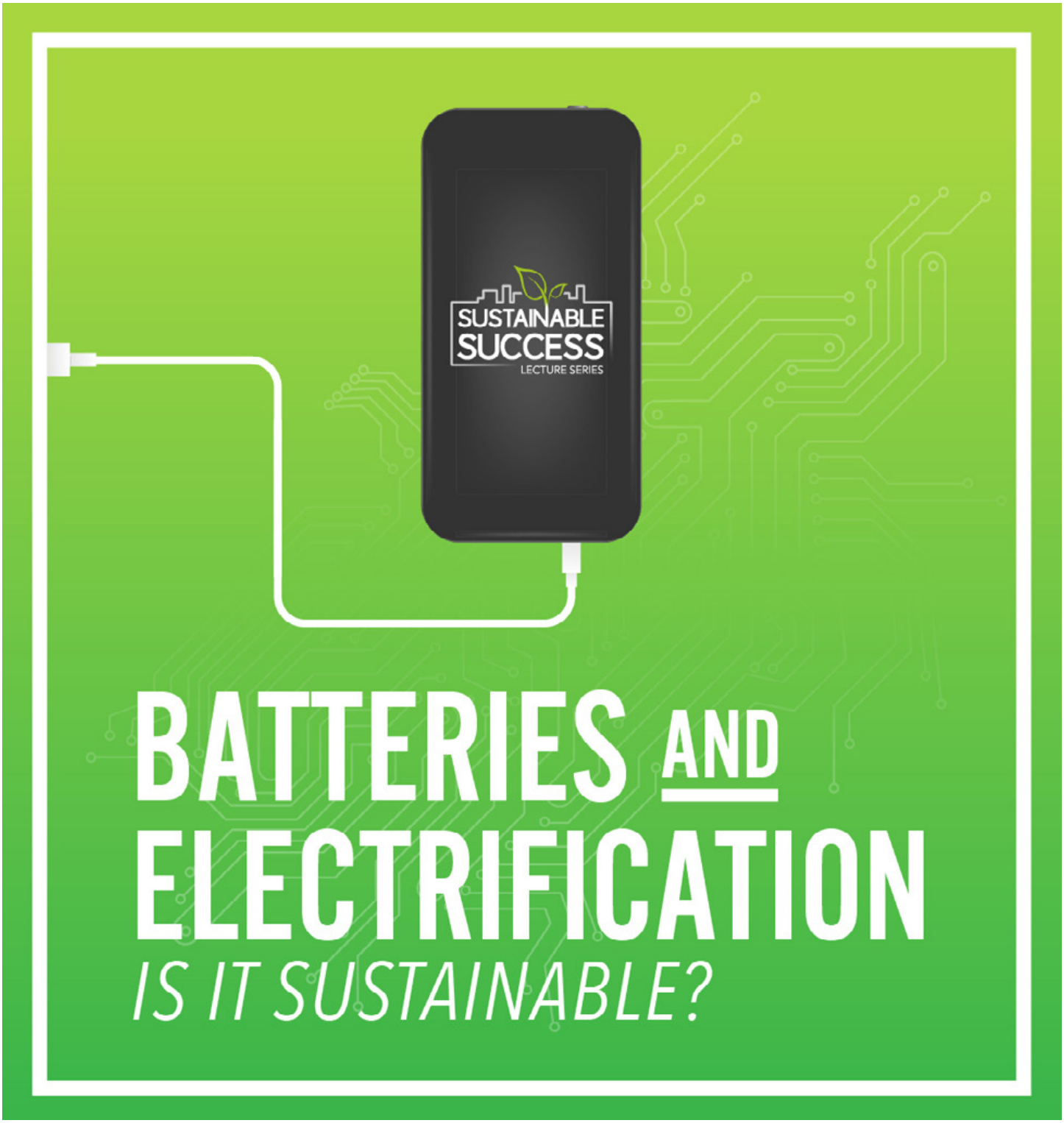
The Tuesday program will include keynotes from three national experts. Patrick Gonzalez, executive director of the UC–Berkeley Institute for Parks, People, and Biodiversity, will start the program with his talk, "Human-Caused Climate Change, Global Biodiversity, and Solutions." Then dive into the genetic rescue of endangered species with "Sci-Fi to Fact: The Intended Consequences of Helping Nature Thrive," presented by Ryan Phelan, cofounder and executive director of Revive & Restore, the leading wildlife conservation organization promoting the incorporation of biotechnologies into standard conservation practice. Closing out day one, Erica Bower, a climate displacement researcher with Human Rights Watch, will present "Addressing Human Mobility in a Warming World: Challenges and Opportunities."

"I look forward to speaking with people about science and solutions to halt climate change and conserve biodiversity," says Gonzalez, "[as well as] celebrating Earth Day at the namesake institute of the founder!"

On Wednesday, April 19, the Earth Day activities will transition to Zoom for a morning of virtual experiences. Attendees can choose between a selection of discussions during three breakout sessions, featuring talks from campus partners including the Global Health Institute, the Loka Initiative, the Nelson Institute's four research centers, and more.

To close out Earth Day 2023, Andrea Akall'eq Burgess – global director of conservation in partnership with Indigenous peoples and local communities at The Nature Conservancy – will present the closing plenary session.

Earth Day 2023: Species on the Move is free and open to the public. Registration is encouraged as seats are limited; learn more and register at earthday.nelson.wisc.edu.



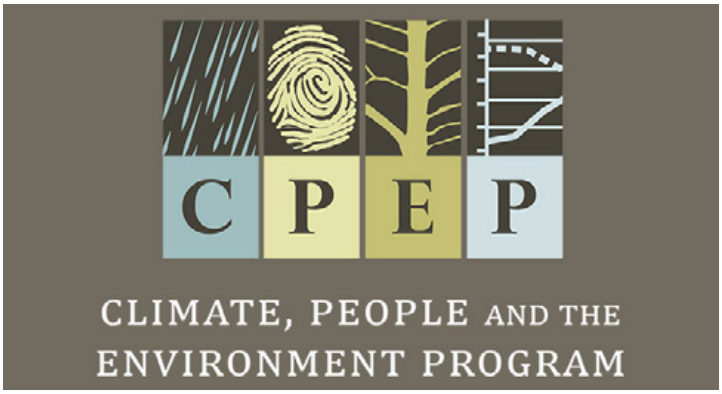
Sustainable Success: Batteries and Electrification; Is It Sustainable?

Reports suggest that switching from fossil fuels to batteries and electrification in the U.S. transportation, industrial, and commercial and residential sectors can reduce greenhouse gas emissions by 70 percent in just a few decades. *But everything has its costs.*

Thursday, March 23, 2023
4–5:15 p.m.

Grainger Hall
Plenary Room 1310
975 University Avenue
Madison, WI

REGISTER



CPEP Series

Each semester the Climate, People, and the Environment Program (CPEP) hosts a weekly seminar featuring lectures by visiting speakers as well as presentations by CPEP faculty, scientists, and students. CPEP seminars take place from 4–5 p.m. on Tuesdays at 811 Atmospheric, Oceanic, and Space Sciences Building. The presentations are held in conjunction with the Department of Atmospheric and Oceanic Sciences and are open to the public.

Featured Seminar:
Tuesday, March 21
Back to Aristotle: Bringing Hydraulics Into Plants
Gabriel Katul, distinguished professor of hydrology and micrometeorology, Nicholas School of the Environment, Duke University

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Weston Roundtable Series

The Weston Roundtable Series promotes a robust understanding of sustainability science, engineering, and policy through weekly lectures co-sponsored by the Center for Sustainability and the Global Environment (SAGE), the Department of Civil and Environmental Engineering, and the Office of Sustainability. Lectures are on Thursdays from 4:15–5:15 p.m. at 1163 Mechanical Engineering.

Featured Roundtable:
Thursday, March 30
Why Waste a Good Opportunity? Interdisciplinary Approaches to Sustainable Resource Recovery and Carbon Capture
Kevin Orner, assistant professor of civil and environmental engineering, West Virginia University

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Center for Culture, History, and Environment: Environmental Colloquia

The Center for Culture, History, and Environment (CHE) invites you to attend the Spring 2023 CHE Environmental Colloquia series on Wednesdays from 12–1 p.m. in 140 Science Hall.

Featured Colloquium:
Tuesday, April 16
Settlement and Development along Wisconsin's Chicago, Milwaukee, St. Paul, and Pacific Railroad
John Canfield, PhD student in the Department of Sociology

EARTH DAY 2023
SPECIES ON THE MOVE

REGISTER TODAY!

Join the Nelson Institute for Environmental Studies for Earth Day 2023: *Species on the Move*, happening April 18–19. You won't want to miss this chance to get back to campus and reconnect with fellow environmentally conscious learners.