

**FORM D - IV A INSTRUCTION**

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

**1. Undergraduate and Graduate Credit Instruction:**

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the "past six semesters," the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS\*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number Of Assistants**	Notes
			Lec	Rec	Lab			
Summer [REDACTED]	FW/NSC 490	4	1			11	0	co-taught on [REDACTED]
Spring [REDACTED]	LB 492	4	1			15		
	FW 893	1	1			15	0	
Fall [REDACTED]	LB 335	4	1			30	0	
	FW/JM 181	3	1			38	0	co-taught
Summer [REDACTED]	LB 335	4	1			8	0	co-taught on [REDACTED]
Spring [REDACTED]	FW 490	3	1			7	0	
	LB 492	4	1			7	0	
Fall [REDACTED]	LB 335	4	1			17	0	

**2. Non-Credit Instruction:**

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

I have participated as an instructor in 4 conservation training sessions for the US Fish and Wildlife Service through their National Conservation Training Center in WV. I am typically in the mix with fisheries and wildlife biologists and participate as providing educational exposure to environmental ethics. I have twice taught environmental ethics for the Garden Club of America, and twice have lectured on Darwin and environmental ethics for elderhostle groups.

\*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

\*\*May include graduate and undergraduate assistants, graders, and other support personnel.

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Additionally, I am regularly called upon to present on environmental ethics, the concept of wilderness, American Indian environmental thought, some aspect of wildlife ecology (most often something to do with the work I do with wolves and wolf management), or the work of Aldo Leopold for groups of science specialists, natural resource managers, and groups such as the Leopold Education Project. I have regularly performed this sort of non-credit instruction beginning very early in my career in the early to mid 1990s. I am routinely called upon by colleagues in a variety of disciplines to teach classes on some aspect of my work (since coming to MSU 2 years ago I have given ~20 guest lectures in colleagues' classes). I have also organized and conducted environmental ethics and critical thinking workshops at natural resource conferences. Through an organization I co-founded and co-direct, The Conservation Ethics Group, I am currently working with a colleague to set up graduate training seminars and workshops in environmental ethics designed specifically for graduate students and natural resources.

Some examples include:

- "A Few Philosophical Issues in Restoration" for the Native Fish Restoration web seminar, US Fish and Wildlife Service, National Conservation Training Center, Shepardstown, WV, December 2008.
- Workshop - "The Next Aldo Leopold: A Place for Moral Reasoning in Natural Resource Education" (with [REDACTED] and [REDACTED])
- Discussion Leader, "How Should Ethics and Human Values be Incorporated in Wolf Education?", Frontiers of Wolf Ecology Conference, Colorado Springs, CO, Oct. 2005.
- "Thinking, Fish, Restoration: from a philosopher's perspective" (and two panel discussions) for the Native Fish Restoration training session broadcast, US Fish and Wildlife Service, National Conservation Training Center, Shepardstown, WV, December 2005
- "Gardening in Sand County: Eating and Environmental Ethics" for the Wisconsin Garden Club Federation conference, September 18, 1998.
- Environmental Ethics panel member for a National Conservation Training Center broadcast, for USFWS employees, Shepherdstown, WV, Sept. 27, 2001.
- "Some Philosophical Implications of Darwinism" for the LIFE (Learning is Forever), senior education program, Stevens Point, WI, March 13, 2002.
- "Teaching the Land Ethic" for The Leopold Education Project, 3rd Annual Advanced Workshop, Baraboo, WI, August 13, 1998.

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\*\*May include graduate and undergraduate assistants, graders, and other support personnel.

**FORM D – IV A INSTRUCTION, continued**

**3. Academic Advising:**

**a.** Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: In Briggs we have professional advisors who do this job. At my former university posts, however, I regularly had 20-30 advisees and provided not only academic advice but professional advice as well. Many former students still seek out my advice with regard to courses, graduate programs, and professional careers and career changes.

Graduate: 2 at MSU. However, when I was at the U. of Idaho I served as graduate director of the philosophy department's MA program and continually advised 12-15 graduate students.

Graduate/Professional:

Other:

**b.** Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

**c.** Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active		1	
Number of graduate committees during the reporting period	1	1	
Degrees awarded during the reporting period			
Degrees awarded during career	2		

**FORM D – IV A INSTRUCTION, continued**

**4. List of Instructional Works:**

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

I have published 1 article on teaching a certain topic in class, this article was later anthologized in a Teaching Environmental Ethics book. My work on wilderness has also been included in 4 other textbooks within my field. I am currently writing a chapter on environmental ethics for a Human Dimensions of Wildlife textbook. I wrote 5 essays for a book on environmental ethics that was designed to be used by conservation professionals. I have given many talks to environmental education groups and have written and lectured on environmental education. Though this is certainly not a major area of publication for me, I do actively engage in this kind of scholarship. Events in classes also serve as sources for ideas for essays and I occasionally employ my role as a university professor and events in classes to motivate and illustrate discussions in my professional papers.

- "Teaching the Land Ethic," *Worldviews: Environment, Culture, Religion*, 8, 2-3, 2004, pp. 353-65.
- "Teaching the Land Ethic," in [REDACTED] ed., *Teaching Environmental Ethics*. (Leiden, The Netherlands: Brill Publishers, 2006), pp. 190-201.
- "An Amalgamation of Wilderness Preservation Arguments," (translated into Chinese) in [REDACTED] *The Frontiers of Environmental Philosophy*, Vol. 1 (Shaanxi People Publishing House and the Center for Environmental and Comparative Philosophy at Northwest University: Xi'an, Shaanxi City, CHINA, forthcoming).  
~ Also reprinted in [REDACTED] *Environmental Ethics: The Big Questions*. (Blackwell Publishers, 2002), pp. 413-36.
- "Rethinking Wilderness: The Need for a New Idea of Wilderness," in [REDACTED] *Environmental Ethics: Concepts, Policy, Theory*. (Mountain View: Mayfield, 1998), pp. 366-70.
- "The Great New Wilderness Debate: An Overview" in *Earthcare: Readings in Environmental Ethics*, edited by [REDACTED]
- Chapter on "Environmental Ethics" in *Human Dimensions of Wildlife* textbook, [REDACTED] University Press.
- Lead author for [REDACTED]: *A Communications Handbook on the Ethical and Theological Reasons for Protecting Biodiversity*, Published by the University of Wisconsin Press and the Biodiversity Project, Madison, WI, 2002. - 5 Entries: - "Introduction to Environmental Ethic" - "2,000 Years of Western Ideas about Nature in Less than 2,000 Words" - "The Ways We Value Nature" - "Rights and Responsibilities: What Obligations Do We Owe To the Natural World (and to each other)?" [REDACTED] - "Busting Anti-Conservation Myths"

**5. Other Evidence of Instructional Activity:**

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

The time I spend as a teacher is rewarding and exhilarating. My students serve as a constant source of amazement, excitement, and personal enrichment; so much so that during my time in class I certainly learn and expand my own views as much as they do. I can say with all honesty that I love teaching. I love the idea of sharing a semester with a class of students, the idea of working through a body of material on some particular topic together, the idea of watching their growth, of being likewise changed and enlightened by the process. At the risk of sounding a bit corny, I cannot honestly imagine a more sacred relationship than that between teacher and student. I take this relationship very seriously. After all of these years, I still get nervous before each semester, I still have trouble sleeping at night after an evening seminar, I still replay classes over and over in my mind trying to think of ways to make them even better the next time through.

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I want my students to see that ideas matter, that critical thinking is a skill that can be both powerful and enlightening. Although I find it difficult to generalize about my approach to teaching, I think it is perhaps an attempt to illustrate the importance of understanding the historical context of philosophical issues in order to apply them to contemporary concerns. Because I believe that philosophy in general is relevant, and that answers to philosophical questions are vital, I attempt to convey this importance to students as well. I like what philosopher ██████████ said, “To be able to be caught up into the world of thought— that is being educated.” But I am drawn strongly to the idea that our work in the world is important, that the world has a right to expect those of us of privilege to work to make the world a better place. So, I like what the philosopher and educational theorist ██████████ said as well, “Any genuine teaching will result, if successful, in someone's knowing how to bring about a better condition of things than existed earlier.” Perhaps my pedagogical goal is to combine these two thoughts into every classroom experience.

To serve this end, I work to get students involved as active participants in their own education. Regardless of the size of classes taught and the familiarity, or lack thereof, with the topic at hand, I openly encourage and expect students to participate in the discussions in class. I strive to foster an environment in my classes where students feel comfortable in expressing and re-examining their views, asking questions, and offering up criticisms of positions on the table. I think of philosophy as more of a skill to be acquired than as a body of knowledge to be absorbed (and then forgotten). I want students to leave my classes more curious, more skilled, more careful, more humble, more empowered, and more thoughtful than when they came to me.

I appreciate and take seriously the goal of teaching articulated in the MSU Mission Statement: “in order to prepare them to contribute fully to society as globally engaged citizen leaders.” I have been driven in my teaching at MSU by two goals (both of which jibe with the MSU Mission Statement): an effort to both empower the students and to get them to pay attention. So much environmental discourse is depressing and therefore disempowering. Moreover, the lack of reflective critical thinking skills, intellectual honesty, and an inability to understand problems and ask good questions means that students often do not pay attention to what is happening around them (or to them) – which could also be called a kind of disempowerment. I work hard in my classes to address this with my students, thinking of ways to model and to teach them to be attentive, to understand problems, to go beyond the way things are typically presented, to understand how it is that problems can be addressed critically, and to help them to believe that they can choose to be smart, kind, and productive citizens. I want them not only to appreciate and see dilemmas when they might be tempted to see clarity (or vice versa), but to be able to think of creative ways to begin to solve problems and overcome dilemmas. This approach has allowed me to engage the students as a collaborator and facilitator more than a teacher in the traditional sense. As just one recent example, this past semester (Spring 2009) in my senior seminar on the topic of Sustainability, the students prepared a letter to a number of environmental leaders that I read at the opening of a small conference. The letter was thought to be so moving that a film company (Green Fire Productions) that was taping the event asked the students to read it on film. They then re-recorded the film, set it to music, and it is now posted on line. After reading the emerging Sustainability Curriculum from Harvard University – the Ruffolo Curriculum – the students and I also crafted and sent a detailed, point-by-point critique and recommendation to the group putting it together. I do, however, realize that this is possible only because the students are eager for it and respond positively to this approach – though I’m unsure of whether the approach inspires them to perform this way, or if they are already eager and this approach simply facilitates that eagerness.

Perhaps most interestingly I pushed my own limits with regard to handing responsibilities over to the students in my classes. That is, sensing a high level of ability among my students, I have worked hard while at MSU to treat students more as collaborators in the classroom and less as students in the traditional sense. I have been impressed and excited about how well they reacted. I also pushed even harder with regard to helping them with their writing and in helping them to think and work collaboratively across traditional disciplines. To that end I have also broadened my allowances for “final projects” in many of my classes. For example, in my LB 335 class this past year, final projects could be a standard paper, a series of poems on the topics of class with prose explanations, a professional poster presented to the class, a group presentation on some topic in class also presented to the class, or the creation of a short film. I was impressed with the eagerness with which students embraced these more creative options: one student created a wonderful 8 minute film, many wrote poems, many did posters, and the few who wrote papers wrote in more creative and persuasive ways than I have seen before. In my LB 492 course students went even further: creating an in-class game show that brilliantly conveyed the themes of the course, re-creating a board game to be played according to the different rules representative of different ideas of sustainability, and creating children’s literature and

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re-writing fairy tales that demonstrated the positions and dilemmas within the subject matter. Sensing an eagerness to combine academic rigor with a creative approach, I also pushed the bounds of classroom readings, including an even wider variety of means of expression, from more formal academic writings, to film, poetry, fiction, and more popular narrative – working to get the students to see and assess positions and arguments all around them with the idea that intellectual work is not sequestered to a classroom and that arguments and positions come in a variety of packages that they should be able to unwrap and understand.

Most certainly there are many ways to at least attempt to measure success as a teacher. I think those of us who teach and think seriously about teaching recognize that it is very difficult if not impossible to normalize “teaching success.” In each of the ways that teaching success is thought to be quantifiable, however, I believe I have been successful. Since the beginning of my teaching career, my student evaluations have consistently demonstrated successful teaching. At my former universities scores hovering in the 3.7-3.8 (out of 4.0) range on the “overall, how would you rate this instructor” question. One semester I somehow managed to obtain perfect 4.0 scores on this question for each of the 2 classes I taught. My SIRS scores while at MSU have also been high, and the comments from students about my classes have been uniformly positive. Additionally, the peer reviews of my classes have always been very positive. Although I am unsure whether this is an actual measure of rigor, I have also maintained a respectable discrepancy between the high teacher evaluations that I receive and the more modest GPAs that my classes receive. At a previous university (a self-identified “teaching institution”) I was thrice nominated for the University Excellence in Teaching Award and was presented with this award in the spring of 2002. At MSU I was nominated for the Excellence in Teaching and Scholarship Award in the Fall of 2008 by Lyman Briggs College.

If the continued academic success of my students is a measure of my own success as a teacher then I have been successful. To date, I have sent approximately one dozen students on to do graduate work in environmental ethics and related fields. These students are either currently doing well in graduate school or have already successfully completed their graduate degrees. Colleagues around the country have commented that my students are well-prepared, hard-working, and manage to move through graduate programs at a respectable pace.

I have taken on many additional pedagogical responsibilities such as independent study projects with students, serving on many graduate committees all around the campus, guest lecturing in other courses on campus, creating and coordinating a Philosophy/Environmental Ethics major at a former university, involving undergraduate and graduate students in my teaching as well as my research projects and publications, taking students on field trips associated with the courses I teach, regularly teaching summer school and on-line courses, bringing in outside speakers, creating and coordinating lecture and colloquia series’, and providing attentive advising to those who seek my advice as well as career counseling to recent (and sometimes not so recent) graduates. Students regularly comment on written evaluations that they believe I care about them, and they are correct.

Some public recognition: My study-away course on [REDACTED] was featured in both the on-line magazine Great Lakes Echo and the FW Graduate Student magazine The Spotlight. A writer has requested permission to come to next year's course to write a piece for National Parks magazine.

Awards: I have received a University Excellence in Teaching Award, a Teacher/Scholar Award, and was a Faculty inductee in Phi Eta Sigma Honor Society I was nominated for an MSU teacher/scholar award after my first year of teaching at MSU

**FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

**1. List of Research/Creative Works:**

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “\*”.

Indicate items with a significant outreach component with a “\*\*” (determined by the faculty member)

**2. Quantity of Research/Creative Works Produced:**

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	1	15	0	13	4	18	1	0
During career	3	36	0	21	22	70	1	0

**3. Number of Grants Received** (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 2 During career: 11

**4. Other Evidence of Research/Creative Activity:**

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

I would like to suggest that any success that I have had inside and outside of the classroom as a teacher, is, in part, because of the experiences that I have as an active scholar. I also believe that my own work as a scholar very directly benefits my students. Such professional activity is not only personally rewarding and desirous in and of itself, but is, I believe, directly responsible for maintaining the passion and experiences that I need to remain a good teacher and to serve my students and university well.

Since the beginning of my professional career, I have enthusiastically and continuously engaged in scholarship. I do it because I love it, not for any external reward. This was most challenging in my first 12 years of teaching given that I was saddled with a 4/4 teaching load and regularly had 200 students per semester (sans TAs). My work to date has been focused in the field of environmental ethics and philosophy. I am an environmental philosopher in the very broadest sense, and my work focuses on the underlying philosophical theories and frameworks related to the scientific, legal, or other dimensions of natural resource governance and management. For example, I have worked for over a decade on the concept of wilderness, an idea that underpins so many of our ideas about healthy land or notions such as natural regulation of given species. I have also worked on certain normative concepts in laws such as the Endangered Species Act, exploring and explaining why it is that such key concepts as "significant portion of range" are not only philosophical but how critical they are to the fulfillment of the ESA. I have also done a lot of work lately

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on exploring the ethical underpinnings of our ideas about killing animals in the name of conservation and questions about the relationship between science and advocacy. Though my scholarly work thus far is broad and touches regularly on other disciplines closely aligned to philosophy, I think there is a single thread that ties it together. My work has focused on the attempt to understand the nature of the human/non-human relationship and what would be an appropriate ethical response to such realization. My earlier work was focused mainly on central issues within the narrower field of environmental ethics and on specific topics closely aligned to that field (such as the debate over the concept of wilderness).

More recently my work has broadened and shifted a bit given my growing network of colleagues from various disciplines, the nature of my appointment at MSU, and my own increased ability to move more easily between disciplines. Like many environmental philosophers, I have become convinced that more serious philosophical reflection and analysis is needed in many of our contemporary discussions. Most important for me, of course, are discussions about the relationship between humans and the non-human world. I am also becoming interested in how those conversations take place and in how that philosophical analysis is presented. I think good philosophical work can be done in a variety of ways and that a broadening of the ways in which philosophy could be done will enrich both public discourse and philosophy as a discipline.

In addition to continued work in what most would see as traditional philosophical writing, in the past 5 years I have worked closely with the [REDACTED] in fact, I am now their "official philosopher." This is the longest continuous study of a predator prey system in the world (51 years) and my participation in the project over the past 5 years has been both personally and professionally rewarding - and I believe rewarding for the project as well. This collaboration has already produced a large number of published articles and conference presentations both within philosophy and ecology. We have a series of other essays either in press, submitted for publication, or in the final stages of preparation. We also currently have a book prospectus under consideration, and another book idea under development. Moreover, I am currently under contract with Island Press to write Predator and Prey: The Story of the [REDACTED] Wolf-Moose Project. This writing project may also result in a companion volume of essays from the study, together with interpretations. I believe that we have only begun to scratch the surface of what this collaboration may ultimately reveal.

On my 2003 tax return I listed "professor and writer" as my profession for the first time. I have begun to think of myself more and more as a writer. Within the past few years some of my scholarly efforts have become geared toward more public and cross-disciplinary audiences. I have, for example, recently published essays in The Ecologist, I have one forthcoming in The Chronicle of Higher Education, and two others have come out in what might be seen as more literary venues. I have also been awarded two writer's residencies to facilitate this work. Most recently I have prepared a photography exhibit feature 40 photos from the [REDACTED] Wolf-Moose Project together with an exhibit guide designed to be both scientifically informative and ethically prompting. A near future project will attempt to measure the success of the exhibit. I have also just recently been extended an invitation to explore the possibility of some work on the Yellowstone National Park wolf project, and will be visiting the park in the Spring of 2010. These moves, I believe, are very much a natural extension of my commitments to the importance of sound reasoning, to making philosophy matter, and to the attempt to make sense of the ethical dimension of the human/non-human relationship. I hope to continue and expand my scholarly efforts in this direction.

I have also just finished and submitted the manuscript for a large anthology, [REDACTED] co-edited with philosopher and award-winning nature writer [REDACTED] and to be published by Trinity University Press. This book brings together over 100 essays from the world's ethical leaders to address our obligations to the future in light of climate change and other environmental harms. Trinity is working to raise ¼ of a million dollars to promote this book.

These are only a few of my scholarly activities. A review of my CV is perhaps the best demonstration of my scholarship. I have published numerous essays, book chapters, encyclopedia articles, and book reviews in a wide variety of journals within and outside of philosophy. I have also presented approximately eighty conference or invited papers at a broad range of venues; a number of these have been conference keynote presentations or invited and endowed lectureships. I have also been invited to organize, chair, and moderate sessions at conferences in philosophy and natural resources. I co-edited and contributed to 2 large, well-received, and reviewed anthologies on the debate



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over the concept of wilderness (The Great New Wilderness Debate (TGNWD), 1998 and The Wilderness Debate Rages On, 2008). These large volumes have been dubbed “the standard volumes in the area, already a classic” and one previous reviewer of my work referred to them as the “gold standard.” My own contribution to that book (TGNWD) has been highly regarded, anthologized, translated into Chinese, used in classrooms, referred to by one reviewer as the best essay in the book (though I don’t know if I agree with that), and reprinted in a current environmental ethics textbook. References to that essay also appear repeatedly in the environmental ethics literature. In 2004, a book I co-authored, American Indian Environmental Ethics: an Ojibwa Case Study, was published by Prentice-Hall.

I am regularly called upon to serve as an editor, manuscript reviewer, grant reviewer, and essay and book reviewer within and outside of my discipline. Three of my published articles have been anthologized in recent environmental ethics textbooks and my work has been translated into Portuguese, Chinese, and Japanese. I also serve on the editorial board of the journal Environmental Ethics, the leading journal in my field. My work is regularly cited by other environmental philosophers, has been included in at least one discussion in an environmental ethics text [REDACTED] as well as a discussion in the Atlantic Monthly. Both my work in the philosophy of [REDACTED] and my work on wilderness appears in a wide variety of university classrooms across the country and internationally (e.g., I am aware that my early wilderness anthology has seen classroom use at least twenty-five universities in North America and Europe: most notably Harvard University, the UC Berkeley, The University of Chicago, the University of Edinburgh, Venice International University, and the University of Hamburg).

## FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

### 1. Service within the Academic Community

#### a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

Comment on my Service/Engagement in general:

I appreciate the part of the MSU mission statement that suggests that our work at MSU is, ultimately, to “lead to a better quality of life for individuals and communities, at home and around the world.” We live in a time that is immensely challenging and difficult, but also promising and filled with the opportunity to do good and meaningful work. I take the role of engagement within a land grant university very seriously.

The blurred distinction between my scholarship and teaching is further frustrated as I factor in my work as an engaged academic. I want to do work that matters and I realize this means that I must move within and between academic and professional and public communities with as much grace and goodwill as I can muster. Since the beginning of my career I have eagerly accepted this challenge and have worked diligently to serve my university, my state, and my larger and various academic communities through my work.

I have always been an active, productive, and positive participant in departmental, college, and university governance. I have served on many committees, chaired job searches, chaired educational policy committees, created and directed an environmental ethics major, directed an MA graduate program in philosophy, been elected to represent peers on a variety of committees, and have always tried to calmly, wisely, and with good cheer help make my university communities flourish. I also regularly serve my professional societies as committee member, manuscript and book reviewer, dissertation evaluator, ethical policy creator, and editor.

I have given dozens and dozens of public lectures for a huge variety of audiences, I have fostered positive working relationships with the various state and Federal natural resource agencies to which my work most applies, I have participated in State and Federal policy discussions, and I have collaborated professionally with and have served organizations representing fisheries and wildlife biologists, soil scientists, anthropologists, foresters, and ecologists.

List of Service to my discipline:

Editorial Board Member, Environmental Ethics, 1999-present, invited by editor

International Society for Environmental Ethics Nominations Committee - elected

Prepublication book reviewer for 16 books

Review for 13 different journals (science and philosophy), most of them multiple times

Organized many conference symposia

External reviewer of Oregon State University Department of Philosophy, report submitted

External reviewer of 2 PhD dissertations from University of Sidney Australia, report submitted, one from the U.S., currently under way

External reviewer for 2 large Social Sciences and Humanities Research Council of Canada

Member, The Ecological Society of America

Member, The Wildlife Society

Member, American Philosophical Association

Member, Society for Conservation Biology

Member, Society of American Foresters

Member, Association of Forest Service Employees for Environmental Ethics

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Member, International Association of Environmental Philosophy

"Waters of Wisconsin" advisory network, for the WI Academy of Sciences, Arts, and Letters, 2002-05

Wisconsin Academy of Sciences, Arts and Letters, 2002-05

Wisconsin Historical Society, 2002-05

Project Advisory Committee, Intelligent Consumption Project, WI Academy of Sciences, Arts and Letters, 2000-02.

"Biodiversity Project Ethical Backgrounders" advisory board and writer, 2001-03.

Invited and prepared an Ethics Policy for the ecology journal *Oikos*, 2008-09

External reviewer for Northland College curriculum revamp, 2008

In the Fall of 2009 I will be a Visiting Scholar, Michigan Technological University, School of Forest Resources and Environmental Science.

Manuscript Referee

Journal and Book Chapter Referee:

Society and Natural Resources, Ethics and the Environment, *Oikos: A Journal of Ecology*, *Journal for the Study of Religion, Nature, and Culture*, *ISLE: Interdisciplinary Studies in Literature and Environment*, *Worldviews: Environment, Culture, Religion*, *Wildlife Society Bulletin*, *Environmental Ethics*, *Wisconsin Academy Transactions*, *Environmental Values*, *Conservation Biology*, *Encyclopedia of Ethics and New Technologies*, *Academic Press/Harcourt-Brace*, *Understanding Environmental Challenges: A Multidisciplinary Approach*, *Acada Books*.

Prepublication Book Referee:

*Environmental Ethics: The Big Questions*, edited by [REDACTED] Wiley-Blackwell, 2009.

*Saving Creation: Nature and Faith in the Life of Holmes Rolston III*, by [REDACTED] Trinity University Press, 2007 – back cover quotation.

*Earth Ethics: Introductory Readings on Animal Rights and Environmental Ethics* 3rd edition, by [REDACTED] for Prentice Hall Publishers, 2007

*Intelligent Courage: Natural Resource Careers that Make a Difference*, by [REDACTED] Company, 2007 – inside cover quotation.

*Basic Philosophical Issues in the Science of Ecology*, by [REDACTED] for the University of California Press, 2005.

*Environmental Ethics: Readings in Theory and Application*, edited by [REDACTED] 4th edition, 2005, Wadsworth.

*The Meaning of Life: Wealth, Knowledge, Spirit and Politics in the Century of Extinction*, by [REDACTED] Press, 2005.

*Hypocrisy: Ethical Investigations* by [REDACTED] 2004 – back cover quotation.

*Environmental Science* by [REDACTED] 2004.

*Reinhabiting Reality: Towards a Recovery of Culture* by [REDACTED], SUNY Press, 2003 – back cover quotation.

*The Island Paradox: Mapping an Environmental Ethic of Care* by [REDACTED] Island Press, 2002.

*Environmental Conflict and Social Change*, [REDACTED] eds., University of Wisconsin Press, 2002.

*The Death of Our Planet's Species: A Challenge to Ecology and Ethics* by [REDACTED] for Island Press, 2000 – back cover quotation.

*The Gift of Property: Having the Good* by [REDACTED] for the State University of New York Press, 1999.

*For the Health of the Land*, by [REDACTED] edited by [REDACTED] Island Press, 1999.

*Rethinking Wilderness* by [REDACTED] for Broadview Press, 1999, 2003.

### b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the

## **FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY**

direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

List of Service/Engagement to my Academic Community:

1) Michigan State University, 2007-2009

Department of Fisheries and Wildlife, Department Advisory Committee, 2009-2012.

Department of Fisheries and Wildlife Chair search committee, 2007-2009.

Committee Chair, Educational Policies Committee, Lyman Briggs College, Fall 2007-present.

History of Life Sciences job search committee, Lyman Briggs College, 2007-08.

Philosophy of Medicine job search committee, Lyman Briggs College, 2009-2010.

On or directed 1 MS and 4 PhD committees at MSU

Led group of LBC faculty to create an FW coordinate major in LBC

STEPPS executive committee

Affiliated faculty with ESPP and Animal Studies

Co-advisor, MSU Nordic Ski Club

2) University of Idaho, 2005-2007

Graduate Council, 2006-2007.

Faculty Liaison between Sustainability Strategic Initiative in the Environmental Science program and Student Sustainability Center, 2006-2007.

Co-organizer of UI/WSU Philosophy Colloquium Series, 2005-06, 2006-07.

Chair, Department Search Committee – Philosophy of Science, 2005-06.

Established and fundraised for Environmental Philosophy Fund, 2005-2007.

UI Departmental representative on Washington State University job search, 2004-05.

On or directed 9 MA and 2 PhD committees in 2.5 years at UI

3) University of Wisconsin-Stevens Point, 1993-2004

Organized speaker series (The Big Mean Dog Lectures), 2004.

Invited report on the proposed creation of a Center for Ethical Studies for the College of Letters and Science, for Dean [REDACTED], July 2004.

Departmental Honors Advisor, 1998-2004.

Chair, Department Search and Screen Committee, 2002-03 (committee member on many other searches).

Established/Fundraised UWSP Environmental Ethics Endowment in Spring 2003.

Faculty Advisor, Roots and Shoots, environmental education organization, 2000-2004.

Creator/Coordinator of UWSP Environmental Ethics program and philosophy major with a concentration in environmental ethics, 2000-2004.

Faculty Mentor, UWSP EcoHall, 1997-2004.

Organized/fundraised/hosted, "Wisconsin Community-Based Conservation Efforts" speaker series, 2001-02.

On Campus Lectures - 29 total - 8 in my two years at MSU

Guest Class Lectures - 9 in my two years at MSU

## FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

### 2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

#### List of Service/Engagement to the Broader Community

- Board of Directors (Founding Member), Cumulus Alliance, 2009-present
- Advisory Board Member, Listening Point Foundation, 2002-present
- The Conservation Ethics Group, Co-Founder and Co-Director [REDACTED], environmental ethics and problem solving team, October 2007-present, online at [REDACTED]
- Environmental philosopher of the [REDACTED] wolf-moose, predator-prey study, 2005-present, online at [REDACTED], click "people."

- I have also hosted or participated in over 20 public talks (listed as "other" on attached scholarship form), panel discussions, and readings of my work. I have also had my work featured on public television; public and campus radio; and in local, national, and international newspapers. In the past year my nearly everything that I have published as received considerable press attention. Lately I have been working to take my professional publications and create a "popular" version of the main arguments for a more public outlet. A paper on sustainability that I have under review at BioScience, for instance, has a sister piece that is under review at The Ecologist. A piece that I just published on science and advocacy in Conservation Biology, as another example, has a more popular version also coming out in The Chronicle of Higher Education. I have also begun to think about other forms of writing (narrative non-fiction for example) as another way to present my work. I have also co-led 2 letter writing campaigns bringing together scientists and ethicists to articulate a position on some aspect of environmental policy. The first campaign collected signatures from some of the countries leading scientists and ethicists to point out a flaw in a Department of Interior change in the definition of habitat in the Endangered Species Act. That letter and the AP press it generated was republished over 300 times, the then Secretary of the Interior was confronted with it in Australia and was reported to have backed down from the change. We later found out that he fibbed and the change remained. The other campaign collected signatures from over 40 MI professors and was sent to the Governor in protest of the proposed sulfide mine in the UP. In each of these cases we worked not to merely rabble-rouse, but to use reason and logic as a tool of persuasion, to attempt to elevate the tone of public discourse on some specific issue, and in the former case we built our argument upon a peer-reviewed publication that we published the year before.

## FORM D - IV D ADDITIONAL REPORTING

### 1. Evidence of Other Scholarship:

Cite evidence of "other" scholarship as specified on p. 2 in the "summary rating" table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

I believe I have accounted for the breadth of my scholarly activity in the above sections and on my attached lists. As far as significance of my scholarship, since I find this difficult and speculative to comment on I'll say only what I know. I know my books on wilderness are the "go-to" books on the long standing debate over the concept of wilderness. I know that they have been widely used in a variety of courses all over the country. I know that my work has been respected enough to have been translated into other languages, to have been reprinted in anthologies, and to have been requested by peers all over the world (e.g., just this morning I sent out 5 pdfs of an article I published yesterday to the Isle of Man, Nigeria, Switzerland, Costa Rica, and Canada; and also 2 more on an article I also published yesterday - it was a good day - to New Zealand and Mexico). I know that I am regularly asked to contribute overview pieces for encyclopedias - meaning, I suppose, that I'm seen as the person to go to for a number of major topics in my field. I know that my work on wilderness, ecological ethics, and American Indian environmental thought, is cited frequently in books and articles on these topics. I know that much of my recent work has received a healthy amount of press coverage. I know that I have received a number of invitations to deliver keynote and even endowed lectures both within and outside of my field of specialty. At the same time, I know that I am regularly called upon to present public talks and to serve in an organizational and advisory capacity to a wide variety of organizations and agencies. I know that I have been nominated and invited to apply for 2 endowed chair positions in the past 2 years at very respectable research universities. I also know that I will soon be working on another high-profile wildlife study - the Yellowstone wolf project. So, I guess that to the degree that intellectuals are significant or have impact I have been successful both in my scholarship and in my engagement activities.

### 2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

Since the beginning of my professional academic life in 1992, my ongoing goal has been to both balance and excel at my pedagogical responsibilities, my scholarly pursuits, and my commitment to my various professional communities. Not only do I believe that a balance here can be attained and maintained, but I am convinced that each pursuit greatly enhances the other. I believe the passion I have for scholarship is directly responsible for, and contributes to, my ability to maintain my passion as a teacher. Moreover, I sometimes integrate my work as a teacher into my professional publications: a recent essay on holism launches from a dilemma arising within a class conversation as one example. Both of these, then, motivate and inform my engagement activities, and from these activities I often get a sense about what topics might be important to write about and what my students might need to know to prepare them for life as a productive and informed citizen. I have a difficult time teasing apart the three dimensions of my professional life.

An examination of the MSU Mission Statement and even a cursory examination of my teaching, scholarship, and research will reveal, I believe, a solid match. MSU claims to be committed to "cross- and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society's rapidly changing needs." My teaching and scholarship is intensely cross- and inter-disciplinary, drawing as much on philosophy as it does on ecology, on history as it does on the literary arts. MSU describes its "mission is to advance knowledge and transform lives by: 1) providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders, 2) conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally, and 3) advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world"

My work fits solidly into each of these categories. First, I not only teach 4 courses (15 credit hours) per year, but I regularly teach summer school courses. Moreover, my teaching is recognized by my student and peers as innovative and of generally high quality. My SIRS scores are high, the comments I receive from students are positive

## FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.\*

Name of Granting Agency (Grantor): Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded	
<b>I. Instruction</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>II. Research/Creative Activity</b>						
Grantor: Guggenheim Foundation	2008 & 2009	-	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Principle
Focus: I applied and was rejected in the Fall of 2008, I will be reapplying in the Fall of 2009 (a joint application with [REDACTED] both were for book projects, though different book projects						
Grantor: IRGP	Fall 2008	25,000	<input type="checkbox"/>	25,000	<input type="checkbox"/>	Principle
Focus: funding for a research leave in the Fall of 2009 for work on a contracted book						
Grantor: American Philosophical Society	Fall 2008	5,000	<input type="checkbox"/>		<input checked="" type="checkbox"/>	
Focus: funding for research on current book project						
Grantor: Natural Resources Defense Council	Fall 2008	24,000	<input type="checkbox"/>		<input checked="" type="checkbox"/>	
Focus: To support research on project for MS student						
** I have added a list of my other grant activities to the attached scholarship form....						
<b>III. a. Service – Academic Community</b>						

\*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

**FORM D - IV E GRANT PROPOSALS**

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded	
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>III. b Service – Broader Community</b>						
<b>i. MSU Extension</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>ii. Professional/Patient Care Activities</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>iii. International Studies and Programs</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>vi. Urban Affairs Programs</b>						
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>	
Focus:						
<b>v. Other</b>						
Grantor: NSF-REU	2008	Fall 2008	<input type="checkbox"/>	221,000	<input type="checkbox"/>	5,000 Co-investigator
Focus: I wrote an ethics add-on for a funded REU grant at the University of Idaho						

\*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.



## List of Research/Creative Works

### 1) Books

#### ***In Print:***

- \**The Wilderness Debate Rages On: Continuing the Great New Wilderness Debate*, co-edited with [REDACTED] (Athens, GA: University of Georgia Press, 2008). – I am the lead editor on this book and took most of the responsibility of all phases of the book.
- \**American Indian Environmental Ethics: An Ojibwa Case Study*, co-authored with [REDACTED] [REDACTED] Upper Saddle River, NJ: Prentice-Hall, 2004). [REDACTED] I were co-authors on this book and each took responsibility for about ½ of this book.
- \**The Great New Wilderness Debate*, co-edited with [REDACTED] (Athens, GA: University of Georgia Press, 1998). – this book was an equal collaboration between myself and Callicott, though he is the senior scholar so is listed as the lead editor.

#### ***Under Contract:***

- \**Predator and Prey: The Story of the [REDACTED] Wolf-Moose Project* (book on the science, history, and ethics of the ISRO study), under contract with Island Press, in preparation. – this will be a single authored monograph.
- \*, \*\**For All Time: The World's Moral Obligation to the Future*, co-edited with [REDACTED] [REDACTED] under contract with Trinity University Press, in production, expected release Fall 2010. – this was an equal collaboration but [REDACTED] is the lead editor given her seniority and name recognition.

#### ***Proposals Submitted and Under Consideration:***

- \**The [REDACTED] Wolf-Moose Project: Collected Papers, 1958-2008*, co-edited with [REDACTED] [REDACTED], and [REDACTED] (companion volume to *Predator and Prey* above), under review at Island Press. – If accepted, I will be the lead editor for this project.
- \*, \*\**Flush to the Ground: Environmental Ethics for Conservation Biology*, co-edited collection of papers written with [REDACTED] under review at Rutgers University Press. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.

### 2) Book Chapters (including encyclopedia articles and anthologized essays in textbooks)

#### ***Invited and in Preparation:***

- \*“Anthropocentrism” (with [REDACTED]) for *Encyclopedia of Applied Ethics*. – I am the lead author on this piece.
- \*Chapter on “Environmental Ethics” (with [REDACTED]) in *Human Dimensions of Wildlife* textbook, Decker et al., eds, Johns Hopkins University Press. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.
- \*, \*\*Essay on [REDACTED] and environmental ethics (with [REDACTED] for Soil Science Society of America proceedings. – [REDACTED] is the lead author on this piece given that he is the editor of the proceedings, but the work is roughly equal in preparation.

#### ***Accepted and Forthcoming:***

- \*\*“The Great New Wilderness Debate: An Overview” in *Earthcare: Readings in Environmental Ethics*, edited by [REDACTED], and [REDACTED] (Rowman & Littlefield Publishers), forthcoming, 2009. – I am the sole author of this piece.

“Science and Humanities: The Logical Necessity of Collaboration in the Face of Environmental Threats to the Future” ( [redacted] ) in *For All Time: The World’s Moral Obligation to the Future* [redacted], eds, Trinity University Press, expected release Fall 2010. – this is a piece we wrote jointly and we are equal authors.

“Editors’ Introduction We Must Act to Avert Harm to the Future: Toward a Global Moral Consensus” (with [redacted]) in *For All Time: The World’s Moral Obligation to the Future* [redacted] and [redacted] eds, Trinity University Press, expected release Fall 2010. – we wrote this introduction jointly and we are equal authors – there are also 15 (300-500 word) section introductions that we wrote together for this book.

\*“To a Future without Hope” in *For All Time: The World’s Moral Obligation to the Future*, [redacted] eds, Trinity University Press, expected release Fall 2010. – this was very much an equal and collaborative project, but [redacted] is the senior scholar and has a lot of name recognition so we decided that she should be first author.

**Accepted and in Press:**

\*“Will the future of Isle Royale wolves and moose always differ from our sense of their past?” (with [redacted], in [redacted] eds) *The World of Wolves*, University of Calgary Press, in press, 2009. – I am the 3<sup>rd</sup> author on this piece and contributed text to a discussion about causation as well as prediction and implications for conservation.

**Published:**

\**The Encyclopedia of Environmental Ethics and Philosophy*, edited by [redacted] and [redacted] from Cengage Publishers, November 2008,

7 entries (~20,000 words total):

- “Wilderness”
- “Ecosystem Health”
- “Charles Darwin”
- “Holism”
- “Theory”
- “Preservation” [redacted]
- “North America” [redacted]

- I am the sole author on 5 of the 7 pieces here, lead author on the piece with [redacted] and co and equal author on the piece with [redacted]

\*“Distinguishing Experiential from Physical Wilderness” with [redacted], in *The Wilderness Debate Rages On: Continuing the Great New Wilderness Debate*, (Athens, GA: University of Georgia Press, 2008), pp. 611-31. – in all work with [redacted], the order of authorship is determined by a coin toss, our work is completely collaborative.

“Introduction: The Growth of Wilderness Seeds” with [redacted] in *The Wilderness Debate Rages On: Continuing the Great New Wilderness Debate*, (Athens, GA: University of Georgia Press, 2008), pp. 1-17. – I wrote this introduction and [redacted] was the editor, I am the lead author.

\*“The Great New Wilderness Debate: An Overview” in [redacted] and [redacted] ed., *Environmental Ethics: Readings in Theory and Application*, 5<sup>th</sup> Edition [also published in the 4<sup>th</sup> Edition from 2005, pp. 174-81], (Belmont, CA: Wadsworth, 2008), pp. 200-08. – I

am the sole author on this piece, the piece was commissioned for this book and has now been reprinted in 2 editions of the text.

\*"Pagan Environmental Ethics" in *Encyclopedia of Religion and Nature*, [redacted] ed. (London: [redacted] 2005), pp. 1232-33. – I am the sole author of this piece.

\*[redacted] in *Encyclopedia of Religion and Nature*, [redacted] ed. (London: [redacted], 2005), pp. 252-54. – I am the sole author of this piece.

\*"Environmental Ethics" in *Encyclopedia of World Environmental History*, edited by [redacted] (New York: [redacted] 2004), pp.445-49. –

I am the sole author on this piece.

\*[redacted] ("Holism in Environmental Ethics") in [redacted], *Éticas e Políticas Ambientais (Environmental Ethics and Environmental Policies)*, (Lisbon, Portugal: Centro de Filosofia da Universidade de Lisboa, 2004), pp. 133-151. *Published in Portuguese.* – I am the sole author on this piece.

\*"Animism" in *Encyclopedia of World Environmental History*, edited by [redacted] and [redacted] (New York: Routledge, 2004), pp. 55-56. – I am the sole author on this piece.

\*, \*\*Lead author for *Ethics for a Small Planet: A Communications Handbook on the Ethical and Theological Reasons for Protecting Biodiversity*, Published by the University of Wisconsin Press and the Biodiversity Project, Madison, WI, 2002.

5 Entries:

- "Introduction to Environmental Ethic"

- "2,000 Years of Western Ideas about Nature in Less than 2,000 Words"

- "The Ways We Value Nature"

- "Rights and Responsibilities: What Obligations Do We Owe To the Natural World (and to each other)?" [redacted]

- "Busting Anti-Conservation Myths"

- am the sole author on 4 of these pieces, and lead author on the other.

"A Deeper Shade of Green: Environmental Ethics on Campus", in *Greening of the Campus IV: Moving to the Mainstream*, selected proceedings [redacted], ed. [redacted] University, 2001, pp.16-21. – I am the sole author on this piece.

[redacted] for *Fifty Key Environmental Thinkers*, edited [redacted] and [redacted] [redacted] (London: Routledge, 2001), pp.200-05. *Translated and reprinted in Japanese.* – I am the sole author on this piece.

[redacted] for *Fifty Key Environmental Thinkers*, edited by [redacted] [redacted] (London: Routledge, 2001), pp.290-295. *Translated and reprinted in Japanese.* – I am the sole author on this piece.

"Teaching Leopold's Land Ethic," in *It's About Community*, 3<sup>rd</sup> Annual Advanced Leopold Education Project Workshop Selected Proceedings, (1998): 66-74. – I am the sole author on this piece.

\*"The Inescapability of Environmental Ethics," in Selected Proceedings from the 13<sup>th</sup> Annual Small City and Regional Community Conference, University of Wisconsin-Stevens Point, edited by [redacted], 1998. – I am the sole author on this piece.

\*"An Amalgamation of Wilderness Preservation Arguments," in *The Great New Wilderness Debate*, pp. 154-98, above. – I am the sole author on this piece.

"Introduction," co-authored with [REDACTED], to *The Great New Wilderness Debate*, pp. 1-20, above. [REDACTED] penned the original draft of this introduction, I edited heavily and added approximately ¼ of the final text.

\*, \*\*"Teaching the Land Ethic," in [REDACTED], ed., *Teaching Environmental Ethics*. (Leiden, The Netherlands: Brill Publishers, 2006), pp. 190-201. – I am the sole author on this piece.

\*\*"An Amalgamation of Wilderness Preservation Arguments," (*translated into Chinese*) in [REDACTED] and [REDACTED], *The Frontiers of Environmental Philosophy*, Vol. 1 (Shaanxi People Publishing House and the Center for Environmental and Comparative Philosophy at Northwest University: Xi'an, Shaanxi City, CHINA, forthcoming). – This is a translated reprint of the above piece, I am the sole author.

\*\*"An Amalgamation of Wilderness Preservation Arguments," Also reprinted in [REDACTED] and [REDACTED] III, eds., *Environmental Ethics: The Big Questions*. (Blackwell Publishers, 2002), pp. 413-36. – This is a reprint of the above piece, I am the sole author.

\*\*"Rethinking Wilderness: The Need for a New Idea of Wilderness," in [REDACTED] ed., *Environmental Ethics: Concepts, Policy, Theory*. (Mountain View: Mayfield, 1998), pp. 366-70. – This is a reprint of an article, I am the sole author.

### 3) Bulletins and Monographs

#### 4) Articles

##### *Currently Under Review:*

\*\*"Wildlife Health: More than the Absence of Disease" (with [REDACTED] and [REDACTED]) for *Journal of Wildlife Management*. – I am the 3<sup>rd</sup> author on this piece, but a substantial contributor.

\*\*"Sustainability and the Necessity of Ethics" (with [REDACTED]) for *BioScience* – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.

\*, \*\*"Is Sustainability Virtuous or Vulgar?" (with [REDACTED]) for *The Ecologist*. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative, this piece is on the same theme as the above piece but aimed at a more popular, literate audience.

\*\*"Forming a Philosophy of Environmental Action: [REDACTED] Importance of Community" (with [REDACTED]) for *The Journal of Environmental Education*. [REDACTED] is my PhD student and I suggested she take lead authorship on this piece.

\*\*"Predation Causes Evolution in the Size of a Terrestrial Vertebrate" (with [REDACTED] and [REDACTED]) (revise and resubmit) at *Nature*. – I am the 4<sup>th</sup> author on this and added discussion on the conservation relevance of this finding, esp. for hunting.

\*\*"A Long-Term Ecological Research Network for the World's Southernmost Forests" (with [REDACTED])

[REDACTED]  
*BioScience*. – this was a large group effort, and order of authorship beyond the first few is determined alphabetically. I contributed text and 3 rounds of editing.

\*“Ethical Discourse for the Management and Conservation of Ecological and Cultural Diversity” (with [REDACTED] at *Environmental Values*. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.

\*“Tragedy, Empathy, and the Conflict Between Animal Welfare and Conservation Ethics” (with [REDACTED] at *BioScience*. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.

**Accepted and Forthcoming:**

\*“On the Concept of Holism in Environmental Ethics” in *Environmental Ethics* – I am the sole author on this piece, this is the leading journal in env. ethics.

\*, \*\*\*“To be, or not to be... an Advocate?” (with [REDACTED] in *The Chronicle of Higher Education*. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative, this is a more popular version of a piece we wrote on advocacy this past year and was invited by *The Chronicle*.

\*“Geography and Recovery under the U.S. Endangered Species Act” (with [REDACTED] and [REDACTED] *Conservation Biology*. [REDACTED] largely conceived of this piece and wrote the first draft, but because of other time commitments we gave it [REDACTED] to user through the review process and gave him first author. I am 2<sup>nd</sup>-3<sup>rd</sup> author with [REDACTED].

**Published:**

\*“The Ethics of Hunting: Can We Have our Animal Ethics and Eat them Too?” [REDACTED] *The Wildlife Professional*, 3/3, Fall 2009:33-34. – I was the lead author on this piece – this piece was invited and reviewed by 2 science writer editors.

\*“On Advocacy by Environmental Scientists: What, Whether, Why, and How” (with [REDACTED] [REDACTED], *Conservation Biology*, 23/5 (Sept. 2009), pp.1090-1101. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.

\*“Anaximines’ Answer” simultaneously published in *Borne On Air: Essays by Idaho Writers*, [REDACTED] eds. [REDACTED] Eastern Washington University Press, 2009), pp. 173-78; and *Idaho Humanities: the newsletter of the Idaho humanities council*, Vol. XII, No. 2, pp. 1 & 5, Winter 2009. – I am the sole author of this piece.

\*“Congenital bone deformities and the inbred wolves (*Canis lupus*) of [REDACTED]” (with [REDACTED] in *Biological Conservation* 142, (issue 5), 2009, pp. 1027-1033. – I am the 4<sup>th</sup> author on this piece, but I designed and wrote the sections on the conservation implications and the ethics of genetic remediation for this paper.

\*“Abandon Hope” [REDACTED] *The Ecologist*, March 2009, pp. 32-35. – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.

\*“On Doing Helpful Philosophy” for *Science and Engineering Ethics* 14:611-14, 2008. – I am the sole author on this piece.

\*“The [REDACTED] Wolf-Moose Project: Fifty Years of Challenge and Insight” with [REDACTED] [REDACTED] *The George Wright Forum* 25:98-113, 2008. – I was the lead author on this piece, but we each wrote large sections of the text so this is really a 3-way collaboration.

- \*“The Challenges of Long-Term Wolf Research” in *International Wolf*, Summer 2008, pp. 12-13. – I am the sole author on this piece – it was editor invited and reviewed by an editorial board.
- \*“Normativity and the meaning of endangered: a comment on Waples et al. 2007” with [REDACTED], *Conservation Biology* 21/6 (Dec. 2007), pp. 1646-48. – I am the lead author on this piece, it was largely conceived of and written by myself and [REDACTED] equally [REDACTED] is an author because he was an author on our original work upon which this piece builds.
- \*“What are 60 Warblers Worth?: Killing in the Name of Conservation” with [REDACTED] in *Oikos* 116:1267-78 (August 2007). – in all work with [REDACTED] the order of authorship is determined by a coin toss, our work is completely collaborative.
- \*“The Normative Dimension and Legal Meaning of *Endangered and Recovery* in the U.S. Endangered Species Act” with [REDACTED] and [REDACTED], *Conservation Biology* 20/5 (Oct. 2006), pp. 1383-90. [REDACTED] and I conceived of and wrote the text, [REDACTED] offered a lot of editing and the material on the legal structure of the ESA.
- \*“Mountain Thinking: A Howl for Environmental Ethics,” *ISLE: Interdisciplinary Studies in Literature and Environment*, 13.1 (Winter 2006), pp. 203-07. – I am the sole author on this piece.
- \*, \*\*“Teaching the Land Ethic,” *Worldviews: Environment, Culture, Religion*, 8, 2-3, 2004, pp. 353-65. – I am the sole author on this piece.
- \*“Earth, Air, Water...Ethics” in *Transactions*, the scholarly journal of the Wisconsin Academy of Sciences, Arts, and Letters, Volume 90, 2003/04, pp. 164-173. – I am the sole author on this piece.
- \* [REDACTED] Environmental Ethics, and the Land Ethic,” *Wildlife Society Bulletin* 28:4 (1998), pp. 741-44. – I am the sole author on this piece.
- \*“Holists and Fascists and Paper Tigers...Oh My!,” *Ethics and the Environment* 1:2 (Fall 1996):103-17. – I am the sole author on this piece.
- \*“Rethinking Wilderness: The Need for a New Idea of Wilderness,” *Philosophy in the Contemporary World* 3 (Summer 1996):6-9. – I am the sole author on this piece.
- \*“A Defense of Environmental Ethics: A Reply to [REDACTED]” *Environmental Ethics* 15 (1993):245-57. – I am the sole author on this piece.

**Books Reviews (and Shorter Pieces)**

- “A Declaration on Soil Health” lead author on document for the Soil Science Society of American. – though this is authored by a group from a conference, I was the sole author on the original draft of the document.
- Review of *The Pine Island Paradox* [REDACTED], in *Teaching Philosophy*, 30:3 (September 2007), pp. 335-39. – I am the sole author on this piece.
- Review (with [REDACTED] of *Infinite Nature* [REDACTED] in *Environmental History*, 12:3 (July 2007), pp. 688-89. – I wrote the review and [REDACTED] (and MSU graduate student) added text and edited, I am the lead author.
- Review of *Sustainability: A Philosophy of Adaptive Ecosystem Management* [REDACTED] in *Environmental Conservation*, 34:1 (March 2007), pp. 84-5. – I am the sole author on this piece.

Review of *Hypocrisy: Ethical Investigations*, [redacted] in *Books in Canada*, [redacted] – I am the sole author on this piece.

Review ([redacted] of *Philosophy and Biodiversity*, [redacted] eds., in *Environmental Values*, 15:1 (February 2006), pp. 124-127. – I largely wrote the review, and [redacted] added text and edited, I am the lead author. [redacted] was a graduate student of mine at the time.

Review ([redacted] of *The Death of Our Planet's Species: A Challenge to Ecology and Ethics*, [redacted] in *Ethics, Place, and Environment: A Journal of Philosophy and Geography*, 8/2:251-55. – I largely wrote the review and [redacted] (and undergraduate student of mine at the time) added text and edited, I am the lead author.

Review of *Worth Doing*, [redacted] in *The Review of Metaphysics*, December 2005, vol. 59, no. 2, pp.451-2. – I am the sole author of this piece.

Review of *Reconstructing Conservation: Finding Common Ground*, [redacted] in *Environmental Ethics*, Vol.27 (Fall 2005), pp. 329-32. – I am the sole author of this piece.

Review of *Beneath the Surface: Critical Essays in the Philosophy of Deep Ecology*, [redacted] eds. and *Philosophical Dialogues: Arne Naess and the Progress of Eco-Philosophy*, [redacted] *Philosophy and Geography*. – I am the sole author of this piece.

Review of *Environmental Ethics, Ecological Theology, and Natural Selection*, [redacted] in *Environmental Conservation*, 31:3 (September 2004) p. 266. – I am the sole author of this piece.

“Animism” in *Circle Magazine*, Summer 2004, pp. 48-9. – I am the sole author of this piece – a reprint from an Encyclopedia piece I did on this topic.

Review of *The World and the Wild: Expanding Wilderness Conservation Beyond its American Roots*, [redacted] eds., in *Environmental Ethics* Vol.26 (Spring 2004), pp. 107-110. – I am the sole author on this piece.

Review of [redacted] and *the Ecological Conscience*, [redacted] *Environmental Conservation* 30(1):92, 2003. – I am the sole author on this piece.

“What is Wilderness?: The Great New Wilderness Debate” in *The View From Listening Point* newsletter, Fall/Winter 2002, pp. 6, 7, 15. – Although it’s not clear on this piece, I wrote the original version of this and the newsletter editor added some material (some of which I’m not entirely happy about), though I appear as the sole author.

“Philosophers to Haney: Mind your Logic!” with [redacted] in *Wisconsin Academy Review*, Vol. 48, No. 3, Summer 2002, pp. 12-13. [redacted] and I collaborated equally on this short piece, though I’m listed as the lead author.

“Pagan Environmental Ethics” in *Circle: Nature Spiritual Quarterly*, Summer 2002, pp. 39-40. – this is a reprint from an encyclopedia article I wrote, I am the sole author.

“A Philosopher’s View” in *Wisconsin Academy Review: The Magazine of Wisconsin Thought and Culture*, Vol. 48, No. 2, Spring 2002, pp. 57-8. Reprinted in *The View From Listening Point*, newsletter, Fall 2003. – I am the sole author on this piece.

“Environment” in [redacted] and [redacted] eds. *The Human Rights Encyclopedia* (New York: M.E. Sharpe, 2001), pp.698-700. – I am the sole author on this piece – I was never sent a copy of this piece but I do have the word document still.

"Beyond Wilderness" in *Horizons* (Spring 1998) of the Sigurd Olson Institute at Northland College, Ashland, WI. – I am the sole author on this piece.

"An annotated table of contents of *The Great New Wilderness Debate*," *Wild Earth* 6(Winter 1996/7):81-2. – I am the sole author on this piece.

Review of *Watersheds: Classic Cases in Environmental Ethics*, [redacted] eds., in *illahee: journal of the northwest environment*, (Winter 1994): 331. – I am the sole author on this piece.

**6) Papers and Presentations for Learned Professional Organizations and Societies** – unless otherwise noted, I was the sole presenter for all of these (no presentations beyond Sept. 1, 2009 are mentioned – I have a number forthcoming in the 2009-2010 school year).

"Anthropomorphism unraveled: Can similarity assessment promote public involvement in wildlife conservation?" with [redacted] for Minding Animals conference, University of Newcastle, **Australia**. – [redacted] presented on our behalf.

"Caring for the Land: Climate, Environmental Ethics, and a Changing World" invited **keynote** lecture for the Bouyoucos Conference on Soil Stewardship In an Era of Global Climate Change, Soil Science Society of America, Nebraska City, NE, June 2009.

Two **Endowed Lectures**: 38<sup>th</sup> Annual Walter Powell-Linfield College Philosophy Lectures.

"Wolf, Moose, Philosopher: Environmental Ethics and the [redacted] Wolf-Moose Project" and "American Indian Environmental Ethics: Accessing, Assessing, and Abstracting," Linfield College, McMinnville, OR, May 2009.

"Abandon Hope" invited talk for Conversations at Shotpouch, Spring Creek Project, Oregon State University, May 2009.

"Can Empathy Ethics Navigate the Division Between Animal Welfare Ethics and Conservation Ethics?" with [redacted] for the Animals: Past, Present, and Future Conference, East Lansing, MI, MSU, April 2009. – we co-presented this talk.

"Wolf, Moose, Philosopher: Environmental Ethics and the Isle Royale Wolf-Moose Project" invited seminar at Bloomsburg University, PA, April 2009.

"Infusing philosophy and ethics into the fisheries and wildlife curriculum: the case of Michigan State University" [redacted] for The Wildlife Society conference, Miami, FL, November, 2008 – Millenbah presented this talk.

Four Presentations: *1 workshop* on "The Next [redacted] A Place for Moral Reasoning in Natural Resource Education" (with [redacted], at [redacted] and *3 papers* ["Socrates Goes to the Woods: Including Philosophy and Ethics in the Fisheries and Wildlife Curriculum" [redacted], "Fusing Science and Ethics: Tools for Natural Resource Educators" ([redacted] at [redacted] [redacted] "Creating Dirty Minds: The Promise of Outdoor Philosophy" (with [redacted] [redacted] for the OSU, Conference, University Education in Natural Resources conference at Oregon State University, Crovallis, OR, March 2008. – I co-presented one of these talks, presented one by myself, was an equal planner and participant in the education workshop, and my PhD student presented the final talk.

Three Invited Lectures: "American Indian Environmental Ethics: Accessing, Assessing, and Abstracting," "Is [redacted] Still Relevant?," and "Environmental Ethics in Conservation Biology" at State University of New York-Environmental Science and Forestry, February 2008.



- 2 presentations "Ethics: The Missing Social Dimension of Wolf Management" and "The Role of Ethical Discourse for Wolf Management" (both [REDACTED], for The Wildlife Society conference, Tucson, AZ, October 2007 – we each presented one of these talks.
- "How Effective Are Public Participation Processes in Protected Areas?" (with [REDACTED]), poster presentation, 2nd Latin-American Parks Congress of National Parks and Other Protected Areas, September 30th to October 6th, 2007, Bariloche **Argentina**. [REDACTED] presented on behalf of the group.
- "Can Science Save Wilderness?" invited lecture, Lewis-Clark State College, Lewiston, ID, April 2007.
- 2 presentations "The Wilderness Debate: the Fuss, the Fury, the Future" and "Some Relationships Between Ecological Science and Environmental Ethics: the [REDACTED] wolf-moose experience" both with [REDACTED] and invited workshop participant, for the Intergrating Ecological Science and Environmental Ethics workshop in **Chile**, March 2007. – we each presented one of these talks.
- "The Man Who Paid Attention: Natural Resource Education and The Next [REDACTED] for the 14th International Symposium on Society and Resource Management, Burlington, VT, June 2008. - I had to cancel, but a colleague read my paper at the symposium
- "Can a Commitment to Empathy and Consistency Deliver an Environmental Ethic Worth Wanting?" invited lecture for the Department of Philosophy and the Spring Creek Project for Nature, Ideas, and the Written Word, Oregon State University, Oct. 2006.
- "Wildlife Conservation, Economic Growth and Development, and the Philosophy of [REDACTED] [REDACTED] Applying Leopold's Thought to Contemporary Issues" for The Wildlife Society conference, Anchorage, AK, September 2006.
- "Can There Be a Water Ethic? [REDACTED] and the Bluing of Ethics" for the International Conference on Rivers and Civilization, Rivers Connect, Conference, Lacrosse, WI, June 2006.
- "Aldo Leopold's Land Ethic: Thinking Like a Philosopher" invited **plenary** address for the Cultures, Communities, and Conservation: A Sharing of Land Ethic Traditions workshop, sponsored by the Aldo Leopold Foundation, the International Crane Foundation, and the Center for Humans and Nature, Baraboo, WI, June 2006.
- "Accessing and Assessing (Pre-Contact) American Indian Environmental Ethics" invited **keynote** address for Spokane Community College's Earth Day Celebration, Spokane, WA, April 2006.
- "The Ethics of Sharing with Wolves" invited presentation at Spokane Community College, Spokane, WA, April 2006.
- "Sharing with Wolves: the ethics of predator control" (with [REDACTED] for the American Philosophical Association Pacific Division Meeting, Portland, OR, March 2006. – we co-presented this talk.
- "*The Pine Island Paradox*: a humble commentary" for an author meets critics session on Kathleen Moore's *The Pine Island Paradox*, for the American Philosophical Association Pacific Division Meeting, Portland, OR, March 2006.
- "Philosophy, Ecology, and Conservation Problem-Solving: A Case Study" (with [REDACTED] [REDACTED] for the Idaho Academy of Science meeting, Moscow, ID, March 2006. [REDACTED] presented and won an award.
- "An Ethical Approach to Valuing Water Resources," invited **plenary** lecture for the American Water Resource Association meeting, Delavan, WI, March 2005.

- 2 lectures, "A Review of The Great New Wilderness Debate" and "Are Environmentalists a Bunch of Stinkin' Hypocrites?: Ethics, Actions and the Concept of Hypocrisy," invited lectures at Northland College, March 2005.
- "Are Environmentalists a Bunch of Stinkin' Hypocrites?: Ethics, Actions, and the Concept of Hypocrisy" invited lecture, Nicolet College, December, 2004.
- 2 lectures "Are Environmentalists a Bunch of Stinkin' Hypocrites?: Ethics, Actions, and the Concept of Hypocrisy" invited **keynote** address for the First Midwest Environmental Ethics Conference; "Is/Ought: Where Science and Philosophy Meet" for Environmental Studies program at Rock Valley College, all in Rockford, IL, November, 2004.
- "Momaday's Environmental Vision" invited paper for the Nature and the Sacred Conference at Oregon State University, October, 2004.
- "The Wilderness Legacy of Aldo Leopold: 30 years of thought" invited lecture for School of Forest Resources & Environmental Science, Michigan Technological University, September, 2004.
- "A Leopoldian Water Ethic: Two Possible Approaches" for the American Fisheries Society 134<sup>th</sup> Annual Meeting, Madison, WI; also organized the session "Extending the Land Ethic: Ethics on Land and Water" for the meeting, August, 2004.
- invited **keynote** address for the Cooperative Academic Partnership Program at UW-Oshkosh, Oshkosh, WI, April 22, 2004. Also participated in a panel discussion on successful strategies for teaching environmental issues in the classroom.
- 2 lectures "Are Environmentalists Hypocrites?: Ethics, Actions, and the Concept of Hypocrisy," and "Vegetarianism and the Health Argument" invited lectures for the department of philosophy and religion studies, and the institute of applied sciences, the University of North Texas, Denton, TX, February 20, 2004.
- "Is There a Future for Wilderness?" invited address in wilderness lecture series at Northland College, Ashland WI, November 11, 2003
- "Environmentalism and Hypocrisy" invited seminar for the Department of Philosophy and the Spring Creek Project for Ideas, Nature, and the Written Word, Oregon State University, October, 12, 2003.
- "The Historical Conservation vs. Preservation Distinction: Flawed, Unhelpful, and Dangerous" for the Society for Conservation Biology conference, University of Minnesota-Duluth, July 2, 2003.
- "On Hypocrisy: With Special Reference to Environmental Ethics" invited **keynote** address for the Eastern Pennsylvania Philosophical Association, Wilkes-Barre, PA, April 26, 2003.
- "Did American Indians Possess a Good Environmental Ethic: How Would We Even Go About Knowing?" presentation at College Misericordia, Wilkes-Barre, PA, April 25, 2003.
- "Challenges Facing Outdoor Education: An Outsider's View" invited **keynote** address for the Student Outdoor Educators Conference and faculty at Northland College, Ashland, WI, April 5, 2003.
- 2 presentations "Archaeology and the Concept of Wilderness: Resting Wilderness on Past Impacts" and "The Role of Archaeology in Conservation: What it Gets Us, and What it Might Not" with [redacted] an [redacted] for the 14<sup>th</sup> Interdisciplinary Conference on Science and Culture, Kentucky State University, Frankfort, KY, April 3, 2003. – [redacted] presented one talk, [redacted] and I the other – [redacted] were undergraduate students of mine.

- “Assessing Aboriginal Environmental Ethics” for the International Symposium on Theoretical and Applied Ethics, Louisiana State University, Baton Rouge, LA, February, 28, 2003.
- “Toward a Water Ethic” for the Wisconsin Academy of Sciences, Arts, and Letters Waters of Wisconsin Forum, also session organizer and moderator, Oct. 22, 2002.
- “A Deeper Shade of Green: Environmental Ethics on Campus”, for the Greening of the Campus 4 conference, Ball State University, Muncie, Indiana, Sept. 20, 2001.
- “Assessing Aboriginal Environmental Ethics”, for the Society for Conservation Biology conference, Hilo, Hawaii, July 31, 2001. Session (Aboriginal Peoples and Conservation) moderator.
- “Aldo Leopold’s Wilderness Legacy” invited address at Northland College, April 12, 2001.
- “The Great New Wilderness Debate: Responding to Some Criticisms” for the Wilderness Britain?” conference, Leeds University, ENGLAND, March 26-28, 2001.
- “The Debate over the Concept of Wilderness: Continuing the Conversation” at the American Society for Environmental History and Forest Service History conference in Durham, N.C., March 28-31, 2001.
- “Ecosystem Management and Intrinsic Value” for the Society for Conservation Biology conference, Missoula, MT, June 9-12, 2000.
- “Ethics and the Intelligent Consumption Project” for the meeting of the Intelligent Consumption Project, Missoula, MT, June 12, 2000.
- “Recipe for Action: Some Thoughts on Environmental Education and Action,” invited lecture at Northland College, Ashland, WI, February 18, 2000.
- Session organizer and moderator, “The Past Present and Future of Environmental Ethics,” at the “Building on Leopold’s Legacy: Conservation for a New Century” conference in Madison, WI, October 4-7, 1999.
- Plenary session chair and presenter (“The Great New Wilderness Debate—Toward Fence Mending”) at Wilderness Horizon’s conference at Northland College, September 23-25, 1999.
- “Wilderness Preservation Arguments: A Philosophical Analysis,” for the Wilderness Science in a Time of Change conference, University of Montana, May 26, 1999.
- “Aldo Leopold’s Philosophy of Environmental Action,” paper presented at Colorado State University, March 5, 1999.
- “Can We Be Friends with Animals and the Environment?” paper presented at Colorado State University, March 5, 1999.
- “Beyond Wilderness” **keynote** lecture for Sigurd Olson Institute of Northland College, 25<sup>th</sup> Anniversary, Ashland, WI, November 7, 1997.
- “Rethinking Wilderness: The Need for a New Idea of Wilderness,” for the Society for Philosophy in the Contemporary World conference on “Human Nature: Human Habitats,” Estes Park Colorado, August 5, 1995.
- “Once and For All; Environmental Ethics is Not Environmental Fascism,” for the Willard Environmental Ethics Symposium, University of Nebraska-Omaha, April 15, 1993.
- “The Paradox of Individual Concern,” for the International Society for Biophilosophy conference on “Stability and Change in Nature: Ecological and Cultural Dimensions,” March 1992, Budapest, HUNGARY. Also for the University of Colorado Graduate Colloquium, Spring 1992.

## 7) Artistic and Creative Endeavors

*Thinking Like an Island*, photo exhibit and collaborative 3,000 word environmental ethics exhibit guide (with the Isle Royale Wolf-Moose Project), showings: Animals Conference, MSU, April 2009. – I co-wrote the text for the guide with [REDACTED] and have taken equal responsibility in setting up future locations for the exhibit.

## 8) Reports or Studies

## 9) Other:

A number of the above lectures were delivered as either invited keynote speaker or invited endowed lecturship speaker. I also have literally dozens of pieces of published writing and research talks that were not delivered to professional audiences, and therefore not technically eligible to be included above, but that are still research activities consistent with the mission of a land grant university. Some of my work has been translated into other languages and anthologized in text books and academic anthologies. I also have (as of 8/15/09) 2 books under contract and in preparation, 2 book proposals under review at publishers, 4 articles that are invited and in preparation (in addition to perhaps 7-10 that are in various stages of preparation), 10 articles currently under review, and 4 articles that are accepted for publication and either forthcoming or in press. I will also be delivering possibly 4 or 5 lectures/seminars/conference papers during the remainder of 2009 and co-organizing 2 regional meetings and 1 seminar at a professional conference. I have also just recently been extended an invitation to explore the possibility of some work on the Yellowstone National Park wolf project and will be visiting the park in the Spring of 2010.

A list of 76 presentations that I don't feel quite meet the gist of category 6 above:

“Aldo Leopold: His Life and Land Ethic” for the U.S. National Park Service, Windigo Ranger Station, Isle Royale National Park, MI, June 2009.

Two Presentations: “What is an Endangered Species?” with [REDACTED] and [REDACTED] and “Wolves and the Necessity of Environmental Ethical Discourse” for the Midwest Wolf Stewards Conference, Iron Mountain, MI, April 2009.

“The Isle Royale Wolf-Moose Project: an Experimental Collaboration in Environmental Science and Environmental Ethics” with [REDACTED] and [REDACTED], for the Graduate Student Organization colloquium, MSU, April. 2009.

“Wolf and Moose, Ecologist and Philosopher: philosophy on your feet when your feet are on Isle Royale” invited panel presentation for Ethics and Development graduate specialization workshop, Michigan State University, April 2009.

“The Great and Raging Wilderness Debate: an explanation,” talk and booksigning, Schuler Books, Okemos, MI, Jan. 2009.

“The Suprising Fury and (Lack of) Fuss Over the North American Model of Wildlife Conservation,” HPS research talk, Lyman Briggs College, Michigan State University, Oct. 2008.

Two Presentations of “An Unprecedented Challenge: Environmental Ethics and Global Climate Change” for the MSU teach-in on climate change, Feb. 2009; and for the Graduate Student Organization colloquium, MSU, Feb. 2009.

“A Few Philosophical Issues in Restoration” for the Native Fish Restoration web seminar, US Fish and Wildlife Service, National Conservation Training Center, Shepards town, WV, December 2008.

Two Presentations: “Aldo Leopold on Wilderness: 30 Years of Thought” and “Of Wolves and Moose and Ethics: American Indian Environmental Ethics Meets Wolf-Moose Research” for the 50th Anniversary Celebration of the Isle Royale Wolf-Moose Project, University of Minnesota-Duluth, November 2008.

“Of Wolves and Moose and Ethics: American Indian Environmental Ethics Meets Wolf-Moose Research” for the 50th Anniversary Celebration of the Isle Royale Wolf-Moose Project, Isle Royal National Park, Rock Harbor, MI, July 2008.

“Aldo Leopold: His Life and Land Ethic” for the U.S. National Park Service, Windigo Ranger Station, Isle Royale National Park, MI, June 2008.

Two Presentations: “Can Science Save Wilderness...or anything for that matter?” 1) Michigan State University, Graduate Student Organization colloquium, March 2008, 2) W.K. Kellogg Biological Station, Michigan State University, seminar series, April 2008.

“Evolutionarily Significant Units: Units of Conservation Worth Wanting?” for Michigan State University, Lyman Briggs College and Department of Fisheries and Wildlife, Jan. 2007.

“The Ethics of High Mountain Lake Research,” with [REDACTED], for the High Mountain Lake Research and Management training session broadcast, US Fish and Wildlife Service, National Conservation Training Center, Shepards town, WV, December 2006.

“Can Aldo Leopold Help Us Today?” invited lecture for Frontiers in Forest & Rangeland Ecosystems Seminar, University of Idaho, Moscow, ID, Nov. 2006.

“Are Environmentalists a Bunch of Stinkin’ Hypocrites?: Ethics, Actions, and the Concept of Hypocrisy” for the UI/WSU Philosophy Colloquium Series, Pullman, WA, September 2006.

“We Owe Nature Everything”, participant on the Public Forum panel, “What do we owe nature?” at the Inland Northwest Philosophy Conference “Ethics, Action, and Moral Responsibility”, Moscow, ID, March 2006.

“Wilderness: Should it Stay or Should it Go?” invited talk for the Friends of the Clearwater fundraiser, Moscow, ID March, 2006.

“Leopold’s Land Ethic and Private Land Conservation” invited talk for the Palouse Land Trust, Moscow, ID, December, 2005.

“The Ethics of Killing in the Name of Conservation” presented to Phi Sigma Society, Biology Honors Society at the University of Idaho, October, 2005.

“Thinking, Fish, Restoration: from a philosopher’s perspective” (and two panel discussions) for the Native Fish Restoration training session broadcast, US Fish and Wildlife Service, National Conservation Training Center, Shepards town, WV, December 2005.

"The Ethics of Wolf Control" for the Frontiers of Wolf Recovery Conference, Colorado Spring, CO, October 2005.

"Wolves, Ethics, and Critical Thinking" for Frontiers of Wolf Recovery Conference, educator's day, Colorado Springs, CO, October 2005.

"The Ethics of Wolf Control" for the University Interdisciplinary Colloquium, University of Idaho, Moscow, ID, September 2005.

"The Ethics of Ecological Research, Environmentalism, and Conservation" with [REDACTED] for the U.S. National Park Service, Windigo Ranger Station, Isle Royale National Park, August 2005.

"What's So Great About the Great New Wilderness Debate?" for the Conservation Social Science Colloquium Series, University of Idaho, April 2005.

"Ethical Blues: Ethics on Land and Water," invited lecture for the Aldo Leopold Weekend, Great Lakes Visitor's Center, Ashland, WI, March 2005.

Presentation "Connecting Worldviews, Environmental Ethics, and Environmental Actions" for Society and Natural Resources course, University of Idaho, September 2005.

"Considering Hunting Ethics" for the Izaak Walton League, Stevens Point, WI, August, 3, 2003.

"Conservation Ethics: Beware of False Idols," invited lecture for the University of Wisconsin-Stevens Point, College of Natural Resources, Spring Colloquium Series, March 2005.

"Aldo Leopold's Wilderness Legacy: 30 years of Thought" invited lecture, November 2004, Severson Dells Nature Center, Illinois.

"Recommitting to the Land Ethic" invited paper for the United States Forest Service Centennial Forum, Morton Arboretum in Chicago, IL, November, 2004.

"Easter Island, Conservation, and the Concept of Wilderness" invited lecture for the Beloit Public Library, Beloit, WI, October, 2004.

"The Concept of a Natural Resource Ethic" for the Wisconsin Lake Leaders Institute, Green Lake, WI, May 20, 2004.

"Environmental Ethics in the Wolf World" invited keynote address for the 2004 Midwest Wolf Stewards Meeting, Bad River Reservation, Odanah, WI, April 21, 2004.

"Truth-Telling and Environmental Ethics" invited keynote address for the Festival of Ideas, UWSP, Stevens Point, WI, April 17, 2004.

"Beavers, Bears, and Aldo Leopold: American Indian Land Ethics" invited lecture for the departments of philosophy at the University of Idaho and Washington State University, January 22, 2004.

"The Nature and Possibility of a Water Ethic" for the Midwest Environmental Education Conference, Waupaca, WI, October 31, 2003.

"Ethical Blues: Toward an Ethic of Air and Water" presentation/reading at the Point Reyes Bookstore, Point Reyes Station, CA, September 27, 2003.

"Game Management and the Ethics of Hunting" invited keynote lecture for the Leopold Education Project 8th Annual National Workshop, Wisconsin Dells, WI, August 23, 2003.

“Stones for Bread: The History and Necessity of Ethics in Conservation” invited featured speaker for the regional meeting of the Natural Resources Conservation Service, Department of Agriculture, Stevens Point, WI, May 19, 2003.

“Can There Be a Water Ethic?” for the Nibi: Spirit of the Water Symposium, University of Wisconsin-Stevens Point, April 22, 2003.

“Is There Really a Difference Between Environmental Education and Environmental Advocacy?” for the Greater Madison-Area Naturalists Winter Enrichment Lecture Series at the UW-Arboretum, Madison, WI, March 13, 2003.

Panel Participant, National Cathedral, Washington, D.C., for the Biodiversity Project’s release of Ethics for a Small Planet, November 20, 2002.

“Some Philosophical Implications of Darwinism” for the LIFE (Learning is Forever), senior education program ██████████ WI, March 13, 2002.

“Was Aldo Leopold an Ecofeminist?” for the Women’s Resource Center, UWSP, February 18, 2002.

“Technology, Environmental Ethics, and Environmental Education,” and “Advocacy vs. Education: Toward Sorting Out a Dangerous Conceptual Muddle” for the Midwest Environmental Education Conference, Rosholt, WI, October 2002.

“Updating the Great New Wilderness Debate” for the Speaking of Wilderness conference at Vermillion College in Ely, MN, August 8, 2002.

“Consistency, Community, and Conservation: How Do We Bridge the Diversity Gap?” for the Midwest Environmental Education Conference, Kenosha, WI, October 20, 2001.

“Addressing Anti-Environmental Rhetoric: Smiting the Demons of Dissent with the Sword of Critical Thinking,” Aldo Leopold Foundation Shack Seminar Series, Baraboo, WI, July 16, 2001.

“Ethics and the Scientist,” lecture for the Natural Resources 791/Introduction to Research, graduate course, UWSP, December 14, 2001.

“Some Philosophical Implications of Darwinism” for the Lincoln Center senior education program, Stevens Point, WI, November 9, 2001.

“Addressing Anti-Environmental Rhetoric: Smiting the Demons of Dissent with the Sword of Critical Thinking,” UWSP Environmental Unity Festival, October 13, 2001.

“Growing Ideas: The History of Conservation Through the Eyes of Philosophy” invited keynote address for the Gathering Waters Conservancy/River Alliance of Wisconsin, Celebrating Community-Based Conservation conference, Oshkosh, WI, April 20-22, 2001.

“Philosophy, Critical Thinking, and Environmental Education” for the Wisconsin Association for Environmental Education conference, Wisconsin Dells, WI, Sept. 22-24, 2000.

“Philosophy of Environmental Action and Activism” for the 5th Annual Leopold Education Project advanced workshop, Wisconsin Dells, WI, August 12, 2000.

“Ecofeminism and the Land Ethic of Aldo Leopold” for the Circle Sanctuary Earth Day celebration, Mt. Horeb, WI, April 22, 2000.

“Ecofeminism: A Brief Overview,” Women’s History Month brown-bag discussion, UWSP, March 10, 1999.

“The Land Ethic, Gardening, Eating, and Environmental Ethics,” College of Natural Resources Brown-Bag Lunch Colloquia Series, UWSP, November, 13, 1998.

“The Common Ground Between Christianity and Environmentalism” and “Current Trends in and Arguments Against Christian Environmentalism,” presentations at the Church of the Intercession-Episcopal, Stevens Point, WI, October 25, 1998.

“Environmentalism and (not or) Christianity” presentation at the First Presbyterian Church, Marshfield, WI, April, 26, 1998

“Was Aldo Leopold an Ecofeminist?” for the Shack Seminar series, Baraboo, WI, August 30, 1999.

“Land Use as an Ethical Issue,” for the Aldo Leopold and Conservation on Private Lands conference, UWSP, April 9, 1999.

“The Inescapability of Environmental Ethics” for the 13th Small City and Regional Community conference, UWSP, October 15, 1998.

“Gardening in Sand County: Eating and Environmental Ethics” for the Wisconsin Garden Club Federation conference, September 18, 1998.

“Teaching the Land Ethic” for The Leopold Education Project, 3rd Annual Advanced Workshop, Baraboo, WI, August 13, 1998.

“Leopold, Land, and Leopards: Aldo Leopold’s Contributions to Philosophy” for University of Wisconsin Arboretum series on Aldo Leopold, Madison, WI, February 1, 1998.

“Environmental Education is Environmental Activism,” presentation to the UWSP Environmental Educators and Naturalists Association, October 7, 1996.

“The Problem of Wilderness: Concepts and Preservation,” presentation for UWSP Earthday Celebration, April 24, 1996.

“Gardening in Sand County: Eating and Environmental Ethics,” for the Wisconsin Garden Club Federation conference, April 6, 1994.

“Earthday: How Environmental Activism Spans the Generation Gap,” presentation for UWSP Earthday Celebration, April 20, 1993.

“Making More of Descartes’ Madman,” a University of Wisconsin-Stevens Point, Department of Philosophy “Antlers” Paper, February 19, 1993.



## Further Grant Activity

Prior to coming to MSU in 2007 I was an active grant writer. However, I was not from a discipline or from a university the rewarded grantsmanship. As a result I have not kept the best records of all of my past grant activity. This represents my best attempt to reconstruct my grant activity between 1994 and 2007.

Grantor	Focus	Date Submitted	Amount Requested	Pending	Amount Funded	Not Funded	Principle/co-investigator
Lab Safety Supply Company	Support of scholarship on Aldo Leopold	1994	\$4,500		\$4,500		PI
U. of WI	Scholarship support - summer	1996	\$3,500		\$3,500		PI
U. of WI	Foundation grant to support book research	2000	\$1,500		\$1,500		PI
Humane Society of America	Course development	2000	\$1,500			X	PI
U. of WI	"Treatment as a State: Press Coverage and Public Opinion about Native American Sovereignty"	2001	~\$40,000			X	Co-PI with 2 colleagues
U. of WI	Grant to support library purchases for new Env. Ethics major	2001	\$1,000		\$1,000		PI
Franklin Research Grant – American Philosophical Society	Support of scholarship	2002	\$4,000			X	PI
Guggenheim Foundation	Support for wilderness book project	2003, 2006	Open			X	PI
Various Sources	Fundraised to support Environmental	2003-2004	\$13,250		\$13,250		I did this by myself, but in collaboration

	Ethics program						with the college fundraiser
National Endowment for the Humanities	Support for various research projects	2003, 2004, 2006	\$5,000			X	PI
Idaho Humanities Council	Ethics of Hunting research project	2005	\$3,500		\$3,500		PI
U. of Idaho	Travel Grant	2005	\$1,500		\$1,500	X	PI
National Center for Ecological Analysis and Synthesis	3 year workshop grant	2005, 2006	Open			X	Co-PI
NSF – IGERT	IGERT grant with MI Tech U. group	2006	?			X	collaborator
U. of Idaho Bureau of Public Affairs Research	Support for scholarship projects	2006, 2007	\$1,000, \$2,000		\$1,000, \$2,000		PI
U. of Idaho, SEED Grant	Support for wilderness book research	2006	\$10,000		\$10,000		PI
U. of Idaho Professional Enhancement Release Time	Support for semester off to work on NSF funding proposal	2006	Open				PI – I was notified that I was awarded the grant just as I took the job at MSU so I had to turn it down
Arete Foundation of the U. of Chicago	Project to work on ethics/ecology research – aimed at a book	2007, 2008	Open			X	Co-PI
MSU IRGP	Book project	2007	\$24,000			X	PI