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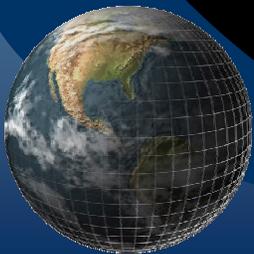


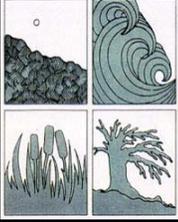
Multicultural Education in Natural Resources: More Than Color on the Landscape

Donald DeHayes
Dean

The Rubenstein School
of Environment and Natural Resources

The University of Vermont





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ACKNOWLEDGEMENTS

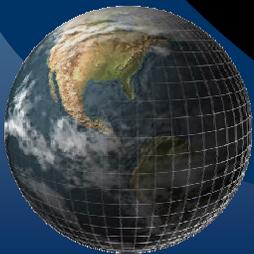


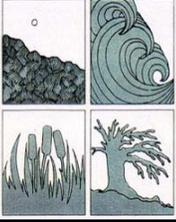
On behalf of the faculty, staff, and students, especially our multicultural students, in The Rubenstein School of Environment and Natural Resources at UVM, I express my gratitude to USDA CSREES for their extraordinary, courageous, and critically important support of our efforts through the:

Higher Education Multicultural Scholars Program

And

*Food and Agricultural Sciences National Needs Graduate
and Postgraduate Fellowship Grants Program*



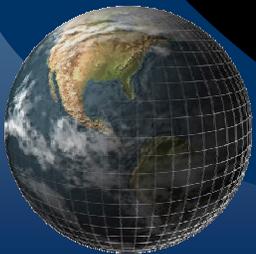


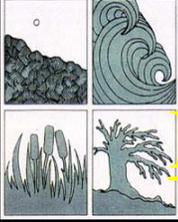
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Multicultural Education in Natural Resources

- What Does It Mean?
- Why Is It Important?
 - Opportunity/Need
- Our Approach at UVM





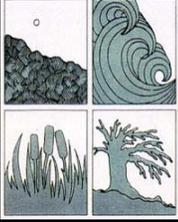
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Multicultural Education in Natural Resources.

- education aimed at all students about race, racism, ethnicity, and culture in a N.R. context
- recognizes that cultural perspectives are inherent in land ownership/mgmt and there is not one “right” ethic
- incorporates multiple perspectives, experiences, and interpretations and respect for ideas and voices different from our own; celebrates diversity
- more than recruitment of people of color; creating an inclusive, equitable, and pluralistic learning environment and resource mgmt ethic



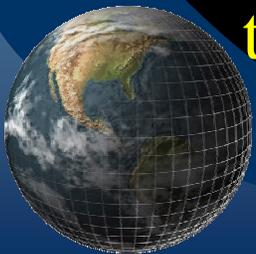


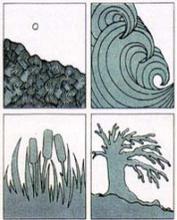
Critical Importance

TO:

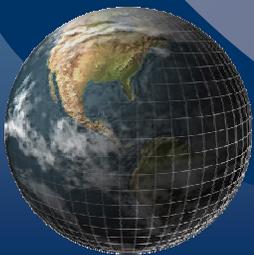
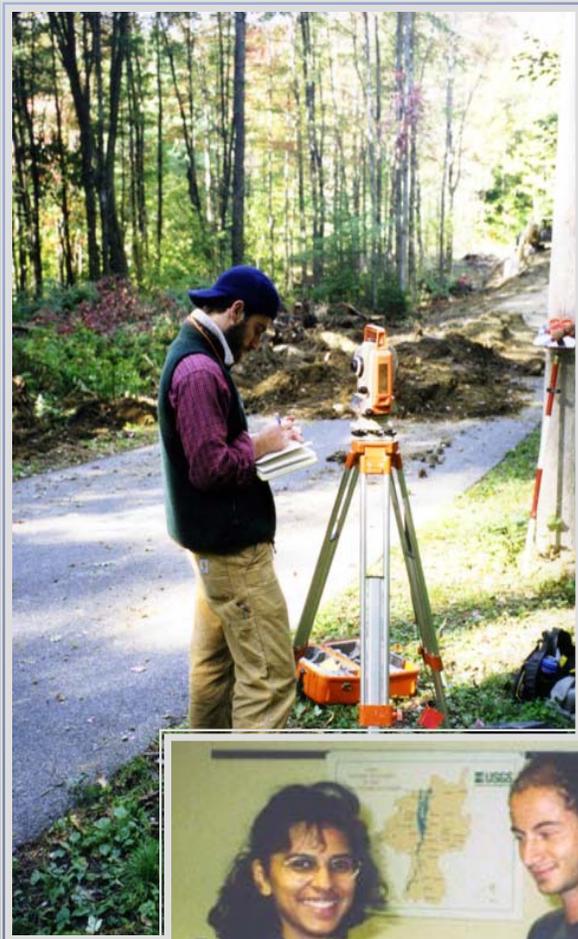
Students:

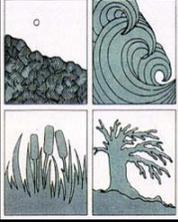
- diverse and welcoming learning environment for all
- builds community; promotes retention
- provides access to “best and brightest” students who otherwise may not have such access
- a model of equity and justice and example to all
- allows students to develop their own voice and pride in their culture and community





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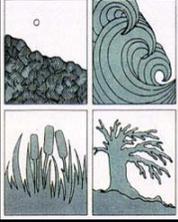
Critical Importance

TO:

NR Fields and Professions:

- diverse cultural perspectives critical to mgmt
- relevance of the field across communities and cultures; critical in our multicultural world
- parallels between biodiversity in natural communities & cultural diversity in human communities
- understand the changing public that owns public land
- NR issues a complex mix of nature, society & culture; good science needs to be put in the context of long-term societal welfare





Critical Importance

TO:

Global Societies:

- 21st Century: Century of Environment Globally - health, energy, resources, food, poverty, violence, war tied to issues of environment, people, and power
- diverse constituent groups - politically and socially
- changing societal demographic - 2050 - 47% ethnic groups
9 of every 10 people added to the population
- relevance of NR lost if not multicultural in perspective
- emerging fields of environmental justice, urban ecosystems, conservation leadership, green economy

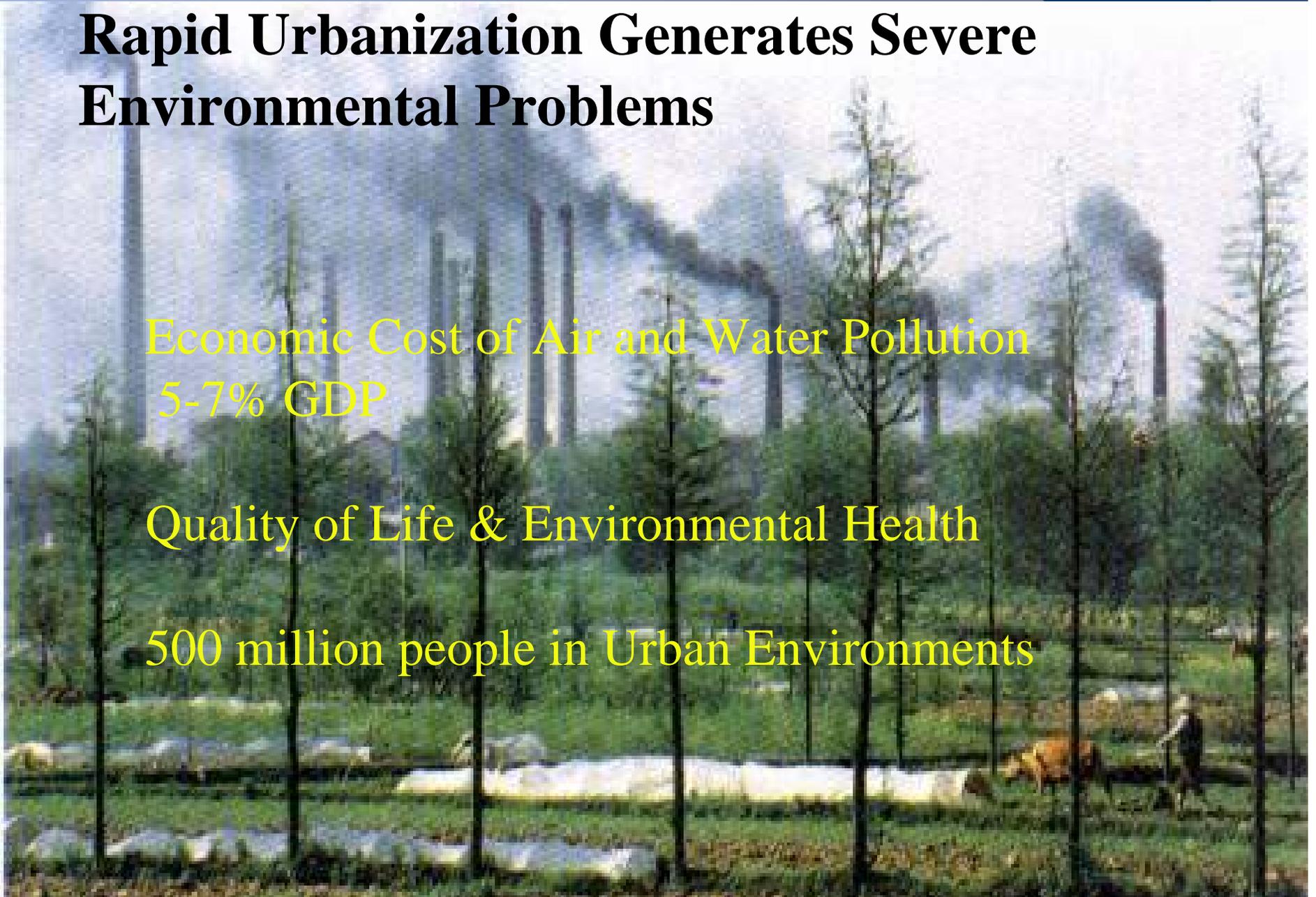


Rapid Urbanization Generates Severe Environmental Problems

Economic Cost of Air and Water Pollution
5-7% GDP

Quality of Life & Environmental Health

500 million people in Urban Environments



Health Effects of Air Pollution in China

Each year: 1.5 million cases of bronchitis, and 23,000 and 13,000 deaths from respiratory and heart diseases.

In 2000: 600,000 premature deaths, 5.5 million cases of chronic bronchitis, and 20 million cases of respiratory illness

Children's blood-lead levels: up to 80 percent above critical levels

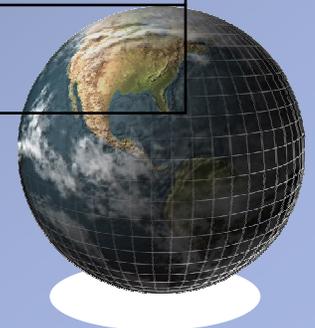
7.4 million working days lost to health problems related to air pollution

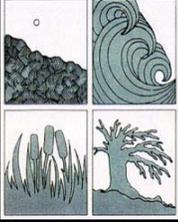


Projected population Change in the US, by Race & Hispanic Origin: 2000-2050 (US Census Bureau)

	Year 2000 to 2050
White alone	32.4% increase
Black alone	71.3%
Asian alone	212.9%
All other races	217.1%
Hispanic (of any race)	187.9%

Currently, 7% of NR workforce are non-white





Opportunity/Need

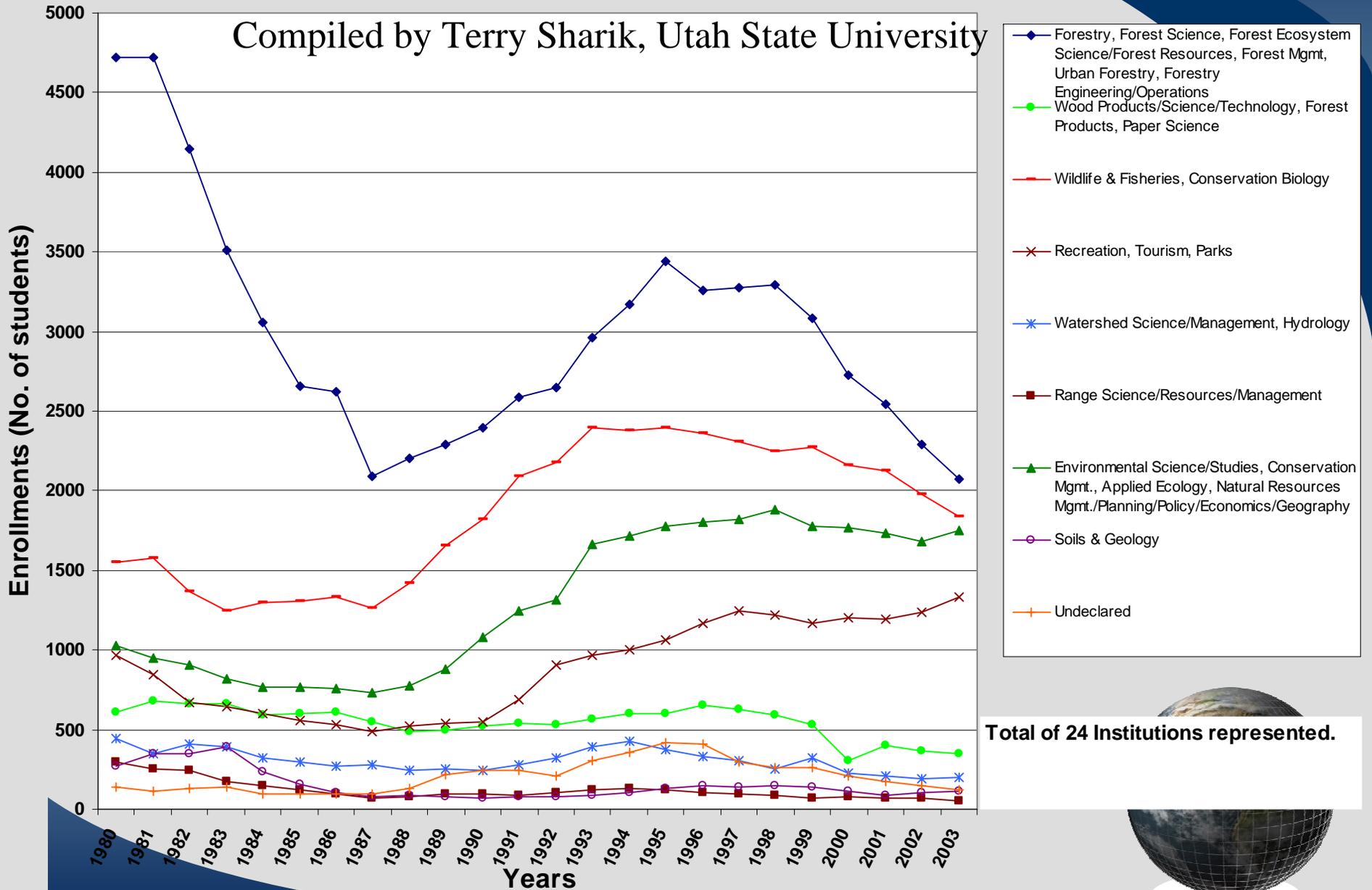
Dramatic Changes in Current Workforce:

- > 50% Dept of Interior, USFS, and EPA eligible to retire in 2007
- > 47% of US Geological Survey eligible to retire
- > 40% of government workforce is older than 50 years, 23% have more than 25 years service, and <6% are under age 30
- dramatic increase in number of environmental non-profits
- while college enrollment has ~ doubled since 1970, NR enrollment has declined in general
- Emphasis on diversity, shortage in the workforce, and many jobs to open up



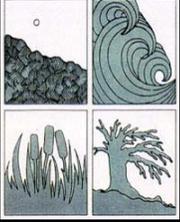
EMPHASIS ON MULTICULTURAL EDUCATION AND DIVERSITY IS AN OPPORTUNITY TO ADVANCE SOCIETY, NR MGMT, AND ALL SEGMENTS OF OUR POPULATION

Figure 2. Undergraduate Enrollments in Natural Resources by Field of Study for NAPFSC Institutions, 1980-2003a



Total of 24 Institutions represented.



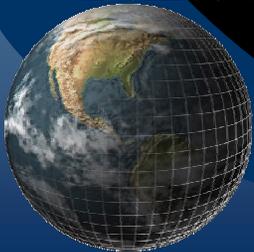


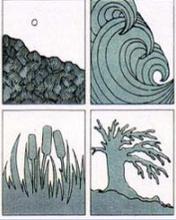
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“My reason for advocating inclusion is simple. Those who do not know, will not understand; those who do not understand, will not value; and ultimately, those who do not value will not protect. Without factoring race in a positive sense into our discussions and activities in natural resource management, we can not ensure sustainability of those resources.”

Denise Meredith - “The Continuing Power of the Myth”





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THE RUBENSTEIN SCHOOL

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The University of Vermont

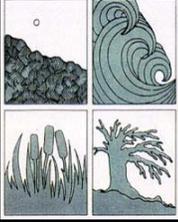
“building responsibility for ecological
health and economic vitality”



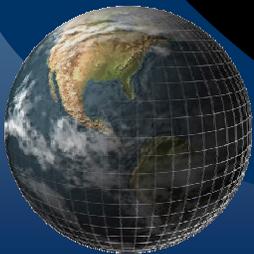
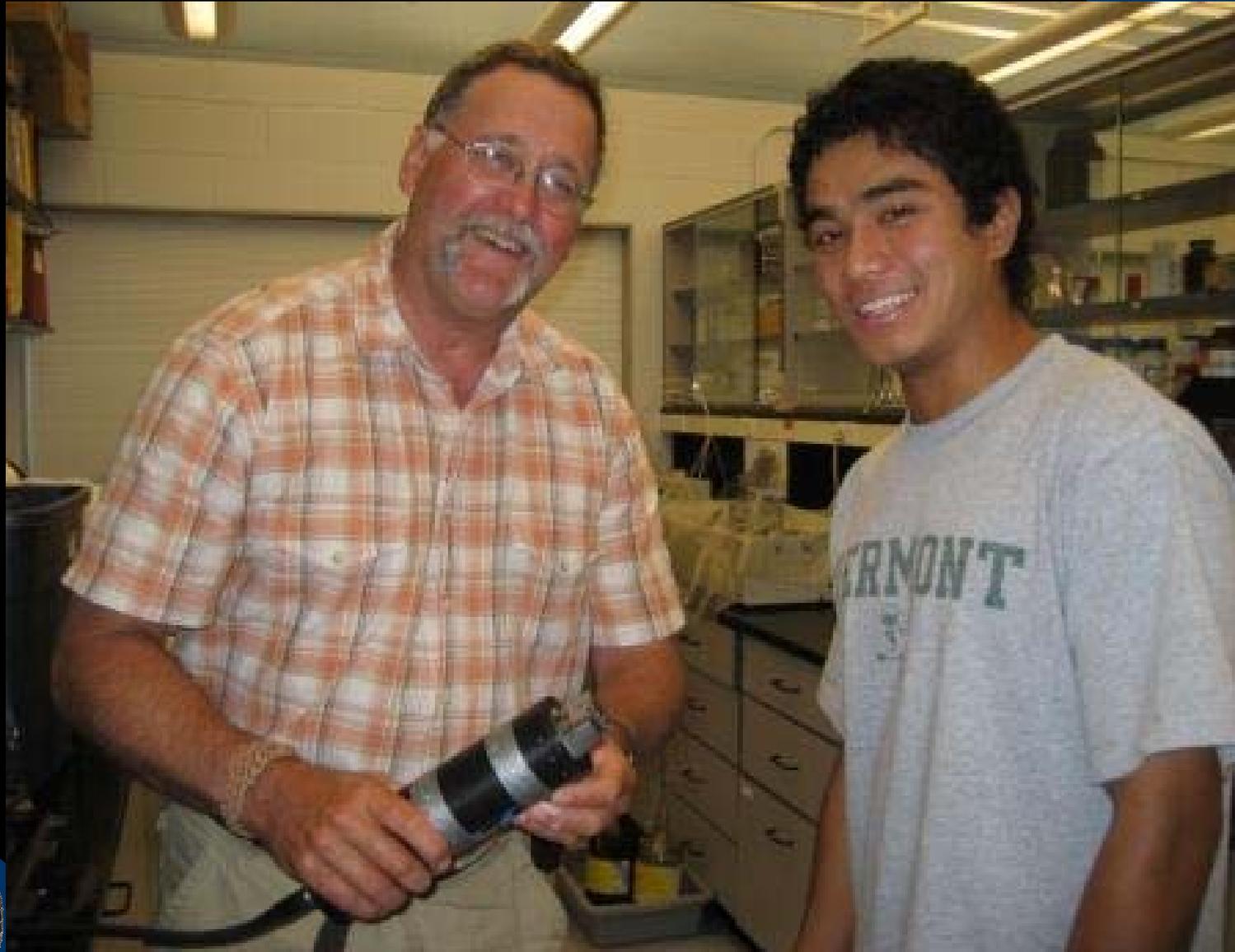
Features of our Program

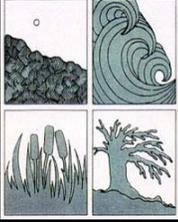
- Six Distinct Majors (Environmental Sciences, Environmental Studies, Forestry, Natural Resources, Recreation Management, and Wildlife & Fisheries Biology)
- Core Curriculum integrates ecology and social sciences
- Strong Sense of Community
- Small by Design
- Strong One-on-One Advising Program
- Unique First-Year Experience
- Numerous Research & Educational Opportunities
- Vermont as a Laboratory - community-based work
- Field Work - hands-on, real world learning
- Paid Internships, Summer Job Placement
- Global Perspectives through The Rubenstein School Travel Courses, Exchange Programs, and Study Abroad
- Specialized Career Counseling through the School's Office of Experiential Learning





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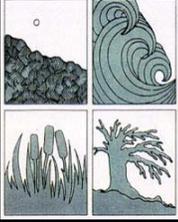




Efforts to Diversify the School

1. Partnerships with inner city high schools - HS for Environmental Studies and Columbus HS (NYC)
2. Multicultural Scholars Program and National Needs Fellows - USDA support
3. A New endowed Multicultural Scholarship fund
4. Graduate National Needs Fellowship program - USDA Program
5. Engage Students - paid summer jobs, internships, research
6. An active, volunteer-based Diversity Task Force keeps the issue on our agenda at all times
7. A Diversity Plan for the School- revisited & approved by all
8. Infuse Multicultural perspectives throughout the curriculum; courses in Race and Culture in NR & Env Justice
9. New senior capstone on diversity and required graduate course
10. Recognize this is about relevance, inclusion, viable resource mgmt, access and justice - more than “color on the landscape”





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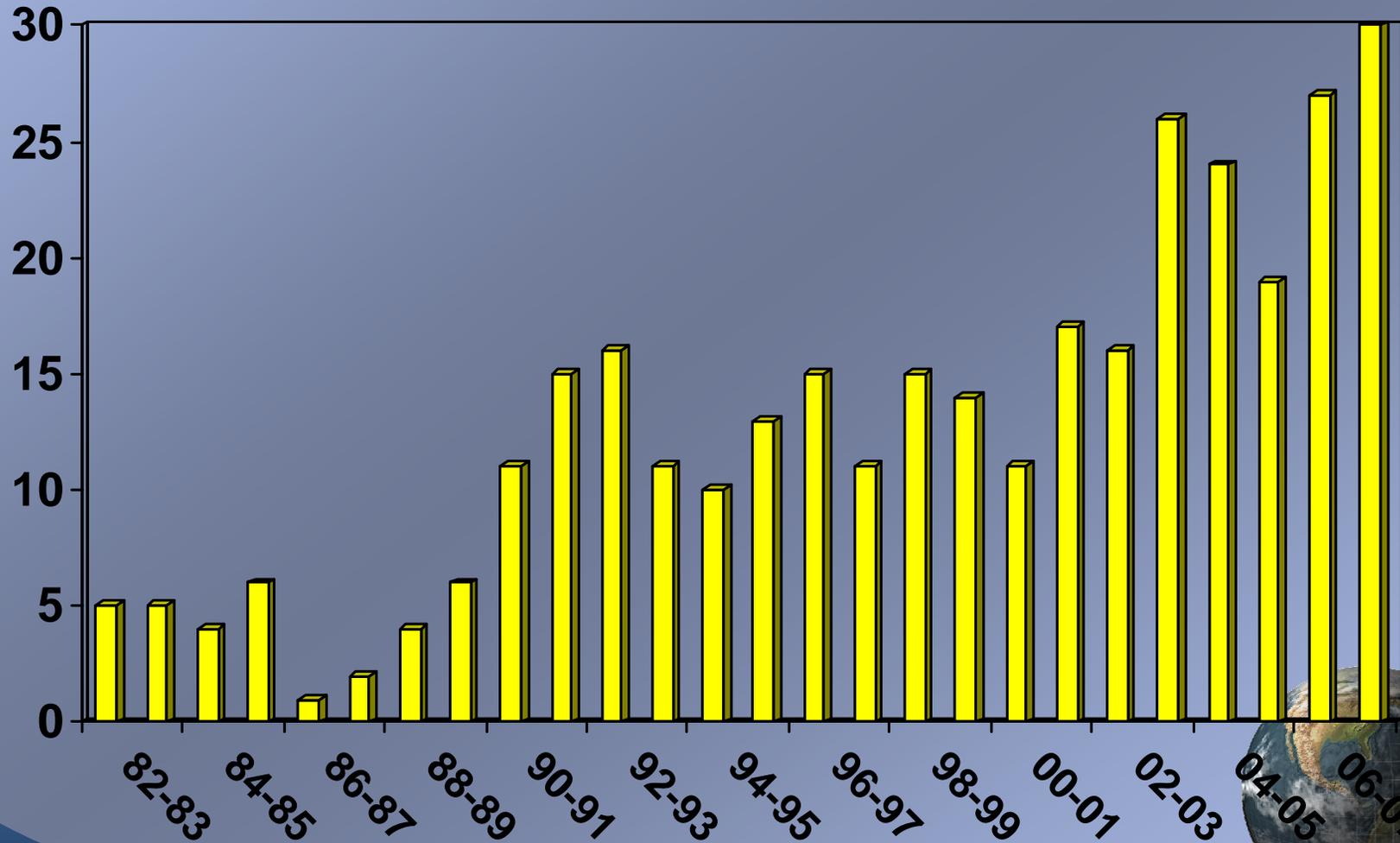
Recruitment Strategy

- Recruitment of high achieving students at UVM partner high school and pre-college programs
- Utilizing current Rubenstein Multicultural students, faculty, and alumni in recruitment activities
- Recruiting multicultural and rural students with an already demonstrated interest in the environment
- Scholarships, Scholarships, Scholarships





The Rubenstein School Undergraduate Multicultural Student Enrollment 1982-2007



The Rubenstein School Multicultural Scholars Profile

- 30 Multicultural Scholars since 1996
- 13 Multicultural Scholars currently enrolled as of Fall 2007
- 13 of the Scholars have completed their degrees
- 4 of the Scholars did not complete their degrees due to leaving the University. The remaining grant funding was able to support programmatic activities or a replacement Scholar was found.
- 2 ALANA (Asian-American, Latino, African-American & Native American) Scholars received scholarships similar to the USDA Multicultural Scholars awards. These scholarships were created with foundation grants and private gifts.



Multicultural Scholar Alumni

-Graduate Education-

- Completed M.S. City Planning
- Completed M.S. Special Education
- Completed M.B.A. Sustainable Development
- Interests in M.B.A., M.S. Natural Resources, M.S. Public Administration, and M.S. Nursing
- Truman Scholar and Udall Scholar recipients
- Applicant for Rhodes Scholar at Oxford



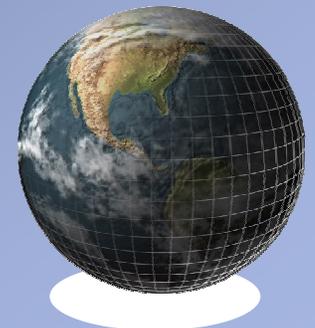
USDA Multicultural Alumni Placement

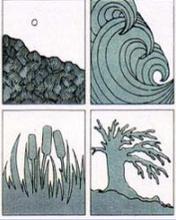
- Environmental Health and Safety Coordinator-Western National Property Mgmt Company- California
- Educator, City Parks Foundation-New York
- Admissions Counselor, Daniel Webster College-New Hampshire
- Accounts Payable, Pepsi Co-Vermont
- Head Teacher (8th Grade), The Child School-New York
- Development Officer, Dimmock Community Health Centers-Massachusetts
- Coordinator for Off-campus Services-University of Vermont-Vermont
- Project Manager and Emergency Responder-Roux Assoc.-Massachusetts
- Group Sales Associate, Tavern on the Green-New York
- English As A Second Language Teacher-South Korea



Other Multicultural Activities

- School-wide Diversity Task Force
- Diversity Plan—updated annually
- Recipient of 2006 USDA CSREES Graduate National Needs Fellowship (4 Multicultural Conservation Fellows)
- Donald H. DeHayes Endowed Multicultural Scholarship Fund
- Race and Culture in the Natural Resources Lecture Series
- Infusion of Multiculturalism into the Curriculum





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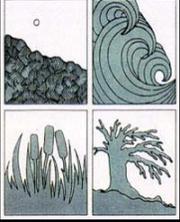


Achieving a Sustainable and Desirable Future

Begins with a Change of Mindset and Recognition of:

- Interdependency of Humanity with Nature
- a New Kind of Economy that Values Nature and Q of L
- Ecosystem Processes Provide SERVICES and Have Real \$ VALUE
- True and Full-Cost Accounting
- Potential to Design with Rather than Against Nature
- Ecological Health and Economic Vitality are Linked Rather than Opposing Forces
- A New and Ethnically Diverse Workforce is Necessary and Desirable



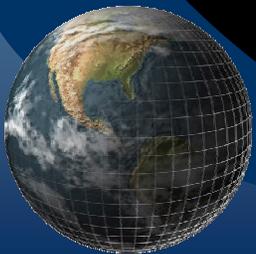


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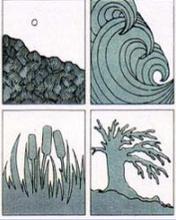


“Unless Somebody Leads, Nobody Will, Why Not Us?”

Ray Anderson, CEO
Interface Corporation



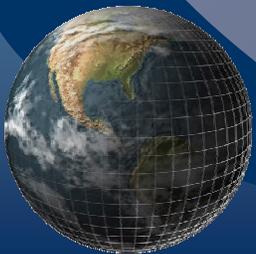




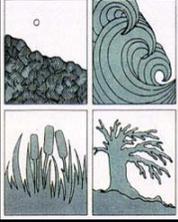
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Cinepak decompressor
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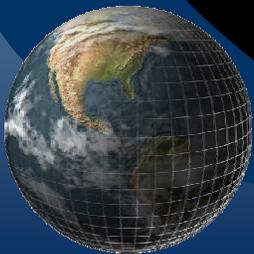


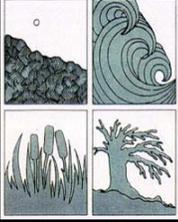
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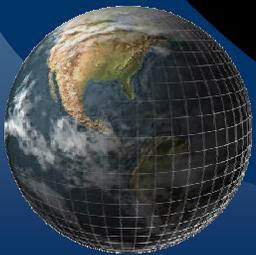
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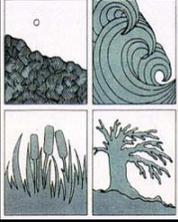
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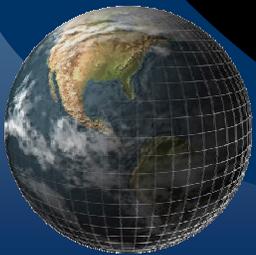


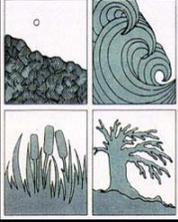
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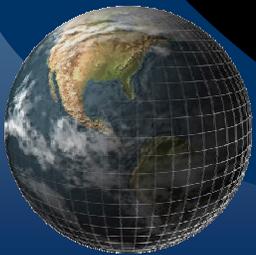


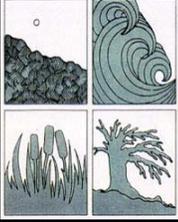
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