

March 13, 2012

LINDA BISSON, Chair
Davis Division – Academic Senate

Dear Linda,

At its March 2, 2012 meeting, the CA&ES Executive Committee considered and approved a proposed response to the Davis-Division of the Academic Senate, regarding Senate comments concerning the merger of the Department of Human and Community Development with Environmental Design.

In an August 31, 2010 letter from the CA&ES Executive Committee to Robert Powell, the Chair of the Davis Division of the Academic Senate, the CA&ES Executive Committee submitted the formal proposal for the consolidation of the Department of Human and Community Development and the Department of Environmental Design. In a letter dated February 24, 2011 addressed to Dean Van Alfen, Chair Powell stated “The Division is providing conditional approval of the proposal to consolidate the departments of Human and Community Development and Environmental Design based on developing a department name that is mutually agreeable to the College of Letters and Science.” In that letter Chair Powell identified two issues with regard to the proposed department name for the two combined departments. There were “strong objections” to the use of the word “Design” in the department name for the new academic unit. The CA&ES Executive Committee is in agreement that the use of the word “Design” in the name of the new department may result in cross college confusion given that CL&S has a popular undergraduate major in Design. The second issue with the department name was that the department of Psychology objected to the name “Human Ecology” contending that human ecology “falls under the area of social psychology” and that it “is widely considered a subfield within the discipline of Anthropology.” The CA&ES Executive Committee and the faculty of the conditionally approved new academic unit resulting from the consolidation of the departments of Human and Community Development and Environmental Design are in strong disagreement with the position of the department of Psychology.

Attached is a message to Dean Van Alfen from Professor Patsy Owens, chair of the departments of Human and Community Development and Environmental Design, which reports the strong vote of those two departments to adopt the name “Human Ecology” for the new academic unit. Professor Owens also provides compelling academic evidence for the use of the proposed name for this new academic unit. In a memo to the CA&ES Executive Committee chair, Dean Van Alfen endorses the recommendation of the new academic unit to use the name Human Ecology (memo attached). The new academic unit has also submitted a draft academic plan to the CA&ES Dean’s Office. That draft plan has also been attached as it provides strong justification for the proposed name and provides insight as to the cohesiveness of the new academic unit.

Linda Bisson, Chair

March 13, 2012

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I have also attached "Human Ecology, Notes from research on other HE programs" developed by Professors Patsy Owens and Stephen Wheeler. It is notable that there are numerous academic units (departments, divisions, and colleges) that have adopted the name Human Ecology. Further, those academic units are consistent with the focus and objectives of the combined departments of Human and Community Development and Environmental Design. Professors Owens and Wheeler also provide information from the Society of Human Ecology concerning the history of Human Ecology, which also supports the present day use of Human Ecology for an interdisciplinary academic unit such as the combined departments of Human and Community Development and Environmental Design.

We also note that in the February 24, 2011 letter from Chair Powell that the Graduate Council hoped that the consolidation of the two departments would not lead to modifications of the existing M.S. and Ph.D. programs. There was also concern as to a loss of identity of these programs. The CA&ES Executive Committee maintains strong support for graduate education as do the faculty of the college. Our faculty supervise more graduate students than any other college. Likewise, Dean Van Alfen serves as the Lead Dean for more graduate groups than any other dean. In any event, the Graduate Council must review all proposed changes to these graduate programs and those proposed changes would have to come from the faculty in those graduate programs.

The CA&ES Executive Committee finds the evidence in support of naming the new academic unit "Human Ecology" to be more than compelling and that the concerns of the Psychology Department to be without merit in this case. We support the graduate education efforts of the faculty in the new academic unit and maintain strong support for all graduate education efforts in the college. On behalf of the combined departments of Human and Community Development and Environmental Design, we request that the proposed name of Human Ecology be approved for this new academic unit.

Sincerely,



Chris Calvert, Chair
CA&ES Executive Committee

C: Chair Owens
CA&ES Executive Committee



COLLEGE OF AGRICULTURAL AND ENVIRONMENTAL SCIENCES
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January 26, 2012

CHRIS CALVERT
CA&ES Executive Committee

Dear Chris:

The attached message from Professor Patsy Owens, chair of the departments of Human and Community Development and Environmental Design, reports the result of voting by the two departments on a name for the proposed merged department. The name they have chosen with a strong vote of the faculty is Human Ecology. Professor Owens provides justification for the choice of the name with precedent for use of this name by similar programs at other Land-Grant Universities.

I have also included for your reference a letter dated February 24, 2011 from Robert Powell, Chair of the Davis Division of the Academic Senate in which the division provides conditional approval of the proposal to consolidate the departments of Human and Community Development and Environmental Design pending approval of a new name for the department. This letter stipulates that the name must be mutually agreeable to the College of Letters and Sciences. That college's department of Psychology objects to the use of the name Human Ecology by our college since it presumably falls under the area of social psychology and is considered a subfield of anthropology. I bring this to your attention since this is a matter that must be settled within the Academic Senate. I must admit that I am puzzled by the objections of Letters and Sciences.

With this strong support by the faculty of these departments proposed for merger, I am happy to endorse their desire to have the merged department named the Department of Human Ecology.

Sincerely,

A handwritten signature in black ink, appearing to read "Neal Van Alfen".

Neal Van Alfen
Dean

NVA/lf

enclosures

Human and Community Development Department
Department of Environmental Design

January 21, 2012

TO: Neal Van Alfen, Dean
Jim MacDonald, Associate Dean
Jan Hopmans, Associate Dean
College of Agricultural and Environmental Sciences

FROM: Patsy Eubanks Owens, Chair
Department of Environmental Design
Community Development Program
Zhe Chen, Chair
Department of Human & Community Development
Frank Hirtz, Vice Chair
Community Development Program

We are pleased to inform you that our faculty members have voted to accept the name "Human Ecology" for our newly merged department. After extensive discussions and research, we believe this name accurately reflects the work of the members of our department and will serve as an umbrella under which we can grow the interdisciplinary aspects of our research, teaching, and outreach. The field of Human Ecology has its foundations in anthropology, sociology, ecology, landscape architecture, and planning (Steiner 2002). It is commonly referred to as the interdisciplinary study of the relationship between people and their environments. Our majors – human development, community and regional development, and landscape architecture, as well as our graduate programs – human development, community development, and geography, have this focus in common. Our new department's vision integrates these themes of people, place, and power.

Human Ecology has a long tradition in Land Grant institutions as well as other universities. In a number of instances, such as Cornell University, Human Ecology is a free-standing college and includes the departments of Design & Environmental Analysis, Human Development, and Policy Analysis & Management. Other universities with similar schools, colleges or departments include University of Wisconsin-Madison, Kansas State, Rutgers, Louisiana State, Delaware State, and University of Texas-Arlington. We also see the potential for furthering our contributions in the existing UCD Ecology Graduate Group, particularly with our expertise on the individual and families, public policy and place-specific aspects.

The name Human Ecology receives widespread support in our department. 21 faculty members voted "I support this name," 1 person voted "I do not support this

name," and 3 (one from each program) abstained. Positive comments received included: "I am very happy with this name, and believe it will serve us well in the coming years." "This is a good compromise and a basis for us to move forward." The negative vote stated: "I remain of the view that Human Development should be in the name."

We would like for our decision to be conveyed to the Academic Senate so that the merger of our departments can be finalized. Please let us know if you have any questions or if we can provide any additional information.

Steiner, F. R. 2002. *Human Ecology: Following nature's lead*. Island Press.

ACADEMIC PLAN

DEPARTMENT OF HUMAN ECOLOGY (provisional name) Community and Regional Development, Human Development and Family Studies, and Landscape Architecture Programs

BACKGROUND

This plan sets forth an academic vision for the new Department of Human Ecology (provisional name) at U.C. Davis, areas of joint thematic interest and educational objectives, and strategies for curricular collaboration, research synergy, and outreach effort. It is an outgrowth of initiatives during the past three academic years to merge the Community and Regional Development and Human Development and Family Studies Programs (formerly comprising the Department of Human and Community Development) and the Landscape Architecture Program (formerly comprising the Department of Environmental Design) into a single Department.

The Human Development and Family Studies Program (HD) currently offers a B.S. degree in Human Development, and is home to the Human Development Graduate Group which offers M.S., and Ph.D. degrees. It houses the Center for Child and Family Studies (including the Early Childhood Lab and the Eichhorn Family House) and the Family Research Group.

The Community and Regional Development program (CRD) currently offers a B.S. degree in Community and Regional Development, and is home to the Community Development Graduate Group, which offers a M.S. degree. In addition, it is the primary home for the Sustainable Agriculture major. CRD faculty also lead the Agricultural Sustainability Institute, the Center for Regional Change, and the California Communities Program.

The Landscape Architecture Program (LDA) currently offers a B.S. degree in Landscape Architecture, and has begun filing course approval requests for a proposed Sustainable Environmental Design major. It is home to the Geography Graduate Group, which offers M.S. and Ph.D. degrees, and like CRD is closely affiliated with the Center for Regional Change.

The applied focus of our three programs distinguishes us from many other academic units in the College of Agricultural and Environmental Sciences, and elsewhere within U.C. Davis. To assist in outreach activities, CRD currently has one Cooperative Extension (CE) Specialist, HD has one CE Specialist (and is currently recruiting for a position to be shared with Vet Med), and LDA has one part-time position shared with Plant Sciences. The CE positions in our programs have been considerably reduced in recent years due to retirements.

VISION STATEMENT

Drawing on the comparative strengths of the Human Development, Community Development, and Landscape Architecture units, we envision the Department united around research and curricula focusing on the human ecology of people and place: the human experience that includes the individual, institutions, the community, schools, families, and relationships between people and their environment. This human environment is both social and ecological, and includes different social groups, institutions, built landscapes, ecologies, and physical settings.

Our outlook is multi-dimensional and spans micro to macro-levels—including individual, family, community, region, state, nation and globe. Our work ranges from studies of individual human health and behavior to analysis of community processes and design to considerations of bioregions and global processes. We explicitly focus on social and environmental problems, and solutions to those problems, with particular attention to issues of equity, health, and sustainability. This type of inquiry demands novel approaches to research and places emphasis on mixed method approaches (qualitative, quantitative, historical, theoretical, and design-based), with a transdisciplinary orientation that spans fields of science and practice.

Human ecology integrates themes of *people, place, and power*. “*People*” focuses attention on human development and individual relationships with others through family, institutions, and community. “*Place*” weaves together social processes and geographical space. “*Power*,” defined as the capacity to shape processes and outcomes related to people and place, is an important focus for understanding contemporary issues such as health, equality, and sustainability, and how they might be addressed.

Conceptualizing human ecology in these ways suggests a breadth of research, curricular, and outreach applications representing unique opportunities for future synergy and collaboration across the three units. This collaboration includes areas such as child and youth development, family relationships, peer relations, human cognition, community health, housing, sustainable development, urban design, landscape ecology, regional policy, food systems, environmental justice, and transnational migration, which are some of the many areas of faculty expertise represented in the department. We aim to make our work relevant to a broad range of audiences such as social service providers, policymakers, nongovernmental organizations, planners, designers, public health practitioners, and local communities.

COMMON THEMES

A number of cross-cutting themes currently characterize the work of many of us, and could expand to form areas of integration in the future. **It is our goal to develop these areas of common emphasis further through new curricular, research, and outreach efforts, and through new hires.** It is important to note, however, that new hires cannot be solely restricted to these themes, since many other specialties and skills are needed to maintain curricula and overall excellence across our three units.

- **Healthy People, Healthy Places.** The well-being of young people from infancy until adulthood is critically important to the future of societies in California and worldwide. The welfare of other age groups such as the elderly is also of prime importance as our state's population ages. Faculty from our programs currently research multiple areas that affect human well-being: education, health, employment, civic engagement, and relationships with built and natural environments. We seek to expand such research and link it more strongly to education, policy, and advocacy. Through an intergenerational approach we also aim to emphasize family environments and human relationships across time, place, and generations.
- **Sustainable Communities.** Ensuring long-term social and ecological welfare is a crucial need in the twenty-first century, given threats such as climate change, resource depletion, overpopulation, and increasing inequality. Many of our faculty currently have interests in various dimensions of sustainability, and as a department we are uniquely positioned to translate sustainability science and theory into policy, design, and action. Our existing Landscape Architecture and Community Development degrees deal with environmental and social aspects of sustainability, respectively, and our Human Development degree concerns healthy people, an essential element of sustainable communities. We will be seeking approval of a new Sustainable Environmental Design major.
- **Social Equity and Access to Opportunity.** One hallmark of our time has been widening inequalities between rich and poor, and the need to address injustices related to class, race, ethnicity, nationality, gender, religion, age, ability, and sexual orientation. We seek to develop research and educational opportunities that address issues of inequality, both in the United States and internationally, especially through our Community Development program but also through Landscape Architecture's consideration of the built environment and Human Development's consideration of human welfare at different points in the life-cycle.
- **Community Food Systems.** Food systems are crucial to the health and sustainability of communities and individuals. Our department has a central role to play in applying technical research related to food systems to the real world of policy, design, and education. We house the Sustainable Agriculture and Food Systems major, and have strong interests in urban greening, community gardens, and agriculturally oriented local economic development strategies.

TEACHING OBJECTIVES

In response to requests from administration, each program has developed teaching objectives for its curricula. However, certain common objectives extend across our programs. **It is our goal to develop courses and curricula that meet these shared educational objectives.** In particular, we note that our programs have an applied, real-world emphasis that focuses on training students to address contemporary problems. Thus, service learning, experiential learning, internships, and

other “active” educational strategies are important within our curricula. Skills such as critical thinking, understanding context, collaboration, and leadership are also central. Our shared educational objectives include:

- Critical thinking and analysis
- Understanding context, including types and scales of influences and their effects on humans, communities, and environments (an “ecological model” of individuals, communities, and places)
- The ability to identify key concepts, tools, and research within each field
- The ability to identify opportunities for constructive social change and propose creative solutions
- The ability to work with others and take leadership
- The ability to effectively communicate concepts to the public

CURRICULAR STRATEGIES

Since the start of discussions of merging our programs into a single department, we have already taken certain steps to coordinate curricula, such as opening many of our classes to majors in the other programs on first pass, adding sections to classes such as LDA 150: Introduction to GIS so as to accommodate students from multiple majors, and allowing upper division undergraduates from all three programs into certain graduate classes on a space-available basis. However, other steps are possible. **It is a goal of our department to explore ways to coordinate courses and curricula more closely.** Some of the longer-term strategies described below will depend on the availability of faculty with interdisciplinary backgrounds, teaching assistant support, and/or resolution of teaching credit issues.

Near-Term

1) Guest lectures in each others’ classes. As one starting point, we will identify opportunities for faculty in each program to guest lecture in other programs. For example, LDA faculty might provide a lecture in each of HD 100A (Infancy and Early Childhood), 100B (Middle Childhood and Adolescence), and 100C (Adulthood and Aging) on environmental factors and design strategies related to development of that age group.

2) Increased use of existing courses in other programs within our majors. We will explore possible inclusion of courses in the other programs as requirements for each of our existing majors. For example, LDA 3 (Sustainable Development: Theory and Practice) might be included within the CRD major, CRD 20 (Food Systems) might be required within LDA’s new Sustainable Environmental Design major, and ESP 171 (Urban and Regional Planning) might be considered as a three-way shared course with ESP, useful in Sustainable Environmental Design, Community and Regional Development, and Environmental Policy and Planning majors.

3) Develop/refine coursework related to common themes. We will develop or expand courses and degrees related to the above themes. For example, LDA’s proposed Sustainable Environmental Design major relates to the Sustainable Communities theme, and CRD’s new

Sustainable Agriculture and Food Systems major relates to both Sustainable Communities and Social Equity and Access to Opportunity themes.

Longer-Term

1) Cross-cutting themes within classes. We will seek to develop cross-cutting content within existing classes, incorporating the common themes described above plus other material from each others' programs into our course syllabi when appropriate. This could at times be done through guest lectures (Near Term Strategy #1 above). For example, LDA 2 (Place, Culture, and Community) might include sessions on public health and youth development, or CRD 156 (Community Economic Development) might include sessions on place-making, urban design, and/or land use planning strategies to promote economic development.

2) Joint classes. If resource and teaching credit issues can be resolved, we will explore a team-taught collaborative lower-division course for majors from all three programs, with one faculty person from each program involved each year. The lead person would probably rotate among departments so as to distribute funding equally. This class might become a feeder course for all majors. It would need good TA support, and clarity is needed about whether faculty would receive credit for their contributions to shared courses. We will also explore other joint course opportunities, including possible merging of existing courses that might be taught by faculty from different programs in alternating years. For example, LDA 2 (Place, Culture, and Community) and CRD 1 (The Community) might possibly be merged into a single shared course.

3) A joint minor. We will seek to develop a Social Ecology minor (or other similar theme) composed of 5-6 existing courses across our three programs, as a way to promote interdisciplinary thinking and cross-campus interest in our department.

4) Combined or new joint majors. We will explore the possibility of new joint majors in the long term. For example, one option would be to combine the proposed Sustainable Environmental Design and Community and Regional Development majors into a single degree with two tracks. Possible advantages of this would include adding more social theory to SED and more environment and place-making material to CRD, and combining some lower-division intro classes to reduce demands on faculty.

RESEARCH STRATEGIES

Faculty in our programs already have many overlapping research interests, and many of our existing Agricultural Experiment Station projects already relate to the themes mentioned earlier. Issues of youth and family, sustainability, equity, and community food systems are prominent within these research projects. **It is our goal to further coordinate our research and seek new synergies through the following strategies, overseen by a Research Committee:**

1) Interdisciplinary research symposia. We will continue the current series of research symposia, and expand opportunities for cross-departmental discussion.

2) Faculty brownbags. We will initiate an informal research seminar in which faculty from each program share their research with faculty across the department. One strategy might be to have one faculty member from each program presenting for 15 minutes at each session. We would seek to emphasize collaborative work.

3) Electronic working papers. In order to foster intellectual interaction, promote social cohesion, and help mentor younger faculty, we will make available electronic working papers that present pre-publication research from faculty members for collective discussion through brownbags or electronic means.

4) Joint research around new themes. We will consider forming study groups or conducting shared research around unifying topics such as “social ecology,” as well as the themes listed above, potentially with an eye to developing new understandings of these terms, new research directions and publications, and a stronger identity for the department. We have already established a research fund to incentivize cross-program collaborations.

4) Joint institutes and centers. We will create joint institutes and centers, such as the recently discontinued Center for Youth Development, and/or expand existing institutes and centers as research and outreach units of our new department.

OUTREACH STRATEGIES

Given the applied nature of our programs, **it is our goal to strengthen and expand our department’s outreach activities, linking research and teaching with off-campus constituencies and opportunities for constructive change.** Strategies will include the following:

1) Interdisciplinary AES projects. We will seek to highlight the diversity and impact of the AES projects that we currently have, to coordinate our AES work around common themes, to encourage new AES projects to adopt an interdisciplinary approach that addresses such topics, and to link this research to outside stakeholders concerned with current problems in California.

2) Service learning projects. We will seek to expand existing service learning courses, internships, and fieldwork, looking for synergies between our programs and opportunities to serve off-campus communities, institutions, and professions. For example HD field placements working with facilities for children, youth, or seniors might identify site design issues that LDA students could then propose solutions for through theses or studios.

3) Joint institutes and centers. As noted above, we will explore the creation or expansion of centers and institutes connected with our department, and will seek to link these to external constituencies. The Center for Regional Change is an example of a center enabling us to reach out to multiple constituencies.

4) Coordinate work of CE staff. We will seek to coordinate the work of existing CE staff across the three programs, explore new synergies related to common themes, and acquire new CE positions in line with the preceding themes.

HIRING PRIORITIES

Our goal is to hire new faculty that will help us pursue the above goals and strategies as well as meet curricular needs and maintain departmental excellence.

Since the time that our merger discussions began in 2009, our searches and hires have consisted of the following:

Unit	Date	Description	Status
CRD	2011	Regional Policy and Governance	Offer extended; in negotiation
HD	2011	Quantitative Methods	Advertised October 2011
LDA	2012	Green Design/GIS Methods in Social Analysis and Public Involvement	Advertised February 2012 (anticipated)
CRD	2012	Youth Development & Social Policy	March 2012 (anticipated)

Additional FTE needs may include:

CRD/LDA		Urban History and Theory	
CRD/LDA		Community Participation	
CRD		Food, Agriculture, and Community	
HD		Infancy and Early Childhood	

All three programs expect a number of retirements in the coming years, and the exact timing of these transitions is difficult to predict. While direct replacement of retiring faculty is not necessarily feasible or desirable, programs will prioritize new hires based upon the skills necessary for curricula and for maintaining desired internal balance. In addition, we will strive to find and give priority to candidates that can offer something to one or more of the other programs.

Human Ecology

**Notes from research on other HE programs, writings
(developed by P. Owens, S. Wheeler)**

1/2012

Programs, Departments, Colleges

Cornell – College of HE -- multidisciplinary units provide a distinct research and learning environment: one that fosters collaboration across Cornell's academic units, contributes its disciplinary strengths in design, social and natural sciences and addresses the critical human challenges of the 21st century.

Kansas – College of HE -- to discover, disseminate and apply knowledge to meet basic human needs and improve the human condition.

Wisconsin – School of Human Ecology; majors – community & nonprofit leadership, consumer affairs, human development & family studies, interior design, etc.

SUNY- Oneonta - College of HE --describe the interdisciplinary programs concerned with family well-being, human development and welfare, the human environment, and their inter-relationships. An ecological perspective is contextual and focuses on reciprocal relationships between people and their environments, the development of human potential and their formation of social goals.

University of Western Cape (South Africa) – Department of HE -- the study of the laws, conditions, principles and ideas that govern the physical-economic environments of human beings, their social-psychological nature and the symbiotic relation between the two to empower individuals, families, households, and communities through poverty alleviation strategies, education and training from a holistic standpoint. Human Ecologists operate within the contexts of the Family, the Human Built Environment, the social-cultural environment, the natural physical-biological environment.

LSU – School of HE -- the integrative emphasis in each of the three functions (programs, research, and services) involves the relationship of the aesthetic and functional aspects of the environment, physiological health and development, psychological and social development, and management of resources as applied to families and individuals.

Delaware State – Department of HE in College of Agriculture, majors – consumer sciences, food and nutrition, textiles and apparel

University of Alberta – Department of HE in College of Agricultural Life & Environmental Sciences -- is an interdisciplinary applied field that uses a holistic systems approach to examine the many contexts of people's lives.

Rutgers – Department of HE, School of Environmental and Biological Sciences -- address the human dimensions of environmental problems. Faculty from diverse disciplines use the expertise

in the natural and social sciences to study the effects of human activities on the environment and the impact of environmental changes on individuals and communities.

Univ. Texas – School of HE, Departments – Human Development and Family Sciences, Nutritional Sciences, Textiles and Apparel

Youngstown State (Ohio) – Department of HE, College of Health and Human Services -- To enhance the human condition through education, service, and research, related to basic human needs for food, clothing, and shelter, and the well-being of children, families, consumers, and communities.

About Human Ecology

Book -

Human Ecology: Following nature's lead. Frederick R. Steiner. 2002. Island Press.

With foundations in anthropology, sociology, ecology, landscape architecture, and planning, human ecology not only plays an important role in each field but also increasingly manifests its own attributes. Two highlights very much on Steiner's palette – landscape ecology and landscape architecture/planning – add valuable new dimensions to human ecology. ... in concert with familiar human ecology perspectives, these new dimensions provide a solid yet creative foundation for action.

Journal -

HUMAN ECOLOGY: An Interdisciplinary Journal - provides a forum for papers concerned with the complex and varied systems of interaction between people and their environment.

Society for Human Ecology

A Brief History of SHE: Reflections on the Founding and First Twenty Five Years of the Society for Human Ecology¹

Richard J. Borden

Executive Director — Society for Human Ecology College of the Atlantic Bar Harbor, ME²

Human Ecology Review, Vol. 15, No. 1, 2008

Pp 95-108.

The subject matter of human ecology is as old as human existence. Ever since humans first conceived their surroundings, there has been some kind of human ecological perspective in the world. Identifying and giving words to what is, or was, or never will be again is the foundation of historical consciousness. Imagining future possibilities — what could be or should be — is the extension of human intentionality forward in time through problem solving, creative action and ethical concern. This is the essence of human ecology, and thus the study of these phenomena and relationships is vast.

“human ecology” has been a stimulus for a diverse family of ideas about human-environment relations.

College of the Atlantic. COA was founded in 1969 as the first college in the U.S. to offer a single interdisciplinary degree in human ecology.

The October 1-4, 1992 meeting at Snowbird — like SHE IV — was a blend of keynote presentations, organized symposia, open-format discussions and contributed papers. An opening keynote on the relation between ecology and human ecology was given by Peter Richerson, University of California, Davis.