

THE SCHOOL OF NATURAL RESOURCES & ENVIRONMENT

2007 REPORT ON
**GRADUATE STUDENT
INTERNATIONAL ACTIVITIES**



School of Natural Resources and Environment

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A university-wide program in ecology, environmental sciences, and sustainability, hosted by IFAS in collaboration with the colleges of Agricultural and Life Sciences; Business Administration; Design, Construction, and Planning; Engineering; Health and Human Performance; Liberal Arts and Sciences; Journalism and Communications; Law; Medicine; Veterinary Medicine; and the Florida Museum of Natural History



2007 REPORT ON SNRE GRADUATE STUDENT INTERNATIONAL ACTIVITIES

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TABLE OF CONTENTS

INTRODUCTION	1
METHODOLOGY	3
STUDENT RECORD ANALYSIS	4
<i>Overall Student Demographics</i>	4
SNRE International graduate student demographics	5
Advising departments to SNRE international graduate students	8
SURVEY RESULTS	8
<i>Domestic Graduate Student Survey Results</i>	9
Interaction of domestic students with international students.....	9
Research site composition for domestic students.....	9
Future career aspirations and professional activities.....	9
<i>International Graduate Student Survey Results</i>	10
Reasons for choosing SNRE.....	10
Research site composition for international students.....	10
Future career aspirations and professional activities.....	10
<i>Survey Results for Graduated International Students</i>	11
<i>Professional Advantages of an Interdisciplinary Degree</i>	11
CONCLUSIONS	12
REFERENCES	14
APPENDIX A	15
APPENDIX B	24
APPENDIX C	25
APPENDIX D	26
APPENDIX E	30

LIST OF FIGURES AND TABLES

<u>Figure</u>	<u>page</u>
Figure 1. Countries of origin and sites of research for past and present SNRE graduate students shows the global recruitment and interest in the SNRE program.....	5
Figure 2. Comparison of SNRE international graduate students and UF graduate students by region in 2006.	6
Figure 3. Enrolled SNRE international graduate students by year and region of origin, 1999-00 to 2007-2008.	6
Figure 4. SNRE master’s degrees enrolled or awarded by region of origin, 1999-00 to 2007-08.	7
Figure 5. SNRE doctoral degrees enrolled or awarded by region of origin, 1999-00 to 2007-08.	7
Figure 6. Past and present SNRE international and domestic students’ advisors’ departments by students’ origin.....	8
 <u>Table</u>	
Table 1. International and domestic graduate students’ perceived advantages of having an SNRE Interdisciplinary Ecology degree	11

APPENDIX A LIST OF TABLES

<u>Appendix A</u>	<u>page</u>
Table 1. Advisor distribution by college for SNRE domestic graduate students	15
Table 2. Domestic students’ perception of international graduate students	15
Table 3. Rank of positive benefits that SNRE international graduate students provide domestic graduate students	16
Table 4. Geographic regions where SNRE domestic graduate students plan to work after graduation	16
Table 5. Organizations where current SNRE domestic students intend to seek employment.....	17
Table 6. Professional activities that SNRE domestic graduate students plan to pursue	17
Table 7. Preferred teaching audience for SNRE domestic graduate students who plan to pursue teaching	17
Table 8. Advisor composition by college for SNRE international graduate students	18
Table 9. Sources of information on current SNRE international graduate students learned about SNRE degree programs.....	18
Table 10. Current SNRE international graduate student’s reasons for applying to SNRE	19
Table 11. Current SNRE international graduate student’s knowledge of advisors prior to enrolling in SNRE.....	20
Table 12. Intended geographical area of residence for current SNRE international graduate students after graduation	21
Table 13. Intended geographical area of work focus for current SNRE international graduate students after graduation	22
Table 14. Types of organizations where current SNRE international graduate students plan to seek employment	23
Table 15. Professional activities that current SNRE international graduate students plan to pursue.....	23
Table 16. Intended teaching audience for current SNRE international graduate students who plan to pursue teaching	23

APPENDIX B LIST OF TABLES

<u>Appendix B</u>	<u>page</u>
Table 1. Past or current SNRE graduate student nationalities by country of origin, 1999 to 2007-2008	24
Table 2. SNRE graduate students' field research sites for Fall 2007	24

INTRODUCTION

International education in the U.S. university system is currently on the rise. Beyond contributions to academic scholarship, international education added approximately \$14.5 billion dollars to the U.S. economy during the 2006-2007 academic years (NAFSA, 2007). At Florida institutions, the growth of international student enrollment is up 3% for the 2006-2007 academic year (Open Doors, 2007). One of the top three disciplines selected by international students for study included the physical and life sciences. Due to the growing trend of increased enrollment within Florida institutions and its economic importance, and the desire to use feedback from students to improve SNRE graduate programs, international student involvement in School of Natural Resources and Environment (SNRE) was investigated.

The University of Florida SNRE has trained international students in Interdisciplinary Ecology since its inception in 1999. The program attracts students from around the world, and it prepares students to perform interdisciplinary research by providing a holistic curriculum of knowledge and skills integrating social science and natural science.

A survey-based research study was conducted to investigate and profile SNRE international student enrollment. Surveys consisted of multiple-choice, ranking, and open-ended questions designed to address the composition of the SNRE international student body and the scope of international research within the program. Questionnaires were reviewed by UF faculty and graduate students and were then posted as an online web-based program in summer 2007.

Using student records from SNRE, demographic information was categorized for all international students. Three surveys were conducted incorporating subsamples of the SNRE current graduate and alumni populations including 1) current international students, 2) current domestic students, and 3) graduated international students (alumni). A total of 65 students (past and current) participated in the study.

The survey documented the student body composition, participation in international research, and benefits of participating in SNRE's interdisciplinary degree program. SNRE has a slightly higher proportion of international students than the UF average. However, the composition of students by continent is quite different. At the university level, international students are mostly from Asian countries, while the SNRE international population is largely from Latin America. Other highlights include:

- One out of four graduate students in SNRE is an international student, with students coming from Latin American (57%), Asia (17%), Africa (14%), and the Caribbean (4%).
- Half (51%) of all current graduate students in international and domestic subsamples conduct research overseas, with international students primarily working in their country of origin.

- Approximately 42% of the domestic graduate students surveyed conduct their research outside the United States. Two-thirds (62%) of those students conduct research in Latin America.
- The interdisciplinary nature of the program, cross-departmental affiliations, availability of funding, and the particular advisors affiliated with the program were all important factors considered when international graduate students chose the SNRE program.
- After graduation, most international graduate students plan to work in their country of origin or in regions closely associated with their home countries. Many plan to work with non-profit organizations or universities and intend to continue research efforts in some capacity.
- Domestic graduate students felt that the presence of international students is beneficial because they provide a different perspective and aid in the planning and networking of their research. For example, one person stated, “[international students] often share a more realistic perspective for those of us working internationally, regarding local livelihoods, relevant cultural traits, and politics.”

The surveys clarified the demographics of the SNRE population and provided commentary on how the students value their interdisciplinary training. The profiles of SNRE domestic and international graduate students working abroad provided information on their aspirations, expectations and career goals. This information, in turn, will provide insights in tailoring the Interdisciplinary Ecology program to better suit the needs of current and future graduate students. The information presented in this report also can aid in securing extramural funding through granting agencies that specifically fund international work.

METHODOLOGY

SNRE graduate students were grouped into three categories: (1) current international students, (2) graduated international students, and (3) current domestic students. The study used two methods for data collection: (1) SNRE student records and (2) an on-line questionnaire. The questionnaire was administered to the three populations and examined student preferences for country of residence, professional activities, and focus area for their work. The data included:

- 1) The student's country of origin.
- 2) Student research sites, obtained in most cases from the research description given in their plan of study or in the titles of their thesis (in the case of graduated students). Whenever this information was incomplete or missing, the students were contacted for clarification. To estimate students' demographics, students were counted per degree obtained. For example, if a master's student was later matriculated as a doctoral student, the student was counted twice.
- 3) Degree being sought or earned (Ph.D. or M.S.)

Based on the objectives for this project, three questionnaires were developed, one for each of the student groups. The survey tables in Appendix A contain the questions asked, with questions consisting of multiple choice, ranking and short essay. Steve Humphrey, SNRE Director for Academic Programs, Nancy Peterson, SNRE Associate Director of Research and Outreach/Extension, and several SNRE Research and Outreach/Extension staff members provided input on the questionnaires. A draft of the questionnaires was sent for comment and review to a UF faculty member with expertise in this type of evaluation and to three UF graduate students. Based on this input, the questionnaires were modified. Additional format modification occurred when posting the questionnaires on the web-based program Survey Monkey (www.surveymonkey.com). Once posted on the Internet, input was again solicited from three UF graduate students and SNRE administration and staff. Based on this second review, some text was modified to more clearly convey the intent of the questions. Because the majority of students completing the survey are international students, it was important to choose words carefully to avoid miscommunication. Students were classified as either domestic¹ or foreign² by the origin of their undergraduate degree provided during their application process and available on the SNRE website: (<http://snre.ufl.edu/people/students.asp>).

The first survey targeted current domestic SNRE graduate students and gathered information about where these students were conducting their research, their future career goals, and their opinions on the benefits or disadvantages of having international graduate

¹ Domestic students are students who are citizens of the United States and enrolled in the University of Florida. Their research may be conducted in the U.S. or overseas.

² International students refers to students who are not citizens of the United States and are currently enrolled at the University of Florida. Their research may be conducted in the U.S. or overseas.

students in the SNRE program. Of the 145 currently registered domestic students, 50 were selected at random and 34 students responded to the survey, achieving a 68% response rate.

The second survey polled all current SNRE international graduate students (n=37) enrolled during the last academic year (2006-2007) and 24 participated in the survey, again achieving a 68% response rate. The objective of the survey was to assess the main reasons the SNRE degree program attracted international students, their career aspirations, and the training benefits that the interdisciplinary ecology program provides to both national and international students.

The third survey focused on graduated SNRE international students to assess the type of work they were doing and how the SNRE program had influenced their career. This last survey was sent to all the international graduates with correct (current) contact information (n=10). The remaining 15 individuals in this category could not be reached. Seven out of the ten individuals contacted responded to the survey.

The three surveys were posted on the Internet from July 17, 2007 to August 21, 2007.

STUDENT RECORD ANALYSIS

The results are divided into two sections. The first section shows the findings on student demographics and focuses on the country of origin of international students, student research sites, and distribution of student advisors by department. This information is drawn from records for all SNRE graduate students (1999-2007). The second section reports on the qualitative and quantitative findings of the three surveys. This information is based on the 63 survey respondents.

Overall Student Demographics

When comparing the School of Natural Resources and the Environment to UF, there is a slightly higher proportion of international graduates in SNRE (24%) than the general graduate population at the University of Florida (20%). Since the inception of the Interdisciplinary Ecology degree program, 70 international students from 32 different countries are or have been enrolled. (Figure 1 and Appendix B, Table 1). To date, a total of 25 SNRE international graduate students have graduated out of the program.

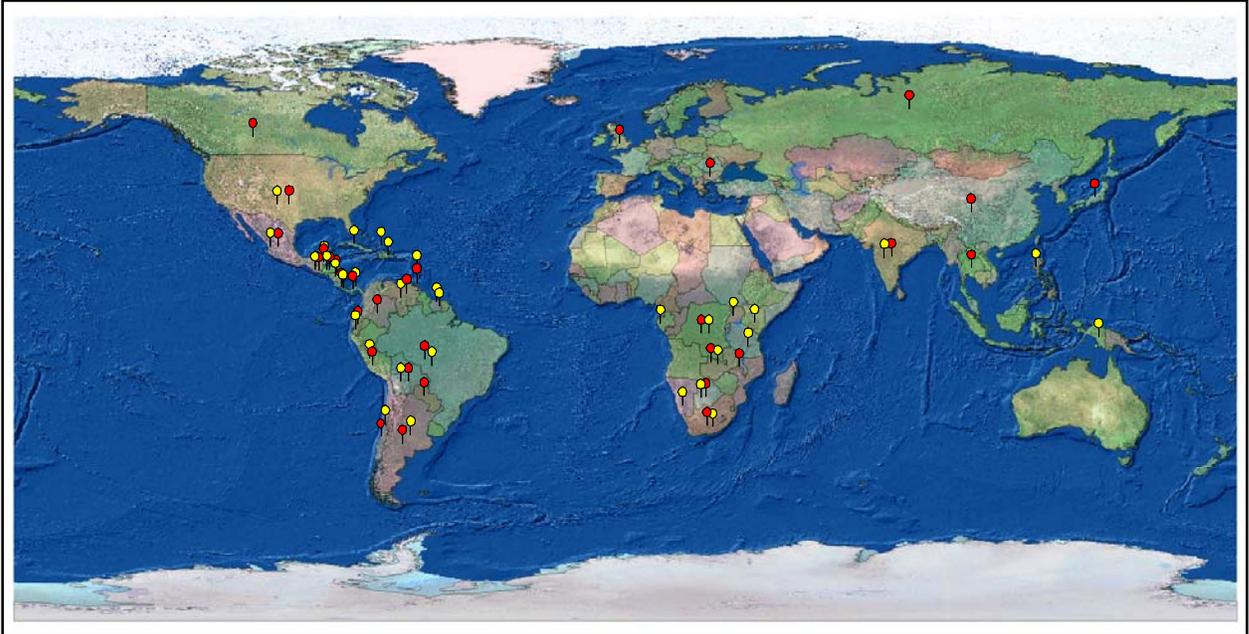


Figure 1. Countries of origin (red pins) and sites of research (yellow pins) for past and present SNRE graduate students show the global recruitment and interest in the SNRE program. A pin does not reflect the number of students or research sites; please see Appendix B for this specific information.

SNRE international graduate student demographics

SNRE international students come from Latin America (57%), Asia (17%), Africa (14%), and the Caribbean (4%). At UF, most graduate international students are of Asian descent (74%), while Latin American students account for a small proportion (10%) of the total graduate population (Figure 2). Other geographical regions are similarly represented for both UF and SNRE. The difference between the enrollment in SNRE of Latin American students and students from other regions has widened throughout the years (Figure 3). Brazil is the leading source of international students followed by Costa Rica. SNRE students from Asia are mostly from India and Vietnam. African students come mostly from Botswana, Zambia, and Malawi (Appendix B, Table 1).

Examination of the current/past international students by degree reveals that there are more than twice as many international students in the doctoral programs as in the masters program (Figure 4 and 5). International PhD students in the sample seem to be slightly older than domestic students (average age 36 vs. 32), while domestic and international students at the master's level are about the same age (average age 29 vs. 28).

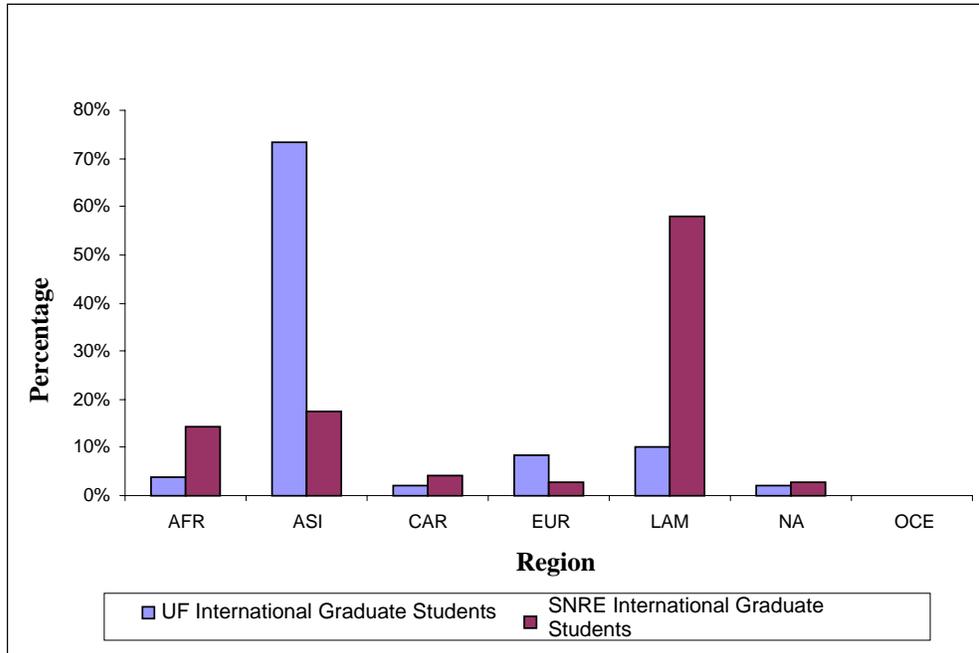


Figure 2. Comparison of SNRE international graduate students and UF graduate students by region in 2006: Latin America (LAM), African (AFR), Asia (ASI), Caribbean (CAR), Europe (EU), North America (NA-Non US).

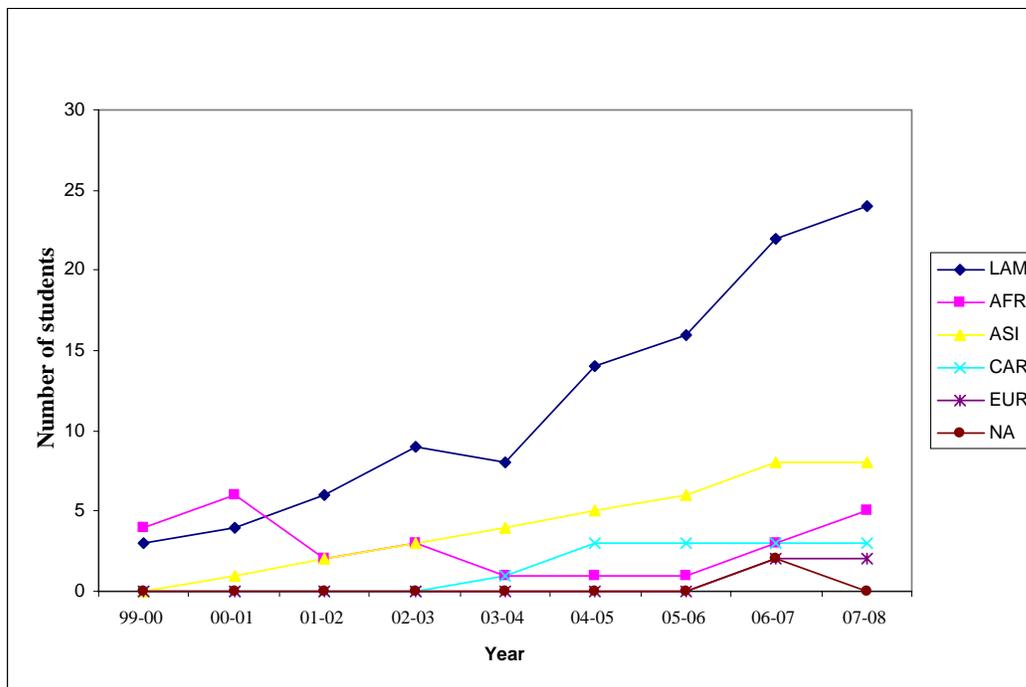


Figure 3. Enrolled SNRE international graduate students by year and region of origin, 1999-00 to 2007-2008: Latin America (LAM), African (AFR), Asia (ASI), Caribbean (CAR), Europe (EU), North America (NA-non US).

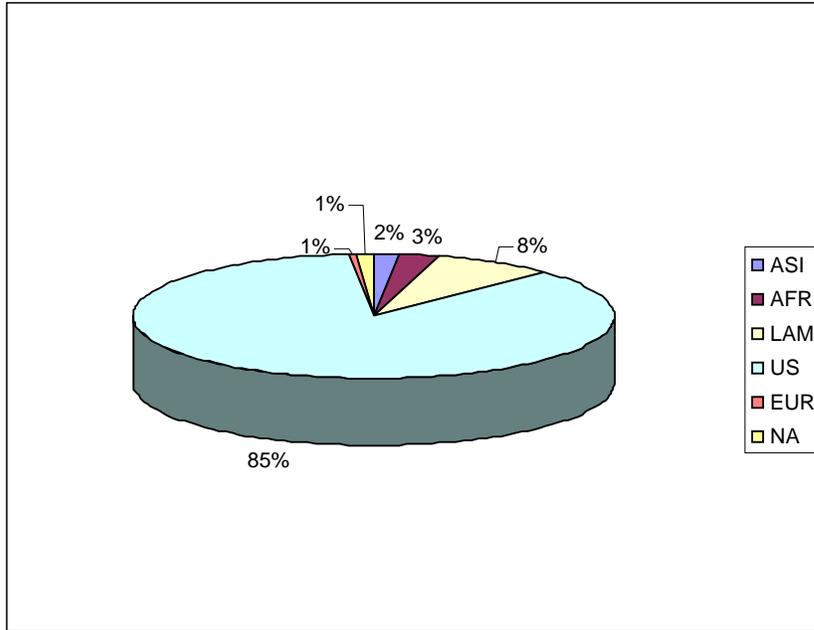


Figure 4. SNRE master's degrees enrolled or awarded by region of origin, 1999-00 to 2007-2008: Latin America (LAM), African (AFR), Asia (ASI), Caribbean (CAR), Europe (EUR), North America (NA-non US).

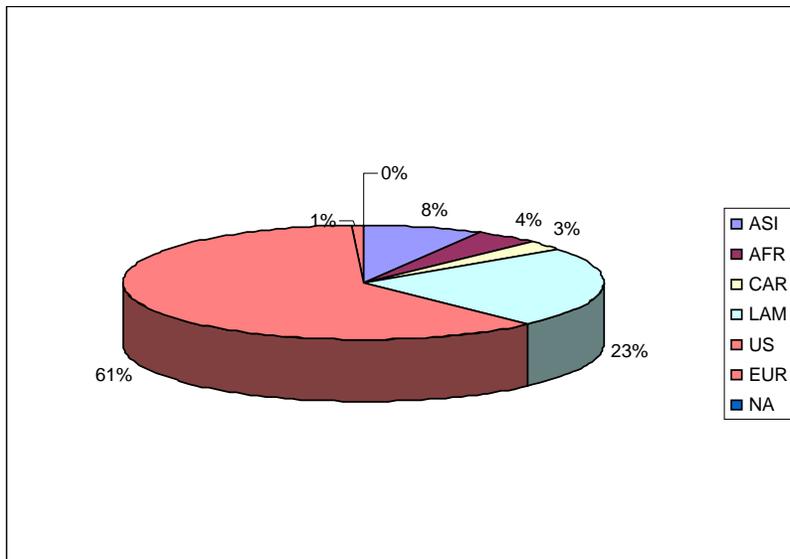


Figure 5. SNRE doctoral degrees enrolled or awarded by region of origin, 1999-00 to 2007-2008: Latin America (LAM), African (AFR), Asia (ASI), Caribbean (CAR), Europe (EUR), North America (NA-non US).

Departments with advisors of SNRE international graduate students

Most international students' academic advisors are in the School of Forest Resources and Conservation (SFRC), Department of Food and Resource Economics (FRE), and Department of Wildlife Ecology and Conservation (WEC), all administered within the College of Agricultural and Life Sciences (Figure 6). These three academic units are home to advisors for over half the international students in SNRE. Departments that house the majority of SNRE international students in the College of Liberal Arts and Sciences are Botany (10%) and Geography (8%). Many domestic graduate students also have advisors in FRE, SFRC and the WEC departments. There are 39 affiliate faculty that advise 69 (past and current) SNRE international graduate students. This is compared to the larger population of domestic students, in which 103 affiliate faculty advise 185 (past and current) domestic graduate students.

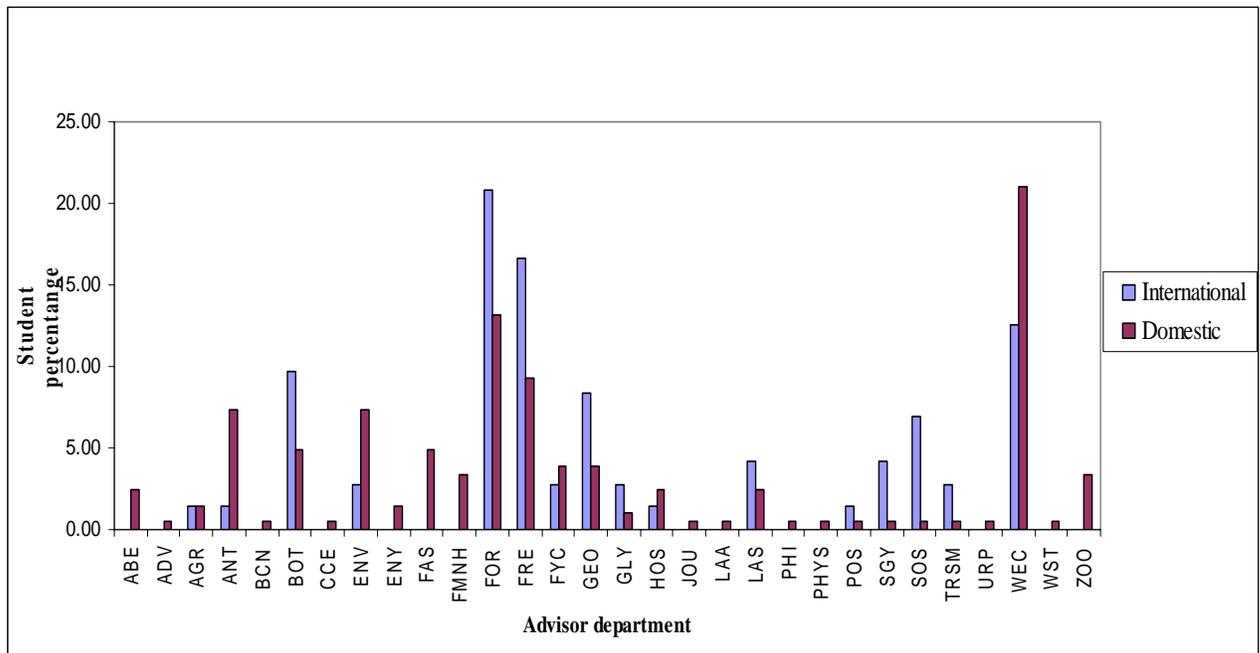


Figure 6. Past and present SNRE international and domestic graduate students' advisors departments by students' origin.

SURVEY RESULTS

A total of 34 domestic, 24 international students, and 7 graduated international students participated in the surveys. In the case of the domestic student survey, 18 respondents were master's and 16 were doctoral students. With regard to international students, a total of 5 master's and 19 doctoral students participated in the survey. Most participating international students' advisors belonged to the FRE (16%), SFRC (24%) and WEC (20%) departments. The advisors of domestic students also belonged mostly to the FRE (16%), SFRC (12.5%) and the WEC (12.5%) units.

Fifty percent of the former and current domestic doctoral students and 26% of the domestic master's students are conducting their research overseas. Approximately 80% of master's and doctoral international students conduct their research overseas. This brings the study total of SNRE students conducting research outside the U.S. to 33, with 51% of domestic and international surveyed students conducting research overseas. Students conduct their research in 25 countries (Appendix B, Table 2) and their major geographical areas of emphasis include Latin America (68%) and Africa (17%).

Results of Domestic Graduate Student Survey

Interaction of domestic students with international students

Over 87% of domestic students reportedly interact with international graduate students inside or outside of class and approximately 90% felt that these interactions enriched their educational experience. Among the benefits attributed to international students, all respondents agreed that international students provide a different perspective than domestic students (Appendix A, Table 3). Most domestic students felt neutral (52%) concerning whether international students tackle problems differently. Similarly, most students (59%) felt neutral to the statement that foreign students were academically competitive, therefore raising the academic standards. Many students agreed that international students provide networking opportunities and that they were a good source of information to help plan their fieldwork (62 and 54% respectively).

Research site composition for domestic students

Approximately 42% of the domestic students taking this survey conduct their degree research overseas, with over half (62%) of those students working in Latin America. In the future, most students (80%) reported that they plan to reside in the US or its territories. Latin America (20%) was the second highest choice for a place of residence. When asked about the regions where they want to focus professionally after graduation 37% responded the U.S., 27% the U.S. or some other geographical region, and 36% chose geographical regions other than the U.S. These regions included Latin America, Caribbean, and to a lesser degree Africa (Appendix A, Table 4). Full descriptions of current research for domestic graduate students can be found in Appendix E.

Future career aspirations and professional activities

Current domestic students reported they are likely to seek employment in government agencies or programs (55%), private non-profit agencies (48%), and universities (48%). Students were unlikely to seek employment in primary or secondary schools (86%) or for-profit businesses (62%) (Appendix A, Table 5). In terms of professional activities, students reported that they are very likely to work in research (55%), resource management (55%), outreach and technical assistance (41%), and teaching (45%).

Students equally classified employment involving policy as both a likely and unlikely activity, leading to the inference that this realm is dependant on personal preference (41% each) (Appendix A, Table 6). Students planning to teach identified their audiences as university students and to lesser degree adults (Appendix A, Table 7). The majority (72%) of students reported that they were unlikely to work in administration.

Results of International Graduate Student Survey

Reasons for choosing SNRE

The ways students found out about SNRE (Appendix A, Table 9) included UF faculty members (42%) and the Internet (17%). This indicates that UF faculty actively direct students with cross-disciplinary interests to the SNRE program. Before applying to SNRE approximately 30% of the students had not previously heard about their advisors (Appendix A, Table 11), or they knew of them through publications, visits (17%) or through pursuing another degree (17%) at UF. Half of the students applied to other universities in addition to UF. They typically applied to other U.S. institutions and to a lesser degree to Canadian and British universities (Appendix C).

When international students were asked to rank the importance of reasons for choosing SNRE (Appendix A, Table 10) they chose: the interdisciplinary approach of the program (76%), cross-departmental affiliations (64%), availability of funding (60%), and working with their advisor (40%). Important reasons for choosing the University of Florida included academic reputation (52%) and local climate (weather) (48%), while program emphasis in a specific geographical region (44%) and international student community (44%) were classified as unimportant reasons.

Research site composition for international students

Almost half (47%) the international students surveyed were conducting research in their home countries. A quarter (26%) of them were/are conducting research in their geographical region and (26%) in the U.S. Upon graduation almost half the international students plan to reside in their country of origin (47%), less than one-quarter plan to reside in the U.S. (24%), and the rest chose less specific regions, which included Central America and Mexico, South America, the Caribbean, and South East Asia (Appendix A, Table 12). When asked where they will focus their work upon graduation most international students mentioned their country of origin (54.4%) followed by South America (31%), Central America and Mexico (27%), Sub-Saharan Africa (23%) and the U.S. (18%). Full descriptions of research projects for current international graduate students can be found in Appendix E.

Future career aspirations and professional activities

International students classified private not-for-profit organizations (50%) and universities (42%) as places they will likely work after graduation. Government agencies

or programs (54%) were also classified as places they will seek employment. Schools (88%) and for-profit organizations (63%) were classified as unlikely choices (Appendix A, Table 14). In terms of professional activities, research (50%), resource management (46%), outreach, and technical assistance (46%) all ranked as likely activities in which international students will participate (Appendix A, Table 15). Policy and teaching were classified equally under the three categories while administrative work was classified as an unlikely activity (58%).

Results of Graduated International Student Survey

Seven graduated international students participated in the survey. Most of these students previously had advisors in the College of Agricultural and Life Sciences. Four were former doctoral students and three were master’s students. Only one former student was living in his/her country of origin, four were living in the U.S. and two in countries other than the U.S. or their countries of origin. However, two former students were focusing their work on their country of origin. Three solely focused in the U.S. and two others neither in their country of origin nor the U.S. When asked where they were likely to work in the next 10 years, 71% chose South America and the U.S. and 42% chose their country of origin. Most graduated students are working in non-profit private organizations (3) and universities (3) and only one was working in a government agency. On average students reported two (2.47) different types of activities that they do in their job; research (48%) and outreach, technical assistance training, or extension (37%). Appendix E gives the full descriptions of current employment for graduated international students.

Professional Advantages of having an Interdisciplinary Ecology Degree

Students were asked to state advantages that they felt an Interdisciplinary Ecology (IE) degree would provide them in their future professions. The responses were classified under several recurrent themes (Table 1). Full open-ended responses from all respondents can be found in Appendix D.

Perceived advantages	US (n=22)	International(n=19)
Provides the student with an interdisciplinary/systems/holistic analytical skills	68%	63%
Communication skills across discipline boundaries and ability to work in interdisciplinary teams	0%	10%
Networking	9%	10%
Improving abilities to get a job	13%	37%
A wide range of technical skills	12%	26%
Ability to work in different geographic regions	0	10%

Table 1. International and domestic students’ perceived advantages of having an SNRE Interdisciplinary Ecology degree

Students felt that the greatest advantage of the IE degree was that it provided them with an interdisciplinary, holistic, or systems style of analytical thinking skills. International students ranked another advantage of this degree as improving their ability to get a job. Another benefit students felt they received was the training in a wide range of technical skills. International students also ranked communication skills across discipline boundaries as an important benefit of their degree. Most students indicated that having interdisciplinary training would allow them to tackle problems more effectively in their careers and hence make them better at what they intended to accomplish.

CONCLUSIONS

One out of four SNRE students is an international student, with most international and domestic students enrolled in the doctoral program. SNRE has a slightly higher proportion of international students than UF. However, the composition of students by continent is quite different between the two. At the university level, international students are mostly represented by students from Asian origin, while most international students in SNRE come from Latin America. International students also applied to other U.S. schools and to a lesser degree to universities in other English-speaking countries. Therefore, these students were likely targeting their education for study overseas in an English-speaking country.

Students generally chose SNRE because of the program's interdisciplinary nature. This is confirmed by the high percentage of students who thought that the format of SNRE's unique program of study would aide in their professional careers, and is corroborated by several statements made on the questionnaire. For example, one student stated, "SNRE [training] has helped me identify all of the relevant ways of thinking about a problem or question, and then figuring out the best way to tackle it." This quality of SNRE is also evident from the international perspective with another student stating, "In the Caribbean, environmental professionals have to be generalists, with a wide range of skills, and the SNRE program afforded this opportunity for me to acquire a variety of skills and training." For some students, SNRE also provides them with ability to move between fields, as one student explained: "I feel that as a graduate from SNRE I will be qualified for a larger variety of jobs and have more choices in my future career." Other important reasons international students chose this program were the cross-departmental affiliations, funding availability, and working with their potential advisor.

SNRE international students find out about this program mostly through UF faculty members. Faculty members are steering or actively recruiting international students who have an interdisciplinary interest into the SNRE program (whether in the field or by contact inquiries). Half of the students did not previously know about their advisors or only met them through a visit to UF. Therefore, working with a particular person they know from literature of their field might not be an initially relevant factor for international students who apply to SNRE. Advisors were most often hosted in the FRE, SFRC, and WEC programs (this was also the case for domestic students) suggesting that these departments serve as primary areas of interest for SNRE students.

Most international students conduct their degree research overseas and plan to return to their home countries to work. This trend will contribute greatly to their home regions by providing them qualified professionals with diverse backgrounds.

Employment goals were very diverse, but, most answered that universities or private non-profit organizations were of top priority. Professional activities for international students included research, outreach, and resource management. The survey of international graduated students showed that they are mostly working in the U.S. however; many of them plan to work in their geographic area of origin.

One major part of graduate school is the interaction and connection students have with their peers and future colleagues, and this can be especially important between U.S. and international students. Some of the positive aspects of these interactions include providing a different perspective, increased networking range, and aid in planning fieldwork. International students also provided domestic students with other benefits as seen in this student's statement "the multicultural experience is a good one and international students provide alternate perspectives and interesting anecdotes about issues in their part of the world."

Even though most domestic students plan to reside in the U.S., they largely plan to continue their collaboration with foreign countries and more than half plan to focus their work overseas upon graduation (particularly Latin America). Desired employment avenues for national students include non-profit private organizations, universities, and government agencies. Work activities that domestic students will likely participate in included research, resource management, outreach, and teaching.

This study provides an introspective analysis of the international work of SNRE through a survey of several sub-groups of our student population. Using surveys gave much-needed feedback from international and domestic students that lead to several conclusions about the demographics of the SNRE population. These surveys also provided anecdotal evidence of how these student populations value their interdisciplinary degree training. This information is useful internally to the administration of SNRE through a better characterization of the school's student body. Students and faculty advisory may also use this report when seeking extramural funding from international granting agencies.

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APPENDIX A.

SURVEY TABLES

Table 1. Advisor composition by college for SNRE domestic graduate students (n=34).

What is your advisor's college/center? Please mark the one that best applies.		
answer options	Response Percent	Response Count
Center for Latin American Studies	3.03%	1
Center for Women's Studies	0.00%	0
Florida Museum of Natural History	9.09%	3
College of Agricultural and Life Sciences	57.58%	19
College of Liberal Art and Sciences	24.24%	8
College of Design, Construction & Planning	0.00%	0
College of Engineering	0.00%	0
College of Health and Human Performance	0.00%	0
College of Journalism and Communications	6.06%	2
College of Veterinary Medicine	0.00%	0
Other (please specify)		2
<i>answered question</i>		33
<i>skipped question</i>		1

Other (please specify)
Geomatics
both CLAS and CALS

Table 2. Domestic student's perception of SNRE international graduate students (n=34).

Do international students enrich your educational experience? Please check one.		
answer options	Response Percent	Response Count
Yes.	90.32%	28
No difference between international and US students	9.68%	3
No	0.00%	0
<i>answered question</i>		31
<i>skipped question</i>		3

Table 3. Rank of positive benefits that SNRE international graduate students provide domestic graduate students (n=34).

If you said yes in the previous question what would you consider are some of the benefits of working with international students? Please check all that apply.				
answer options	Disagree	Neutral	Agree	Response Count
Provide a different perspective than a US student	0%	0%	100%	29
Tackle problems differently	7%	52%	41%	29
Academically competitive, thereby raising the standards of the course work	10%	59%	31%	29
Provide networking opportunities	10%	28%	62%	29
Are good source of information to help plan my fieldwork	7%	39%	54%	28
Other(s) please specify				4
<i>answered question</i>				29
<i>skipped question</i>				5
Other(s) please specify				
Culturally and socially enriching.				
Often share a more realistic perspective for those of us (US Students) working internationally regarding local livelihoods, relevant cultural traits, politics, etc.				

Table 4. Geographic regions where domestic graduate students plan to work after graduation (n=34).

After graduation what region(s) will your work focus on? Please check all that apply.		
answer options	Response Percent	Response Count
US (and territories)	65.52%	19
Canada	3.45%	1
South America	34.48%	10
Central America and Mexico	44.83%	13
Caribbean (e.g. Jamaica, Dominican Republic, Cuba etc.)	13.79%	4
North Africa	6.90%	2
Sub Saharan Africa	13.79%	4
Eastern Europe (e.g. Poland, Rumania, Bulgaria, Russia, etc.)	0.00%	0
Western Europe (e.g. Germany, France, Spain, etc.)	0.00%	0
Middle East (e.g. Iran, Yemen, Israel, etc.)	0.00%	0
Central Asia (Kazakhstan, Uzbekistan, etc.)	0.00%	0
South Asia (e.g. India, Pakistan, Nepal, etc.)	3.45%	1
East Asia (e.g. China, Japan, Korea, etc.)	3.45%	1
South East Asia (e.g. Thailand, Indonesia, Philippines)	0.00%	0
Oceania (e.g. Australia, New Zealand, Pacific countries)	3.45%	1
<i>answered question</i>		29
<i>skipped question</i>		5

Table 5. Organizations where current SNRE domestic graduate students intend to seek employment (n=34).

What type of organization do you think you will work in after you graduate? Please check one option per row.				
answer options	Unlikely	Likely	Very Likely	Response Count
Private, for profit business	62%	21%	17%	29
Private, non-profit organization	17%	48%	34%	29
Government agency or program	21%	55%	24%	29
University (private, state or national)	21%	48%	31%	29
Schools (primary, secondary education)	86%	10%	3%	29
<i>answered question</i>				29
<i>skipped question</i>				5

Table 6. Professional activities SNRE domestic graduate students plan to pursue (n=34).

What professional activity do you think you will do after you graduate? Please check one option per row.				
answer options	Unlikely	Likely	Very Likely	Response Count
Administration	72%	24%	3%	29
Outreach, technical assistance, training, or extension	31%	41%	28%	29
Policy	41%	41%	17%	29
Research	10%	34%	55%	29
Resource Management	14%	55%	31%	29
Teaching	24%	45%	31%	29
<i>answered question</i>				29
<i>skipped question</i>				5

Table 7. Preferred teaching audience for SNRE domestic graduate students who plan to pursue teaching (n=34).

If you selected teaching in the question above, please check who would be your likely audience. Please check one option per row.				
answer options	Unlikely	Likely	Very Likely	Response Count
Adults	10%	76%	14%	21
University students	5%	43%	52%	21
Children	62%	33%	5%	21
<i>answered question</i>				21
<i>skipped question</i>				13

Table 8. Advisor composition by college for SNRE international students (n=25).

What is your advisor's college/center? Please mark the one that best applies.		
answer options	Response Percent	Response Count
Center for Latin American Studies	8.00%	2
Center for Women's Studies	0.00%	0
Florida Museum of Natural History	0.00%	0
College of Agricultural and Life Sciences	68.00%	17
College of Liberal Arts and Sciences	20.00%	5
College of Design, Construction & Planning	4.00%	1
College of Engineering	0.00%	0
College of Health and Human Performance	0.00%	0
College of Journalism and Communications	0.00%	0
College of Veterinary Medicine	0.00%	0
Other (please specify)		0
<i>answered question</i>		25
<i>skipped question</i>		0

Table 9. Sources of information where current SNRE international graduate students learned about the SNRE degree program (n=25).

I first heard about the SNRE program through. Please check the one that applies.		
answer options	Response Percent	Response Count
Internet	16.67%	4
UF faculty member	41.67%	10
Faculty from other institutions	0.00%	0
Professional colleagues	4.17%	1
Friends	12.50%	3
Academic publications	0.00%	0
Embassy	0.00%	0
Scholarship or sponsor program that lists UF as an option to attend (e.g. Fulbright scholarships)	12.50%	3
At the University of Florida while pursuing another degree	12.50%	3
Other (please specify)		1
<i>answered question</i>		24
<i>skipped question</i>		1
Other (please specify)		
Conference		

Table 10. Current international graduate students' reasons for applying to SNRE (n=25).

What were your reasons for applying to the School of Natural Resources and the Environment at the University of Florida? Please check one option for each row. If the response does not apply please choose N/A.					
answer options	Not Important	Important	Very Important	N/A	Response Count
To work with the person who is your advisor	28%	20%	40%	12%	25
Because of the interdisciplinary approach of the SNRE program	0%	24%	76%	0%	25
Because of the cross-departmental affiliations of the program	4%	28%	64%	4%	25
Program/University emphasis in a specific geographical region	40%	32%	12%	16%	25
Because UF has an affiliation with an institution in my country of origin	16%	16%	8%	60%	25
Because of the University of Florida academic reputation	16%	52%	28%	4%	25
Availability of funding	8%	24%	60%	8%	25
Because my spouse or partner is attending school or working in the Gainesville area	20%	4%	8%	68%	25
International student community	44%	32%	8%	16%	25
Quality of life in Gainesville	44%	32%	16%	8%	25
Climate in Gainesville	24%	48%	12%	16%	25
Other (please specify)					0
<i>answered question</i>					25
<i>skipped question</i>					0

Table 11. Current SNRE international graduate student’s knowledge of advisors prior to enrolling in SNRE (n=25).

Which of the following best describes your knowledge of your advisor prior to entering SNRE program? If you switched advisors since entering the program, refer to the first advisor you had. Check the one that best applies.		
answer options	Response Percent	Response Count
I had never heard of her/him or her.	30.43%	7
I learnt of her/him through publications, but we had never met.	17.39%	4
I had met him or her/him in a professional setting.	4.35%	1
I had worked with her/him or her professionally.	13.04%	3
He or she was a personal friend.	0.00%	0
I met her/him during a visit to UF to explore degree opportunities	17.39%	4
I took a class or met her/him while pursuing another degree at the University of Florida	17.39%	4
Other (please specify)		2
	<i>answered question</i>	23
	<i>skipped question</i>	2
Other (please specify)		
I learnt of her through Internet search		
A friend of mine from UF suggested him.		

Table 12. Intended geographical areas of residence for current SNRE international graduate students after graduation (n=25).

After graduation, where do you plan to reside? Please check one.		
answer options	Response Percent	Response Count
My country of origin	47.62%	10
South America	9.52%	2
Central America and Mexico	9.52%	2
Canada	0.00%	0
US (and territories)	23.81%	5
North Africa	0.00%	0
Sub Saharan Africa	0.00%	0
Caribbean (e.g. Jamaica, Dominican Republic, Cuba etc.)	4.76%	1
Eastern Europe (e.g. Poland, Rumania, Bulgaria, Russia, etc.)	0.00%	0
Western Europe (e.g. Germany, France, Spain, etc.)	0.00%	0
Middle East (e.g. Iran, Yemen, Israel, etc.)	0.00%	0
Central Asia (Kazakhstan, Uzbekistan, etc.)	0.00%	0
South Asia (e.g. India, Pakistan, Nepal, etc.)	0.00%	0
East Asia (e.g. China, Japan, Korea, etc.)	0.00%	0
South East Asia (e.g. Thailand, Indonesia, Philippines, etc.)	4.76%	1
Oceania (e.g. Australia, New Zealand, Pacific countries, etc.)	0.00%	0
<i>answered question</i>		21
<i>skipped question</i>		4

Table 13. Intended geographical area of work focus for current SNRE international graduate students (n=25).

After graduation, what region(s) will your work focus on? Please check all that apply.		
answer options	Response Percent	Response Count
My country of origin	54.55%	12
South America	31.82%	7
Central America and Mexico	27.27%	6
Canada	0.00%	0
US (and territories)	18.18%	4
North Africa	0.00%	0
Sub Saharan Africa	22.73%	5
Caribbean (e.g. Jamaica, Dominican Republic, Cuba etc.)	18.18%	4
Eastern Europe (e.g. Poland, Rumania, Bulgaria, Russia, etc.)	0.00%	0
Western Europe (e.g. Germany, France, Spain, etc.)	0.00%	0
Middle East (e.g. Iran, Yemen, Israel, etc.)	0.00%	0
Central Asia (Kazakhstan, Uzbekistan, etc.)	0.00%	0
South Asia (e.g. India, Pakistan, Nepal, etc.)	13.64%	3
East Asia (e.g. China, Japan, Korea, etc.)	0.00%	0
South East Asia (e.g. Thailand, Indonesia, Philippines, etc.)	4.55%	1
Oceania (e.g. Australia, New Zealand, Pacific countries, etc.)	0.00%	0
	<i>answered question</i>	22
	<i>skipped question</i>	3

Table 14. Types of Organizations where current international graduate students plan to seek employment (n=25).

What type of organization do you think you will work in after you graduate? Please check one option per row.				
answer options	Unlikely	Likely	Very likely	Response Count
Private, for profit business	63%	25%	13%	24
Private, non-profit organization	13%	38%	50%	24
Government agency or program	21%	54%	25%	24
University (private, state or national)	21%	38%	42%	24
Schools (primary, secondary education)	88%	4%	8%	24
<i>answered question</i>				24
<i>skipped question</i>				1

Table 15. Professional activities that current SNRE international graduate students plan to pursue (n=25).

What professional activity do you think you will do after you graduate? Please check one option per row.				
answer options	Unlikely	Likely	Very Likely	Response Count
Administration	58%	25%	17%	24
Outreach, technical assistance, training, or extension	25%	46%	29%	24
Policy	33%	33%	33%	24
Research	4%	46%	50%	24
Resource Management	17%	46%	38%	24
Teaching	33%	33%	33%	24
<i>answered question</i>				24
<i>skipped question</i>				1

Table 16. Intended teaching audience for current international graduate students who plan to pursue teaching (n=17)

If you selected teaching in question above, please check who would be your likely audience. Please check one option per row.				
answer options	Unlikely	Likely	Very Likely	Response Count
Adults	29%	47%	24%	17
University students	6%	41%	53%	17
Children	81%	19%	0%	16
<i>answered question</i>				17
<i>skipped question</i>				8

APPENDIX B.

**STUDENTS NATIONALITIES AND RESEARCH FIELD SITES
(STUDENT RECORD ANALYSIS)**

Table 1. Past or current SNRE students nationalities by country of origin, 1999 to 2007-08.

Caribbean and Latin America	North America	Europe	Asia	Africa
Argentina (3)	Canada (2)	Bulgaria (1)	China (1)	Botswana (2)
Belize (2)	United States (219)	England (1)	India (5)	Malawi (1)
Bolivia (1)			Japan (1)	South Africa (1)
Brazil (9)			Taiwan (1)	Zambia (4)
Chile (1)			Thailand (1)	C. African Rep. (1)
Colombia (2)			Vietnam (3)	
Costa Rica (7)			Siberia (1)	
Ecuador (1)				
El Salvador (2)				
Honduras (1)				
Mexico (1)				
Nicaragua (1)				
Panama (1)				
Paraguay (1)				
Peru (5)				
Venezuela (1)				

Table 2. SNRE graduate students field sites as of Fall 2007 (some students may have more than one field site)

Caribbean	Latin America	North America	Asia	Africa
Cuba (1)	Bolivia (5)	Florida (110)	Indonesia (1)	Botswana (1)
Dominica (1)	Belize (6)	Other U.S. (30)	Philippines (1)	Congo (1)
Dominican Republic (1)	Brazil (20)		Taiwan (1)	Gabon (1)
Jamaica (1)	Chile (1)		Vietnam (3)	Kenya (6)
Saint Lucia (1)				Malawi (1)
Trinidad and Tobago (2)	Costa Rica (11)			Mali (1)
Turks and Caicos Island (1)	Ecuador (5)			Namibia (1)
	Guatemala (2)			South Africa (1)
	Honduras (4)			Tanzania (2)
	Nicaragua (4)			Uganda (1)
	Panama (3)			Zambia (4)
	Peru (6)			
	Mexico (6)			
	Salvador (2)			
	Surinam (3)			
	Venezuela (1)			

APPENDIX C.

OTHER UNIVERSITIES INTERNATIONAL SNRE GRADUATE STUDENTS APPLIED TO IN ADDITION TO UNIVERSITY OF FLORIDA

Universities

Colorado State University
Cornell University
Duke University
Kansas State University
Middle Tennessee State University
Michigan State University
Newcastle upon Tyne (UK)
Ohio State University
Pittsburgh University
Plymouth University (UK)
Queen's University (CA)
Rutgers University
Sam Houston State
Stanford University
Texas A&M
University of Aberdeen (UK)
University of Arizona
University of California Davis (2)
University of California at Santa Cruz
University of Eastern Kentucky
University of Essex (UK)
University of Edinburgh (UK)
University of Idaho
University of Illinois
University of Georgia
University of Maryland
University of Massachusetts
University of Michigan
University of Minnesota
University of Toronto (CA)
Virginia Tech
University of Vermont
University of Wisconsin
University of Texas- Pan American
Yale University

APPENDIX D.

ADVANTAGES OF HAVING AN SNRE DEGREE FOR FUTURE PROFESSIONAL ACTIVITIES.

International students' responses

Q: Based on your type and place of work what advantages do you think the SNRE degree will give you in your professional career?
Open-Ended Response
Being in an interdisciplinary program has giving me the opportunity of exploring and learning from new fields of research and to develop an interdisciplinary research (studying social and ecological systems in the management of natural resources). I also learned to work in interdisciplinary teams. In the types of jobs that I want to be involved in the future like natural resource management, I think that I have a great advantage because I come with an open perspective and experience. At the same time, I have been able to expand my network with professionals interested in the same kind of interdisciplinary issues that I am.
I think that SNRE will provide me with the ability to understand problems holistically and take system approaches to find solutions. I think this is especially true for small farmers.
Yes, certainly
N/a
A broader view of the problems I am interested in and hopefully diverse tools to try and solve them.
Interdisciplinarity of program and a good academic grounding for future work in academia
The interdisciplinary nature of the program is very important to me. Although I am currently working on a project that is management and wildlife related, I am interested in other areas and feel that the course work and opportunities provided through SNRE will provide me with a broader skill set that may be useful for finding work after I graduate.
Interdisciplinary program is the strength. In the Caribbean environmental professionals have to be more generalists, with a range of skills, the SNRE program afforded me the opportunity to acquire a variety of skills and training
With this degree, I will have a broader view of the current and future environmental issues, which will need interdisciplinary groups to resolve. Hence, having someone on the team who can understand various disciplines will definitely give them an advantage.
The interdisciplinary focus of the program will broaden the range of jobs for which I am eligible. I can apply for international positions outside my region due to the great the variety of courses and experiences I had in this program.

Understanding social and natural aspects of environmental issues.
An interdisciplinary approach to tackling natural resource management problems in a developing country context, a strong base in applied quantitative skills, contacts, and resources for initiating mode cross-disciplinary research.
The interdisciplinary approach, mainly related to ecology and social approaches, will be really important in my career since I will face in my future works situations that need an understanding of social and ecological issues.
flexibility, capacity to communicate among disciplines
The interdisciplinary nature of the program I believe is appealing to the types of organizations that I intend to work with. However, I do think that the lack of specialization consequential to this will necessitate further education and/or qualification to be eligible for the types of positions that interest me.
It will allow me to work in different disciplines because of its interdisciplinary approach. It will allow me to work in different geographic regions of the world also because of its interdisciplinary approach. It has and will enhance my formal education allowing me to perceive the world from different angles.
Interdisciplinary perspective: ability to speak a little of the language of many disciplines, thus connecting and collaborating better in team projects with people from diverse academic backgrounds.
A broad understanding of agriculture, forestry, and ecology.
I think that the interdisciplinary approach will be an important advantage. It will allow me to provide a more complete understanding of problems of natural resources.

U.S. students' responses

Q: Based on your type and place of work what advantages do you think the SNRE degree will give you in your professional career?
Open-Ended Response
A background in multidisciplinary studies will give me an edge over others who have a narrower spectrum of coursework and life experience.
SNRE gives me a broad education so that I can work in Zoology, Ecology, Wildlife & conservation, and Anthropology. Having a mixed perspective gives me an advantage in the work place. Plus I also get to specialize in SNRE which is also very helpful.

<p>Not a whole lot. In hindsight, it would have been in my best interest to select a different master's program.</p>
<p>An exposure to a wider degree of knowledge, experience, and contacts than a standard graduate program.</p>
<p>My orientation was largely to the social sciences; I have broadened the scientific basis of my knowledge, engaging strongly with both agricultural and traditional ecology; the technical/agro ecological focus of my dissertation would not be possible without these, and I plan to seek work that engages the issues related to them--food and food security/sovereignty.</p>
<p>Well rounded background and ability to communicate with professionals from technical backgrounds different from mine.</p>
<p>The practice of environmental law involves an understanding of complex scientific issues. My SNRE degrees will give me a foundation in science that can set me apart from other lawyers who may not as readily understand how and why science and law interact.</p>
<p>Expanding my programs to not only look at physiology and toxicology, but also ecology and the broader impacts of my work.</p>
<p>The ability to synthesize information given in different formats and aimed at different audiences, into the same -make connections between the 'hard' sciences and social science -ability to convey these connections to others concisely and clearly</p>
<p>An understanding of systems thinking, working with many other disciplines, cultures, value systems.</p>
<p>The advantage will be the ability to approach questions and problems from many points of view having taken classes and learning about various parties involved in making such decisions. If a research question is presented to me, I will not only approach it from the scientific/environmental mindset, but also understand how other players view the same problem. The SNRE degree will allow me to better communicate with collaborators from different fields and to better solve problems inclusively and accounting for all points of view.</p>
<p>The diversity of classes that I took will help me address questions from multiple perspectives.</p>
<p>Having a MS degree will get you much further in your career, especially when considering long term. Also, I get to pick which courses I wanted to take, for the most part anyway, allowing me to choose courses that were geared toward my career goals and interests. Since it is interdisciplinary, I have professors that are all different in their expertise and did not require numerous faculty of the same department affiliation.</p>

<p>I feel that my interdisciplinary experience in SNRE has helped me identify all of the relevant ways of thinking about a problem or question, and then figuring out the best way to tackle it without regard to some pre-defined skill set or area of theory. If I need to learn a whole new set of skills or find someone with those skills to join the pursuit, so be it! This is how I have approached my research interests and I hope to be given the freedom to do the same in my career after graduating.</p>
<p>cross disciplinary experience and networking; a broad academic background that improves communication to a wide variety of audiences</p>
<p>A broad perspective with the advantage of rigorous scientific training (statistics, design) from the PhD.</p>
<p>The ability to work with others and to see things holistically.</p>
<p>An opportunity to enter both the natural and social science job market.</p>
<p>Greater potential for networking among students.</p>
<p>I'll be flexible enough to teach a wide variety of topics. In addition, I've been given some of the practical training necessary for being a part of a non-profit organization and dealing with a wide variety of professionals (i.e. academics, policy-makers, administrators, etc.). I feel that as a graduate from SNRE I will be qualified for a larger variety of jobs and have more choice in my future career.</p>
<p>I believe the flexibility the SNRE program provides will allow me to target the niches I would like to focus on and will provide a diversity that other candidates will lack. Also, I believe that the diverse range of professors I will interact with will provide good networking opportunities.</p>

APPENDIX E

DESCRIPTION OF CURRENT RESEARCH OR EMPLOYMENT.

U.S. student's responses about their research focus.

I am studying the macroevolution of body size in the Lamnid sharks (which includes fossil Mako, Great White, and other mega-toothed sharks). I am studying differences in growth patterns by looking at estimated body lengths and isotopes collected from fossilized shark centra.
Large Vertebrate species richness and Habitat Selection in Central Suriname Nature Reserve.
Qualitative analysis of three key stakeholder groups in the Mexican gray wolf reintroduction. I will be conducting in-depth interviews with ranchers and livestock producers, carnivore conservationists, and state and federal agency employees, focusing on eliciting information regarding their beliefs and values of Mexican gray wolves, public lands grazing, and the most controversial policy issues in the Mex. wolf reintroduction.
A contingent valuation study to determine residents of Columbia County, FL willingness-to-pay for improved water quality in the Ichetucknee River.
I am investigating the Via Campesina's claim to food sovereignty as universal human right in both its technical (agroecological) and ideological manifestations, seeking to understand how food sovereignty concepts are "translated"; from both transnational and local contexts and adapted ("indigenized") or rejected in other contexts.
I am interested in how native lowland forest vegetation mediates nutrient cycles, especially that of phosphorous. In addition, I am interested in how nutrient cycles change when the native vegetation is removed as a result of land conversion. I am currently working on a pilot study to investigate the role of leaf litter leachate on plant phosphorous availability in lowland tropical forests.
Legal, economic, and ecological analysis of the Farm Bill Title II Conservation Programs.
Effects of contaminants in water due to space shuttle launches at Cape Canaveral, FL on the thyroid and reproduction of the American alligator.
Still working on it...
Assessing environmental impact and total water use in recirculating aquaculture.
I am investigating the gene expression of pathogenic bacteria during colonization and infection of a coral host. Also using native strains of bacteria isolated from the coral host, I am aiming to determine whether these native bacteria can provide defense for the host against the pathogenic bacteria. This project is centered on the use of biological controls and management of coral reef disease.
Ecological interactions in a longleaf pine/native woody ornamental agroforestry system
I study the effects of agricultural pesticides on the reproductive biology, renal pathology, and conservation of amphibians in Florida.

Determine if minority and lower-income communities continue to share a disproportionate amount of exposure to environmental hazards, despite the Executive Order and subsequent regulations, by examining newly issued permits for TSDFs nationwide after February 1994 until the present. I will then compare similar data published in the 1980s and 1990, which uses the same methodology as my study. I will also use other examples occurring after 1994 which show the federal government's general 'disinterest' in EJ overall, such as budget cuts, guarding rare information once open to any citizen, funding for Superfund Program expires, bills addressing EJ concerns die in Congress...
Community development and conservation of endemic plant species.
I study how environmental policies affect patterns of land use and the resulting land cover over space and time. Specifically, I am evaluating payments for environmental services (PES) program from an institutional economics perspective and then examining how the program has affected forest conservation in Costa Rica.
Systematics, phylogeography, and conservation of highland amphibians and reptiles in eastern Nuclear Central America
Examining the effects of a rapidly suburbanizing landscape on the endemic island bird community in Middle Caicos, Turks and Caicos Islands.
I am studying the biological control of spider mites in strawberries. I am also looking at the ecological effect of releasing predatory mites on other arthropods in the fields, and the effect of spider mites on the photosynthetic ability of the strawberry leaf.
Assessing the federal government's commitment to environmental justice and Executive Order 12898
The socioeconomic impacts of forest certification in tropical community forests of Mexico.
I am researching cruise tourism in Belize. Specifically, I am interested in how the rain forest is presented to cruisers who take tour excursions, and subsequently, how this presentation alters their perceptions of the rain forest. I will focus on first time cruisers who have only been exposed to information on the rain forest through contemporary media sources (i.e. T.V., movies, and books).
Conservation Photography research and project in Gabon, Africa.
Genes and regulators required for Salmonella colonization.
Factors affecting delectability during alligator night light counts.
Livelihoods and resource use in the Kavango-Zambezi region of southern Africa.
What are the socioeconomic impacts of tourism on rural households around national parks in Botswana and Namibia?

International student responses about their research focus.

Land use and livelihoods around protected areas in northeastern Ecuador
Ecology and Integrated Pest Management of the Andean Potato Weevil
The role of social capital in natural conservation: case study of Cat Tien National Park of Vietnam.
Wetlands Bioremediation.
Potential adoption of grain amaranth as an additional livelihood strategy amongst rural Kenyan households affected by HIV/AIDS.
Looking at the impacts of human recreational activities on the thermal ecology of a river turtle.
Characterization and comparison of physical and chemical characteristics of black carbon in soil.
Overall research question: How does governance affect Community Based Natural resource management performance in three Southern African countries? Mainly focus on how measures of participation, accountability and transparency affect CBNRM performance.
Examining the impacts of a large-scale lake management practice on herpetofaunal and fish communities. Lake Tohopekaliga is located in Kissimmee, FL.
An examination of the structure, composition and determinants of riparian vegetation. Information generated will be used to generate a restoration and conservation index.
Urban Forest Ecology. The role of trees in an urban environment.
Socioeconomic analysis of protected areas policy in Trinidad.
I evaluated the impacts the communication strategy of the Mesoamerican Biological Corridor Project had on knowledge and perceptions of local communities, relevant stakeholders as well as on policies.
The role of space use and individual behavior in the persistence and structuring of Yellow-bellied marmot populations.
Social organization and economy of traditional Amazon communities exploring Brazil nut.
Paleoclimate during the Last Glacial Maximum and Last deglaciation in the Yucatan Peninsula.
Analysis of the socio-economic conditions of households inside forest reserves in Costa Rica.
Looking at the relationship between collective action around water and poverty-alleviation of small farmers.
Attitudes and behavioral change on local people because of an intervention such as a Community Based Organization.

This study responds to the need for greater understanding of how to foster collaborative land-use planning in tropical conservation and development initiatives. It describes factors that influence social learning among stakeholders in Proambiente, Brazil's innovative environmental service payment program. Findings describe emerging networks, and the extent to which different stakeholders collectively participate in land-use planning and program implementation, as well as how each level conceptualizes "sustainable land use," "environmental services," and associated management practices.

My study provides an evaluation of the management practices adopted by soybean farmers in northern Mato Grosso, Brazil to promote sustainable agriculture. Since Amaggi Group, the leading soybean operator in Mato Grosso, requires social and environmental responsibility from its pre-financed producers, management practices are compared between pre-financed and not pre-financed farmers with regard to implementation of no-tillage systems, deforestation, pesticide use and soybean yield. In addition, these same practices are compared among farmers' region since they are located in different biomes.

My project deals with the drivers of agricultural expansion in southern Peruvian Amazon. It intends to put together the social, economic and environmental drivers to understand the agricultural expansion in the last 15 years.

I develop instruments to measure local community attitudes towards rare and endangered predators that they share habitat with. On one hand, in most cases conservation of these species finally depends on these communities behavior, on the other hand these communities usually suffer from these species (cattle predation, reduced use of natural resources, danger to human life, etc.). So far most of conservation efforts were directed at further limiting access of those communities to natural resources. In the resource finite and population-growing world, this cannot continue for long. Finding a balanced and sustainable approach is key. Among other things, changing attitudes of local communities is extremely important. Therefore, precise measuring of actual local communities'

Attitudes and change of those attitudes is vital for successful long-term conservation efforts. Another important issue that I address in my research is identifying local community structures and institutions for a more effective application of conservation efforts. This is especially important in the world of dwindling funding for conservation.

Effects of forest fragmentation on species interactions of mixed-species bird flocks in tropical rainforests.

International graduates job description or current research focus.

Researching human dimensions of agro ecology, specifically, adaptation to climate variability and change in agricultural systems
I am a program manager at the Bolivia program of an international environmental NGO. I fundraise, design and arrange implementation of conservation and sustainable natural resource management projects, through partnerships with the government, indigenous communities and private institutions.
Assistant Professor - Extension Dairy Specialist.
I am a Post-doctoral Research Associate with the Guelph Water Management Group, Department of Geography, University of Guelph. Under this appointment, I participate in research projects, supervise graduate research assistants, and work on publications and grant applications. Areas of research: integrated water management, source water protection, participatory action research
I work for a community organization in South Florida. We intend to build a broad network of people to look for long term solutions for community problems
I am working for a Non Governmental Organization in interdisciplinary projects that contribute to the Everglades restoration. I am part of a science team, and my area of expertise is in GIS/Natural Resource planning/Interdisciplinary Ecology.
Program development.