



Strategies for Ecology Education, Development and Sustainability

**Konza Long Term Ecological Research Project
June 4-9, 2006 – Lawrence and Manhattan, Kansas**

FIELD TRIP REPORT

Field Trip Overview

From June 4-9, 2006 SEEDS conducted a student field trip to various sites in Kansas. Attendees included nineteen students from sixteen schools across the country, including the territories of American Samoa and Puerto Rico; one SEEDS faculty from Yale University; and three SEEDS staff from the Ecological Society of America. A list of attendees can be found in Appendix A. The main goal of the field trip was to provide students with a positive experience with the ecology profession through interacting with ecologists and observing ecological field work. The field trip also included cultural and artistic aspects of the areas the group visited in order to give a rich perspective on Kansas. The field trip itinerary can be found in Appendix B.

Many activities took place during the field trip. Participants toured the Haskell/Wakarusa wetlands and learned of the history of the area, beginning when the now Haskell Indian Nations University was a boarding school trying to assimilate young American Indians into US culture. Participants then were given a behind-the-scenes tour of the Natural History Museum at the University of Kansas, one of the best in the nation. The field trip then moved from Lawrence to Manhattan, KS, where students learned about the ecological research being done at Kansas State University and the Konza Prairie Long Term Ecological Research station (LTER). A complete list of volunteers who participated in the field trip can be found in Appendix C.

Students were asked to keep journals. At the end of the field trip, students kept a copy of their notes and submitted a copy to team leaders and ESA staff. In addition to individual notes, rotating groups of 4-5 students were responsible for writing this report, which was then edited by SEEDS staff and compiled to create this report. The sketches are also from the group reports. Therefore, this report reflects the voices of the students who attended this field trip.

Sunday June 4, 2006

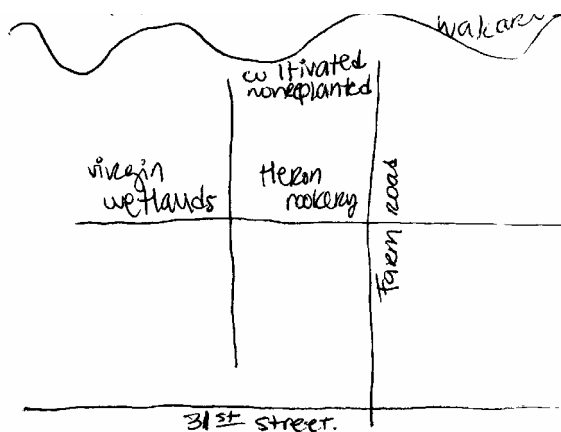
The field trip began when students arrived at the Spring Hill Suites for a field trip introduction and orientation. Participants were given more details about the SEEDS program and ESA by SEEDS staff Jeramie Strickland and Melissa Armstrong. Jeramie and Melissa also gave an overview of the week. Following the orientation, participants walked to the Free State Brewing Company in Lawrence for dinner and then enjoyed free time in downtown Lawrence.

Monday June 5, 2006

Team 1 Students: Terrance Davidson, Rocio Villanueva, Mona Urbina, Faiane Miller, Damaris Nunez Figueroa
Team Leader: Mona Urbina

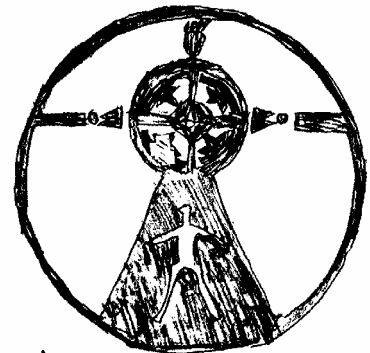
Morning

Heading out to the Haskell wetlands on a cloudy day, an expected journey awaited us. Our expectations for a nature-based tour of the wetlands quickly became thoughts of the past as Mike Caron introduced himself. As a Vietnam veteran with cultural interests, he guided us through this magical and mythical tour by educating us on the cultural aspect of the wetlands when it served as a refuge for young Native children that were forced to attend the Haskell Boarding School. It was hard to imagine that about 100 years ago, young children were running through this same area, ultimately seeking freedom. The 'kill the Indian, save the man experiment', a cultural assimilation project started in hopes of exterminating Indian culture but only succeeded in becoming a stepping-stone to what has now become a part of history. As children ran away and parents camped out in the southeast corner of the wetlands with



hopes to see them, every month 3-4 children became runaways. Many of these innocent children passed away, with only some being accounted for while 600 corpses are still believed to be left in the wetlands without a proper burial. The school evolved to the present day Haskell Indian Nations University, which in part, serves to preserve and celebrate Native culture. The adjacent wetlands are seen as a sacred place to the University and the community.

The medicine wheel is a landscape within the wetlands. It was designed by Les Evans in 1991 in order to bring different tribes together. Within the medicine wheel, four corners were placed on the north, east, south, and west. These posts symbolize the survival of the Native American traditions. It was built from the original window seals of the dormitory where the native boys were sent to by their parents for "a better education." These corners are known as the Four Cardinal Directions. Pointing north, one can see the shape a bird nicely outlined within the grass. On the east and west side of the Cardinal Direction is a symbol of deer feet and on the south is a symbol of a bear claw.



medicine wheel
illus. by Mona Urbina

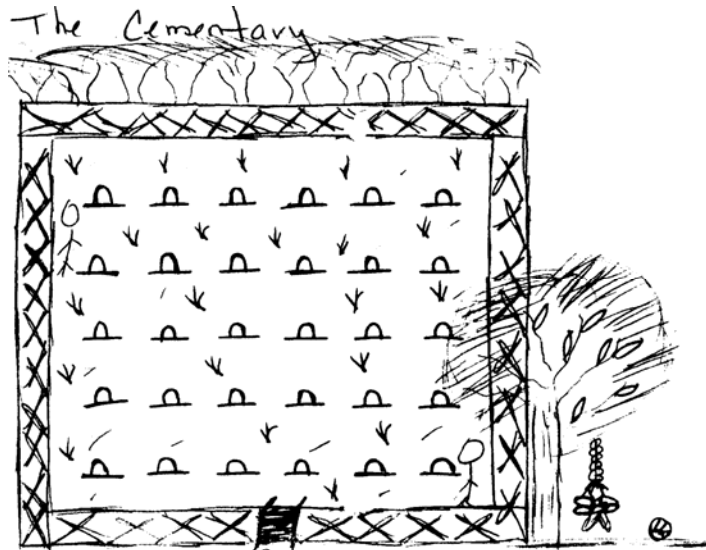
Mike Caron informed us about Thomas Bananyaca who was a Native American that refused to go to World War II. Rather, he wanted to go to jail. Bananyaca would tell his stories about how he rounded up his elders in a caravan in Oklahoma, and while with them, he learned that they had a vision of an emerging native renaissance. Once all of the natives who were artists, poets, and musicians had visited the medicine wheel, Bananyaca believed that this was the sacred spot the elders were talking about.

We finally came upon a cemetery where 103 boarding school students of Haskell were buried. However, this number is only accounting those students who were given headstones at their burial and had not run away at the time of their sickness and death.

These students would sometimes be found by natives who camped nearby to give these students traditional burials. Their bodies are buried unmarked on the land surrounding this property. If the bodies were found by Haskell staff in the surrounding land, the student would be bought back for a Methodist burial.

Haskell was becoming ashamed of the rate that their students were dying. This was visible by the growing number headstones in the cemetery. This led to Haskell increasing their efforts to send sick students or deceased students back home. The fragmentation of the families that the cultural assimilation movement had caused made it difficult for boarding schools such as Haskell to find families of the students.

In the cemetery, Harry Hanneno (1868-1891) is buried. Mike drew our attention to this single grave to tell us about Harry's story. Harry was one of the first students to be enrolled at Haskell and was also one of the first students to attend Haskell for the longest period of time. His life was short-lived, but he had a huge impact on keeping the native traditions alive. He did this in a way that used Haskell's programs to his advantage. One particular program was to use the agricultural program to grow traditional medicines.



Afternoon

Later we traveled to the University of Kansas (KU) where we learned about academic programs related to ecology and programs to assist minority students. Bob Timm took us to the Natural History Museum, which has the 4th largest research collection of mammals. We learned that Lewis Lindsay Dike, the museum's founder, only wanted to educate people with his collection of wildlife. He also wanted to put regulations on hunting to conserve animal populations. Dr. Timm also talked about DDT being invented to control lice as a pesticide. In the environment, DDT broke down into other components that indirectly killed birds. He also talked about how DDT turned into DDE and reduced the population of birds by thinning their eggs shells. Therefore, the collection was important because the collections help prove the problems with DDT.

Evening

We had dinner at the Lawrence Arts Center. The Lawrence Arts Center was a wonderful place for us to learn about the wetlands book that consists of poetry, pictures, paintings, and essays. It gave the community a different perspective of the wetlands. Another aspect that surrounded us in the museum was the paintings on the walls, which gave us another view of how wonderful the wetlands are. The art at the gallery was inspired by the Haskell wetlands and

was a perfect example of how artwork can capture the beauty of our environment and put it in a form that is available to people who might otherwise be unaware of such assets to our lives.

Tuesday June 6, 2006

Team 2 Students: Fernanda De La Cerda, Lauren Vickery, Lewis Reed, LaKenya McNear, Korina Navarro
Team Leader: LaKenya McNear

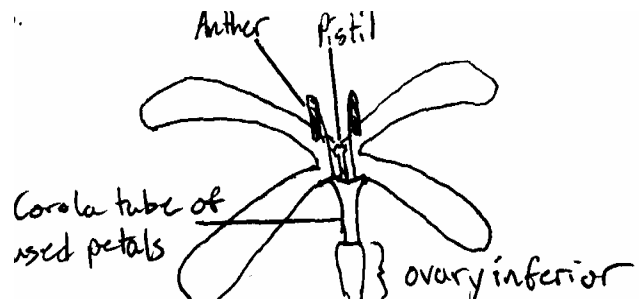
Morning

Along our drive from Lawrence to Manhattan, Kansas, we observed many changes in the landscape. As we moved west we saw fewer trees and more open grassy spaces. Throughout much of the drive there were farms but closest to Manhattan there seemed to be more cattle ranches and less cultivated land.

Afternoon

We were welcomed to Kansas State University (KSU) by Teresa Woods, a graduate student of Botany. She introduced us to Brian Spooner, Director of the Division of Biology, Juanita McGowan, Assistant Dean of Arts and Sciences, and John Blair, Principal Investigator of the Konza LTER Program. These faculty and staff introduced us to the Konza, the Biology programs at KSU, and the support for minority students within the college.

After lunch, Caroline Ferguson presented a power point on the natural history collections of KSU. The collections were started in the early 1800's. Since then, the collections have had a strong emphasis on plants and insects due to the agricultural importance of the Kansas area. Today, the specimens are primarily used for taxonomic and regional floristic research. Following our introduction, we split into two groups to tour the Herbarology and Entomology Labs.

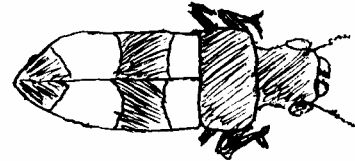


At the herbarium, Teresa described the process of preserving specimens for long-term storage. She also showed us examples of how the preserved specimens are used in research. The basic steps for preparing the specimens are: pressing the plants to prevent moisture and prevent molding; freezing to help eliminate biological contamination (microbes and invertebrates that may degrade the specimens); and finally mounting for storage. Each specimen is stored with an information card describing the location of the collection site, date, and description of soils and community it was collected in. Once preserved and mounted, they may be used by different researchers. Each time a specimen is loaned out or viewed, it is frozen for one week to minimize introducing live bugs to the storage areas or filing cabinets.

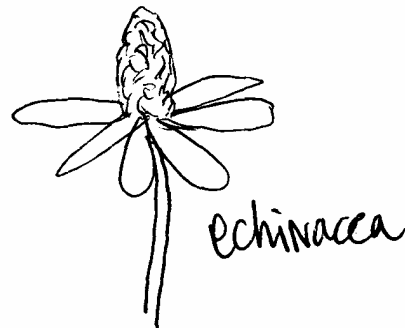
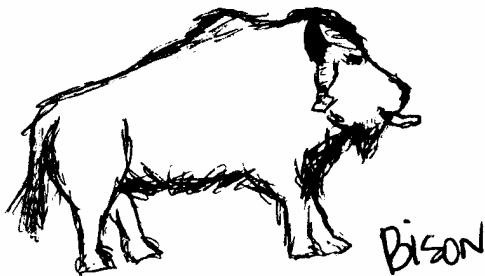
By looking at the preserved specimens and their collection locations, one can gather useful information on the recruitment and dispersal of a species. For example, one investigator is looking a morphological variation among phlox species throughout a specific region. Without background information, we could still see the differences in growth forms of these plants. Teresa's project is comparing features of native and invasive species in the Fabaceae family.

An important aspect of this study shows that a non-native species has cleistogamous flowers, while its native counterpart does not. This allowed the invasive to produce fertile seeds by self-pollination with minimal loss of water. The tiny flowers required less tissue growth and were less susceptible to withering. In drought years, this characteristic would provide an advantage for the invasive plant.

After visiting the herbarium, we joined Dr. Greg Zolnerwich to learn about entomology and the collection. Greg emphasized the importance of entomology due to the disproportionately high diversity and biomass of insects compared to other organisms. There are an estimated 5-80 million species of insects across the planet, the prominent groups being Coleoptera, Diptera, Hymenoptera, and Lepidoptera. They have been particularly important to humans as pests and pollinators of agricultural crops. About 40% of world's crop production is lost to insect pests each year. Greg showed us a few mounted specimens in the lab from which the immense diversity of this collection was readily apparent.



Next we traveled to the Konza Prairie LTER site located on 8,616 acres of mixed tallgrass prairie. Upon our arrival, we received an informative introduction to the prairie ecology and history of the research station. The tallgrass prairie is one of the most endangered ecosystems in North America, historically occupying much of the central states from Canada to Texas. Much of it has been lost to cultivation, but the grasslands of the Flint Hills were spared due to its rocky soils which was not conducive to agriculture. Grasslands such as Konza are disturbance oriented communities. Factors such as frequent fires, grazing, and variable climate, drive the structure and function of these ecosystems. The tallgrass prairie is extremely diverse, but ironically hosts few endemic species.

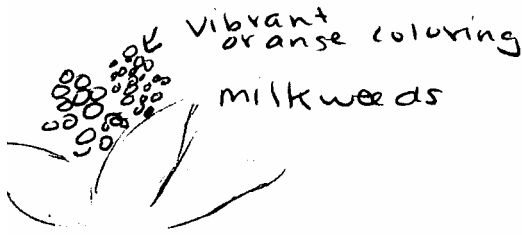


The prairie is dominated by three perennial C-4 grasses, which are big blue stem, little blue stem, and Indian grass. In addition, over 500 species of forbs enrich its diversity. The preserve is jointly owned by the Nature Conservancy and KSU as one of the National Science Foundation's LTER program continues to build upon a long-term database on ecological patterns and incorporates explicit study of the major factors influencing mesic grasslands in a long-term experimental setting.

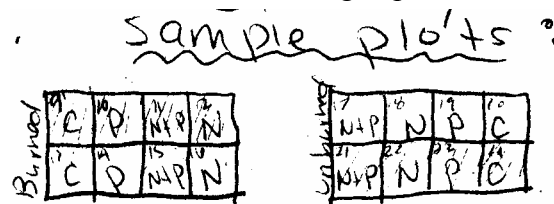
Wednesday June 7, 2006

**Team 3 Students: Angela Loud Bear, Pollyanna Fisher, Nhan Lam, Evan Miller
Team Leader: Angela Loud Bear**

It was a hot and dry morning with clear skies and a warm breeze. Our tour guide was John Blair and Sara Baer, Assistant Professor, Restoration Ecology, Southern Illinois University at Carbondale. We visited the rainfall manipulation plots and belowground restoration plots. Examples of prairie grasses and plants are: forbe grass (important for biodiversity), June grass, cat's claw, purple cone flower, butterfly weed, milkweed, compass plant, dodder, goldenrod, and annual sunflower.



The belowground plot experiments analyze plant and consumer response to fire, grazing, drought, and nutrient additions such as nitrogen and phosphorous. Experiments test for plant species composition, above ground plant productivity, root and rhizome biomass and nutrients, root growth dynamics, litter decomposition, soil carbon and nitrogen pools, soil solution chemistry, soil mycorrhizae, and soil invertebrates.



Sample questions:

- What are the short and long-term effects of burning and adding fertilizer on soil nutrient dynamics, net primary production, and plants species composition?
- What are short-term seasonal and long-term effects of the treatment on soil microbial biomass and microbial activity (respiration, mineralization, enzyme activity)?
- How do these dynamics relate to patterns of nutrient availability and plant nutrient uptake?

Results of some LTER research:

- There are strong interactions between fire frequency and responses to nutrient enrichment.
- Total ANPP (ammonium nitrate particulate phosphate) increases up to 3-fold with long-term nutrient enrichment in annually burned plots with warm season grasses during the increase.
- Lower species richness is burned relative to unburned plots with the lowest species richness in the burned and nutrient amended treatment.

In summary, grasslands have two important events: rain event quality and length of inter-rainfall dry periods. Global climate models predict that there will be longer rainfall periods. Some experiments at Konza monitor dry periods without changing the overall growing season and quantity of rainfall.

Sample hypothesis:

- Longer periods of soil moisture deficit, strongly cyclic temporal variation in soil moisture and prolonged periods of plant stress, which will reduce carbon intake and ANPP.

Results:

- Climate changes would result in prairies that favor woodland plants as opposed to various grasses.
- Infrared detectors and spectro radiometers also were used to study soil CO₂ intake and release, which effects CO₂ and leaf photosynthesis.

Afternoon

After lunch we went on a tour to look at the ecology of small mammals at reptiles. Don Kaufman, Professor of Mammalogy at KSU, Glennis Kaufman, Research Assistant Professor of Mammalogy at KSU, and Eva Horne, Interim Director of Konza Biological Station were the tour guides and presenters. Their projects assess patterns of spatial and temporal variation of several populations of small mammals and the mammal's response to climate, fire, grazers, topography, productivity, and woody plant invasion.

The project has been ongoing since autumn, 1981. Sampling is done during the autumn and spring seasons. There are 14 permanent trap lines that take samples each time for 4 consecutive days. Studies are done in: upland, breaks and lowland prairie; burned and unburned prairie; ungrazed and grazed prairie. Weather, net primary production, and soil records are taken from the sample sites.

The most common small mammals found on the sites are:

- Deer mouse (most common at Konza, responds positively to fire)
- Western harvest mouse (responds negatively to fire)
- Prairie vole (responds negatively to fire)
- Southern bog lemming (responds negatively to fire)
- Hispid cotton rat (has shown both negative and positive responses to fires)
- 13-lined skink (unaffected by fire)
- Elliot's short-tailed shrew (responds negatively to fire)



We spent time in the field searching for prairie mammals, reptiles, and amphibians. A narrow mouthed prairie frog was observed. The Copperhead snake and Massagua rattlesnake are commonly found in these ecosystems.

The deer mouse is found in highest abundance after autumn burns. A tremendous variation of the population has been observed through time and is believed to be the result of variability in the weather.



Evening

The panel discussion focusing on Careers in Ecology turned out to be a great and very informative event. Panelists included Dr. Laura Aldrich-Wolfe, Dr. Sara Baer, Teresa Woods, Khara Strum, Chris McLaughlin, Dr. Chuck Otte, Dr. Raymond Pierotti, Cynthia Annett, and Lauren Vickery.

Following are some highlights from the discussion:

Deciding on what graduate school to attend can be a scary process. The diverse career panel cleared up many concerns that students had when considering to pursue advanced degrees in ecology. Where to go, how to find the right program and what to do when you find the program that meets all of your goals?

“Not work you work on but who you work for,” is what Raymond Pierotti discussed and all of the panelists seemed to agree with him. This was a key topic for discussion and it was reflected on many times throughout the panel discussion. Great emphasis was also placed on finding the right advisor that will make great contributions to your research experience. Therefore, students are encouraged to contact the department in which they want to work in through hard mail, email, or phone, because it shows more dedication on the students’ behalf. Also, it is encouraged to get to know several other graduate students throughout the department because if accepted into the program, you want to be sure that the school and department fully support you.

How to pay for graduate school was another important point of discussion. Panelists mentioned things such as tuition waivers that students should take advantage of. A package can be worked out with the advisor in regard to becoming a teaching assistant or grants that the department and student can apply for.

Students need to be persistent and sure about the research that they want to embark on, and the application is another component of the process that should receive priority focus. Students must have a good personal statement and strong letters of recommendation.

Many panelists were not very keen on the GRE and feel as if the test should be abolished altogether because it does not accurately evaluate a student’s potential and qualifications. Since the test is required, students should make contacts in the department prior to applying to help establish a good relationship.

Thursday June 8, 2006

Team 4 students: Jeffrey Ross, Claudia Ramirez, Michaele Lindeman, Francis Leiato, Heather Long Warrior
Team Leader: Michaele Lindeman

Morning

After eating breakfast, we left for Konza. First we received an introduction to birds at the Konza, and then Karl Kosciuch talked to us about cowbirds and how they affect other native species. In addition, Page Klug showed us some really interesting videos of bird predators attacking the nests.



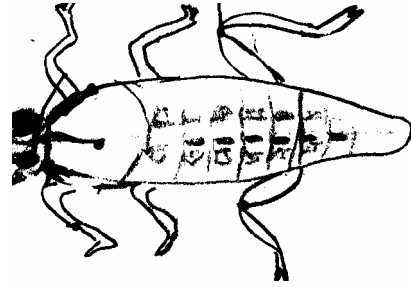
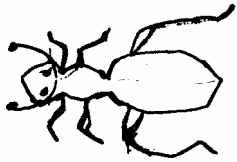
Following the presentations, we traveled to the field to see how the birds were captured, marked, recorded, and released back into the wild. When we arrived, we saw a captured grey catbird using a mist net. We were shown how to handle the captured bird, place an identification ring on the leg, take measurements, and release the animal. We also saw how to monitor the nest with a video camera and ways to use radio telemetry to locate animals.



COWBIRD CATCHING
- meshed house
- catch COWBIRDS
- REDUCE POPS.

Afternoon

Another amazing part of the day was when we went to King's Creek and the Kansas River. Both sites host a wide diversity of fish and invertebrates. Dr. Keith Gido, Dr. Craig Paukert, and Katie Bertrand led the tour. We were able to play around in the water while searching for insects and aquatic animals. We found garter fish, green sunfish, frogs, and crayfish at King's Creek. At the Kansas River, we found bullhead minnows, carpsuckers, and crayfish. Many of these fish were in their breeding colors and were quite spectacular. This was a nice change from being in the sun to splashing around in cool water. We felt like kids at a toy store, catching fish and frogs.



Evening

Following dinner, many participants attended an ice cream social that was hosted by KSUs' Graduate School.

Evaluations

On the last day of the field trip, students completed paper evaluations and submitted them to SEEDS staff. Students evaluated the field trip favorably; the goal of the field trip and of SEEDS seems to have been met – providing students with a positive experience with ecology in order to encourage them to consider a career the field. Students were asked what aspects of the field trip increased their interest in ecology. Students rated seeing what ecologists do as most important, and journal writing as least important. In their writing to explain what was the most important aspect of the field trip, students said that hands on experience was a very fun and effective way to learn about ecology. Students were asked to rate their understanding in various aspects of ecology before and after the field trip to see where students developed the most as a result of the field trip. As a result of their participation, students' understanding of the role of ESA in the ecology profession grew the most; students' interest in ecology grew the least from before to after the field trip. However, this could be because students came to the field trip with a high interest in the field. There were many solid suggestions for improvement, including clarifying the role of the SEEDS faculty advisor in journal writing, limiting SEEDS field trips for students beginning their ecology careers because the presentations were elementary, bringing a first aid kit on the trip, and leaving more down time between activities.

Some student comments:

- “I really liked the variety of presentation topics and how they all broadened my understanding of a prairie as an ecosystem. And now I know what a prairie looks like!”
- “Meeting with professors and other educational people really helped me realize that there is so much more to ecology that I haven't discovered.”
- “I liked being exposed to aquatic ecology. I had a lot of fun and was intrigued by it. It was a branch of ecology that I had never considered before. The research presentations gave me ideas for future research.”

- “The people you meet just motivates you incredibly on every level, including going out there and continuing to study ecology.”
- “Going to a SEEDS function is like getting my battery recharged. When you gather with like minded individuals, it is inspiring.”
- “Meeting people who enjoy doing what I do, but still know how to get along besides just talking about science... awesome!”
- “Some research concepts applied in prairie ecosystems are similar to those in other ecosystems learned; I was able to grasp a better idea of how and why when carrying out research and could make my own conclusions about the research presented.”

Appendix A

FIELD TRIP ATTENDEES

Name	School	Email
<i>Students</i>		
Terrance Davidson	Johnson C. Smith University	tdavidson@jcsu.edu
Fernanda De La Cerda	University of Texas at El Paso	fdelacerda@utep.edu
Pollyanna Fisher	University of Hawaii	pfisher@hawaii.edu
Nhan Lam	University of California Riverside	nlam002@student.ucr.edu
Francis Leiato	American Samoa Community College	urballife@yahoo.com
Michaele Lindeman	United Tribes Technical College	mickilindeman@yahoo.com
Heather Long Warrior	Little Big Horn College	goodlucka@lbhc.cc.mt.us
Angela Loud Bear	Mount Mary College	gloudbear@yahoo.com
LaKenya McNear	Livingstone College	ktmcnear@yahoo.com
Evan Miller	New College of Florida	evan.miller@ncf.edu
Faiane Miller	American Samoa Community College	altitude_72@hotmail.com
Korina Navarro	University of Texas at El Paso	venusglitter@hotmail.com
Damaris Nuñez Figueroa	Inter American University of Puerto Rico	damarisnun@yahoo.com
Claudia Ramirez	University of Texas at El Paso	cmrivera@utep.edu
Lewis Reed	San José State University, California	lewiskreed@hotmail.com
Jeffrey Ross	University of Montana, Missoula	jross9@nd.edu
Mona Urbina	University of California, Berkeley	ravenhairedmona@yahoo.com
Lauren Vickery	University of Hawaii at Manoa	lvickery@hawaii.edu
Rocio Villanueva	Florida International University	rvill002@fiu.edu
<i>Faculty and Staff</i>		
Melissa Armstrong	Ecological Society of America	melissa@esa.org
Jeramie Strickland	Ecological Society of America	jeramie@esa.org
Jason Taylor	Ecological Society of America	jason@esa.org
Iona Black	Yale University	iona.black@yale.edu

Appendix B

FIELD TRIP ITENERARY

Sunday June 4, 2006

9:00am - Participants arrive at the Kansas City International (KCI) Airport with shuttle transportation to the Spring Hill Suites in Lawrence, Kansas.

5:00pm - Informal meeting and introduction at the Spring Hill Suites by Jeramie Strickland, Student Coordinator of SEEDS Program and Melissa Armstrong, Coordinator of SEEDS.

5:45pm - Participants walk to Free State Brewing Company in Lawrence for dinner

6:00pm - Dinner at the Free State Brewing Company

Monday June 5, 2006

7:00am - Deluxe continental breakfast at Spring Hill Suites Hotel.

8:15am - Coach departs for Haskell Wetlands

8:30am – 10:15 am - Haskell wetlands tour guided by Mike Caron, Executive Director of Save the Wetlands Inc.

10:45am - Visit Haskell Cultural Center and Museum

11:15am - Transportation to University of Kansas (KU)

11:30am - Lunch and Discussion with Val Smith, Associate Professor of Ecology and Evolutionary Biology, KU; Erin Questad, KU REU Student, Ann Foster, BRIDGE Program Coordinator, KU and Haskell University; and Bob Timm, Curator, Natural History Museum and Biodiversity Research Center, Division of Mammals, KU at Kansas Union.

1:30pm - KU Museum of Natural History tours with Dr. Bob Timm,

3:30pm - Transportation to Spring Hill Suites Hotel

4:00pm – 5:30 pm - Free time

5:30pm - Walk to Lawrence Arts Center for dinner and reception.

6:00pm - Dinner and reception at the Lawrence Arts Center with members of the Committee on Imagination & Place to speak about a recently published book on the Wakarusa Wetlands (aka Haskell-Baker Wetlands).

Tuesday June 6, 2006

8:00am - Deluxe continental breakfast at Spring Hill Suites Hotel.

9:00am - Depart Spring Hill Suites Hotel and travel to Manhattan (Kansas State University-KSU)

10:30am - Settle into dorms – Ford Hall

11:00 – 11:30am - Welcome to Kansas State University (Ackert 324)

Brian Spooner, Director of Division of Biology, University Distinguished Professor KSU

Juanita McGowan, Assistant Dean of Arts and Sciences, KSU

Jim Guikema, Associate Dean of the Graduate School, Associate Vice Provost of Research, KSU

John Blair, Principal Investigator of Konza Prairie LTER Program, University Distinguished Professor, Division of Biology, KSU

11:30 – 1:00pm - Lunch at Campus Cafeteria in Student Union Building
1:00 – 2:30pm - Natural History Collections in Ecology and Evolutionary Biology - Herbarium and Entomological Museum (Ackert 324)

Carolyn Ferguson, Curator of K-State Herbarium and Assistant Professor, Systematics and Botany
Gregory Zolnerwich, Curator of K-State Entomological Museum and Associate Professor, Systematics and Entomology

Teresa Woods, Graduate Student, Botany, KSU
Madhav Nepal, Doctoral Candidate, Botany, KSU

2:30 – 3:00pm - Travel to Konza Prairie

3:00 – 5:30pm - Arthropod and Vertebrate Grazers in Grassland Ecosystems - Tour of Bison Loop at Konza Prairie (meet at Konza Headquarters)

Tony Joern, Professor, Community Ecology, KSU
Jayne Jonas, Doctoral Candidate, Community Ecology, KSU
Chris Smith, Emeritus Professor, Evolutionary Ecology, KSU

5:30pm - Depart for KSU.

6:00pm - Dinner in Derby Dining Hall/Journal time/free time in Aggieville

Wednesday June 7, 2006

7:30am - Breakfast in Derby Dining Hall

9:00 – 9:30am - Travel to Konza Prairie

9:30 – 12:00pm - Long-term Ecological Research on Plant Responses to Environmental Change - Tour of Rainfall Manipulation Plots (RaMPS), Belowground Plots and Restoration Plots

John Blair, Principal Investigator of Konza Prairie LTER Program, University Distinguished Professor, Biogeochemical Cycles
Sara Baer, Assistant Professor, Southern Illinois University at Carbondale, Restoration Ecology

12:00 – 1:00pm - Lunch at Konza Headquarters

1:00 – 3:30pm - Long-term Ecological Research on Animal Populations - Field Trip on Ecology of Small Mammals and Herps (meet at Konza Headquarters)

Don Kaufman, Professor, Mammalogy, KSU
Glennis Kaufman, Research Assistant Professor, Mammalogy, KSU
Eva Horne, Interim Director of Konza Prairie Biological Station, Research Assistant Professor, Behavioral Ecology of Reptiles and Amphibians, KSU

3:30 – 5:00pm - Break before Panel/Journal Time. Catered dinner at Konza HQ.

5:00 – 7:00pm - Evening Career Panel (Education Center, Ground Floor of Stone House, Konza Prairie)

Laura Aldrich-Wolfe, Postdoctoral Fellow, Fungal Ecology, KSU
Sara Baer, Assistant Professor, Southern Illinois University at Carbondale
Teresa Woods, Graduate Assistant, Division of Biology, KSU
Khara Strum, Graduate Student, KSU
Chris McLaughlin, SEEDS Undergraduate Research Fellow
Chuck Otte, President Elect, National Association of County Agricultural Agents
Raymond Pierotti, Associate Professor, Haskell Indian Nations University
Cynthia Annett, Center for Hazardous Substance Research, Kansas State University

7:00pm - Transportation back to KSU campus

7:30pm - Journal time/free time in Aggieville

Thursday June 7, 2006

8:00am - Breakfast in Derby Dining Hall

9:00 – 9:30am - Travel to Konza Prairie

9:30am – 12:30pm - Grassland Birds – Parasitism, Predation and Essential Field Methods

Karl Kosciuch, Doctoral Candidate, Demography of Cowbirds and Bell's Vireos

Page Klug, Doctoral Candidate, Avian Predator Dynamics

Jim Rivers, Doctoral Candidate, University of California at Santa Barbara, Behavioral Ecology of Host/Parasite Interactions

Khara Strum Graduate Student, Ecotoxicology of Migratory Shorebirds

12:30 – 1:30pm - Lunch at Konza Headquarters

1:30 – 4:00pm - Aquatic Ecology - Tour of Experimental Stream Facility and Kings' Creek Sampling Sites

Keith Gido, Professor, Ecology of Fishes, KSU

Craig Paukert, Assistant Professor, Assistant Leader of Kansas Fisheries and Wildlife Coop, Fisheries Ecology

Katie Bertrand, Doctoral Candidate, Effects of Disturbance on Stream Communities

4:00pm - Depart for K-State

5:00pm - Dinner in Derby Dining Hall

6:00pm - Ice cream social on KSU campus hosted by KSU Graduate School

7:00pm - Closing discussions/evaluations

8:30pm - Journal time

Friday June 8, 2006

5:30am - Depart KSU campus

8:00am - Arrive at KCI airport

Appendix C

FIELD TRIP PARTICIPANTS

Sunday, June 4
Orientation and Introduction

Melissa Armstrong
SEEDS Program Coordinator
Ecological Society of America
melissa@esa.org

Jeramie Strickland
SEEDS Student Coordinator
Ecological Society of America
jeramie@esa.org

Monday, June 5
Haskell Wetlands and Cultural Center Tours

Mike Caron
Executive Director
Save the Wetlands Inc.
mcaron@sunflower.com

Lori Tapahonso
Executive Assistant / Public Information Officer
Haskell Indian Nations University
ltapahonso@haskell.edu

KU Campus Visit and Lab Tours

Val Smith, Ph.D.
Professor
Department of Ecology and Evolutionary Biology
University of Kansas
vsmith@ku.edu

Erin Questad
Graduate Student
University of Kansas
questad@ku.edu

Ann Foster
BRIDGE Program Coordinator
University of Kansas / Haskell Indian Nations University
afoster@ku.edu

Bob Timm, Ph.D.

Curator

Natural History Museum & Biodiversity Research Center
Department of Ecology & Evolutionary Biology
University of Kansas
btimm@ku.edu

Dinner and Reception at the Lawrence Arts Center

Rick Mitchell

Gallery and Special Programs Director

Lawrence Arts Center
lacgallery@sunflower.com

Denise Low, Ph.D.

Professor of English

Haskell Indian Nations University
deniselow9@hotmail.com

Ernest Jenkins, Ph.D.

Professor of History

University of Kansas
ej2@ku.edu

Elizabeth Schultz, Ph.D.

Professor Emerita of English

University of Kansas
eschultz@ku.edu

Laurie Ward

Former Director

Kansas Land Trust
ltward@sunflower.com

Collette Bangert

Artist

cbangert@idir.net

Tuesday, June 6

KSU Campus Visit and Lab Tours

Teresa Woods

Graduate Assistant

Kansas State University
twoods@ksu.edu

Brian Spooner, Ph.D.

Director of Division of Biology / Distinguished Professor
Kansas State University
Spoon1@ksu.edu

Juanita McGowan, Ph.D.
Assistant Dean of Arts and Sciences
Kansas State University
blessing@ksu.edu

Jim Guikema, Ph.D.
Associate Dean of the Graduate School
Kansas State University
guikema@ksu.edu

John Blair, Ph.D.
Principal Investigator of Konza Prairie LTER Program / Distinguished Professor
Division of Biology
Kansas State University
jblair@ksu.edu

Madhav Nepal
Doctoral Candidate
Botany
Kansas State University
mnepal@ksu.edu

Carolyn Ferguson, Ph.D.
Curator / Assistant Professor
Kansas State University Herbarium
Division of Biology
Kansas State University
ferg@ksu.edu

Konza LTER Tours

Tony Joern, Ph.D.
Professor
Community Ecology
Kansas State University
ajoern@ksu.edu

Jayne Jonas
Doctoral Candidate
Community Ecology
Kansas State University
jjonas@ksu.edu

Chris Smith, Ph.D.
Professor Emeritus
Evolutionary Ecology
Kansas State University

ccsmith@ksu.edu

Teresa Woods (information mentioned above)

Wednesday, June 7
Konza LTER Tours

John Blair, Ph.D. (information mentioned above)

Sara Baer, Ph.D.

Assistant Professor
Department of Plant Biology
Southern Illinois University at Carbondale
sgbaer@siu.edu

Don Kaufman, Ph.D.

Professor
Mammalogy
Kansas State University
dwkaufman@ksu.edu

Glenn Kaufman, Ph.D.

Research Assistant Professor
Mammalogy
Kansas State University
gkaufman@ksu.edu

Eva Horne, Ph.D.

Interim Director / Assistant Professor
Konza Prairie Biological Station
Kansas State University
ehorne@ksu.edu

Career Panel Discussion

Cynthia Annett, Ph.D.

Scientific Program Director / Associate Professor
Hazardous Substance Research Center
Kansas State University
Cynthia@seekpeace.com

Laura Aldrich-Wolfe, Ph.D.

Research Associate and Postdoctoral Fellow
Fungal Ecology
Kansas State University
Law6@ksu.edu

Sara Baer, Ph.D. (information mentioned above)

Teresa Woods (information mentioned above)

Khara Strum

Graduate Student

Kansas State University

kmstrum@ksu.edu

Chris McLaughlin

SEEDS Undergraduate Research Fellow

msu_native@yahoo.com

Chuck Otte, Ph.D.

President Elect

National Association of County Agricultural Agents

Geary County Extension Office

Raymond Pierotti, Ph.D.

Associate Professor

Vertebrate Evolutionary Ecology

Haskell Indian Nations University

pierotti@ku.edu

Thursday, June 7

Konza LTER Tours

Karl Kosciuch

Doctoral Candidate

Division of Biology

Kansas State University

kosciuch@ksu.edu

Page Klug

Doctoral Candidate

Division of Biology

Kansas State University

pklug@ksu.edu

Jim Rivers

Doctoral Candidate

Behavioral Ecology

University of California at Santa Barbara

rivers@lifesci.ucsb.edu

Keith Gido, Ph.D.

Associate Professor

Fishery Ecology

Kansas State University

kgido@ksu.edu

Khara Strum (information mentioned above)

Craig Paukert, Ph.D.

Assistant Professor

U.S. Geological Survey, Kansas Cooperative Fish and Wildlife Research Unit
Kansas State University
cpaukert@ksu.edu

Katie Bertrand

Doctoral Candidate

Behavioral Ecology

Kansas State University

Bertrand@ksu.edu