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Environmental Anthropology Fellowship Final Report

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to the

Society for Applied Anthropology

and the

**Office of Sustainable Ecosystems and Communities,
Office of Policy, Planning and Evaluation,
United States Environmental Protection Agency**

Note: Attachments are not included with the electronic version of this report.

This report describes the activities, products, and recommendations of my Society for Applied Anthropology (SfAA) six-month fellowship in the Office of Sustainable Ecosystems and Communities (OSEC) at the United States Environmental Protection Agency (EPA) in 1997.

I will begin in Part I with a brief overview of the fellowship component of the cooperative agreement and how communication and monitoring were structured for the fellowship. In Part II completed work and products generated during the fellowship are described and examples included as attachments where possible. Lastly, in Part III I discuss my professional development during the fellowship experience and offer suggestions for improvements related to the cooperative agreement described below and a few suggestions for OSEC where I was based.

Part I. Background and Scope of Work

In 1996 the SfAA and OSEC signed an important five-year cooperative agreement to bring applied social science expertise to help the EPA implement aspects of its new Community-Based Environmental Protection (CBEP) initiative. The agreement is designed to fulfill this effort through multiple approaches, one of which being inclusion of a fellowship component to provide more opportunities for post-MA environmental anthropologists. Objective 4 of the agreement states the SfAA will:

Recruit, select, sponsor and supervise Environmental Anthropology Fellows and Interns to work in regulatory, policy and planning settings (including national and regional EPA offices) on environmental projects related to their academic or postgraduate careers.

Specifically, the Environmental Anthropology Fellowship was created to:

- increase awareness of the value of anthropologists in the environmental policy and planning arena,
- to assist communities and community-based environmental agencies in planning and practical activities,
- to improve fellows' skills and expand the contact network of the fellow, thus shaping future career options in the field of environmental policy and practice, and
- to provide an opportunity to experience regulatory, policy, and planning related to their academic or postgraduate careers.

As the first fellow under the cooperative agreement, I was based at the agency headquarters with the primary responsibility of helping to operationalize the agreement. The objective was to have someone:

- help the SfAA develop and coordinate an Environmental Anthropology Network,
- provide feedback and further assist the SfAA's efforts to establish an environmental anthropology fellows and student internship program,
- develop case-study information on community-based environmental protection work,
- helping increase visibility of the agreement through assisting in cooperative agreement related workshops, meetings, and advertising, and
- assist in the development of project specific proposals involving the Cooperative Agreement.

Communication and Workplans

The fellowship was structured for regular communication (via phone conferences and e-mail) between the fellow, the SfAA project director – Barbara Johnston, and also the EPA manager of

the cooperative agreement – Theresa Trainor. Johnston and Trainor were primary advisers and reviewers on my individual and team project work. OSEC staff and the SfAA advisory committee also reviewed products intended for public distribution. Additionally, drafts of the Environmental Anthropology Pamphlet (discussed in Part II) were circulated for comments among the general environmental anthropology community.

During the first week I drafted a project workplan outlining my goals and timeline for the six-month period of the fellowship. It was hard to design a workplan primarily from the outlined needs in the agreement. The specific directions to take, priorities, roles and assistance from the EPA and SfAA, and the depth that any need could realistically be operationalized were not apparent. Also, since OSEC, the EPA, and the position were new, and there were no previous experiences to learn from. Thus, I wrote the first workplan based on the needs outlined in the cooperative agreement and with the advice of Johnston and Trainor. However, despite the difficulty in projecting any specifics, the workplan helped visualize a realistic workload for the six-month period, as well as focus immediate work to start on. At the midway point the goals and timeline were revised in a second workplan (**attachment 1**). The workplan was submitted with a written report and short oral presentation in a phone conference with the SfAA advisory committee and OSEC staff.

Part II. Work and Products

Advertising and Outreach

Part of my responsibilities was to promote awareness of the cooperative agreement within the EPA, anthropology circles, and to the general public. Approximately 3,000 anthropologists attended the SfAA annual meetings in Seattle where I distributed a variety of information pertaining to the cooperative agreement. This information included posters I created announcing internship (**attachment 2**) and fellowship opportunities (**attachment 3**), and a public forum (**attachment 4**) on the agreement. Also distributed were copies of the cooperative agreement, mailings list signup, and background on OSEC and CBEP. In addition to postering and distribution directly at events, all information was available at a public table throughout the conference. With Johnston and Trainor I participated in the public forum fielding questions about the fellowship, and possibilities for the cooperative agreement in general. I also gave several brief presentations announcing the cooperative agreement, including the business meeting of the Local Practitioner Organizations and the meeting of the topical interest group on anthropology and the environment.

Immediately after the SfAA meetings I attended the 1997 Public Interest Environmental Law Conference in Eugene, Oregon. There I had the opportunity to discuss the cooperative agreement with several students and professionals, including John Pincus, a co-director of the local Mt. Pisgah Arboretum. I accepted an invitation from Mr. Pincus to meet with the he and the executive director of the arboretum to explain the purpose and possibilities of the cooperative agreement. I presented a general overview of the agreement, emphasizing its formative stage and the need for further development in some areas. In particular, a procedure had not yet been worked out for unsolicited proposals from non-EPA entities asking for assistance through the

cooperative agreement. None-the-less, the Mt. Pisgah arboretum, which is in the middle of a divisive stakeholder issue regarding land use, felt strongly that their project would benefit greatly from an environmental anthropologist and wanted to take some steps to further explore the possibilities for assistance. I encouraged them to write a one-page pre-proposal briefly stating their need and interest and send copies to Trainor, Johnston and the regional office. Johnston provided preliminary consultation with them (see her year-one summary). Though it was too early for the Mt. Pisgah Arboretum to receive assistance through the agreement, their strong interest demonstrates the appeal of the EPA's CBEP direction to local communities trying to resolve complex environmental problems and the demand and marketability of the skills of environmental anthropologists.

In promoting the agreement within the EPA I participated in a co-presentation with Theresa Trainor and Michael Kronthal (at the time an anthropology intern under the agreement - now a full-time EPA employee) at an open luncheon. Several EPA staff from various offices attended and showed remarkable interest in how they might utilize environmental anthropologists through the agreement. Additionally, while meeting with individuals from EPA offices (e.g. Environmental Justice, National Center for Environmental Assessment), I took the opportunity to explain the purpose of the cooperative agreement so that they could consider its utility within their office's programs.

Additional fellowship related presentations planned as of writing this report include:

- Poster presentation on fellowship research – American Anthropology Association meetings, Washington, DC, November 1997.
- Overview of fellowship work, Political Ecology Seminar, Department of Anthropology, University of Massachusetts, Amherst, November 1997.
- USFS Community Forestry workshop, Portland, Oregon. December 1997.
- Panel presentation on EPA fellowship work – Society for Applied Anthropology meetings, Puerto Rico, March 1998.

That last form I selected for promoting opportunities through the cooperative agreement was inclusion in the Internet webpages (detailed later) I was developing as a part of the fellowship. The webpages, known as the Environmental Anthropology Project are perhaps the least expensive and potentially most far-reaching form of promoting the cooperative agreement given the rapid expansion of Internet communication at all levels of American society. Feedback and counter statistics indicate awareness and regular viewing of the website is now occurring

Environmental Anthropology Pamphlet

The Environmental Anthropology pamphlet is the first in a proposed series of brochures intended to broaden awareness of environmental anthropology and its practitioners. Barbara Johnston and I designed and co-authored the first pamphlet (**attachment 5**) to serve a broad constituency through:

- providing a general introduction of what environmental anthropologists do in simple language,
- presenting key problem solving skills that would meet the needs of natural resource agencies and organizations,

specifically EPA managers in regional offices who are in a position to generate opportunities under the cooperative agreement,

- creating a tool that could be used by practitioners to promote their skills and services,
- giving orientation to students to the diversity of approaches and uses of environmental anthropology,
- presenting a list of key resources to find more information, job opportunities, training, and funding.

Layout was done on a PC using Microsoft Publisher software. The goals for the layout were to:

- include representational graphics of environmental anthropology and keeping text to a minimum,
- create a product that could be easily updated in future runs without incurring significant design and printing costs,
- maximize use of environmentally sensible ink and paper,

I designed the pamphlet to use a paper size of 8 _ x 14 inches. This size makes it possible to print an 8 panel brochure on a standard office laser printer or service bureau laser copier. All the draft phases were done on a standard desktop PC with low-cost software (e.g. Microsoft Publisher 97). Recycled color paper and grades, and photographs scanned into digital format, were test printed to make sure quality would not be sacrificed with the black and white laser printing. The initial printing was done at a service bureau and a small fee was paid to a graphic artist for final touch-up on the layout so it would print professionally. Minor adjustments in formatting need to be done if the pamphlet file is going to be printed on a different printer from which it was originally formatted for.

The main benefit of this layout strategy is avoiding offset printing which is expensive for small runs (less than 5,000 pieces approximately). High-speed laser printers are now found in service bureaus in all major U.S. cities and are equivalent in cost per unit and quality for simple designs at small runs of approximately 250+ units. Small print run sets means it is less likely there will be excessive amounts of unused units caused by miscalculating demand or pamphlets that have become undesirable because of outdated information. Thus, using this strategy makes low cost, regular pamphlet revisions possible which in turn makes it possible to have a pamphlet with unstable but invaluable information resources and content (e.g. webpages – frequently the URL/link address changes).

A test run of 2,000 pamphlets was is currently being distributed. We are soliciting comments to gauge how the pamphlet content, style, and overall quality might need to be modified in future runs. Furthermore, if the demand for the pamphlet seems as though it would balance the cost of offset printing, we may consider it given it is still the highest quality printing technology.

Website Development

The impetus for developing a world wide website is linked with objective 1, 5 and 6 of the cooperative agreement which state:

Objective 1 - Coordinate a SfAA Environmental Social Science Network and link it with the environmental regulatory community, nongovernmental organizations (NGOs) and community-based agencies and entities.

Objective 5 - Development and dissemination on community-based environmental protection work by anthropolo-

gists and other related social scientists.

Objective 6 – Outreach and dissemination including workshops, seminars, expert panels on relevance of anthropological tools, methods and findings to community-based environmental problems.

The Internet was viewed as a primary instrument for facilitating the proposed network and to help disseminate anthropological materials. Johnston asked me to oversee the development of the webpages based on my previous experience designing academic and business websites. As the project progresses, we expanded our efforts to draw together environmental anthropology efforts throughout the science into what is becoming a central clearinghouse of information, resources, and contacts. The webpages (outlined below) are called the Environmental Anthropology Project (EAP) and are a part of the already well-known SfAA website.

Using Claris Homepage PC software, I constructed each webpage (**attachment 6**) based on existing hardcopy materials or proposed ideas. Pages were put on a temporary online area so that Johnston, Trainor, and the advisory committee could easily view the drafts from their home or offices and send comments. After the draft review process I sent the files as e-mail attachments to the SfAA webmaster for final adjustments to the layout and loading on to the SfAA website.

For the structure of the site it was decided that the text-based layout with minimal graphics used on existing SfAA webpages would be the best model. One reason this was done was to try and keep design consistency between the SfAA site and the EAP area. Secondly, the SfAA design is simply an excellent website model. It is intuitive for novice users, text loads quicker than graphics, and the site can be viewed with old computer technology without having to activate a text-only switch (low graphic pages are less troublesome, especially for anthropologists operating in foreign countries where the dial-up connection speeds may be 1200 baud or lower).

The following outline lists each Environmental Anthropology Project webpage and its purpose. In addition to the primary information, each page provides relevant e-mail links and hyperlinks to appropriate people or additional information sources (e.g. Project director, EPA webpages).

- Environmental Anthropology Project is the index page for all the webpages under the site. The web address or URL for the page will be used for general advertising of the Environmental Anthropology Project such as on the Environmental Anthropology SfAA pamphlet series. It is also the primary URL given out to other websites willing to have a link to our site.
- What is Environmental Anthropology? is an online version of the SfAA Environmental Anthropology Pamphlet, which provides an introduction to the field. Copies of the electronic version can easily be downloaded from this site and printed on basic printers. This may help increase circulation of the materials and decrease hardcopy costs for the SfAA. For those who want the actual printed pamphlets they can be requested from the project director by phone, mail, or by e-mail directly from the website.
- Employer-Employee Connections: Environmental Anthropology Bulletin Board is a webpage where current environmental social science job listings or requests for work can be posted through the project director.
- Environmental Anthropologist Practitioner Profile – Information and Online Form provides an online tool for building a database of environmental anthropologists. When forms are filled in online and e-mailed to the

project director they arrive in digital form and can easily and quickly be transferred to the database. Forms can also be printed and distributed amongst colleagues and then mailed, requiring the information to be retyped into electronic format for the database.

- [Environmental Anthropology Mentor Network – Information and Online Form](#) works the same way as the practitioner webpage. However, its purpose is for building a network of anthropologists who are willing to serve as mentors for interns and fellows working under the cooperative agreement.
- [Where Can I Receive Graduate Training in Environmental Anthropology?](#) lists programs and their address as well as hyperlinks to any with websites.
- [Links to Other Environmental Anthropology Sites](#) is a list of hyperlinks for non-academic sites related to environmental anthropology.

Webpages specific to the SfAA-EPA Cooperative Agreement

- [About the SfAA-EPA Cooperative Agreement](#) provides a brief overview of the cooperative agreement and a link to the complete text for viewing online or downloading.

[Student Internship Opportunities, Post MA Fellowship Opportunities, and Practitioner Consulting Positions](#) lists current opportunities for work or research for student or professional anthropologists generated through the cooperative agreement. Each of these pages requires the project director to regularly send updates and deletion notices to the SfAA webmaster. When the SfAA server technology is updated an automatic system will be put in place so that visitor's can sign-up to receive an e-mail notice alerting them to any updates to the pages.

- [Forthcoming Presentations, Workshops, and Meetings](#) related to the cooperative agreement posted here by the project director.
- [Orientation Brief for New SfAA-EPA Fellows and Interns](#) is an online version of an introductory package of information and sources of materials on the EPA for new interns and fellows working under the cooperative agreement.

Since the fellowship ended Johnston and I continued to discuss and design additional pages in conjunction with Hann. Two thus far are:

- [Notes from the Field: Project Updates from SfAA Environmental Interns, Fellows, and Practitioners](#) provides an opportunity for interested parties to keep abreast of current projects taking place under the cooperative agreement.
- [Final Reports of all completed internships, fellowships, practitioner work, and project director summaries related to the cooperative agreement.](#)

Orientation Packet

My purpose for creating an orientation packet was to help future interns and fellows (and to a lesser degree practitioners) familiarize themselves with the physical environment, resources, organization, history, and work of the EPA. Prior to the creation of the orientation packet, neither the EPA nor the SfAA had an existing orientation program or set of materials that would help prepare interns and fellows for positions as they relate to the OSEC and the EPA. Some

will find more utility in the package than others, but it should save everyone the trouble and time to acquire basic preparatory materials.

In researching potential information, I spent several days gathering and reviewing materials from several libraries, the EPA website, from EPA offices, and from the public center. The orientation packet is a combination of hardcopy materials (attachment 7) and an electronic list for the SfAA website (attachment 8) of information resources and day-to-day information useful for working in an EPA office setting. Johnston and Trainor have a few sets of the non-website materials, but will need to periodically replenish them.

Research and 1997 AAA Poster

Apart from the primary responsibility of helping operationalize the cooperative agreement time was reserved during the fellowship for exploratory research related to my Ph.D. dissertation work on the political ecology of temperate non-timber forest product (NTFP) harvesters. Working in the federal government, and OSEC especially, afforded an opportunity to complement micro-ethnographic perspective with a macro policy and management approach to environmental problem solving and prevention. Many issues facing the EPA in implementing CBEP pertain to the NTFP harvesting arena:

- intersection of local knowledge with scientific expertise
- local participation and / or control and management of the local environment
- communities of interest versus communities of place / definitions of community
- identifying and communicating with local people

To help refine a specific topic of research, documents were collected relating to CBEP or community approaches throughout the agency and other federal offices for which I'm currently still reviewing. During the fellowship I was able to do some interviewing as well as have general conversations with EPA and other federal employees. One thing that was emerging that seemed worth exploring is it appears as though the ideas and language of community involvement, grassroots participatory approaches, and other types of local involvement, are becoming increasingly widespread in the federal government, but without well-defined courses of action. I decided to see if I might be able to gather enough information to effectively compare the strategies of several EPA offices and programs for participatory environmental protection and sustainability. Specifically I am looking for:

- shifts in power between the regulators and regulated
- how the boundary and membership of a community or culture is determined
- whether epistemological differences of stakeholders are considered and accommodated, and
- the methods used to identify stakeholders bring them into participation.

The preliminary results of this research will be presented in a poster session at the 1997 meetings of the American Anthropological Association (**attachment 8**).

Part III. Professional Development and Recommendations

Working in the EPA's Office of Sustainable Ecosystems and Communities provided the opportunity to apply and refine skills (i.e. presentations, webpage design, etc.) useful toward helping operationalize components of SfAA-EPA Cooperative Agreement described in Part II. of this report. More importantly, however, in terms of my professional development as an applied environmental anthropologist, were the opportunities afforded me by being situated for six months in a federal office working on issues of human communities and the environment.

In my application for the fellowship I wrote that most of my experiences with environmental policy and management had been at the micro-level through witnessing their effects on the everyday lives of people working in natural resource occupations. Largely missing was an understanding of the policy-making environment at the macro-level. This fellowship allowed me to experience, through observation and participation, an environmental regulation, planning, and policy making culture that is exploring micro-level understanding and involvement.

Experiencing the Environment

I spent an average of three days a week at the agency. The physical environment was well equipped and comfortable for working in. I was provided a private office with computer, printer, e-mail, and a phone with voicemail. I had access to unlimited photocopying, mailing, and faxing of documents related to my work. I had full privileges at the EPA library and used their set of comprehensive resources frequently for research. The research included finding appropriate materials for the orientation brief, monitoring environmental related events in the federal government (e.g. BENE daily, ELI, EPA newsletter, and others), and gathering information for the academic research described earlier in this report. .

The opportunity to spend time being in the internal environment and culture of the EPA alone would have had a lasting impact on my career. Certainly my fellowship was a chance to engage in critical research and receive advanced training, but it also was a chance to observe the mundane aspects of the EPA. For example, how people dress, or their casual talk. It was also a chance to observe listening skills, how they treat each other, and the attitudes about the politics of their immediate world. Though squabbles and grievances were kept out of sight, they tended to surface in other ways, as one can feel when something is amiss. Though we may like to pretend we can leave the human emotions, behaviors, and styles at the door when it comes time to crafting the policy, they remain a part of the culture and will invariably have some impact.

Mentorship & Networking

Theresa Trainor served as my EPA staff contact and was an essential part of getting the most from the fellowship. Though any new social and physical environment takes time to become familiar with, a federal agency like the EPA is particularly challenging. Trainor, and other OSEC staff, were instrumental in helping me situate the purpose and people of OSEC within the agency and federal government in general. Trainor helped in other ways including:

- introducing me to OSEC and other office personnel,
- meeting regularly for updates on my progress and consultations,
- indicating relevant EPA talks and meetings I could attend,
- encouraging my participation in phone conferences with regional offices or other federal entities exploring the

possibility of working with an anthropologist through the cooperative agreement, and

- commenting on the materials or projects I was developing under the cooperative agreement.

As a fellow I was largely a temporary and independent entity within the agency setting my hours, assignments, and interacting with others mostly at my discretion. Though this freedom is an essential component to a fellowship, it can isolate one intellectually and socially. For me, it was fortuitous that Trainor's background was in anthropology, and that during my fellowship a third anthropologist, Michael Kronthal, was also interning in the office. Our intellectual background gave us some immediate common understandings with which to frame and discuss problems, and to critique one another's work.

In addition to the regular interaction with Trainor and Kronthal, the fellowship projects required that I work closely (through e-mail and phone) with Barbara Johnston, the SfAA project director for the agreement (described in Part I). Regular interaction with Johnston over the course of the fellowship was a privilege and excellent opportunity to learn from one of the leading applied scientists in the field of environmental anthropology. Her insights and candid critique not only helped me achieve finished products at the standards of professional anthropology, but more importantly, to better understand the process and criteria for creating those products.

Of course, the nature of cultural anthropology quite frequently involves finding ways to interact socially and intellectually with diverse epistemologies, ways of communicating, and cultural differences. My time at the EPA was a chance to do some ethnographic work and I kept a daily ethnographic log of observations and thoughts about what I was seeing and experiencing while at the agency. A combination of 15 formal and informal interviews, lots of casual and sometimes regular interaction with EPA employees or other fellows, and general participant observation make up the ethnographic data. The data is exploratory and some of it was used in writing this report, and the AAA poster, and it may form the basis of future research opportunities.

Intellectual Development

The fellowship experience was an opportunity to expand knowledge and stimulate interest in a variety of areas that will inform my anthropological interests and professional life.

- As mentioned in Part II, working in OSEC was an opportunity to participate in discussions related to many of my academic research interests regarding theories of community, multiple stakeholder policy formation, and power sharing. It was especially important for seeing how specific methodologies were evolving to operationalize grassroots participation in environmental policy and management.
- OSEC is a relatively new program in the government and often there is a vulnerability of new federal programs to budget cuts and fallout from partisan politics. Clearly the staff are working hard to establish meaningfulness of their work and the effectiveness of their office. With successes I believe OSEC will have a wide appeal because their projects should have bipartisan, inter-agency payoffs and appeal. One of the great strengths of OSEC may be its ability to put a friendly face on government by interfacing directly communities. With this in mind and feeling strongly that OSEC's mission is on the cutting-edge for the US federal government, I will continue to monitor, criticize, share materials, and support the work of OSEC as long as our interests run parallel.

- Learning how the cooperative agreement was set up and helping devise strategies for implementation was an invaluable experience. Conceivably, this cooperative agreement could be a model by which environmental anthropology builds similar bridges with other non academic entities like NGOs or other parts of federal, state, or local governments. Applied anthropologists are employed throughout governments, but often not specifically as anthropologists and certainly not proportionately with other disciplines. The cooperative agreement serves as a specific vehicle both to accelerate government exposure to the utility of anthropological skills and knowledge, as well as to help expand the network and experiences of professional and student anthropologists. The existence of the cooperative agreement coupled with its implementation also serves to be reassuring to me, as well as the whole of anthropology, that applied environmental anthropology is not only a salient role for academics, but an employable occupation as well.
- Though offices like OSEC may hold some fundamentally different positions on how to protect the environment, there is little overt criticism between offices, or office members. Critical debate between schools of thought, and increasingly reflexive critiques by individuals and offices of their work, is a cornerstone of academic culture and good science. However, government offices, agencies, and departments more often function with a business-like cohesion and reluctance or inability to contest the central ideology. This is not necessarily undesirable where the mission is to carry out explicit policy or enforce laws and regulations, because ideological hegemony helps avoid sending mix-messages to the citizenry. However, towing the party line may hinder the exploratory possibilities of an office like OSEC whose chances for finding successful approaches invariably increases as does the diversity of ideas they have to draw from. Perhaps filling the void of criticism will prove to be an important role anthropologists working under the cooperative agreement since they are not subject to the agency doctrine.
- Before the cooperative agreement there was little written work related to the field of applied environmental anthropology. The reports of interns, fellows, and practitioners are now generating an excellent pool of materials demonstrating the flexible skills and adaptability of anthropologists in studying complex social systems and making informed recommendations.

Recommendations Regarding the Cooperative Agreement

- The first project workplan for internships and fellowships should be written before the position starts. It should take the form of a general sketch rather than being specific or rigid (as suggested by some). I recommend this approach for the first workplan, because even though it will get easier to anticipate the dynamics of the office or field setting as more final reports accumulate, a week or two into work usually brings to the surface unexpected and unpredictable factors that need to be adjusted for. However, I think it would be entirely appropriate, in most cases, to require a midterm workplan. This workplan should be specific to the remaining work and timeline for completion.
- Funds should be made available to the anthropologists upon approval of the first workplan to prevent critical delays to the starting date agreed upon in the project workplan. Financial delays can potentially cause serious setbacks to work progress given the unpredictable nature of anthropological fieldwork. This is especially true when it involves ethnography. For example, such delays can hamper the ability to schedule and attend important meetings often needing to be scheduled far in advance. In some cases delays can force some contractors and students to resign their position do to their lack of financial flexibility.
- Materials should continue to be assembled into an orientation package and made available to aid interns and fellows in pre-work preparations. Particularly, the award announcement letter should indicate the importance of reviewing the orientation brief, the cooperative agreement, contact information for previous interns and fellows, the final reports, and other useful background material all contained on the SfAA Environmental Anthropology Project website. It would also be useful for future fellows to periodically update the existing orientation brief.

- The SfAA needs to create a full-time webmaster position to maintain, update, and expand both the Environmental Anthropology Project website and the SfAA site. With proper attention the Environmental Anthropology Project website could truly become a central clearinghouse of environmental anthropology information and materials, as well as a mechanism for networking anthropologists and linking their skills to societal needs. Several current projects, such as the mentor and practitioner networks, and the training program links, are going to require significant time to complete and maintain. Last, a webmaster would allow the website to branch out into more sophisticated projects such as online workshops, downloadable video catalogs, moderated listserv discussions, and production of an e-mail digest.
- Interns and fellows should be encouraged to keep ethnographic-like fieldnotes. Such fieldnotes would contain field observations, ideas and preliminary analysis, and a general activities log. There are several benefits to maintaining fieldnotes. First, they would be useful in writing the midterm and final reports. Second, they could be drawn upon as a source of data for future research papers. Third, they would provide interns and fellows with an opportunity to further practice and develop their ethnographic notetaking skills, a skill essential to the professional practice of anthropology. Last, though fieldnotes, or sensitive parts thereof, should not be made public, sharing them with the mentor and project leaders, provides an excellent structure for feedback and monitoring.
- An alumni link should be created on the website that provides contact information for previous interns and fellows. This will help build continuity between the experiences of all participants. It will give incoming fellows and interns people to contact for general information, and in some cases specific information about what to expect at their office or field setting. The alumni link section could also be developed as a work summary or resume that potential employers and principle investigators of research projects could scan online.
- Fellows and Practitioners could give presentations to EPA on relevant aspects of their work or areas of research. The period of direct work with the EPA, especially those based in office settings, provides an ideal opportunity for the spread of anthropological ideas. Presentations could take many forms including; simple brown bags, agency wide public lectures, or moderating e-mail chat sessions. In some cases fellows may be able to arrange for guest speakers to give presentations.

Recommendations specific to OSEC

The following few points offer some casual observations and suggestions for OSEC from the perspective of a visiting social scientist.

- Meetings. As one would expect in offices in the headquarters of a major policy and management agency like the EPA, there is a constant slate of meetings to attend. During the fellowship period I attended several dozen meetings, lectures, and seminars at the agency. Attendance seemed to be unpredictable with some meetings overflowing and others barely attended. Sometimes people who would have been key participants for a given agenda were unable to attend do other conflicts. Sometimes people could not attend meeting that they would liked to have, because they needed time to get "real work done." Meetings, as important as they are for the exchange of ideas and information, take a lot of mental energy to stay focused. As a result, they can make other work such as completing a paper or similar project suffer. I do not suggest limiting the amount of meetings, but rather OSEC (and preferably the EPA) should switch to a structured repondez s'il vous plait (RSVP) meeting system in which people indicate the meetings that they will attend. I have used this system in organizations before with great success. An additional benefit is that this type of approach generates a wealth of statistics useful for meeting planners in assessing interests in subjects and presenters, as well as the appropriateness of time and place.
- Intellectual Preparedness. In talking with staff and reviewing many EPA documents I was surprised that people did not seem to have a comprehensive familiarity with relevant literature, especially in the international arena. On some subjects like community participation most of the writings and programs are non-domestic, or have been done by scholars principally working and often publishing outside the United States. Staying abreast of

the literature is of crucial importance for staying on the cutting-edge and learning from other's experiences. However, managers should not underestimate the significant time it takes to realistically research, read, and absorb the material. To some degree it seems the expectation is that reading should be off the timeclock or done rapidly, but this attitude clearly undervalues the need to be informed. The most effective applied social scientists are those that are able to save time and energy by using their indepth knowledge of a subject to be very calculated and confident of their actions.

- Bringing the members "Communities" to OSEC. Much in the way other federal agencies create the opportunity for the public to witness their culture first hand, it would perhaps be of equal benefit if OSEC also had a visitor's program. Obviously OSEC can't entertain thousands of American citizens and get much work done, but it isn't likely the tourists are going to beat the doors done anyway. However, some would like to come and should be welcomed. At the least, they would probably gain a lot by experiencing a little of the policy maker's environment and culture.