



USGS Workshop
"Linking hydrological change and ecological response in streams and rivers of the eastern United States"

TNC Special Session

Exploring Expanded Collaborations with The Nature Conservancy
Thursday February 10, 2005
1:30 - 5:30

The Nature Conservancy, a conservation organization with more than 1 million members, is increasing its attention to rivers and freshwater biodiversity. The Conservancy prides itself on using the best available science in planning and implementing its programs, and greatly values the science of the U. S. Geological Survey. This 4-hr supplemental session is being organized to provide selected USGS staff with additional information about future Conservancy projects and science needs, and to support an open discussion of ideas for increasing interactions between the organizations. We will arrange the seating to facilitate open discussion by 20-30 scientists. Additional gallery seating will be available also. A session summary will be included with the Workshop document.

Agenda:

Hours 1-2: About The Nature Conservancy's Work on Rivers and Streams

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| 1. Introductions (Brian Stenquist) | 5 min |
| 2. Purpose of Session: Why TNC/USGS Interaction is Being Sought; Science in support of Adaptive Management. (Ken Lubinski) | 10 min |
| 3. Putting Science into Conservation Practice: Examples from Global to Local Scales. (Paul West) | 25 min |
| 4. The Future of Environmental Flow Science and Management. (Brian Richter) | 25 min |
| 5. Large River Conservation: Examples of Needed Science Interaction On the Upper Mississippi River and in the Great Rivers Partnership (Ken Lubinski) | 25 min |
| 6. Immediate Verbal/Written Feedback: Ideas, Comments, Suggestions (Brian Stenquist) | 15 min |

BREAK

Hours 3-4: Opportunities for Engagement (facilitated by Brian Stenquist) 75 min

1. Clarifying important assumptions/issues
2. Ideas for USGS/TNC interactions, possibly organized by steps within science-based adaptive management, such as:
 - a. Evaluation of status and trends (and threats)
 - b. Setting conservation goals (key ecological attributes, selecting conservation targets, goals as hypotheses, etc.)
 - c. Setting learning goals
 - d. Selecting conservation or restoration actions
 - e. Predicting consequences (modeling)
 - f. Measuring conservation success (metrics and report cards)
3. Priorities (**Brian Stenquist**) 30 min
4. Summary comments (**Sue Haseltine**, USGS, Associate Director for Biology)

For more information contact:

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