

Background

The School of Forest Resources, established as one of the first natural resource programs in the country, has been “creating futures since 1907.” On July 1, 2009, the College of Forest Resources became the School of Forest Resources within the University of Washington's new College of the Environment. Our vision is to provide world class, internationally recognized knowledge and leadership for environmental and natural resource issues. Our programs focus on the integrating theme of sustainability in environments that include wilderness and park-like ecosystems, intensively managed planted forests, and urban environments. We educate the next generation of leaders in natural resources and public and private land management throughout the state, the region, and the nation and contribute to the solution of natural resources and environmental challenges throughout the world.

Mission:

The School of Forest Resources is dedicated to generating and disseminating knowledge for the stewardship of natural and managed environments and the sustainable use of their products and services through teaching, research and outreach.

Vision:

The School of Forest Resources will provide world class, internationally recognized knowledge and leadership for environmental and natural resource issues.

Facts:

- Established in 1907 as one of the oldest units on the University of Washington campus and one of the original natural resource programs in the country, our vision is to provide world class, internationally recognized knowledge and leadership for environmental and natural resource issues.
- School teaching, research, and outreach programs focus on the integrating theme of sustainability in natural and managed environments that include wilderness and park-like ecosystems, intensively managed planted forests, and urban ecosystems.
- Our academic niche at the University of Washington is to study the key principles and processes that explain the behavior and interaction of biotic and social systems along gradients from urban to wildland settings.
- We study human-influenced natural resource and environmental systems through an interdisciplinary approach in collaboration with our campus and external partners.
- The College of Forest Resources became the School of Forest Resources, a founding unit within the College of the Environment on July 1, 2009.

Core Values:

Open communication, respect, accountability, excellence

Our graduates are leaders in natural resources and public and private land management throughout the state, the region, and the nation. The management of natural resources for products and environmental services is vital to political, social, and economic decisions made every day by leaders and citizens and is a key element in our state and regional economy. As faculty members in universities throughout the country, our graduates are educating the next generation of leaders in natural resources and environmental issues.

Our faculty research topics of regional and global importance, including fire ecology, ecological restoration, invasive and endangered species, bioresources, urban sustainability, global warming, forest productivity, and pulp and paper processing, and natural resources policy. Committed to the integration of teaching and research, they provide students with real-world experience and hands-on learning in our region's urban-to-wildland laboratory.

Our academic programs use the array of biological-social interactions in the Pacific Northwest as a learning environment for problem-based, interdisciplinary inquiry. We offer undergraduate programs in environmental science and resource management (ESRM) and bioresource science and engineering (BSE). Graduate study areas include environmental horticulture and urban forestry, forest ecology, forest soils, forest systems and bioenergy, bioresource science and engineering, restoration ecology, social sciences, sustainable resource management, and wildlife science.

Our outreach and technical transfer programs provide knowledge and training focusing on international trade in forest products, precision forestry, regional natural resources, urban ecosystems, and environmental horticulture.

Our partnerships include formal interdisciplinary links across campus as well as collaborations with academic institutions, federal, state, and local governments, industry, and Native American natural resources managers.

Important Issues

1. **Hiring:** Search for two Directors (Forest Resources, UWBG), Forest Protection¹, Role of joint appointments (see #3 in minor issues below)
2. **Placing the applied and outreach components of the School in a more competitive position** (within the campus [i.e., ABB; define, agree upon metrics] and external to the campus light).
 - a. Document from the Visiting Committee (attached)
 - b. Forestry Resources Institute—They need to do a better job of getting a constituent base on the outside to include industry and legislators. Involve Fridley. Make a decision whether or not to include fisheries for a state natural resources outreach endeavor. Blessing of the Dean.
 - c. Vision of the Dean
3. **School's name change:** Go or no go. Sprugel document (see attached)
4. **Culture and Structure of Dean's office**
 - a. Please think blank slate.
 - b. Consider carefully the focus and the role that staff versus Associate Deans might have.
 - c. Internal Communication – we need to know in a timely, collaborative way issues surrounding budget (e.g., goal for the Provost return funds), hiring (e.g., replacement for Debra), positions renewals (e.g., knowledge, delays).
 - d. Following University Faculty code (e.g., all faculty meetings, appointments versus elections)
 - e. Strategic Plan: need a real one (inclusive retreat) where
 - f. Mission and Vision are defined
 - g. Group and Individual Values are spelled-out
 - h. Shared Governance including staff and students
 - i. Staff culture that recognizes their limitations and at the same are willing to use existing staff knowledge and skills to supplement.
5. WPA and 520 mitigation (see attached document)
6. Development Staffing – current 1.7 FTE supported by Central and 0.97 supported by SFR. Ideal would be 1.0 for UWBG and 1.0 for SFR.

Lesser Issues

1. Indirect Return
Increase
Value 0% partnerships

¹ Identified through strategic planning process as the highest priority for the School of Forest Resources.

CESU

2. Renovating laboratory space
3. Filling gaps in current and future FTEs, e.g. entomology, pathology, forest health
 - Vacant appointments held by Dean's office
 - Dealing with new joint appointments
 - Bioresources (Chemical Engineering)
 - Atmospheric Sciences
 - Existing Faculty
 - Michael Robinson-Dorn (solved)
 - Josh Tewksbury
 - Martha Groom
4. Integrating Social Science Faculty into existing units or creating a new unit (s): report of the Curran and Leschine committee.
5. Loss of Previously successful endeavors
 - Water Center
 - Rural Technology Initiative
 - Wood shop
6. Potential loss
 - Nature Mapping
 - Soil Analytical Lab
6. ABGC Membership (Barbara Wright, Iain Robertson, Sandra Lier)
- 7.. Relationship between City, University and Arboretum Foundation

Key Strengths of SFR

1. Long-history, establish reputation: Strong local, regional and global reputation
2. Only named forestry program in State
3. State where forests are a dominant vegetation type and are socially, culturally, and economically important
4. Some outstanding facilities.
 - a. Buildings: Anderson, Winkenwerder, Bloedel
 - b. Buildings: Merrill, NHS, Isaacson, Douglas
 - i. Miller Library, Hyde Herbarium,
 - ii. Union Bay Gardens,
 - iii. Union Bay Natural Area
 - c. Buildings: Graham Visitor's Center: Outstanding collections in the WPA
 - d. Crane, ONRC, Pack Forest.
5. Incredible place in which to do applied biology and management both locally and globally.
6. Instruction
 - a. Strong, innovative, flexible curricula – Environmental Science and Resource Management, Bioresource Science and Engineering
 - b. Students
 - i. Excellent undergraduates – strong and growing ESRM, transformation of Pulp and Paper Science to Bioresource Science and Engineering
 - ii. Numbers of both majors and minors increasing
 - iii. Graduate Students: Excellent, long-history
 - iv. More international students than other units.
 - v. Largest enrollment in the college and growing both undergraduate and graduate. (70 new undergrads and 58 new grads Autumn 2010)
 - vi. Have more women in our programs than other forestry programs. Regarded as inclusive. Open to all types of diversity.
 - vii. Have excellent tribal history, connections, and current undergraduate and graduate student population
 - viii. Have a great mix of large, service courses and courses that offer true hands-on experiences (e.g., Spring Quarter Yellowstone Field trip, ESRM 462-3-4 Restoration Ecology Capstone).
 - ix. Capstone experiences (e.g., Restoration Ecology Network)
 - x. Excellent student participation
7. Faculty
 - a. Large body of young faculty (14).
 - b. Long-term record of strong, intellectually and geographically diverse faculty
 - c. Some existing and future superstars

8. Staff: really smart people in key areas—dedicated and years in experience. Highly effective and creative. Focused on excellence and the good of the order.
9. Alumni, friends, advisors, stakeholders – diverse, strong, focused
10. Have a long-lasting record of effective collaboration across campus.
 - a. Early years of Gessel – Scott and Walker-Kruckerberg
 - b. IBP
 - c. Success competing for Tools for Transformation Grants
 - d. IGERTs
 - i. Urban Ecology
 - ii. Multi-national Collaborations on Challenges to the Environment
 - iii. Bioresources
 - e. Joint MS/MPA programs
 - f. Joint CoENV – Department of Global Health
11. Model and commitment to strategic planning which includes the concept of inclusion and transparency. This process initiated and facilitated our recent curriculum transformation, graduate program streamlining, and faculty hiring initiatives, all of which have resulted in significant increases in enrollment and sponsored research.
12. We like a good party and we know how to throw a good one. Salmon BBQ, Christmas Party, Recognition Event, Tradition, Dead Elk
13. Outreach and outreach potential are very strong: UWBG, WPA, K-80 learning, Public Lectures, Denman Series, Environmental Forum, etc.
14. Even though the outreach component is difficult right now we continue—kindergartners to senior volunteers. Have more women in our programs than other forestry programs. Regarded as inclusive. Open to all types of diversity.

Future Opportunities

I. The 4 and 6f Environmental Mitigation associated with State Route 520.

II. Forestry roots and paths they offer are still strong: We can still do things that are forestry oriented if we craft them correctly. Reasons:

- (1) There's a group in the state legislature that would support these. We have excellent relations with these and other legislators. Both work in Forestry and with the Arboretum are greatly appreciated.
- (2) We're the only accredited forestry program in the state.
- (3) Only state designated arboretum
- (4) Strong visiting committee relationships.
- (5) Very strong alumni support.
- (6) Good tribal relationships and a long-term history at the School level. This is now supported at the University level.

- a. Leadership in the UW in tribal relations (e.g., tribal summit, Emmert's advocacy, commitment to the House of Knowledge.
 - b. Excellent support from the Office of Minority Affairs and Dr. Sheila Edwards-Lange
 - c. Field trips, scholarships
 - d. Emerging relationship through the Bioresources IGERT and work by Gary Morishime, Larry Mason, Ernesto Alvarado and Ivan Eastin, Intertribal Timber Council.
- (7) Employer support, job list, career fair.
- (8) High quality students. Enrollment increasing at a time when most resource schools are in decline.
- a. Our new ESRM curriculum has helped.
 - b. Transformation of PSE to BSE.
- (9) Because of our 100 year history we have a lot of endowed support relative to our size.
- (10) Global Health relationship. BNR presence. Collaborative ventures. Climate change faculty are young and doing well and now they have more opportunities for collaboration across the college.

III. At the same time, we offer broad environmental expertise and a strong history of collaborative relationships.

Attached Appendices

Sprugel Document regarding name change

Visiting Committee Report

Doug Sprugel Document on Name Change

We propose to change the name of the School of Forest Resources to the School of Environmental and Forest Studies. This proposal is the culmination of a long process of transformation, as over the past 50 years the School (formerly College) has grown from a unit focused strictly on forest management and wood products to one that deals with the science, management, and utilization of a wide range of terrestrial ecosystems. Changing the name of the School will make this transformation clearer and more visible to audiences both inside and outside the University of Washington.

The proposed name change will have a broad range of benefits but its greatest impact is expected to be on recruitment of undergraduate majors. The Environmental Science and Resource Management major deals with conservation and management of a wide range of terrestrial ecosystems, from marshes to mountaintops, with management goals ranging from intensive timber production to recreation and protected wilderness. However, surveys both within and outside of UW* have shown that students do not look for programs of this breadth in a School of Forestry or Forest Resources; they expect any program in a "Forestry School" to be focused primarily on commodity production. *[Students often expect that programs oriented toward conservation and protection will be found only in Biology or Environmental Studies programs.]* In order to make our majors as visible as possible to students who might be interested in them, and to draw students into the School and thus into the College of the Environment, we need a new name that reflects the breadth of our interests and emphases.

Faculty and students have informally discussed changing the name of the College to reflect these broader interests for at least 25 years. However, the first concrete action acknowledging that the College's charge was no longer limited to forests occurred in 1996, when the faculty (after heated debate) adopted a Mission statement that referred to "stewardship of natural and managed environments" but made no specific mention of forests. Formal consideration of a change in the College's name actually began in September 2006, when "new name that accurately reflects all we do" was recognized as the highest priority item at the College's annual strategic planning retreat. Action on this priority was interrupted by intense debate about the proposed College of the Environment, but once the new College was in place SFR Director Tom Hinckley appointed a committee headed by Professor Emeritus James Agee to generate a list of potential names or keywords and oversee voting by the larger community (faculty, staff, students) to narrow the choices down to a few. The committee's work resulted in a list of 31 names that were presented to the School for a vote. Subsequent votes and other inputs from faculty, students, staff, and alumni whittled the list down to 5 (6?) possible alternatives to the old name. Faculty then voted among these five names, and "School of Environmental and Forest Sciences" received a majority (?) of the votes. The final step was a direct choice between "School of Environmental and Forest Sciences" and "School of Forest Resources", with "School of Environmental and Forest Sciences" winning by xxx to xx.

This transformation in the mission of the College that led to the proposed change began in the late 1960's with the appointment of new faculty in Forest Recreation and Forest Wildlife to complement the existing expertise in biology, management and utilization of trees and wood products. The College of Forestry became the College of Forest Resources in 1967 to acknowledge this broader portfolio of

emphasis and expertise. We now have faculty with expertise in aquatic ecology, environmental social psychology, environmental economics, environmental policy, invasive species, landscape ecology, land use planning, rare plant conservation, surface water hydrology, urban wildlife, and wetland plant ecology in addition to a broad range of experts in more classical forest-related topics. With such a broad range of areas of study, a still more inclusive name is now needed to accurately describe the School's programs.

Undergraduate programs have tracked this broadening of the school's emphasis. The number of different majors offered by the College has grown and shrunk periodically, but as late as the mid-1980's only 3 majors were offered: Forest Management; Forest Engineering; and Paper Science and Engineering. In 1988 a major in Wildlife Science was added to accommodate students who were more interested in animals than trees, and in 1992 a major in Conservation of Wildland Resources was added for students more interested in conservation than product-oriented management, as well as a major in Environmental Horticulture and Urban Forestry for students interested in urban rather than rural communities. In 2004 all of these majors except Paper Science and Engineering were folded into a single Environmental Science and Resource Management major that is vastly different from the old Forest Management program. Finally, in 2010 the Paper Science and Engineering major was renamed Bioresource Science and Engineering, again reflecting a broadening of emphasis by SFR scientists and students.

Broadening of names and emphases is a common pattern among forestry schools. The Yale School of Forestry, the oldest in the country, changed its name to the School of Forestry and Environmental Studies in 1972. At the University of California (Berkeley), the College of Agriculture and the School of Forestry merged in 1974 to form the College of Natural Resources. The Duke School of Forestry renamed itself as the School of Forestry and Environmental Studies in 1974 and later merged into the School of the Environment in 1991.

*Smith, T., and A. Koven. 2010. A Time for Change – Lessons Learned from a Survey of Prospective Students for Rebranding Forestry Education in Toronto. *The Forestry Chronicle* 86: 299 – 301.

Visiting Committee for the UW School of Forest Resources

Proposed Strategic Directions for Public Engagement under ABB

July 23, 2010

Purpose

The School of Forest Resources' 100-year commitment to public engagement through continuing education and outreach is threatened under the University of Washington's (UW) newly-instituted Activity Based Budgeting (ABB) system. The School is at an important crossroads, and the members of the Visiting Committee would like to provide our observations and recommendations to the Director and the Dean of the College of the Environment on challenges the School is facing. This document is focused on the parts of the School's program and mission that are most vulnerable under ABB.

The Visiting Committee is apparently the only one such organized group of outside advisors within the College of the Environment. This commitment of time and expertise by a group of volunteers indicates its dedication to the mission and goals of the School. We have provided valuable input to the College (now School) of Forest Resources on critical issues such as curricular transformation, fundraising, and research directions that helped advance its transition to a School in the College of the Environment in a state of strong health and stature. Now, a different set of challenges confronts us¹, and we have new recommendations to address those challenges to further the critical mission of the College.

School of Forest Resources Position within the College of the Environment

The School of Forest Resources is one of the original natural resource programs in the country. Established in 1907, the School has provided science, engineering and policy-related knowledge to advance sustainable natural and managed environments, that include wilderness and parks, intensively managed planted forests and urban ecosystems. Its reputation as a world class academic institution has been achieved through recognition of the contributions to society by its faculty and graduates, and with the establishment of the College of the Environment begins a new era of leading edge natural resources education and management policy.

The School's many partnerships and outreach efforts, with stakeholders, agencies, and other educational institutions have created confidence in its research and ensured that knowledge is applied to socially-important goals. The longstanding relationship between the School of Forest Resources and Native American communities has resulted in many tribal members attending the University of Washington and contributes to their home communities through professional level employment.

Philanthropy is generally aligned with shared values, and the School's alignment to the sense of place of the region and society as a whole is reflected in its grants, gifts, scholarships and endowments. This

¹ There have been a series of articles in the Seattle Times that capture this issue well. Danny Westneat's article entitled "No Emmert? Science cuts hurt more" (April 27, 2010) (http://seattletimes.nwsourc.com/html/dannywestneat/2011718188_danny28.html) and Nick Perry's article: "UW: Hard course ahead for funding." (May 1, 2010) (http://seattletimes.nwsourc.com/html/localnews/2011757091_uw02m.html). Perhaps the most telling sentence is the last: "Jenny says the UW is looking for ways to save money and to increase revenue in every budget item, no matter how arcane." This includes revenue from both real and intellectual property.

alignment can be even stronger when the full capabilities of the College are unleashed to address critical issues. The converse to alignment can of course also occur, if connections to societal interests and the public's expectations for UW to help solve tough problems were perceived to be missing.

The forests of the northern hemisphere present a microcosm of the complex challenges and cross-boundary, cross-disciplinary partnerships that can be models for engagement throughout the world. Forests held in federal, state, tribal, industry and small holder ownerships, plus park, arboreta and urban uses provide wonderful opportunities to overlay science with differing world views, experiences and the complex interactions between people and the environment.

The School's teaching and research programs include the sustainable management of natural resources derived from forest and other biotic systems and the innovative development of their products through precision forestry and bio-resource science and engineering. The School has a strong research and instructional reputation in forest management and urban forestry, natural resources economics, bio-resources, fire science, conservation biology, ecosystem sciences, environmental horticulture, phyto-remediation and restoration ecology. The School is currently the only academic unit within the state of Washington that offers accredited programs in Forestry and Bio-resource Science and Engineering (formerly Paper Science and Engineering).

The School uses both traditional and innovative classroom, field-based and outreach practices to reach students, professionals, school children and life-long learners regarding the ecological, economic, policy and social issues surrounding land stewardship. The School is endowed with both on-campus resources (e.g., Anderson, Bloedel, Douglas, Isaacson, Merrill, NHS and Winkenwerder Halls) and off-campus facilities and lands (e.g., Wind River Canopy Crane Research Facility, Lee Forest, Olympic Natural Resources Center, Pack Forest and the plant collections of Washington Park Arboretum) to enhance its teaching, research and outreach programs. The School's student face is not large (~500 undergraduate and graduate students), but its outreach face may be two orders of magnitude greater.

Teaching and Research under ABB

Although our major concern is about the School's challenge in maintaining its outreach mission under ABB, a brief review of the teaching and research challenges under ABB is important. Factors that influence how units will receive funding include: (1) a continual and significant decrease in state funding (presently less than 10% of the UW's total budget), (2) a situation in which there is more funding from tuition than from the State, (3) increasing pressure for a transparent funding mechanism that rewards accountability and milestones.

Activity-Based Budgeting (ABB) is an effort to address these factors. Units will be rewarded for undergraduate (80% based on student credit hours generated, 20% on students graduating in that major), graduate and professional student (80% on enrollment, 20% on student credit hours) and research activities (based upon the indirect costs recovered in grants and contracts to a unit.) Other activities will be valued; however, these remain to be accepted as measures of what the UW wishes to contain in its scholarship and public profile.

The School has added 14 faculty members to its rolls in the past four years, strengthening existing capabilities in wildlife science, fire science, remote sensing and urban horticulture, and adding new capabilities in bio-resources, molecular biology, phyto-remediation, resource informatics, economics and quantitative landscape ecology.

The sustainability of global forest resources is under serious threat from land conversion, invasive species, increased fire, insect and pathogen pressures and climate change. Responding to these threats requires a broad array of tools from fundamental sciences, interdisciplinary approaches and traditional ecological knowledge. Critical land stewardship challenges, such as disparate land values, greenhouse gas-entrainment, carbon valuation, or ecosystem pricing for water, biodiversity and other services require critical thinking skills to go along with technical expertise.

Strategies for addressing ABB metrics for teaching (student credit hours, number of graduating students and number of graduate students) and research (indirect cost recovery, graduate student support) are being addressed by the School in its ongoing strategic planning process, and include high enrollment service courses, continual refinement of major and minor curriculum offerings, an emphasis on unique hands-on field courses to attract students and diversifying the research base to improve indirect cost recovery.

Additional metrics need to be identified, including number and durability of external partnerships, quality of field experiences, and job placement of graduates - all which would support increased enrollment and diversified research opportunities.

Outreach and Continuing Education – The Heart of the Challenge under ABB

Although the UW cites global engagement as a core value, outreach is not currently an explicit part of its mission or a funded activity under ABB. There are no College-level metrics for evaluating and rewarding continuing education or outreach, even though two units within the College, the School of Forest Resources and Washington Sea Grant, have major outreach programs.

School of Forest Resources researchers have been engaged with national and global peers, federal agencies, the United Nations, the World Bank and other organizations to develop valuation methods for natural resource “products” including clean water, carbon sequestration, recreational opportunities, soil productivity, and even “viewsheds.” This decades-long effort is directly analogous to the ABB issue. It is easy to count visitor-days, revenues from campsite and trailhead fees or stumpage fees paid for timber harvest. In a university setting it is relatively easy to count student contact hours, fees generated by professional education programs, revenues from research contracts and income from licensing of intellectual properties. It is much more difficult to quantify the intrinsic and often future values of facilities, outreach and collaborative academic/research investments.

Public engagement must be core at both the UW and the College level, and we need to transition value statements to quantifiable metrics. The arguments for these metrics should include both a rationale for the basic values provided by public and continuing education, and practical and innovative solutions for

funding programs in times of extreme fiscal uncertainty. With arguments and potential funding in hand, metrics to measure the value of outreach and continuing education can be developed.

Our Arguments:

Collaborative research and technical innovations are in demand. Fields such as bio-resource energy, habitat restoration, fire ecology, precision forestry and biodiversity conservation will solve natural resource challenges and local and regional land-use conflicts. Organizations and communities benefiting from such research and technical transfer include industry, Northwest tribes, small forest landowners, policy-making bodies such as local and regional governments and nonprofit organizations.

Relations with Native American communities and the state of cooperative programs are outstanding. The School collaborates with various tribal nations to address holistic approaches to contemporary forest management challenges. Traditional ecological knowledge is the trans-generational accumulation of information and observational experience within a social context that integrates spiritual and cultural values. It is based on indigenous understanding that humans and the environment are interrelated and that balance is vital to sustainability. Western science often disaggregates earth systems into constituent parts for detailed study and management. In addition to these efforts, there are currently five undergraduate and seven graduate tribal members enrolled in the School.

Resource choice economics are critical. Research into the concept of ecosystem services and assigning value to the consequences of wildlands becoming rural and rural land becoming urban are important to the sustainability of local communities. Bio-energy alternatives and greenhouse gas reduction from sustainable resource management is an on-going educational challenge for both students and public constituencies.

Cultural and perceptual differences will continue to challenge resources management strategies. The diversity of interests and values among landowning interests, environmental organizations, public agencies, tribal nations, legislative bodies, students, alumni and the general public and the School must be constantly addressed. Bridging the gaps between cultures and perceptions is critical in the culture of teaching.

The use of SFR facilities by K-12 students and families can inspire understanding of the environment, and specifically forests. Although these are typically non-revenue generating, there is value, to a 3rd grader or to an undergraduate student, of having an intensive, hands-on experience in an outdoor laboratory where book and lecture learning are translated and placed in a real-world context. Such varied methods of educational delivery must have acceptable metrics.

A rejuvenated Institute of Forest Resources would consolidate the research talents and leadership of forestry-related centers within the School. The Institute would comprise the Stand Management Cooperative, the Precision Forestry Cooperative, the Center for International Trade in Forest Products, the Olympic Natural Resources Center, the Wind River Canopy Crane Research Facility, the Center for Sustainable Forestry at Pack Forest. Additional centers with extensive public outreach programs include the UW Botanic Gardens, the Center for Quantitative Science in Forestry,

Fisheries, and Wildlife, and the Washington Cooperative Fish and Wildlife Research Unit. The Northwest Environmental Forum would provide the outreach of Institute science for public problem-solving and could be the integrator of collaborative science-policy efforts for the College.

Philanthropy and Partnerships are intertwined. Defining how the School and College can best jointly contribute to society will require commitments to place-based expertise, support of long-term partnerships and integration of problem-solving skills. Science and technology-based education enables moving beyond rhetoric to thoughtful choice-making and decisions, and when the partnerships are in place to keep the science relevant to the occasion, the recipients of the work value the University.

The College can benefit from continued interaction of outside advisors. The School of Forest Resources Visiting Committee could be replicated for all schools and departments within the College, with periodic meetings to advise on partnering and ABB issues.

Outreach and Continuing Education Metrics: some examples

Models such as those proposed by the UW's Burke Museum or by other forestry schools associated with universities using the ABB budgeting model should be considered. Metrics that provide transparent accounting, as in the metrics for research and teaching under ABB, might include:

- Native American and other non-traditional cultural representation in events and in support of School enterprises
- Grants and awards specific to outreach and continuing education (number and amounts)
- Researchers invited to provide knowledge to legislative, judicial and other deliberative bodies
- Legislative outcomes (e.g., bills introduced, passed or not passed)
- Number and relevance (by categories) of people participating in an event (e.g., lecture, Denman Series, UW Botanic Gardens Adult and Youth Education programs, Northwest Environmental Forum) or visiting a center (e.g., Center for Urban Horticulture, Washington Park Arboretum, Miller Library, Hyde Herbarium, Union Bay Natural Area, Center for Sustainable Forestry at Pack Forest, Olympic Natural Resources Center)
- Nature and interests of visitors (e.g., 5th grader in a class versus individuals and families)
- Courses and certificates offered and awarded
- Student, faculty, and staff participation in outreach and education
- Associated feedback from participants, and news, and television coverage
- Student, faculty, and staff citations such as news articles or television

Concept: Off-Campus Research Network – An opportunity hard to justify under ABB

School of Forest Resources Visiting Committee Charting July 2010

The School's off-site centers could become part of a **Research Network** that enables the College of the Environment to link with other field centers in the College. A network of off-site teaching and research facilities is beneficial, but field classes are hard to justify under ABB.

Center for Sustainable Forestry at Pack Forest, near Mt. Rainier in Pierce county, could be a campus-wide research and education forest, as well as a conference and residential research center, as envisioned in the Pack Forest strategic plan. The Center's purpose is to discover, teach, and demonstrate the concepts of sustainable forestry through research, demonstration, and technology transfer. The Center is actively engaging resource scientists, professionals, policymakers, and communities.

Olympic Natural Resources Center on the Olympic Peninsula in Forks, Washington, provides scientific information to address critical issues and solve problems concerning forestry and marine sciences in the region. The center brings together expertise from forest resources and ocean and fishery sciences to integrate research with education and outreach, on regionally-important rain forest and marine issues.

Wind River Canopy Crane Facility, near Carson, Washington on the Columbia River, provides an opportunity for world-class forest ecosystem research and provides an educational experience for students and professionals in forest science and natural resource management. Educational activities have included cooperative learning programs with high school biology courses, Earthwatch Student Challenge Awards, educational lifts into the forest canopy for professional and university classes, guided walking tours, K-12 classroom visits, interpretive displays and TV, newspaper, magazine, and book features.

University of Washington Botanic Gardens encompasses the ***Washington Park Arboretum and the Center for Urban Horticulture***, and is a major outreach and constituency-building center. An increased focus could be developed on collaboration with community groups working on land protection and planning efforts. Resources include the Union Bay Natural Area, the Miller Seed Vault, the Otis Douglas Hyde Herbarium and the Elisabeth Miller (horticultural) Library. Outreach programs include the Washington Rare Plant Care & Conservation Program (Rare Care), the Hyde Herbarium Plant Identification service, and the Miller Library Plant Answer Line and Gardening database. The Youth Education Program offers programs and tours for children pre-K through 12. Adult Education offers classes, tours and symposia to the greater Seattle community.

An ***Eastern Washington Research Center*** may be a potential opportunity for the College and the School if a business plan could justify it in terms of (a) long-term funding and (b) community value. Forest health, biomass, water conservation, and the uniqueness of dry-side ecologies would be the educational and research foci.

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Appendix: Mission and Composition of the College of the Environment

Discovery is at the heart of our vision. Spanning the forests to the seas, from the depths of the earth to the edges of the solar system, the College is an unrivaled constellation of environmental research, education and application. In partnership with industry, government and non-profits, the College is committed to creating future leaders, steeped in basic science and critical thinking, and focused on developing sustainable solutions to critical challenges.

For decades the University of Washington (UW) has been recognized as home to one of the strongest constellations of environmental and intellectual talent in the world. In fulfillment of a vision for a bold, resource-rich, enduring and effective

environmental hub, the UW designed the College of the Environment to foster existing and new collaborations between outstanding faculty, staff and students who are engaged in the study of:

- * the earth's dynamic land, water and atmosphere systems;*
- * the development and application of engineering and technological advances; and*
- * the impact of policy and human dimensions on the environment and the management of natural resources.*

The College consists of the following major academic, research and outreach units:

- * School of Forest Resources*
- * School of Aquatic and Fishery Sciences*
- * Department of Atmospheric Sciences*
- * Department of Earth and Space Sciences*
- * Joint Institute for the Study of the Atmosphere and Ocean*
- * School of Marine Affairs*
- * School of Oceanography*
- * Program on Climate Change*
- * Program on the Environment*
- * Quaternary Research Center*
- * Washington NASA Space Grant Consortium*
- * Washington Sea Grant Program (anticipated 2010)*

In addition to these units, the College is partnering with many university and external organizations in the Pacific Northwest and beyond to meet the needs of our students, faculty and society.