Society of American Foresters
Accreditation Review

Self-Evaluation

March 2006
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Standard 1: Forestry Program Mission, Goals, and Objectives

Development of the Forestry Program within the University

The mission of the University of Washington is to create, preserve, and disseminate knowledge; to develop and protect an intellectual environment conducive to development and free exchange of ideas and the mastery of academic and professional skills; and to provide academic leadership in the arts, sciences, and professions through excellence in teaching and research. The University of Washington offers undergraduate, graduate, and professional education, develops knowledge through research, and extends knowledge through continuing education and numerous public services to the citizens of Washington State and the region.

As the leading research and teaching university in the Pacific Northwest, the University of Washington offers a broad array of programs in the arts and sciences and a number of professional fields. The University is committed to maintaining basic strengths in all of its schools and colleges and strives for excellence in all of its programs.

As one of the oldest professional colleges in the University, the College of Forest Resources has long helped the University fulfill its purposes through programs in undergraduate and graduate education, research and continuing education.

Educational and research programs in the College of Forest Resources have evolved in response to the development of the University and the changing needs of forestry professionals and specialized knowledge in the Pacific Northwest. These programs have recently been reshaped to meet existing and anticipated demands for professional knowledge and practitioners. When the College of Forest Resources was founded in 1907, the forests of the Northwest seemed limitless and long-term management of resources was only beginning to be recognized by institutions of higher education. The Northwest had become the center of the lumber producing industry, and Washington led the nation in lumber production by 1910. Forestry education at the University of Washington was begun in response to the growing recognition of the need to conserve forests and provide for future needs.

In 1894, predating the College, the University offered a forestry course on the biological aspects of forests in the Department of Natural Sciences, and soon followed with a two-quarter course sequence in the Department of Terrestrial Physics and Geography. By 1897, Professor Edward S. Meany, later to become University President, had been appointed as “Lecturer in Forestry.” In 1901, forestry was listed as a department in the College of Liberal Arts. In 1905, Professor Meany initiated a course for public school teachers in recognition of the need for public outreach that has grown steadily over the years.

On September 18, 1907, the School of Forestry opened with eight freshman and two graduate students. The formal graduate program began when a Master of Science in Forestry degree was approved for the 1908-1909 academic year. A Doctor of Philosophy for graduate students studying forestry was approved in 1933, and the first Ph.D. in Forestry was awarded in 1936. The name was changed from the School of Forestry to the College of Forest Resources in 1967.

During the early years of the College, the purposes of the University and the needs of the region were met by grouping professional interests into Forest Management, Forest (logging) Engineering, and Forest Products. This breadth of programs continued until the 1960s, and addressed the management of land and related resources, the operations of producing products from the forest, and the conversion of timber into the growing variety of products useful to society.
Over the last 30 years the College has reshaped its programs to provide professional leadership, knowledge, and practical expertise for addressing the changing needs of Washington State and the Pacific Northwest. Additionally, the College adapted its programs to address problems in the international realm of forest products, forest conservation, and development. Forests remain as important to the state as they were when the College was founded. Approximately half of the state’s area, or twenty-one million acres, is classified as forest land. Sixteen million acres are commercial forests. These lands support a large industry contributing $10 billion or 18 percent of Washington’s annual business income and more than 50,000 direct and 150,000 indirect jobs. Wood production is second only to aerospace in its economic significance to the state.

Regional population growth, when coupled with increasing regional and national concern over environmental protection, has made national parks, wilderness, natural areas, and preserves important parts of forest management in the Pacific Northwest. Currently, forest lands in general provide a multitude of products and services in addition to wood. Water, fisheries, wildlife, and recreation opportunities, together with additional amenity and scientific values, are highly valued by society as a whole. Collectively, these are the most significant values of forests for many of the state’s residents, and rival timber in their contribution to the economy—making the uses of forests a central feature of Northwest lifestyles and creating substantial and protracted political conflict over forest land use and management. The demands for broader environmental services and protection will continue to intensify in the years ahead as the population of the Pacific Northwest grows and continues to urbanize, and as more land is converted from forests to other uses. The need for professionals capable of addressing these problems will increase as we move into the future.

The growing population will also create new demands on higher education. After a decade of decline, the college-age population (18 to 24 years old) is projected to increase by 19% from 2005 to 2009. Higher education enrollment is predicted to increase 14% over the same time period, or from 14.4 to 16.3 million. This new population of college graduates will find the greatest job opportunities in the fast growing occupations of computer science (computer engineers, data base administrators, etc.), physical therapy, occupational therapy, and secondary school teaching.

Unfortunately, these same graduates will encounter more limited employment opportunities in natural resources. Employment for foresters and conservation scientists is expected to grow only as fast as the average for all occupations through the year 2006. This growth will be concentrated in state and local governments due to increasing emphasis on environmentally-sound development. Research and testing firms that employ conservation scientists are expected to continue hiring, though at a slower rate than in the last decade. Fewer opportunities will exist in the Federal Government, partly due to budgetary constraints.

The University of Washington and Its Growth
The college-age population growth that is occurring at the national and state level is also occurring in Puget Sound. Predicted population increase and enrollment demands will create a larger and more diverse student body, spread across a University of Washington that grew from one to three campuses in the 1990s. The University will attempt to provide access to an additional 20,691 students by 2010, distributed roughly equally over the three campuses: Seattle (UWS), Tacoma

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3 Ibid
(UWT), and Bothell (UWB). Total enrollment will rise from 32,919 AAFTEs (Annual Average Full-Time Equivalents) to 52,500; enrollment at the Seattle campus will rise from 31,297 AAFTEs to 39,000⁴.

The expansion of the UWT and UWB campuses will require addressing curricular development with the aim of complementing, rather than competing with, programs between campuses. At UWB, the Science, Technology, and Environment concentration currently has two full-time and four shared or part-time faculty. Plans are underway at UWB to offer a B.S. degree in Environmental Science, which would replace the current B.A. degree. Between four or five new faculty positions will be added over the next five years. Larger plans are being discussed at UWT, which currently has 4 full-time environmental science faculty and tentative plans to hire 17 faculty in interdisciplinary sciences over the next 10 years. On the Seattle campus, the demise of the Institute of Environmental Studies in the early 1990s, and the emergence of the Program on the Environment (POE) in the late 1990s, broadened the environmental ties across campus and should encourage more interdisciplinary education within and between the UW campuses.

**Forestry Curricula in the 1990s at the College of Forest Resources**

Within this setting, the College of Forest Resources fulfills the University’s mission by educating future managers and scientists and by conducting research in the many biological, physical, economic, and human dimensions of forest management and protection. The College is also responsible for updating practicing managers and scientists on the latest issues and technology, and developing practical knowledge about trees, fish, water, wildlife, recreation, and their relationships. In recent years, the College has also assumed responsibility for urban forest resource issues and opportunities and related urban and environmental horticulture problems.

In response to a changing environment and student population, the College has diversified more in the 1990s than in any other decade of the 20th century. In the mid-1980s, there were four undergraduate curricula: Pulp and Paper Science, Wood Technology, Logging Engineering, and Forest Resources Management. Over the next decade, Wood Technology was placed on hold due to a lack of majors, and the others changed their names: Pulp and Paper Science to Paper Science and Engineering, Logging Engineering to Forest Engineering, and Forest Resource Management to Forest Management. Three new undergraduate curricula emerged: Wildlife Science (formerly an undergraduate program but eliminated due to a budget cut in 1981), Conservation of Wildland Resources, and Urban Horticulture and Forestry. In 1999, Urban Horticulture and Forestry was revised to Environmental Horticulture and Urban Forestry, and a new curriculum, Sustainable Resource Science was adopted.

In 1996, the College was one of the first at the University to initiate a strategic planning process; it continues at present. A College mission has been defined, within which its undergraduate curricula are nested:

> The College 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.

The associated program goal for education is to provide students with a premier educational and training experience in integrated natural resource management, utilization, and environmental

⁴ President’s Task Force on Enrollment
sciences and stewardship. Current themes in the College are “ecosystem management in an urbanizing world,” and “sustainable forest enterprises.” A 1999 College retreat resulted in a list of desired outcomes for graduates of the College of Forest Resources:

- understanding sustainability/scarcity
- ethics/values
- reasoning and communication skills
- creativity/innovation
- fundamental knowledge
- system design
- project management
- tradeoffs
- interface linkages in science/policy
- ability to function on interdisciplinary teams

**Forestry at the College of Forest Resources in the New Millennium**

The University began to more closely scrutinize the undergraduate programs within the College early in the first decade of the new millennium. Our students were taking longer to complete their degrees, some of the curricula were not successful in attracting students, and class sizes were small. Other programs on campus were more flexible and offered much of the same educational opportunities (although more in an elective sense than through a required set of courses).

The greater flexibility under the Arts and Sciences programs (Botany, Zoology, and POE, for example) drew some students interested in natural resources issues but wishing to have greater efficiency and control of their program of study (Figure 1). The College curricula most affected were Forest Management, Conservation of Wildland Resources, Wildlife Science, and Environmental Horticulture and Urban Forestry. The reality is that the diverse offerings in engineering and the natural sciences outside of the College have continued to attract students at levels equal to or greater than allied programs within the College (Figure 2). This helped explain why College students had such long time-to-degree programs at the University (Figure 3). The long time-to-degree at the College was reflected in the low Graduation Efficiency Indices for many programs (Figure 3). This index is a measure of the number of extra credits students acquire in addition to the program’s major requirements (after accounting for transfer credits).
Figure 1. Course requirements in former College of Forest Resources programs and at complementary and competing departments. The “intro” and “core” categories comprise all courses, which are required for the degree. The “restricted elective” category comprises courses which students have a choice from a list of courses if those courses are not specified in the degree requirements. The university “areas of knowledge” requirements are not included. Note: Landscape Architecture is a professional five-year program and only admits ~20 students/year. Source: course information sheets and Web pages.

Figure 2. Enrollment levels in former College of Forest Resources undergraduate programs and at complementary and competing departments. An increase in enrollments in the natural sciences and natural resources during the early 90s has leveled off or decreased in the last three years. The Program on the Environment has a B.A. program that grew in its first year (1998-99) from zero to forty students.
Figure 3. Selected statistics describing the efficiency of past College of Forest Resources programs versus complementary and competing programs.

a. median time from first enrollment to graduation (non-transfer students only).

b. average number of quarters to degree (full and part-time, non-transfer students).

c. average number of credits to degree (non-transfer students only).

d. Graduation Efficiency Index (GEI) for both transfer and non-transfer students. GEI is calculated as (Minimum Required Credits for Degree - Transfer Credits) / Sum of Enrollment Census Day Credits. A GEI of 100 indicates no extra credits were taken beyond the degree requirement.

In 2000, the faculty began a reassessment of the undergraduate curricula with a faculty-produced “Futures Report.” Subsequent planning committees involving students, staff, and faculty produced a plan to condense the seven undergraduate curricula to two: Paper Science and Engineering (PSE), and Environmental Science and Resource Management (ESRM). In 2004, the College completed its University review process, known as RCEP (Reduction, Consolidation, and Elimination of Programs), and these two curricula are the only ones into which new undergraduate students are being admitted.

The ESRM curriculum is the closest of the College’s curricula to the recently eliminated (and currently SAF-accredited) Forest Management curriculum. Although students graduating with the ESRM degree will qualify for Federal Civil Service status as Forester, the College believes that the new ESRM program will not be suitable for SAF accreditation. This intent was communicated to SAF Associate Director Terrance Clark by Dean Bruce Bare on April 27, 2004. The new curriculum includes:

**Bachelor of Science in Environmental Science and Resource Management**

**Introductory Course Requirements**

**Written Communication: 12 credits**
- English 131 (5) English Composition
- TC 231 (5) Technical Writing
- TC 333 (4) Advanced Technical Writing

**Visual Literary & Performing Arts: 10 credits**
- Communication 220 (5) Introduction to Public Speaking
- Visual Literary and Performing Arts (5) (from VLPA list)

**Biology and Soils (13-14 credits)**
- Biology 161 (5) General Biology
- Biology 162 (5) General Biology
- ESC 210 (4) Introductory Soils

**Chemistry (10 credits)**
- Chemistry 120 (5) Principles of Chemistry
- Chemistry 220 (5) Introduction to Organic Chemistry

**Quantitative and Symbolic Reasoning (20 credits)**
- QSCI 291 (5) Analysis for Biologists I (or Math 124 or 144)
- QSCI 292 (5) Analysis for Biologists II (or Math 125-145)
- QSCI 381 (5) Introduction to Probability and Statistics (or equivalent)
- CFR 250 (5) Introduction to Geographic Information Systems

**Major Course Requirements**

**Core Courses (20 credits)**
- CFR 301 (5) Maintaining Nature in an Urban and Urbanizing World
- CFR 302 (5) Sustainability in Production Lands
- CFR 303 (5) Preserving and Conserving Wildlands
- CFR 304 (5) Environmental and Resources Assessment

**Restricted Electives (35 credits)**
- 35 Credits in CFR courses 300 and greater
- 15 credits 400 or greater

**Free Electives (59-60 credits)**
We believe that the new ESRM curriculum, and similar programs from other universities, constitute an excellent preparation for a SAF-accredited Master of Forest Resources program, the degree program we are now proposing for accreditation.

**Master of Forest Resources Program Goals**

The goals of our Master of Forest Resources program are to educate, train, and prepare graduate professionals in forest land management who can serve public agencies, non-governmental organizations, and the industrial and non-industrial private sector. This will be accomplished by screening applicants so that admission is limited to those individuals who have adequate natural resources undergraduate preparation, and by offering a 45-credit professional Master’s degree.

The degree program is designed to create:

- a curriculum that integrates knowledge and skills from technical disciplines with those from policy and management subjects in ways suitable for professional leadership in the public, nongovernmental, and private sector;
- a collaborative and interdisciplinary learning environment that develops team approaches, skills, and experience needed for complex decision-making; and
- future managers capable of addressing the complex issues facing society and industry in the forest resources arena.

The Master of Forest Resources (Forest Management) degree program was designed around the Society of American Foresters’ Accreditation Standards. The College is committed to continue providing an accredited degree program to its students and being a leader in forest and natural resource management in Washington and throughout the world.

**College of Forest Resources Self-Evaluation**

As evident by the curricula changes undergone by the College since its inception, the College of Forest Resources is adept at evaluating and revising academic and research programs to meet the needs of the changing society and environment. The College has an ongoing strategic planning process, which reviews the programs and research areas offered through the College on an annual basis. Last year the Dean of the College, B. Bruce Bare, appointed faculty, staff, and students to an ad hoc CFR Directions Steering Committee, whose mission was to examine the goals and objectives of the College and how to recruit and retain quality students, staff, and faculty. The committee facilitates dialogue among the faculty and the rest of the College community (i.e., staff and students), and helps the College revise programs as necessary. The committee produced a final report in November 2005, which is provided on the following pages as one example of the outcome of an in-house assessment of the College’s goals and vision.
November 30, 2005

TO: B. Bruce Bare, Dean
College of Forest Resources

FROM: Ad hoc CFR Directions Steering Committee
Brian Boyle, Advisor to the Dean
Cecilia Paul, Communications Director
Gordon Bradley, Vice-Chair and Professor
Michelle Trudeau, Director, Student and
Robert Edmonds, Associate Dean and Professor
Academic Services
Richard Gustafson, Chair and Professor
Stephen D. West, Associate Dean and Professor
John Marzluff, Professor
(Committee Chair)

RE: Final Report of the CFR Directions Steering Committee

The previous set of strategic goals and objectives for the College covering the years 2002-2005 were adopted on 27 September 2002 at the Strategic Planning Retreat at the Center for Urban Horticulture. On 14 March 2005 Dean Bruce Bare asked the above group to facilitate the College’s re-examination of its 3-year goals and objectives for the years 2005-2008. Our charge:

1. Review existing performance criteria and benchmarks for continuing relevance as indicators of our overall success.
2. Perform an assessment of where the College is at this point and identify some things we might do to improve. In the process, identify activities that may contribute to a thematic-presence for the College.
3. Convene an open meeting with the College community to seek their input and feedback of these preliminary ideas. The purpose will be to seek their thoughts on future direction and how to move the College to achieve these goals. This presentation, based on a broad set of indicators, will also indicate how we intend to involve the CFR community in this comprehensive examination.
4. The output from this discussion will be presented to the College’s Visiting Committee. We might devote an entire meeting to the discussion, encouraging full participation from the group. We could also invite people who participated in the Working Forest Forum or others from industry, agencies, and NGOs. All of this will help convey that we take discussions about our future direction seriously and that we continue to think about the direction of the College and wish to bounce ideas off of them.
5. Refine all of this into something called “some preliminary considerations for future directions” and use it as a way to continue discussions with the broader College community (faculty, staff, and students). This could be the focus of our fall meeting, given that steps 1-4 may be scheduled over the spring and summer quarters. At this stage (or perhaps earlier) we may also want to enlist the services of the two facilitators who helped in the retreat a couple of years ago.

At organizational meetings on 7, 12, 15, and 22 April 2005, the Committee consolidated information on past goals and objectives and supporting planning documents on the College’s intranet at http://www.cfr.washington.edu/internal/committees/committees/CFRDirections.htm (Committee website). Subsequent presentations and products of the Committee were placed on the website as well.

The Committee called a brief All-College meeting on April 26 to update the College community on the committee’s activities and tentative plans. A PowerPoint Presentation of the Committee’s approach (CFR All College Meeting April 26, 2005, Committee website) was followed by general discussion. As the first step in the planning process, the Committee sent out a brief online questionnaire that afternoon, fashioned after the similar successful effort 3 years previously. The questionnaire was in three parts:

• What is currently going well at CFR? (3-5 items)
• What is currently not going well at CFR? (3-5 items)
• Identify 5 goals for CFR to accomplish in the next 1-3 years and how you would measure their achievement

The Committee collected responses to the questionnaire through May 9, collated the results, and posted them on the Committee website (Results of the 2005 CFR Survey Questionnaire, Committee website).
There were 62 responses, which after collation and identification of themes, yielded the information in Table 1.

Table 1. Thematic areas from the questionnaire

|   | 1  | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  | 27  | 28  | 29  |
|---|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|   | UG programs | ESRM core | Grad programs | College culture | Leadership | Communications | Website | Outreach | Recruitment | Faculty hires | Enrollment | Research | UW-wide linkages | Centers | Development | Program quality/rigor | Program assessment | $ resources | Student funding | Staff | Strategic planning | Infrastructure | College name | Inter-/multi disciplines | Diversity | Placement | Faculty support | International |

At the next Committee meeting on 20 May, further inspection of these data revealed clusters of associated themes (below). On May 24 the Committee identified and charged College focus groups with developing goals and objectives within their thematic areas (Goal Request to Focus Groups, Committee website):

**Grouped Themes from Questionnaire**
- Undergraduate programs and core courses (especially categories 1, 2)
- Faculty hires and research issues (especially categories 3, 10, 12, 16, 19, 28)
- Workplace quality issues (especially categories 4, 6, 21)
- Stakeholder perceptions of CFR (especially categories 4, 5, 8, 15, 17)
- Recruitment and infrastructure (especially categories 9, 23)

**College Focus Groups**
- Undergraduate students and TAs (Trudeau, lead)
- Elected Faculty Council (Johnson, Chair)
- Staff members (Paul, lead)
- Visiting Committee (Boyle, Chair)
- CFR Directions Steering Committee (West, Chair)

On May 25 the Committee Chair met with the College’s Visiting Committee to explain the approach to planning and their charge. Focus groups reported their draft goals and objectives at the All-College meeting on June 3 (CFR All College Meeting June 3, 2005, Committee website). The CFR Directions Steering Committee collated and refined the draft goals and objectives for consideration at the fall All-College retreat (Goals, Committee website). The next meeting of the CFR Steering Committee was on September 9, when planning for the All-College retreat began in earnest. The Committee decided on a half-day format, formulated a draft agenda, and contracted with Ms. Chris Wooten to facilitate the meeting. The Committee finalized the agenda and made preparations for the retreat with assistance from Sally Morgan during the week of September 19 (Agenda, Committee website).

The All-College retreat was held from 8 am—1 pm on September 20 at the Lake Washington Rowing Club. With facilitation from Chris Wooten, the assembled discussed the draft goals and objectives at length, and produced a modified set of goals and objectives. Chris Wooten collated the material and provided the meeting record to the Committee on the afternoon of September 20.

The Committee Chair met with the College’s Visiting Committee to discuss the general outcome of the retreat at the Center for Urban Horticulture on October 10, 2005. The last meeting of the Committee on 21 October 2005 finalized the goals and objectives which were sent that afternoon to the Dean and the Elected Faculty Council.

The six goals and associated objectives for 2005-2008 are presented below in no particular order of importance:
Goal: Recruit, mentor, and retain the highest quality students, faculty, and staff
- Design and implement a comprehensive recruitment plan for undergraduate and graduate students with metrics for success
- Ensure that faculty hires over the next three years increase CFR faculty diversity including cultural and disciplinary backgrounds
- Encourage collaboration and communication among students, faculty, and staff within CFR
- Meet College staffing needs
- Provide training opportunities for staff
- Establish a faculty mentoring plan
- Increase grants and endowed fellowships for graduate students
- Seek scholarships to improve student diversity
- Investigate use of TAs for recruitment

Goal: Provide highest quality educational programs
- Assess and revise ESRM and PSE curricula including experiential learning and linkages to other UW programs
- Develop ESRM learning outcomes and outcome assessment methods
- Establish the Master of Forest Resources (Forest Management) and obtain accreditation (SAF)
- Fully implement new graduate program

Goal: Build and upgrade facilities, incorporating innovative design, technology, and sustainability features
- Seek upgrades for CFR-managed facilities
- Seek funding for new facilities:
  - Learning Center in Bloedel Hall
  - Northwest Environmental Forum Building
  - Lodge and other facilities at Pack Forest
  - “Bridge” Building at main campus to enhance federal presence
  - Facilities per master plan for UWBG

Goal: Increase financial support for the College’s strategic transformation
- Develop strategic funding plans for each center and research program area
- Increase visibility of CFR’s fundraising plan with Dean’s Council and faculty review
- Involve faculty in fundraising efforts
- Seek endowed support for new faculty positions and existing faculty needs
- Task a “New Money” group with finding untapped funding sources

Goal: Conduct internationally renowned research
- Charge a “New Initiatives Team” to define interdisciplinary research areas of growth, foster their institutional base, and compete for a large research center at the College
- Effectively communicate research activities and achievements to position CFR for research resources
- Provide incentives for faculty to submit more research proposals

Goal: Provide an environment for collaborative problem solving, research, and intellectual debate
- Promote high visibility outreach efforts such as the Denman and Alumni Lecture series
- Enhance the visibility and influence of the Northwest Environmental Forum
- Encourage active on-site participation in our research programs by local, state, and federal agencies

The Committee understands that these goals and objectives will be given to the CFR Planning Committee for implementation. The Planning Committee will assign responsibilities for the objectives and establish time lines for their accomplishment, and they will conduct periodic reviews of attainment progress.


Standard II: Curriculum

The curriculum for which accreditation is being sought is the Master of Forest Resources (MFR) in Forest Management. The curriculum will be discussed below; this section includes narrative materials and all required documentation (Documents A and B). It is expected that students will have fulfilled the Sustainable Forest Management (SFM) Pathway for the undergraduate degree in Environmental Science and Resource Management (ESRM) prior to enrolling in the MFR. For students who completed their undergraduate degree elsewhere, the expectation is that they will have earned a comparable education; each student will be carefully considered prior to their admission to the program. The admissions process is described in Standard III.

Overview

The MFR (Forest Management) degree option will fill the existing need to educate, train, and prepare graduate professionals who can serve public agencies, non-governmental organizations, and the private sector forest industries. A professional program, leading to a MFR (Forest Management) with accreditation by the Society of American Foresters (SAF), will provide the necessary skills and knowledge base to address such issues.

Curriculum Objectives

The curriculum is designed to integrate knowledge and skills from technical disciplines with those from policy and management subjects in ways suitable for professional leadership in the public, non-governmental, and private sectors; to create a collaborative and interdisciplinary learning environment that develops team approaches and leadership skills; and to present experiences needed for complex decision-making and create future managers capable of addressing the complex issues facing society and industry in the forest resources arena.

The objectives for the MFR (Forest Management) are to:

1. Ensure that students have essential knowledge and basic skills required for careers in sustainable forest management.
   1a. Students will have knowledge of ecological, biometrical, policy, silvicultural, and management skills.
   1b. Students will demonstrate the ability to use the techniques, skills, and modern technology necessary for a modern forest management profession.
   1c. Students will understand the design and conduct of experiments, and be able to statistically analyze and interpret data.
   1d. Students will have the ability to communicate effectively, both orally and written.

2. Develop students’ ability to creatively solve problems and exercise sound professional judgment in complex land management decision-making.
   2a. Students will be able to pose well-defined, solvable problems from complicated and loosely-defined scenarios similar to those found in forest management.
   2b. Students will be able to apply biological, managerial, and mensurational principles in open-ended projects, such as the design and implementation of land management plans.
   2c. Students will be able to generate alternative solutions and designs, and then use sound professional judgment to choose between alternatives in open-ended projects.
   2d. Students will be able to evaluate and communicate the results of completed tasks in open-ended projects.
3. Provide students with a broad education that will promote intellectual maturity and allow contributions to society.
   3a. Students will have the ability to lead interdisciplinary teams.
   3b. Students will have an understanding of professional and ethical responsibilities.
   3c. Students will understand the impact of land management decisions and policy in a global and societal context.
   3d. Students will have knowledge of contemporary regional, national, and international issues relevant to forest management.
   3e. Students will recognize the value of life-long learning as a necessity for continued professional competency.

**Program Description**

The MFR (Forest Management) program is designed to be completed in one calendar year. It is a non-thesis program with emphasis on relevant course work to develop the technical and managerial skills required of today’s professionals and a capstone experience to reinforce and apply the material learned in the earlier courses. The flow of the academic program is diagrammed below.

**Undergraduate Programs**

- Entering undergraduate student
- Transfer student without forestry background and interested in MFR
- Entering student with BS, with background in forestry or related field and interested in MFR

**Graduate Program (45 credits minimum)**

**Required Core Courses** (7 credits)
- CFR 500 Graduate Orientation Seminar 1 credit
- CFR 509 Natural Resource Issues 3 credits
- CFR 526 Seminar in Advanced Silviculture 3 credits

**Directed Electives** (minimum 24 credits distributed among the following four areas; see attached sheet listing choices for each area)
- Forest Biology/Ecology 2 classes min.
- Forest Management 2 classes min.
- Forest Measurements 2 classes min.
- Forest Policy and Administration 2 classes min.

**Unrestricted Electives** 12 credits

**Capstone Project** (5 credits)
- CFR 600 Independent Study or CFR 601 Graduate Internship (includes field skills)
The program is structured into four broad categories:

I. Common, required coursework 7 credits
II. In-depth topical areas distributed among the four topic areas required for SAF accreditation 24 credits
III. General education, unrestricted electives 12 credits
IV. Common capstone course where students with different backgrounds and education work as an interdisciplinary team to develop a natural resources project with an outside client such as a landowner. 5 credits

Minimum 45 credits

All entering students are required to take the graduate orientation seminar (CFR 500), Natural Resource Issues (CFR 509), and Seminar in Advanced Silviculture (CFR 526) for a total of seven credits. Students must take at least two classes in each of the following four topic areas that coincide with those required for SAF accreditation:

1. Forest Biology/Ecology
2. Forest Management
3. Forest Measurements
4. Forest Policy and Administration

Students will choose relevant course work with the approval and under the supervision of a designated faculty advisor. Each topic area has a list of courses that has been approved by the faculty.

In addition, students take 12 unrestricted credits to add depth and breadth to their education.

To round out their educational experience, the students will collaborate in a capstone project class (5 credits) where they bring their different skill sets to bear on a real-life project in collaboration with an outside client. They will act as an interdisciplinary team. This capstone course is seen as the crowning experience, preparing them for real-life situations they will encounter after graduation. Example capstone projects are given in Appendix II-A.

Forest Management, though it is the name of one of the four topic areas, is also a general enough term to be the appropriate title for the MFR program. There is no “program area” within the option that has the same name. There are four areas of course selection, one of which is called forest management, but the MFR in Forest Management includes requirements in all four topic areas to remain professionally accredited.

General Education
Courses within the general education requirements are expected to have been fulfilled at the undergraduate level. This section describes the anticipated backgrounds of students enrolled in the program.

Oral and Written Communication Skills
Students entering the MFR program are required to have fulfilled significant prior work in oral and written communication skills development; those who have taken the Sustainable Resource Management Pathway at the College will have taken a minimum of 22 credits in writing, communication, and public speaking. Courses for this component are listed on document A-1. This work focuses on developing effective writing skills, methods, and principals of organizing,
developing, and writing technical information. Students learn how to create report forms and rhetorical patterns common to scientific and technical disciplines. Technical writing courses focus on the presentation of technical information to various audiences. Students develop skills in the style of writing required for proposals, reports, and journal articles. Oral presentation principles, including use of visuals, as well as organizing and presenting an effective talk are also developed in these courses. Oral communication courses are designed to increase competence in public speaking and the critique of public speaking.

**Science and Mathematics**

Students entering the MFR program are required to have fulfilled significant prior work in science and mathematics; those who have taken the Sustainable Resource Management Pathway at the College will have taken a minimum of 39 credits in science and mathematics. Courses for this component are listed on document A-1. Courses in this category focus on biology, chemistry, and quantitative sciences. Biology courses inform students about living systems at the subcellular and community levels, emphasizing the diversity, functioning, and interaction of whole organisms. Topics include cell structure and function, energy, genetics, animal physiology and development, plant and animal diversity, plant structure and function, general ecology, and evolution.

Elementary chemistry courses cover matter and energy, chemical nomenclature, chemical reactions, stoichiometry, modern atomic theory, chemical bonding, gases/liquids/solids, solutions, acids and bases, equilibrium, oxidation-reduction, electrochemistry, organic compounds, hydrocarbons, aromaticity, and stereochemistry. An introductory soils course covers the physical, chemical, and biological properties that affect distribution and use patterns of this important ecosystem component, including soil morphology and genesis, plant nutrition and nutrient cycling, soil water, microbiology, and application of soil properties to environmental concerns.

Quantitative sciences courses provide an introduction to differential and integral calculus, emphasizing the development of basic skills, promoting an understanding of mathematics and applications to modeling and solving biological problems. Examples promote understanding of mathematics and applications to modeling and solving biological problems. Introductory probability and statistics courses provide applications to biological and natural resource problems stressing the formulation and interpretation of statistical tests. Students are also exposed to the processes of measuring, monitoring, and assessment, as illustrated in diverse environmental and resource case studies. These courses focus on exploring the scientific method, hypothesis testing, sampling, and experimental designs, the role of questionnaires and polling techniques, remote sensing techniques, and population measurements.

**Social Science and Humanities**

Students entering the MFR program are required to have fulfilled significant prior work in social sciences and humanities; those who have taken the Sustainable Resource Management Pathway at the College will have taken a minimum of 20 credits in social sciences and humanities. Courses for this component are listed on document A-1. Courses within this category provide students with a background in understanding the unique challenges surrounding conservation, restoration, and management of nature in highly human-impacted environments. Teams of students work on real Pacific Northwest problems with stakeholders and experts to understand patterns, processes, and drivers of these systems. They also learn about the role of farming, forestry, grazing, dams, water extraction, and fishing, and their ecological and environmental effects, and the remediation and restoration of negative impacts. These courses utilize field trips, studios, and problem-solving exercises to understand, integrate, and generalize processes and issues across diverse production
systems. Students learn about the importance and often contentious nature of stewardship of pristine terrestrial environments. These courses cover topics such as pollution, invasive organisms, mining, burning, grazing, logging, hunting, and skiing to understand patterns, structure, processes, and drivers of these terrestrial environments.

**Computer Literacy**

It is expected that students entering the MFR will have some baseline background in computer literacy. There are no significant computer literacy requirements of undergraduate students. Students will have fulfilled at minimum an introductory Geographic Information Systems (GIS) course. This introductory course covers the fundamentals of GIS systems: data sources, preprocessing, map analysis, output, remote sensing as a source of GIS data, image analysis, and classification. This 5-credit course emphasizes GIS as a source of management and technical information requests.

**Professional Education**

Courses within the professional education requirements are expected to be fulfilled in the MFR program. This section describes the anticipated skills and knowledge that courses will provide to students enrolled in the program.

**Ecology and Biology**

Students must take a minimum of 7 – 10 credits in courses addressing issues covering ecology and biology. The courses students may select from cover a broad range of ecological and biological issues; many of these courses contain significant field components, providing students with the appropriate opportunity for field application. Courses in this field require students to understand taxonomy and have an ability to identify forest and other tree species, and understand their distribution and associated vegetation and wildlife.

Courses in wildlife ecology and conservation cover advanced principles of wildlife ecology, such as habitat selection, population viability, and landscape ecology, and illustrate how these principles apply to wildlife conservation problems with terrestrial, aquatic, and marine wildlife. Other ecology courses address community ecology of forest ecosystems, fire ecology, and stream and river ecology. These courses demonstrate quantitative methods of community description, the role of limiting factors, competition and disturbance in determining community composition, structure, and stability; they also provide an introduction to forest ecosystem productivity and history and application of successional theory. Fire regime concepts are described as they apply to ecology. Students are inculcated with an understanding of the methodology for fire history research and presented with the history and function of forest fire in the western United States with emphasis on the Pacific Northwest. Students learn characterizations of stream and river ecosystems from a watershed perspective; here the emphasis is on fundamental processes affecting the structure and dynamics of aquatic communities and the riparian zone. Issues in resource conflict and new technologies are also discussed. Courses in plant eco-physiology explore physiological mechanisms that underlie ecological observations.

Courses in soils, site productivity, and land use problems consider unique properties and processes occurring in forest soils throughout the world with emphasis on soils of the Pacific Northwest and aspects of forest soils that affect productivity. These courses describe environmental concerns of soils and how soil properties are related to land use. Factors controlling soil stability, hydrology, fertility, and movement of pollutants are addressed. Course work in advanced soil fertility and chemistry inform students about the chemical properties of soil, nutrient, and toxic elements is
included. Courses also address supply, retention, and loss of nutrients in soils, as well as utilization of geochemical and ecosystem models.

Measurement of Forest Resources

Students must take a minimum of 6 – 10 credits in courses addressing measurement of forest resources. These courses enable students to develop skills in identifying and measuring land areas and conducting spatial analysis; designing and implementing comprehensive inventories that meet specific objectives using appropriate sampling methods and units of measurement. Students will be able to analyze inventory data and project future forest, stand, and tree conditions. Courses address the use and application of aerial photos and remote sensing cover principles of photogrammetry, interpretation, and remote sensing as they apply to the management of natural resources and wildlands. Students may also take courses in GIS. Advanced forest biometry addresses classical problems in analysis of forest populations and growth theory, and principles of parametric analysis and estimation processes. Wildlife investigations are designed for the purposes of impact assessment and research. Resource management is integrated with estimation schemes and demographic models in a quantitative framework. Courses in statistical inference for applied research and experimental design have special focus on the application to biological problems. Ecological modeling and spatial analysis describe the principles of ecological modeling, and the theoretical and methodological issues involved in their design and implementation.

Management of Forest Resources

Students must take a minimum of 7 – 9 credits in courses addressing management of forest resources. These courses provide students with a background in developing and applying silvicultural prescriptions appropriate to management objectives, including methods of establishing and influencing the composition, growth, and quality of forests, and understanding the impacts of those prescriptions. Classes examine the biological, social, and economic links with forest practices around the world by focusing on examples of how forests and renewable resources are managed, with emphasis on how these resources can be sustainably managed. Entomology courses provide an historical perspective of the discipline, introduction to general entomology and taxonomy, forest insect ecology, and integrated pest management concepts. Wildland hydrology provides an introduction to the hydrologic cycle and basic hydrologic methods, particularly examining the effects of forest management activities on hydrologic processes. Ecosystem management provides a scientific and social basis for ecological forestry. Students are instructed in forest practices to achieve integrated environmental and economic goals based upon material models of disturbance and stand development including alternative harvesting methods, adaptive management and monitoring, and certification and global issues.

Students develop an ability to analyze the economic, environmental, and social consequences of forest resource management strategies and decisions, and develop management plans with specific multiple objectives and constraints. They will also have an understanding of the valuation procedures, market forces, processing systems, and transportation and harvesting activities that translate human demands for timber-based and other consumable forest products into the availability of those products. They will have an understanding of the valuation procedures and market and non-market forces that provide humans the opportunities to enjoy non-consumptive products and services of forests. Business courses focus on forest management and economics with basic concepts of timber harvest scheduling, sustained-yield models, contemporary analytical techniques, timber supply, and forest product markets. These courses enable students to gain an understanding of the administration, ownership, and organization of forest management enterprises.
Forest Resource Policy, Economics, and Administration

Students must take a minimum of 8 – 10 credits in courses addressing policy, economics and administration. Courses in this field cover topics in natural resource conflict management, natural resource policy administration and planning, conservation economics, forest products marketing, institutionalizing sustainable ecological practices, and environmental sociology. Through these courses, students will gain a nuanced understanding of forest policy, laws, and regulations in the context of historical and contemporary decision-making processes. In turn, they will have an integrated comprehension of the technical, financial, human resources, and legal aspects of public and private enterprises.

Distance Learning

There is no distance learning component to the program.
# Document A-1: General Education Summary - Required Courses

Institution Name: UW College of Forest Resources  
Academic Year: 2005-06  
Official Degree Program Title: Master of Forest Resources  
Official Option Title: Forest Management

<table>
<thead>
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<th>Required Courses: Number &amp; Title</th>
<th>Total Credit Hours</th>
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<td>Communications</td>
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<tr>
<td>Visual, Literary and Performing Arts</td>
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<tr>
<td>Biology 162: General Biology</td>
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<td>Chemistry 120: Principles of Chemistry</td>
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<td>Chemistry 220: Introduction to Organic Chemistry</td>
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<tr>
<td>QSci 292: Analysis for Biologists II (or Math 125 or 155)</td>
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<tr>
<td>Qsci 381: Intro to Probability and Statistics (or Stat 311)</td>
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<td>ESRM 250: Introduction to Geographic Information Systems</td>
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<td>ESRM 301: Maintaining Nature in an Urban and Urbanizing World</td>
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<td>ESRM 303: Preserving and Conserving Wildlands</td>
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<td>ESRM 304: Environmental and Resource Assessment</td>
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Total Credit Hours: 22 | 44 | 20
Document A-2: General Education Summary – Restricted Electives

Institution Name: UW College of Forest Resources  
Academic Year: 2005-06

Official Degree Program Title: Master of Forest Resources

Official Option Title: Forest Management

<table>
<thead>
<tr>
<th>Restricted Elective Courses: Number &amp; Title</th>
<th>Communications</th>
<th>Science and Mathematics</th>
<th>Social Science and Humanities</th>
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<td>ESRM 323 Silviculture</td>
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<td>ESRM 326 Silviculture and Wildlife Habitat</td>
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<td>ESRM 435 Forest Entomology</td>
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<td>ESRM 425 Ecosystem Management</td>
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<td>ESRM 426 Wildland Hydrology</td>
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<td>ESRM 328 Forestry-Fisheries Interactions</td>
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<td>ESRM 368 Natural Resource Measurements</td>
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<td>ESRM 430 Aerial Photos/Remote Sensing Natural Resources</td>
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<td>ESRM 420 Wildland Fire Management</td>
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<td>ESRM 468 Forest Operations</td>
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<td>ESRM 465 Economics of Conservation</td>
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<td>ESRM 470 Natural Resource Policy and Planning</td>
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<td>ESRM 381 Management of Wildland Recreation and Amenities</td>
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<td>ESRM 495 Senior Project</td>
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**Total Credit Hours**  
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**Minimum Credit Hours Required**  
2 20 15
Document B-1: Forest Resources Education Summary – Required Courses

Institution Name: UW College of Forest Resources

Official Degree Program Title: Master of Forest Resources

Official Option Title: Forest Management

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<th>Required Courses: # &amp; Title</th>
<th>Credit Hours in SAF-Required Areas of Study</th>
<th>Course Contains Significant Content in (check all that apply):</th>
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<td>Management of Forest Resources</td>
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<td>CFR 526: Seminar in Advanced Silviculture</td>
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**Document B-2: Forest Resources Education Summary – Restricted Electives**

Institution Name: UW College of Forest Resources  
Academic Year: 2005-06

Official Degree Program Title: Master of Forest Resources

Official Option Title: Forest Management

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<th>Restricted Elective Courses: # &amp; Title</th>
<th>Credit Hours in SAF-Required Areas of Study</th>
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Appendix II-A. Examples of MFR Capstone Projects

MFR capstone projects will cover a broad range of topics with the consistent theme of professional application rather than research. Examples of the types of projects that would fit under this umbrella include:

**MFR Project: Creating Firesafe Forests in the Eastern Cascades**

The dry forests of the eastern Cascades historically burned frequently, and fire acted as an agent of ecosystem stability. Selection harvest of large trees, grazing, and fire exclusion substantially changed the character of these forests, and these forests are now prone to severe fire. The MFR project dealing with these issues would develop feasible silvicultural prescriptions that would be demonstrated to reduce fire hazard while meeting other resource objectives, including ecological and economic issues. Future growth and fire conditions within stands could also be forecast using state-of-the-art tools that link forest growth to fire hazard and behavior. The project would also demonstrate the appropriate interpretations and limitations of these tools, recognizing and addressing uncertainty.

**MFR Project: Economic and Environmental Tradeoffs with Wildlife from Timber Management**

Public concern for sensitive species protection requires that forests be managed to meet habitat needs to ensure species viability. However, on private forest lands recent trends have shown that when regulatory costs are too high, lands are converted to more profitable commercial and residential uses. The lands most vulnerable to conversion are predictably at the urban interface and may provide important habitat and other social values. The challenge for policy-makers is to adequately protect species while allowing commercial forestry to remain profitable. Science and technology can help. Students will use real data with habitat indices tied to forest modeling and spatial analysis capabilities to assess the outcomes expected from simulated forest management alternatives to better understand the marginal economic and environmental trade-offs. Strategies to distribute changes in forest structure through time at different locations across the landscape towards minimizing unwanted impacts will be discussed.

**MFR Project: Energy Cogeneration as a Solution to Fossil Fuel Consumption**

Forest fires, slash burns, and incineration of manufacturing wastes result in release of carbon to the atmosphere with implications for contribution to climate change. Fossil fuels (oil, natural gas, and coal) provide for most of the energy consumed by Washington citizens yet are considered the main cause of climate change. National and state policies have placed high priority on increased use of renewable fuels to reduce reliance upon fossil fuels towards lowering carbon emissions. Woody biomass can be used to generate clean electricity with very low carbon emissions. Students will use forestry modeling and spatial analysis software with current forest inventory data and records of past harvest and process activities to estimate the potential volume of sustainable woody biomass available to potential cogeneration sites within a 50 mile haul distance constraint. Students will estimate costs of producing electricity from wood as compared to fossil fuels and discuss implications for energy policy.
MFR Project: Fish-Forest Interactions and Appropriate Timber Management Strategies at the Watershed Level to Enhance Riparian Habitat Conditions

Timber is harvested to produce economic returns from forest lands, but it also impacts the environment. Forestry operations are often viewed as a tradeoff between economic benefits and environmental impacts, in which any additional environmental protection is seen as reducing economic returns. In exploring the economic and environmental costs of forest harvest and roading however, it is common to find that options for improving the economics can often improve the environmental impacts as well. An understanding of the operational considerations of logging and roading and their interaction with streams and riparian zones is the first step for identifying options for improving economic and environmental returns from the forest. Working with a landowner students develop a watershed resource and transportation strategy for a forested area with extensive exposure to computer technology, environmental assessment methods, and forest operation design tools.

MFR Project: Designing and Analyzing a Monitoring Program

The design, application, and analysis of a Continuous Forest Resource Inventory (CFRI) system, or monitoring program, is a central idea in assessing and evaluating sustainable forestry practices. Typically, designing a monitoring scheme involves developing answers to the non-trivial questions of what to measure, how often, where sample areas should be located, and what fraction of the population should be sampled. Certainly, inventory objectives drive the answers to these questions, but require balancing the precision and accuracy requirements between all natural resources found on a project parcel for which the multi-resource, multi-objective monitoring program is desired. If prior measurements from an existing program are available, emphasis would be placed on calibrating a regional forest growth and yield model to local conditions for the purposes of removing some of the typical limitations inherent in forest stand dynamics forecasting tools.
Standard III: Forestry Program Organization and Administration

College Administration
The College of Forest Resources has been under the leadership of Dean Bruce Bare since 2001. The College of Forest Resources is one of 17 colleges and schools within the University of Washington, all directed by Deans or Acting Deans. All Deans report to the President and Provost.

University of Washington's Colleges and Schools
College of Architecture and Urban Planning: Fritz Wagner, Dean
College of Arts and Sciences: David Hodge, Dean
Business School: James Jiambalvo, Dean
School of Dentistry: Martha J. Somerman, Dean
College of Education: Patricia A. Walsey, Dean
College of Engineering: Mani Soma, Acting Dean
College of Forest Resources: B. Bruce Bare, Dean
The Graduate School: Suzanne Ortega, Vice Provost and Dean
Information School: Harry Bruce, Dean
School of Law: W.H. "Joe" Knight, Jr., Dean
School of Medicine: Paul G. Ramsey, Dean
School of Nursing: Nancy Fugate Woods, Dean
College of Ocean and Fishery Sciences: Arthur Nowell, Dean
School of Pharmacy: Sidney Nelson, Dean
Daniel J. Evans School of Public Affairs: Sandra O. Archibald, Dean
School of Public Health and Community Medicine: Patricia W. Wahl, Dean
School of Social Work: Lewayne Gilchrist, Acting Dean

College Staff Resources
Noninstructional staff vary in duties ranging from central support to dedicated research. The College currently has 121 (headcount) staff, 109.6 FTE, supporting the administrative, instructional, research, and outreach functions of the College. The table below displays current permanent or long-term noninstructional staff and their FTE, grouped by primary function. In addition to these positions, the College employs many more temporary and hourly positions. It is important to note that although staff numbers seem large, many are dedicated to special enterprises. The erosion of general College support staff caused by earlier reductions in state support has not been resolved. Efforts continue to make more efficient use of staff resources through technology, but the fact remains there is always much more to do than time available, and it is often difficult to meet even the basic needs.

The Office of the Dean
The Office of the Dean provides support to the Dean in meeting the responsibilities of the executive officer of the College, including College-level coordination of undergraduate and graduate instruction, coordination of the College research program, administration of research funds, administration of College lands, and administration of support services. To accomplish these administrative responsibilities 17.0 staff FTE are assigned to the Dean's Office, including the Director of Student and Academic Services and the Director of Information Technology, two offices that provide direct support to the instructional function.
The Director of Student and Academic Services, Michelle Trudeau, administers the Office of Student and Academic Services (3.0 FTE), which is charged with assisting both undergraduate and graduate students in the College in all aspects of advising, including interpretation of College and University requirements and assistance in course registration to meet graduation requirements, in obtaining summer employment while in school and permanent employment upon graduation, in establishing mentoring relationships, and, in collaboration with the College Administrator, with administering the College Scholarship and Financial Assistance Program. Three full-time staff members, including a Director, Graduate Counseling Services Coordinator, and Undergraduate Counseling Services Coordinator, work to plan academic programs, set policies, petitions, and exceptions, answer scholarship and fellowship questions, track curricula and enrollment, manage student databases, process forms and applications, maintain student email lists and the College job list, provide information about concurrent degree information, organize an Annual Career Fair, general undergraduate and graduate advising, and coordinate the College Career Corner.

The College of Forest Resources has an internal Information Technologies team (CFRIT), under the direction of Director Marc Morrison, 4.0 FTE total. Three support staff, a Network Administrator, Desktop Support Staff, and Computer Lab Manager, manage all the College’s server, computer, and technology needs; ordering and installing equipment, maintaining and upgrading existing equipment, and solving daily security and network issues. This includes serving field sites located throughout western Washington. CFRIT also interfaces with campus IT groups, providing an important link between University computing initiatives and local activities.

Marivic Jimenez coordinates the pre- and post-award grant function, which financially benefits both undergraduate and graduate students. Four FTE staff provide fiscal services for the entire College.

The Faculty Office
Organizational, the College has moved relatively recently from a multi-division structure to a single faculty unit headed by a faculty chairperson, Professor Richard Gustafson, and an elected vice-chair, Professor Gordon Bradley, who will move into the chair position upon completion of the current chair’s term, 6/15/2006. Although the College is a non-departmentalized college, the Faculty Office functions as a department under the policies and rules of the University as set forth in the Faculty Handbook. The new organization continues a long-term philosophy in the College that undergraduate curricula should be the primary determinant for College faculty organization. This premise is based on a number of principles:

1) As organizational drivers, graduate education and research, although important College missions, probably do not require the same basic level of administrative coordination and cohesion. Graduate “interest groups” and research areas are both more diverse and much more flexible in terms of faculty interest and participation and require less formal program management;

2) Undergraduate education requires strong consensus of viewpoint, consistent allocation of teaching and support resources, active support of constituencies, and greater faculty teamwork; and

3) The single faculty office more closely reflecting undergraduate curricula does not detract from the College’s capability to effectively support graduate education and research programs.
The faculty of the College is collectively responsible for maintaining undergraduate and graduate curricula. The functions of the faculty office are to: recommend standards of academic programs and administer curricula; govern student recruitment, advising, grading and graduation; conduct faculty searches and vote on recruitment of faculty; recommend on promotion, merit, and tenure; administer faculty teaching and workload assignments; participate in program development; and recommend on development and allocation of facilities.

At present, the faculty office is supported by one administrative assistant, supplemented by hourly help. The Assistant to the Chair position is currently vacant; it is expected to be filled prior to the end of spring quarter. There are also 3.0 FTE lab positions supporting two separate laboratories.

The College houses a number of interdisciplinary research and education centers and cooperatives, whose presence adds to the academic experience. These units require a large number of staff to carry out their respective missions.

The table on the following pages lists all permanent and long-term staff of the College, as well as their titles and affiliations.
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Commitment to Quality Instruction
The College of Forest Resources is committed to recruiting and retaining quality instructors, as evident by an inclusive and thorough hiring process, a detailed promotion and merit-pay process, and using student evaluations and recognition events to document high-quality faculty.

Faculty
Faculty Appointments
When a faculty position is vacant, or a need for a new position is realized, the College undergoes an intensive faculty hiring process. First, a position is defined by the College and accepted by the University. Once the position is defined, a faculty committee is appointed by the Dean to serve until the position is filled. An international search is launched, with the position advertised in journals, higher education materials, and on-line employment pages. The committee reviews the applications and decides on three or four applicants to invite to the College for a two-day interview process. The applicants meet with numerous College and University faculty, staff, and students, and are required to present a seminar relevant to the position; occasionally, the visiting candidates are asked to be a guest instructor in a course of their expertise. Feedback from staff, faculty, and students is submitted to the committee, and included as part of the review process. After the visits, the committee makes a recommendation to the entire faculty, followed by a faculty-wide vote on whether the candidate is acceptable or unacceptable and who is the top candidate (if any). The recommendations from the committee and the faculty, along with an additional recommendation from the Faculty Chair, are passed on to the Dean, who makes the final decision in the hiring process.

Faculty Evaluation and Recognition
The College has two main paths for evaluating and recognizing faculty: promotion and merit-pay increases. Both promotion and merit-pay issues are dealt with by the Promotion, Merit, and Tenure (PMT) Committee. Members of the PMT Committee are nominated by each interest group within the faculty and voted on by all faculty; members serve a two-year term. The PMT Committee meets in the spring of each year to review assistant and associate professors in their 6th year of service or who could be eligible for promotion earlier. The committee works with the faculty member to put together a dossier (an example is provided in Appendix III-A) of all of his or her teaching, research, and service into a complete and standardized form. This dossier is sent to five or six outside reviewers, both academics and other researchers. The PMT Committee incorporates the outside reviewers’ comments into their own assessment and provides a recommendation to the faculty. The Faculty Chair takes the PMT Committee’s recommendation and the faculty vote to the Dean, who makes an informed decision about the promotion. The Dean’s final decision is passed on to the Provost, who has the final authority over all promotions from junior professor to full professor.

Tenured professors also have opportunities for recognition, in the form of merit-pay increases. Based on research productivity and publications, student credit hours and evaluations, and service to the College, University, and outside communities, the PMT Committee decides which faculty members should be considered highly meritorious, meritorious, and non-meritorious. These recommendations are presented to the entire faculty, who vote on colleagues below them in rank (Professors – Assistant Professor – Associate Professor). The faculty votes are passed to the Faculty Chair, who does a thorough evaluation of each faculty member and recommends a merit-level and pay increase for each individual. The Dean takes the Faculty Chair’s recommendations and works with his or her support staff to provide the merit-pay to meritorious and highly-meritorious faculty.

Standardized student evaluations are the College’s main form of evaluating instructional quality and relevance. A sample of the evaluation used University-wide is provided in Appendix III-B. These
evaluations are pertinent to both faculty promotion and merit-pay increases. Although the College had occasional peer-evaluations in the past, both faculty and administrators were unhappy with the process and actual implementation. The Faculty Chair is planning to work with the Center for Instructional Development and Research (a University group dedicated to helping faculty and colleges plan and implement quality instruction) to develop a meaningful and successful peer-evaluation process.

In addition to promotion and merit-pay, faculty are recognized with professorships, chairs, and sabbatical opportunities. Each year, the College hosts a College-wide recognition event, where the outstanding teaching and outstanding research faculty are presented with a small financial reward and recognized for their valuable contributions to the College. These awards are informally decided based on research dollars, student evaluations, and faculty and staff input.

Student Admission and Evaluation
Students interested in the MFR in Forest Management degree may come from different academic backgrounds (see Figure 1 in Standard II). Students who have an adequate background in natural or forest resources can proceed directly into the program. Undergraduate students enrolled in the Environmental Sciences and Natural Resource Management (ESRM) curriculum are advised to follow the Sustainable Forest Management (SFM) pathway if they wish to apply to the program. Students without the requisite background would take additional course work as described in the SFM undergraduate emphasis area.

Sample pages from the supplemental application, required by all applicants to CFR graduate programs, are provided on the following pages; reference to application standards and procedures are highlighted in grey.

These following criteria are applied during the application process to the University’s Graduate School. The MFR program coordinator (which will rotate among faculty over time; Professor J.K. Agee will serve in academic year 2006-2007) will receive the application from the Office of Student and Academic Services, and circulate it to two other selected faculty. We expect, and will require, applicants to have a substantial natural resources background. A flow chart explaining that background and any makeup requirements is shown as Appendix II-B in Standard II. In addition to the usual Graduate School criteria (GRE scores, GPA >3.0), which is a first cut at acceptability, the reviewers are asked to rate the candidate in one of three categories: (1) insufficient natural resources background to proceed in a timely manner through the MFR program; (2) minor deficiencies that could be remedied with a couple of courses (which would not count towards the MFR degree); or (3) sufficiently complete background. Students completing the undergraduate SFM pathway in the College of Forest Resources would fall into Category 3 since the pathway is designed to feed directly into the MFR.

At the conclusion of the review of an applicant’s package, the program coordinator collates the reviews and assigns a 1, 2, or 3 to the file. Applicants in Category 1, although they may meet other Graduate School requirements, are denied entry into the MFR program. They may be encouraged to enroll as 5th year undergraduates to obtain the necessary background. Applicants in Category 2 will be admitted with a requirement that minor deficiencies be addressed, and that these deficiencies are in addition to all other program requirements. Applicants in Category 3 will be admitted without reservation. Recommendations are returned to the Student Services Office, which processes that decision and informs the applicant.
Dear Applicant:

Thank you for requesting application materials for the College of Forest Resources graduate programs. We offer Master of Science, Master of Environmental Horticulture, Master of Forest Resources, and Master of Philosophy degrees.

Founded in 1907, the College holds a position of national and international leadership in natural resource research. Its location in a growing urban area in one of the world’s largest forested regions provides a wealth of opportunities for field classes and research, as well as awareness of resource use issues in urban areas and landscapes. Students enjoy small classes and close association with faculty, as well as the diverse facilities of a research extensive university.

The College integrates its programs through the key unifying concept of sustainability. Special attention is devoted to sustainable forest enterprises, and sustainable land and ecosystem management in an urbanizing world. Sustainability brings an interdisciplinary set of social, biological, and physical sciences and skills to bear on creating understanding, managing (including restoring and preserving), and using the products and amenities of wildlands, and urban and suburban ecosystems so that they are maintained in a healthy, productive state for the long term.

Please note that the deadline for applications is January 15th, and we only admit students to begin in the fall or the spring quarter. It usually takes about 4-6 weeks after the January 15th deadline to make admission decisions, so you will be notified by mail.

For the most current information about our faculty, programs, and the College, visit our website at http://www.cfr.washington.edu. If you have questions or are in need of assistance, feel free to contact Michelle Trudeau at cfradv@u.washington.edu or by telephone at (206) 543-7081.

Thank you for considering us for your graduate education!

Sincerely yours,

Michelle Trudeau
Director, Student and Academic Services

ADMISSION CRITERIA

The following items are taken into consideration when applications are reviewed by the College of Forest Resources (CFR) Faculty Review Committees:

1. Evidence of academic readiness for the program:
   - Minimum GPA of 3.00 in last 60 semester or last 90 quarter hours.
   - Type and level of courses completed (generally, students are not admitted if their academic performance has been below average or if they do not have sufficient course background in their intended program of study).
   - Scores on the GRE (550-Verbal, 600-Quantitative, 5.0 Writing recommended).
   - INTERNATIONAL APPLICANTS ONLY: Minimum TOEFL score of 580 (237 for computer based test).

2. Evidence of knowledge of the intended area of study:
   - Clearly-written statement of objectives in pursuing further education.
   - Work or field experience in the planned area of study.
   - Publications written by the student related to the planned area of study.

3. Supporting evidence from reference persons:
   - Recommendation from references familiar with applicant’s academic ability and potential.
   - Letters of recommendation from employers in field related to applicant’s educational goals.

ADDITIONAL INFORMATION

The requirements listed above are considered minimum requirements. Typically, academic and professional materials for admitted students exceed these minimums.

2. Only the most highly qualified applicants will be recommended for admission to the Graduate School after their credentials have been considered by CFR Faculty Review Committees. Admission to CFR graduate programs is dependent upon space available within specific interest areas.

3. A recommendation for admission does not imply that financial assistance will be given upon entrance to CFR or for the duration of the student’s program of study. Students are encouraged to investigate all sources of funding, including external loan/financial institutions.

4. CFR welcomes students who have varied cultural experiences of educationally or economically disadvantaged backgrounds that will contribute to the College’s intellectual and social enrichment. Applicants wishing to have these factors included in the review of their applications should provide a statement concerning personal history, family background, and influences on intellectual development. This statement should include cultural and educational opportunities (or lack thereof), social and economic disadvantages that had to be overcome, and the effects of these experiences on the applicant.
GRADUATE APPLICATION CHECKLIST

Use this checklist to complete your application. Note: You must apply to the College of Forest Resources as well as to the UW Graduate School to be admitted.

(1) Submit to the College of Forest Resources Office of Student and Academic Services, University of Washington, 2312NP, Box 351485, Seattle, WA 98195-1210:

- GRE Scores (unofficial is fine). Subject tests not required.
- Official college transcripts from all schools attended (in the original sealed envelopes).
- 3 Letters of recommendation (in the original sealed envelopes).
- A copy of the online Application for Admission to the UW Graduate School.
- College of Forest Resources Supplemental Application Form.
- Statement of Purpose (300-500 words).
- Resume or Curriculum Vitae with professional experience/memberships.
- Writing samples (optional).
- Assistantship and Fellowship Awards Application (optional).

International Graduate Applicants must also submit:
- TOEFL Score (unofficial is fine).
- To obtain a Teaching Assistantship, submit a Test of Spoken English (TSE) score.

(2) Submit to the University of Washington Graduate Admissions Office:

Domestic Graduate Applicants:
- Online application to the Graduate School (www.grad.washington.edu). There is a fee.
- All processing is done online. There is no need to mail anything to Graduate School.

International Graduate Applicants:
- Online application to the Graduate School (www.grad.washington.edu). There is a fee.
- Official college transcripts (in the original sealed envelopes). Send to the University of Washington Graduate Admissions Office, PO Box 84808 Seattle, WA 98124-6108.

SUPPLEMENTAL APPLICATION FOR GRADUATE STUDY

This is a supplemental application form used by the College of Forest Resources (CFR) to further determine eligibility for its programs. Attach a separate sheet if necessary.

1. NAME ___________________________ DATE ___________________________

2. DEGREE SOUGHT (NOTE: STUDENTS MUST HAVE A MASTERS DEGREE TO ENTER THE PHD PROGRAM):
   - [ ] DOCTOR OF PHILOSOPHY (PhD)
   - [ ] MASTER OF SCIENCE (MS)
   - [ ] MASTER OF ENVIRONMENTAL HORTICULTURE (MEH)
   - [ ] MASTER OF FOREST RESOURCES (MFR)

   [ ] MASTER OF FOREST RESOURCES (MFR) IN FOREST MANAGEMENT

3. HONORS AND AWARDS

   ____________________________________________

4. LIST ALL CFR FACULTY WITH WHOM YOU HAVE CORRESPONDED.

   ____________________________________________

5. EMPLOYMENT AND PROFESSIONAL EXPERIENCE, INCLUDING ALL SIGNIFICANT PROFESSIONAL ACTIVITIES AND MEMBERSHIPS. (Please enclose a copy of your current resume or curriculum vitae.)

6. OPTIONAL: PUBLICATIONS AND PROFESSIONAL PAPERS. (Enclose an example of recent work. Submitted examples will not be returned to the applicant.)

7. NAMES OF RECOMMENDERS:

   ____________________________________________

   ____________________________________________
As an example of students who would be fully qualified, accepted with requirements to fulfill a few additional courses, and unacceptable for the MFR in Forest Management, sample transcripts are provided in Appendix III-C. The first transcript is from a student who completed his or her undergraduate curriculum at an already SAF-accredited program, thus the courses would easily meet the prerequisites of the MFR, as discussed in Standard II. The second transcript is from a student who has significant natural resource professional background and whose coursework would meet the prerequisites of the program. The third transcript is from a student currently enrolled in the ESRM (Environmental Science and Resource Management) degree program, but who is not taking the recommended courses in the Sustainable Forest Management Pathway; this student would not meet the prerequisites of the MFR and would not be admitted to the program.

Planning and Reviewing Academic Programs
The College uses numerous avenues to review existing and plan for new academic programs. As evidenced by the formation of the new ESRM degree program, and the phasing out of the previous undergraduate programs, the College is dedicated to providing high-quality academic programs that meet the current demands of the natural resource and management industries and professions. For example, during the planning stage of the ESRM program, a work group of ten professionals from state agencies and industry came together to provide feedback on the type of student they are looking for in new applicants. This provided the College with valuable information about the ideal student background when planning the new curriculum.

The College has a standing Curriculum Committee, composed of the Associate Dean of Academic Affairs, four faculty members, the Faculty Chair, and the Director of Student and Academic Services. This committee is responsible for overseeing the undergraduate and graduate programs of the College and reviews and approves all planned changes to courses and programs before those requiring faculty action are brought before the faculty for a final decision.

Assessing Educational Outcomes
The Paper Science and Engineering program is the only program in the College that has a systematic method for assessing educational outcomes, as required by the Accreditation Board for Engineering and Technology (ABET). Although there is not a systematic method for assessing outcomes from the newly established ESRM or MFR (Forest Management) programs, the College does employ techniques to assess a variety of educational outcomes.

The most widely used review systems are the course evaluations filled out by students at the completion of each course. These evaluations are reviewed by the course instructors and College administration to assess curriculum content and instructor quality. These forms are standardized across the University, and as such are comparable across disciplines and courses. As examples, the educational outcomes and student comment forms are provided in Appendix III-B of this section.

An additional outcome assessment technique used by the College is an exit survey administered at the completion of each student's undergraduate or graduate program. While this survey provides valuable input to the College regarding course content, faculty instruction, and the College community, it is voluntary, and thus is not representative of all students. A sample exit survey is provided in Appendix III-D of this section.

A technique that is less common, but projected to be used more frequently as more students take part in the SFM pathway of the ESRM degree program, is an employer evaluation completed after students participate in the summer internship program. Completed by the forestry professionals who worked with students during the summer, these evaluations are extremely valuable in assessing
individual students and the outcome of their educational background while at the University. An example of the most recent summer internship evaluation is provided in Appendix III-E of this section.

The final educational outcome assessment that will be used in the Master of Forest Resources (Forest Management) is the capstone project required for each student enrolled in the program. The capstone project will incorporate the students’ knowledge and understanding of techniques and ideas taught in their courses, as well as experience from their professional and internship opportunities. In order for students to successfully complete the capstone project, they must demonstrate an expertise in forest management, including sampling techniques, policy and societal issues, and ecology and biological functions of forest and other natural systems. This outcome assessment will be extremely useful in the first few years in determining the MFR’s ability to meet the goals of the program.
### Appendix III-A: Sample Faculty Information Used for Merit Evaluation

#### A.3 Teaching: Graduate and Undergraduate Instruction

**Bradley**

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Yr CFR-Reqd Cr: 18  Yr SCH: 461  Avg 3.94

3Yr CFR-Reqd Cr: 39  3Yr SCH: 102  Avg 4.08
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Thursday, May 15, 2003
### A2a Teaching - Graduate supervision

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Thursday, May 15, 2003
### A2b Teaching - Graduate Supervision

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**Yr MS Chair/Graduated Student Total:** 2  **Yr MS Grad Committee Membership Total:** 19
### B1 Funded Research

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Yr Total: $199,629

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Waldron, Kimberly  No  Social Sciences  December 20, 2001
Winger, Shannon  Yes  Urban Planning  March 16, 2001
Zwiebel, Brian  Yes  Social Sciences

Yr MS Chair/Graduated Student Total: 2  Yr MS Grad Committee Membership Total: 18

2002

Beevers, Michael  Yes  Forest Resources
Bidwell, Ryan  No  Social Sciences
Bratton, Nicholas  No  Social Sciences
Buffington, Stephen  No  Social Sciences
Cohen, Alex  No  Urban Planning  June 14, 2002
da Luz, Michelle  Yes  Social Sciences
Erickson, Ara  Yes  Forest Resources
Grady, Johnny  Yes  Social Sciences
Karl, Suzanne  Yes  Forest Resources
Kim, Sooyoung  Yes  Social Sciences
Nichols, Morgan  Yes  Social Sciences
Sanchez, Veronica  Yes  Urban Horticulture
Walsh, Matthew  No  Forest Engineering
Whittaker, Kara  No  Forest Resources
Zwiebel, Brian  Yes  Social Sciences

Yr MS Chair/Graduated Student Total: 0  Yr MS Grad Committee Membership Total: 15

3 Yr MS Chair/Graduated Student Total: 4  3 Yr MS Grad Committee Membership Total: 52
University of Washington, College of Forest Resources

2001

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Yr Total: $360,492

2002

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3Yr Total: $1,167,392

NOTE: The Individual Annual Amount for each year is the monthly project amount (total project funding divided by number of months funded) multiplied by the number of months which fall in the year indicated. When a project spans more than one year, it will appear as a pro-rated amount in each year.

B2 and B3 Publications

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3 Yr Combined Total (Center and Individual): $1,167,392

Standard III: Society of American Foresters Accreditation Review Page 47
Creativity and Sustaining a Culture of Interdisciplinarity: Novel Approaches to Graduate Education in the Environmental Sciences

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<td>Alternative Futures for Stovepipe Wells</td>
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C.1. Academic and Educational Service

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**Yr Academic Committee Membership:** 21 **Yr Chair Academic Committee:** 6

**2001**

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<td>Committee to Develop International Certificate CFR/GSPA/Jackson School</td>
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**Yr Academic Committee Membership:** 27  
**Yr Chair Academic Committee:** 9

2002

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**Yr Academic Committee Membership:** 12  
**Yr Chair Academic Committee:** 5

**3Yr Academic Committee Membership:** 60  
**3Yr Chair Academic Committee:** 20

### C.1 Academic and Educational Service

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<td>Washington State University</td>
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**Yr Continuing Education Total:** 1
### C2 Public and Professional Service

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<td>Mountains to Sound/Middle Fork Snoqualmie River Planning Committee</td>
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<td>Seattle Community and Urban Forestry Advisory Council - Treemendous Seattle</td>
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<td>Tiger Mountain State Forest Advisory Committee</td>
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<td>Conferences</td>
<td>Western Summit Steering Committee, UC Davis</td>
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<td>Dr. Sally Schauman, University of Washington</td>
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<td>Dr. Tim Duane, University of California, Berkeley</td>
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<td>Dr. William Sullivan, University of Illinois</td>
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<td>Harpers Magazine</td>
<td>Interview, Forest Planning and Ecosystem Management</td>
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<td>Interview, Forest Aesthetics/Silviculture</td>
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<td>Interview, Urban Forestry</td>
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Tacoma News Tribune
The Wire, Champion International Corporation
Vancouver Sun

Tacoma News Tribune

2001

Committee/Organization Memberships
- King County Rural Forestry Commission Executive Committee
- Mountains to Sound/Middle Fork Snoqualmie River Planning Committee
- Seattle Community and Urban Forestry Advisory Council - Treemendous Seattle
- Tiger Mountain State Forest Advisory Committee
- Washington State Urban and Community Forest Council
- Western Summit Steering Committee, UC Davis
- WFPA Land Use Committee

Consulting
- National Park Service - Stovepipewells Master Plan
- Washington Forest Protection Association
- WSU Skamania County Extension

Proposal Reviews
- NSF IGERT Review Panel

Publication Reviews
- Journal of Urban Ecosystems

Other
- High Country
- Mukilteo Beacon
- Seattle Times

Conference Presentations
- Olympic National Park Orientation to New Employees - Crescent Lake
- Society of American Foresters Annual State Meeting, Snoqualmie
- Urban Ecology International Meeting, Berlin
- Urban Ecology Presentation to Humboldt University
- Urban Forest Summit, Chicago

Yr Service Total: 23
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<td>Pacific Watershed Initiative, Methow Valley</td>
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<td>Tech Advisory Visit USDA FS Wildland Urban Interface Research Unit,</td>
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<td>3Yr Service Total: 56</td>
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Appendix III-B: Sample Course Evaluation and Student Comment Form
Student Comments

Instructor __________________________ Course ___________ Section ___________ Date ______

Your handwritten comments in response to the following questions will be returned to the instructor after grades are turned in. We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions.

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<td>What aspects of this class contributed most to your learning?</td>
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<td>What aspects of this class detracted from your learning?</td>
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<td>What suggestions do you have for improving the class?</td>
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Please use the back of this sheet for any additional comments or to respond to additional questions. Thank you!
Appendix III-C: Sample Transcripts

This student would fall into Category 3, since his/her undergraduate classes show a substantial background in forestry and natural resource management. Additionally, since the program is SAF accredited, the courses would meet the prerequisites of the MFR (Forest Management).

![Sample Transcript Image]
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<td>REGULAR</td>
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<td>DATE OF BIRTH</td>
<td>11-20-00</td>
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<td>841 US CULTURES/PLACE AMER.</td>
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<td>848 RESOURCE POLICY ESPM</td>
<td>1020 4.0</td>
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<td>849 WILDLIFE CASE STUDY ESPM</td>
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<td>96.0^PSID</td>
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**MEMORANDA**
- 950 01-20-98 FIELD OF STUDY CHANGED FROM L & S UNDECLARED.
- 951 01-07-00 SPANISH B PN OPTION APPROVED.
- 952 T, DEAN NAT RES.

**TOTAL PASS/NOT PASS ATMN**
- 16.5 PASSED
- 16.5

**OTHER TRANSFER CREDIT**
- 17.0

**SEMESTER CREDITS COMPLETED**
- 129.0 UC GP
This student's undergraduate courses, providing a background in the biological and environmental sciences, combined with his/her professional experience in forestry and resource management would place his/her in Category 3 as well.
Vacancy Information
Announcement Number:
Position:
Duty Location:

Personal Information

Contact Information

Highest Grades: GS-0462-07, 05/04-Present
GS-0404-07, 05/00-10/00

Education
- B.S. Environmental Sciences, 1998
  East Stroudsburg University of Pennsylvania - East Stroudsburg, PA 18301
- High School Diploma, 1994

Awards
- U.S.D.A., Certificate of Merit - for assistance and support to the Station Safety Committee.
- U.S.D.A., Certificate of Appreciation - for directing very efficient and accurate field work.
- D.O.I., Certificate of Appreciation - for recognition of enthusiasm, dedication and support of the fire management program.
- Received outstanding results on all performance reviews.

Qualifications and Training
- Current Fire Qualifications: FFT2 - Arduous, FFT1 (T), FEMO (T), B-Falling and Bucking.
- Fire Related Training: RX80, RX310, S130, S190, S212, S215, S244, S245, S290, S390, I100.
Curriculum Vitae

Work Experience

Lead Forestry Technician (Fuels Research) 08/03-Present
GS-0462-07, 05/04-Present Full Time-Term
GS-0462-06, 08/03-05/04
U.S. Forest Service, Pacific Wildland Fire Research Lab, Seattle WA

Duties:

- Provide technical assistance to research personnel by accomplishing data collection and analysis to support ongoing studies of the Fire and Environmental Research Applications Fuels Team.
- Assist professional foresters in designing, developing, adapting, and implementing study plans and methodology to carry out fuel consumption and fuel loading research projects including: Litter and Duff Bulk Densities in the Southeastern U.S., Fuel Consumption and Flammability Thresholds In Shrub Dominated Ecosystems, and Photo Series for Major Natural Fuel Types of the U.S.
- Lead and manage a crew in the collection of fuels data, fire behavior data and vegetation analysis. Provide on the job training for field and laboratory data measurements. Responsible for quality control of data collection and data management.
- Responsible for organizing practical and administrative aspects of field sampling.
- Perform laboratory equipment set up and calibration for making scientific measurements and observations of sample material gathered from experimental field plots.
- Conduct initial statistical analysis and technical report writing of fuels data leading to initial conclusions and inferences.
- Participate in prescribed burning activities.
- Establish and maintain a working relationship with contacts outside the duty station. Coordinate and schedule work efforts in collaboration with other fire management organizations.
- Responsible for oversight of the field crew safety program and member of the stations safety committee.

Supervisor: You may contact...
Curriculum vitae

Work Experience Continued

<table>
<thead>
<tr>
<th>Biological Technician (Fire Effects Monitor)</th>
<th>05/03-08/03 and 05/02-10/02</th>
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<td>BS-0404-05</td>
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Duties:

- Support the agencies fire program. Responsible for collecting a variety of fire effects FMH monitoring data including; live and dead fuel loading, species distribution, class, size, conditions, associated species, percent cover, and cover type. Establish and monitor short and long term fire effects monitoring plots in forest, shrub, and grass fuel types. Validate and manage fire effects data.
- Participate in fire management program operations including technical and analytical work involving wildland fire suppression (~500 hrs.), fire use (~20 hrs.), and prescribed fire (~250 hrs.).
- Observe and report fuel moisture, fuel loading, fire behavior and weather data relating to spread rate, flame length and other prescription elements.
- Perform field inspections before, during, and after prescribed burns to determine if defined resource objectives have been met. Responsible for creating multi-level burn severity maps using GPS, GIS, and aerial photographs.
- Provide information to interested parties regarding the relationship of fire and local ecosystems as well as bureau policy, activity, and procedures on the use of prescribed fire. Support, understand, and relate projects to the broader fire program.
- Participate in the implementation of other projects as needed which included: performing field measurements for the validation of burn severity maps from space-born remotely sensed imagery; assisting in developing burn severity sampling methodology and a burn severity database; conducting data collection on aspen response to prescribed fire, mechanical treatments, and undulate herbivory.

**Supervisor**: You may contact [redacted]

<table>
<thead>
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<th>Field Technician (Habitat Restoration)</th>
<th>02/02-05/02 and 11/02-05/03</th>
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<td>$14.00/hour</td>
<td>Full Time-Seasonal</td>
</tr>
<tr>
<td>Restoration Logistics, Seattle WA</td>
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Duties:

- Carry out habitat restoration and enhancement fieldwork on projects for local state, county, and city agencies.
- Maintain working relationships with clients and partners.

**Supervisor**: You may contact [redacted]
This student is an example of an undergraduate ESRM major progressing along the Sustainable Forest Management pathway. This student would be a likely candidate for the MFR program, but might fall into Category 2 if certain courses were not fulfilled in later quarters.
This student is an example of an undergraduate ESRM major who would not be a candidate for the MFR program (Category 1); he/she is not following the suggested courses of the Sustainable Forest Management pathway and is missing the prerequisites of the graduate program.
<table>
<thead>
<tr>
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<th>Credits</th>
<th>Grade</th>
<th>Notes</th>
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<td>ESSN 371</td>
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<td>ESSN 473</td>
<td>MARYLAND ECOLOGY</td>
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SCHOLARSHIP STATUS: DEAN'S LIST

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<td>ESSN 452</td>
<td>MENT INDIAN/AMER SDS</td>
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<td>QTR 2006</td>
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SCHOLARSHIP STATUS: DEAN'S LIST

---

DEGREE EARNED 12/14/06
BACHELOR OF SCIENCE IN FOREST RESOURCES (ENV SCI & RES MGMT)
UM: 123.0, TRANSFER: 74.0, EXTENSION: 0.0
CUM: 19.0

**UNOFFICIAL COPY - DESTROY WHEN NO LONGER NEEDED**
### Appendix III-D: Undergraduate and Graduate Exit Survey

<table>
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<tr>
<th>Educational Information</th>
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<tr>
<td><strong>Undergraduates</strong></td>
<td><strong>Graduates</strong></td>
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<td>What is your major?</td>
<td>What degree did you earn at the College?</td>
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<tr>
<td>If you have a minor, what is it?</td>
<td>Who is your committee chair/adviser?</td>
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**All Students**

- When did you begin your studies at CFR? (Qtr/Year)
- When did you begin your studies at the UW? (Qtr/Year)
- When will your degree be awarded? (Qtr/Year)
- Are you planning to continue your education?
- If yes, what program are you planning to pursue?
- Where will you be going to school?
- How would you evaluate your educational experience at the College?
- What factors contributed to your experience? (briefly explain):
- How did you learn about the programs at the College of Forest Resources?
- How would you evaluate the Faculty
  - Administration
  - Staff
  - Students
- What do you think the College could do to improve service to the students?
- What do you think the College could do to improve the overall student experience?

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<td>If yes, is this a permanent position?</td>
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<td>Your job title:</td>
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<td>What is this position in:</td>
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<td>In what ways did your education help you get this position?</td>
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<td>Does this position relate to your degree?</td>
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<td>Did you need a degree for the position?</td>
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<td>Did the College help you find employment?</td>
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<td>If yes, in what way did the College help you?</td>
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<td>In what ways do you think the College could have helped you more in your job search?</td>
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<table>
<thead>
<tr>
<th>Other comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any other comments you would like to share?</td>
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</tr>
</tbody>
</table>
Appendix III-E: Employer Evaluation

September 6, 2005

Gordon Bradley
University of Washington
College of Forest Resources
Box 352100
Seattle, WA 98195-2100

Re: Green Diamond Resource Company – UW College Forest Resources 2005 Summer Internship Program

Dear Gordon:

As promised, you will find attached the evaluations that were done by individuals at Green Diamond Resource Co. (GDRCo) as the four students moved through the internship program. They are unedited by me and reflect the feelings of our staff with regard to the following questions:

1. Did the student(s) grasp the subject matter, understanding the field procedures, data use, technical theory, etc.?
2. Did the students show a “curiosity” about what they were learning or did they just passively participate?
3. If there were deliverables involved (data collection sheets, reports, maps, etc.) what was the quality of the deliverable?
4. Any recommendations relative to their educational background to make them better prepared participants in the internship program?
5. Any other observations or experiences?

From my own observations, the students were great to work with; showed strong work ethics; and respected the nature of their housing and use of GDRCo’s facilities. They were engaged in the learning opportunity presented to them and represented the University well in this regard.

Some areas of concern to GDRCo’s staff were the lack of exposure to photogrammetry, use of forestry equipment (e.g., compass, clinometer, etc.) and basic forest mensuration. There was some discussion about these topics with you after the student’s presentation and possibly we could continue our discussion in context of the internship’s future. In following up with GDRCo’s staff relative to carrying the internship forward, all were enthusiastic but with a request to have the participant’s exposed to the areas mentioned above in their curriculum. By doing this, our time would be spent more on operational application and less on basic theory.
If nothing else Gordon, I think we sparked the student's understanding of operational forestry and energized their desire to pursue their education further in this regard. Please let me know the dates of the student's presentations. Thanks for all of your help and please extend my appreciation to others at the CFR for taking the risk to support the internship program.

Sincerely,

E. Keith Simmons
Manager Harvest Planning & Engineering

XC: Maureen Frisch
Jim Thiemens
20-24 June 2005
Temperature Monitor Deployment
Students worked in pairs to deploy 30 temperature dataloggers (15 per pair) for GDRCo’s 2005 HCP temperature monitoring. After 1 day of orientation to the project, each group was given maps and old data sheets (description and sketches from previous deployments) for the monitors. The students used the maps and field descriptions/sketches to locate monitoring sites and successfully deployed 28 of the 30 monitors (one group was unable to locate the access for 2 of the monitors – in a bit of a confusing spot). The students demonstrated an understanding of the project they were working on and both groups had questions/observations about things they had seen in the field. The field notes that were returned by the students were legible and all the fields are filled out. Students worked in rugged terrain (the majority of the monitoring sites they visited are located in the foothills of the Olympic Mountains) and had to navigate (road and off trail) to find the monitoring locations.

29-31 August 2005
Temperature Monitor Recovery
Students paired up again for the recovery of the temperature monitors. Each pair recovered the monitors that they deployed. All temperature monitors were successfully recovered. The students were more adept at navigating our tree farm and did a better job of planning to make the recovery more efficient. Part of the increased efficiency was due to better use of the field notes from previous years’ monitoring. A couple of monitors were placed in locations that went dry. Many of the monitoring location are at the upper end of the channel network and flow conditions get pretty low at the end of the monitoring period. Experience is the best teacher about where to place some of these monitors.

28 June 2005
Harvest Unit Environmental Review
accompanied me on two harvest unit environmental reviews. As part of one review (EM176), I explained GDRCo’s channel classification system, measuring points for HCP buffers, identifying perennial versus seasonal channels and preferred locations for discontinuous buffers on small seasonal channels. On the other review (EM180), GDRCo’s wetland classification system and supplemental wildlife tree conservation program were explained and used. The students were engaged during the reviews and had good questions that led to more in depth discussions about the requirements of our HCP. The students wrote up a report of the environmental review for the second harvest unit.
Assessment of UW Interns

Subject: Harvest Unit Layout (flagging of stream buffers, property lines and leave tree areas)
Equipment used: Compass, Range Finder, Clinometer and Aerial Photos

showed that they were very interested in every part of the layout process and asked great questions. They took their newly learned skills and applied them very well to their project.

Their project was to develop a harvest/land management plan for a “Demonstration Forest” adjacent to the Simpson Employee’s Mason Lake recreation area.

The project deliverables were:
- Environmental review summary
- Identification and flagging/tagging of harvest boundaries
- Traverse Map – showing their management plan
- Cruise of areas planned for initial harvest
- Completed Forest Practice Application
- Demonstration Forest prescriptions

The deliverables were all completed and were of high quality work. The map subdivision of the area and prescriptions were especially well done considering that they were shown/given a project area and told to develop a plan for a “Demonstration Forest” with the above list of deliverables.

I would suggest that future interns come to the program with some knowledge of how to use the basic tools that we use on a daily basis i.e. compass, clinometer and aerial photos.

It was a pleasure working this summer with
Summer Intern Evaluation

Subject: Commercial Thinning
Intern: [Redacted]
GDRCo Employee: [Redacted] Contract Logging Administrator

I had the pleasure of working with [Redacted] on the Green Diamond thinning program. They both had experience laying out PCT units so it was a natural progression to extend it to laying out commercial thinning units. The assignment was to lay out the WC-1-2-3 2006 CTL unit. They needed an understanding of water types, machine capabilities, quality of roads, laws, rules, regulations, and log marketing. [Redacted] and I spent a good half day with them in the office and out in the field. They had a good understanding of the assignment and completed it in a timely and professional manner. The other project I assigned was to compare variable plot to fixed plot on determining trees/acre. I had them measure to the nearest .10" at DBH. As predicted they came up with the same answer. They proved that careful and precise measurements were necessary to get the correct trees per acre when using a variable plot. The one thing they will need in my opinion to further their career is some surveying experience. Good luck to both of them and I found it enjoyable to work with them.
Write up for UW students; submit by [redacted] GDRCo Field Biologist

Below is a general description of the students participation followed by a brief description of my observations of them as individual learners.

The UW students assisted me in conducting toad surveys, stream dwelling amphibian surveys, and fish surveys. [redacted] was paired up for the week of 7/18-21 while [redacted] was paired up for the week of 7/25-28.

1. Did the student(s) grasp the subject matter, understanding the field procedures, data use, technical theory, etc.?

Yes, the students asked questions relating to field techniques and also about a variety of forestry operations. While making connections with prior experiences, they engaged in discussion about biology and ecology and their relationship to timber management. Each made sure to understand the objectives for each survey and expressed interest in what use the data would serve.

2. Did the students show a "curiosity" about what they were learning or did they passively participate?

The students were enthusiastic and curious and were active participants in each of our field surveys.

3. If there were deliverables involved (data collection sheets, reports, maps, etc.) what was the quality of the deliverable.

N/A, the students assisted me in collecting data. Although I did show them how to address each question on each data sheet, students were not responsible for the integrity of the data sheet.

4. Any recommendations relative to their educational background to make them better prepared participants in the internship program?

The students had very little experience with fish or amphibians and were unfamiliar with their basic biology; however, each student expressed curiosity...
and interest towards the topic and asked questions to further their understanding.

5. Any other observations or experiences?
Each student conducted their work mindfully and with care; paying attention to the details and asking questions if they needed further clarification.

always volunteered to carry equipment and he remained upbeat even when tired at the end of the day. To further his understanding he asked to borrow a copy of the HCP.

was a curious and hard worker. He was interested in reading and discussing many aspects of biology. In particular he read/thumbed through all the books of related topics that I had stored in the car.

was an enthusiastic participant during all the surveys.

took pictures of almost every new animal species we encountered and of many natural features he discovered while on our surveys.
Green Diamond Resource Company
Summer Internship Program

During the week of June 30th to July 8th our Road/Logging Engineer, [name redacted] and myself worked with students [name redacted] on unit traversing and road layout. We worked on a 65 acre harvest unit located on the west end of the tree farm. The students were tasked with traversing the unit with hand compass and a 300’ surveyor’s tape to generate an accurate map of the area. They grasped the subject matter and picked up the field procedures fairly quickly and were able to complete their traverse in two days with an acceptable error of closure of 1:124. From this map they were to lay out a preliminary road route in the field, traverse the route using compass and pacing, and plot it on the traverse map manually. This was also completed in a timely manner however, with limited knowledge of logging systems and little experience in road design I think they had a tougher time grasping the technical theory behind road location in the short amount of time we had to work with.

The students did show a curiosity about what they were learning and they actively participated in their assigned tasks. They took a short written quiz over material that had been covered and also completed a small voluntary homework assignment where they were asked to put a paper road plan together on a 1":400’ topography map for one of the last remaining high country road less areas of our tree farm. The students provided all of the deliverables that were assigned to them: traverse map, road layout and route plotting, road plan homework exercise, and the short quiz.

[Name redacted] showed a willingness to learn accomplishing their deliverables in a timely manner and exhibited some extra effort on voluntary assignments. However, if they were to pursue a career in forestry/forest engineering they would need more forestry specific courses to fill their background. They lacked the basic skills needed to perform this job (e.g.: Forest mensuration/use of a hand compass/declination; basic land survey skills like pacing, chaining, following a bearing; air photo interpretation to locate yourself in the field; and basic legal descriptions. I realize this is not their area of study but these skills are vital to compete for employment opportunities in the industry and can be acquired at most two year forestry tech. programs.

After some short basic training and brief field discussions the students adapted quickly to some new skills in a new environment and were able to complete their field work. They have been exposed to a commercial working forest and it seems to have peaked their interest. This internship is a great opportunity to get some real world experience in the industry and I hope that [name redacted] will be able to apply what they have learned to their future career choices.

[Name redacted]
Layout Forester, Green Diamond
Forest Inventory: June 29 & June 30

Students:

Subject Matter:

A pre-harvest cruise was initiated using Variable Radius Plot cruising as the sample method. Much discussion about how VRP sampling works inclusive of strengths and weaknesses. Also discussed other sampling methods for comparison. Students had to use compass and learned the skill of pacing between plots. A laser range finder, Topcon optical range finder, Spencer tape, increment borer and Relaskop was used to take various tree measurements inclusive of: DBH, Form Factor, Bole Height to a Bole DOB, Total Height and Age at DBH for site determination. Discussed desired trees for site measurement and why we take site. Grading trees from the perspective of GDRCo.'s customers was employed along with defect recognition. Various scribner and cubic scaling rules along with the associated Bureau Scaling measurements were discussed pointing out their relative differences and how it would impact volumes. Students were made aware of various taper functions available for determining bole diameters and bole heights of cruised trees. Cruise accuracy discussed at various levels: total volume, volume by species, and volume by grade and volume by log size. Since poles were cruised, we made a trip to a peeling pole yard. Students had some hands on practice in taking pole measurements to determine pole size and type. Peeling and grading process was observed. Student also attended a weekly morning log allocation meeting to see how pre-harvest cruises are used.

Student Participation:

Overall the students were exposed to a large amount of information in a short period of time. They asked very good questions and picked up the key points of the project.

Deliverables:

Cruise data collected was captured within a handheld computer and downloaded at end of day 2. Results were observed and discussed.

Education Recommendations:

Students had none to very little experience per subject matter and skills needed to accomplish the task. Forest Inventory covers a broad range of applications in today’s world. It is just not about buying or marketing timber anymore. Inventory is used operationally throughout timber companies for numerous applications: biological, woody debris, planting surveys, stand management, pre-harvest/sale work, long term inventory and so forth. Would recommend that all CFR students regardless of their discipline be required to take an inventory class inclusive of a field lab to apply classroom instruction, learn to take various measurements, apply various sampling methods and learn how to use tools applicable to inventory.
Having graduated from CFR in 1981 I was disappointed in the general lack of field skills in the students curriculum to date. Critical skills related to forest management, inventory and engineering were taught and applied in the field via a quarter at Pack Forest. These skills were then applied through the remainder of our education. These skills are important/critical for a forest management degree and a career in forest management.

Other:

What the students lacked in course preparation was offset by a demonstrated desire to learn.

Cruising Supervisor
Evaluation of UW Interns

Subject: Pre-Commercial Thinning
Instructor: [Redacted]
Interns Names: [Redacted]

Scope of the Project

The interns were asked to perform pre-commercial thinning pre-audits on a number of potential candidates. With given instruction, they were to determine weather these units would make good candidates for a PCT or some other prescription. Most of the units were moved on to pre-commercial status where the contract cutting was hired and monitored during the process by the interns. Post-thinning audits were then performed using transect and grid type plotting systems to compare the accuracy of both.

1. Both students seemed to grasp the PCT concept almost immediately. It appeared their prior exposure to pre-commercial thinning was somewhat limited if non-existent. With minor adjustments along the way, they became very accomplished with the pre, and post-audit segment of the project. After seeing the project full circle, it was very apparent that both interns understood the importance of using pre-commercial thinning as a viable tool.

2. They showed eagerness to learn and further their field experience at all times. I could tell by the questions that were asked, they were both engaged in the subject matter.

3. The fieldwork was accurate and on time. The changes that needed to be made were done immediately and accurately.

4. Keep preaching theory in the classroom, but also find a way to continue with as much field experience as possible.

5. It was rewarding to share some of the things we do in the forest industry with students that have an interest in the field like we do. It was a pleasure working with these gentlemen and I hope they were able to take something with them in furthering their educational experience. GO DAWGS!!!!!!!!!!
Evaluation of U. of W. Interns

Subject: Tree Improvement
Supervisor: [Redacted]

Scope of the project:

Each set of students spent one week with me discussing our tree improvement program and pinning progeny sites. Pinning involved placing metal ID tags on wire pins and placing the pins in the ground next to seedlings with the same ID. Each crew had 2 progeny sites to complete with approximately 2,400 tags to place at each site.

1. When talking about tree improvement, they did not ask very many questions. They seemed to understand the concept but did not seek additional information or ask for clarification. They grasped the concept of pinning fairly quickly but asked very few questions as to the relevance of what they were asked to do. They finished pinning both of their progeny sites.

2. They asked very few questions.

3. Pinning of progeny sites was done accurately and worked at a good pace and without much supervision. They accurately identified discrepancies.

1. When talking about tree improvement, [Redacted] asked several questions showing interest and clarification. [Redacted] like the others, did not grasp the concept of pinning fairly quickly and asked questions related to progeny sites and how they played a role in tree improvement. He picked up the concept very quickly and adapted his own methods which were acceptable to me. Jason appeared to have trouble grasping the pinning concept. After a little more work with him, he seemed to grasp the concept. They did not finish pinning one of the progeny sites.

I worked with [Redacted] on their demonstration forest project and gave recommendations from a managed forest perspective. [Redacted] appears to have taken the lead and he and I have discussed the project on several occasions.

2. [Redacted] asked more questions than any of the others and showed more interest in forestry issues.

3. Pinning of progeny sites was done accurately but worked slower than the other crew. They did not identify any discrepancies.
General:

4. They definitely need more course work in all aspects of silviculture and field time to put concepts in practice. I am disappointed to see Pack Forest dropped as a requirement for graduation. This is where they gained practical experience. The U of W needs to get SAF certification re-established.

5. Students are being cheated in their educational experience with a lack of forestry related course work. Students are generally sharp enough but lack the educational tools necessary to step in without a lot of initial hand holding. It is not fair to the students and companies like ours that have to devote so much time to train students in basic forestry. When they graduate, students will be at a competitive disadvantage with graduates from forestry related schools like OSU.
Standard IV: Faculty

At the start of the current academic year, 45 regular teaching and research faculty, 14 adjunct faculty associated with other departments on campus, and 64 affiliated faculty from various government and private organizations are part of the College faculty. As shown in Document C-1, of the regular teaching and research faculty, 33 are full professors, 7 are associate professors, 2 are research professors, and 3 are research associate professors.

Document C-1 lists all faculty in the College, with academic rank, field of expertise, and educational and professional background. Document C-2 lists affiliated faculty members who occasionally teach courses required in the background courses offered in the ESRM program. In addition to those faculty listed in Documents C-1 and C-2, the College regularly recruits teaching expertise (either as lead instructor or guest lecturer) from the numerous adjunct and affiliated faculty members, shown in Table 1. Document D lists all faculty members who regularly teach courses offered by the College; not documented are one-time teaching events from staff or faculty outside of the College, or courses offered jointly with other departments with the lead instructor not part of the College.

Table 1 Affiliate and Adjunct Faculty 2005-2006

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<th>Name</th>
<th>Title, Location</th>
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<tr>
<td>ACKER, STEVEN</td>
<td>AFFILIATE ASSOCIATE PROFESSOR, OLYMPIC NATIONAL PARK</td>
</tr>
<tr>
<td>AMMIRATI, JOSEPH</td>
<td>ADJUNCT PROFESSOR, BIOLOGY</td>
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<tr>
<td>ANTONELLI, ARTHUR</td>
<td>AFFILIATE PROFESSOR, WSU, PUYALLUP</td>
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<tr>
<td>ANTOS, JOSEPH</td>
<td>AFFILIATE ASSOCIATE PROFESSOR, UNIV OF VICTORIA</td>
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<tr>
<td>AUBRY, KEITH</td>
<td>AFFILIATE ASSOCIATE PROFESSOR, USFS PNW LAB, OLYMPIA</td>
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<tr>
<td>BARBOUR, JAMIE</td>
<td>AFFILIATE ASSOCIATE PROFESSOR, USFS PNW LAB, PORTLAND</td>
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<td>BIGLEY, RICHARD</td>
<td>AFFILIATE ASSISTANT PROFESSOR, WA DNR, OLYMPIA</td>
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<td>BILBY, ROBERT</td>
<td>AFFILIATE ASSOCIATE PROFESSOR, WEYCO, WTC 1A5</td>
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<tr>
<td>BISSON, PETER</td>
<td>AFFILIATE PROFESSOR, USFS PNW LAB, OLYMPIA</td>
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<tr>
<td>BOOTH, DEREK</td>
<td>ADJUNCT RESEARCH PROFESSOR, CIVIL/ENVIRONMENTAL ENGR</td>
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<tr>
<td>BRAATNE, JEFFREY</td>
<td>AFFILIATE ASSISTANT PROFESSOR, UNIV OF IDAHO</td>
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<td>CAREY, ANDREW</td>
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<td>CARSON, WARD</td>
<td>AFFILIATE PROFESSOR, BLOEDEL 292</td>
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<td>CHALKER-SCOTT, LINDA</td>
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<td>CLARK, ROGER</td>
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<td>ADJUNCT PROFESSOR, FISHERIES</td>
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<td>AFFILIATE PROFESSOR, POTLATCH CORP, IDAHO</td>
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<td>CURTIS, ROBERT</td>
<td>AFFILIATE PROFESSOR, USFS PNW LAB, OLYMPIA</td>
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<td>RESTANI, MARCO</td>
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<td>ADJUNCT PROFESSOR, CHEMICAL ENGINEERING</td>
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<td>AFFILIATE ASSISTANT PROFESSOR, USGS, PT ANGELES</td>
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<td>SINGH, JAIDEV</td>
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<td>ADJUNCT PROFESSOR, FISHERIES</td>
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<td>SMITH, DANIEL</td>
<td>AFFILIATE INSTRUCTOR, CAPSTONE TECHNOLOGY</td>
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<td>STEINEMANN, ANNE</td>
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<td>TERRY, THOMAS</td>
<td>AFFILIATE PROFESSOR, WEYCO - CENTRALIA</td>
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</table>
Eighteen faculty are directly involved with the MFR in Forest Management degree, and teach either a required course or one of the restricted electives in the program. Document E shows individual faculty information for these faculty. Curriculum vitae for all College faculty will be made available to the review team during the on-site visit.

**Faculty Transformation**

The size of the instructional faculty has remained relatively stable over the past 10 years, with a higher than average proportion of full professors. As a result of its age profile the College will be experiencing a high rate of retirements in the near future, at least six in the next two years. Out of long-term strategic planning has come a conscious change in how faculty are recruited, rather than replacing in kind, the goal is to seek faculty who can create new knowledge through collaborative and innovative research while also contributing to professional responsibilities at both the undergraduate and graduate levels. During this academic year, the College is conducting nine faculty searches.

Four search committees have completed their work, with offers made and accepted for positions with the following areas of expertise: 1) remote sensing and biospatial analysis, 2) natural products chemistry, 3) landscape plant science and sustainable management, and 4) sustainable forestry, also serving as the Director of the Center for Sustainable Forestry at Pack Forest.

Five search committees have been established and are in the process of finding new faculty in the areas of 1) bioresource science, 2) quantitative landscape science, 3) environmental/natural resource economics, 4) natural resource informatics, and 5) natural resource restoration and management. The job descriptions are shown below.

### Bioresource Science — Assistant Professor

The College of Forest Resources at the University of Washington is inviting applications for a tenure track appointment (100% FTE, nine-month appointment) in Bioresource Science at the assistant professor level beginning Fall 2006. The College recognizes the imperative to balance society’s need for energy and products with the necessity of maintaining environmental quality. We seek a broadly trained scientist with experience in employing plants to improve the sustainable use of natural resources and the quality of the environment. The successful candidate is expected to develop an externally funded, interdisciplinary research program with national and international excellence in bioresource science and its application to natural-resource and environmental stewardship. The candidate's academic training should be centered in plant biology, but his/her research may focus on diverse topics such as bioenergy, bioproducts, phytoremediation, or plant genetics. Candidates must have completed their Ph.D. by the start of the appointment.

We anticipate that this person will take advantage of potential research collaborations with faculty within the College and the University. His/her program should provide financial support for graduate student research towards MS and Ph.D. degrees. Teaching opportunities include undergraduate or graduate courses in bioresource science, specialized bioresource applications, and interdisciplinary topics relevant to the curricula of the College.
Applicants should have a Ph.D. in biological sciences, with an emphasis in plant genetics, biotechnology of resource plants, microbiology, or biochemistry.

**Environmental/Natural Resource Economics — Assistant Professor**
The College of Forest Resources at the University of Washington is inviting applications for a tenure track appointment (100% FTE, nine-month appointment) in Environmental/Natural Resource Economics at the assistant professor level beginning Fall 2006. The College of Forest Resources is focused on the stewardship of natural and managed environments and the sustainable use of products and services, and we seek a broadly trained economist with a Ph.D. in economics, environmental/natural resource economics, agricultural economics, or a related area. Candidates with research interests and expertise, as well as teaching and other work experience, in any area of environmental/natural resource economics are invited to apply. We encourage the applications of those interested in the economics of land use patterns and land cover changes; ecological economics; externalities or non-market valuation of environmental services; water conservation; environmental risk management; or environmental regulation. The successful candidate will be expected to work in an interdisciplinary context, to nurture and strengthen collaborations with other colleges and schools, and integrate environmental/natural resource economics with other social and natural sciences. Involvement with the College's Urban Ecology program is encouraged. The successful candidate will possess strong analytical and research methodology skills and is expected to: (1) develop a nationally recognized research program in their area of specialization, (2) teach classes in both the College's undergraduate and graduate programs; (3) advise graduate and undergraduate students interested in social sciences, and (4) develop collaborative relationships with scientists in other departments. Candidates must have completed their Ph.D. by the start of the appointment.

**Natural Resource Informatics — Assistant or Associate Professor**
What is the Precision Forestry Cooperative (PFC)? The PFC is an Advanced Technology Initiative program established by The Legislature of the State of Washington, to develop applications of advanced technologies to improve competitiveness of the forest sector, sustain forest values, and meet or exceed regulatory requirements. One major goal of PFC focuses on new information technologies and associated algorithms to convert data into useful metrics. Another major goal is to effectively integrate information from these technologies and algorithms into information and decision support systems useful for organizations responsible for managing natural resources.

Current PFC Facilities and Projects: The PFC jointly operates a remote sensing laboratory with the USDA Forest Service PNW Research Station in the College of Forest Resources. Current projects include LIDAR and IFSAR measurements of forest fuels, forest vegetation structure for inventory and monitoring, mapping and measurement of forest gaps and streams. The PFC is also exploring the use of RFID tagging systems for tracking seedlings, trees, and logs and the use of non-destructive testing methods for predicting stiffness and strength properties of wood in trees and logs to improve harvest planning and marketing of wood products. Scientists associated with the PFC are leaders in developing algorithms for processing data from these technologies into useful metrics and visualization products. Since these technologies provide data at unprecedented spatial and temporal resolutions they transform the information management and strategic and operational decision systems of those who must deal with issues such as accountability associated with certification, chain-of-custody, and environmental regulations.

Position Description. The PFC is seeking a faculty member with research and teaching interests in designing information systems with respect to scientific and complex management needs and developing new types of data products and models with a specific focus on natural resources issues such as:

- Computer modeling in areas such as timber/carbon value modeling, landscape level management plans, and hierarchical planning models.
- Integration of new technology to the operational decision and business processes of private and public forestland managing entities.
• Innovative engineering and management (knowledge management, supply chain management, internet and web-based decision support systems), and information technology management (data centers and warehousing, data mining, network management).

This position will complement existing programs and will be attractive to applicants who wish to creatively work in an interdisciplinary environment, have advanced skills in business/economics and engineering/computer science and are committed to disseminating their research findings through publications, teaching and outreach. The successful applicant will be expected to devote about 75% of his/her effort to research, professional, and technology transfer activities. The remaining 25% will involve teaching a course for natural resource/engineering undergraduates and an advanced course for graduate students in the College of Forest Resources.

PFC Collaborators and Partners: PFC involves collaborations with faculty from other units on campus, such as the Management Science Department in the School of Business or Industrial Engineering. An adjunct appointment with one of these units is envisioned. Collaboration with other College research programs is also highly encouraged.

Partners include the USDA Forest Service, PNW Research Station, Joint Fire Science Program, US Department of Defense, and the Washington Department of Natural Resources. PFC has an Executive Board composed of representatives from stakeholder organizations. In addition, Technical Advisory Committees composed of representatives from stakeholders advise and assist project PIs.

Position requirements:
• Ph.D. in engineering, information science, management science, forestry or a related natural resources field.
• Strong diverse background in business/economics and industrial engineering/computer science or operations research.
• Proven ability to network and collaborate with partners from private industry, federal, state, and local agencies, and other academic units on applied projects.

Terms of Appointment: This is a 9-month, tenure track Assistant Professor or tenured Associate Professor position in the College of Forest Resources.

Natural Resource Restoration and Management — Assistant Professor
The College of Forest Resources at the University of Washington is inviting applications for a tenure track appointment (100% FTE, nine-month appointment) in Natural Resource Restoration and Management at the assistant professor level beginning Fall 2006. The College of Forest Resources is focused on the stewardship of natural and managed environments and the sustainable use of products and services. We seek a broadly trained biologist with a Ph.D. in silviculture, plant, or animal ecology, horticulture, conservation biology, or a related area. Candidates with research interests and expertise in any area of environmental/natural resource restoration and management are invited to apply. We encourage the applications of those interested in ecological restoration of urban to wildlands, of wetland and riparian systems, and of forest to alpine systems. The successful candidate will be expected to work in an interdisciplinary context, to nurture and strengthen collaborations with other colleges and schools, and integrate restoration and management with other social and natural sciences. Involvement with the Restoration Ecology Network, a multi-campus program, the Urban Ecology program, or the Stand Management Cooperative, for example, are encouraged. The successful candidate is expected to: (1) develop a nationally recognized research program in their area of specialization, (2) to participate in the teaching of the introductory course in restoration ecology and in the capstone series of restoration courses, (3) to teach classes in both the College's undergraduate and graduate programs in their area of expertise; (4) advise graduate and undergraduate students interested in natural and management sciences, and (5) develop collaborative relationships with scientists in other departments amongst the three campuses. Candidates must have completed their Ph.D. by the start of the appointment.
Quantitative Landscape Scientist — Assistant Professor

The College of Forest Resources, University of Washington is accepting applications for a 9-month tenure-track position at the Assistant Professor level. Candidates must have knowledge of the development and use of quantitative techniques in landscape analysis and their application to problems of social and natural aspects of landscape change. The appointee will be expected to develop new undergraduate and graduate courses in their area of specialization to complement existing courses in the College. A Ph.D. in forest resources, ecology, biometrics, statistics, geography, conservation biology, or another relevant field is required with demonstrated experience in the use and development of quantitative techniques to address social and natural aspects of landscape change in ecosystems undergoing urbanization and development. There is an expectation that the appointee will develop a strong externally-funded research program to foster the development of a dynamic graduate program. This faculty member will be an integral member of the Environmental Science and Resource Management Program within the College of Forest Resources.

The University of Washington is located in an area of rapid landscape change along an extensive urban-wildland interface. The person appointed will have opportunities to collaborate with interdisciplinary programs engaged in teaching and research in this subject including the Urban Ecology Integrative Graduate Education and Research Traineeship Program (NSF) and the Center for Statistics and the Social Sciences. We are seeking candidates with a demonstrated record of participation in interdisciplinary teaching and research. Candidates must have completed their Ph.D. by the start of the appointment.

High Quality Instruction

The faculty of the College are intimately involved in curricula decisions and course changes, often serving on committees or being part of the discussion during faculty meetings and retreats. Although the College does not have a formal review of course content, faculty are encouraged to keep their information and teaching up to date, incorporating new technologies and relevant political and social events. The formation of the innovative and new ESRM program and co-taught courses is one example of faculty responding to the need to significantly change teaching styles and content.

Faculty Expertise and Effectiveness

Faculty-taught courses are assigned by the Faculty Chair and Vice-Chair, based on expertise and workload. The College seeks outside expertise when there are unfilled positions, often resulting from high levels of turnover at the College in the past and a changing curriculum. These outside hires are most often adjunct or affiliated faculty, but can include Ph.D. students or College staff if their level of expertise and teaching ability meet the requirements of the course. As shown in Documents C-1 and C-2, the College is fortunate to have faculty with diverse backgrounds and fields of expertise.

Faculty instruction is monitored by the Faculty Chair and Vice-Chair, and relies on input from student evaluations and occasional peer evaluation. As discussed in Standard III, when a faculty member is nominated for promotion or merit-pay, he or she undergoes a rigorous review of teaching capabilities and graduate student advising and mentoring levels. Since the College is relatively small, the Faculty Chair is aware of faculty members who are substantially involved with student projects, internships, and programs.

Related Professional Development and Scholarly Activities

As shown in the detailed faculty information provided in Document D, as a few examples, the faculty associated with the Master of Forest Resources program participate in many outside professional development and scholarly activities which are directly related to the College’s goals and mission, as well as the individuals’ respective areas of expertise. College faculty are often asked to
speak at conferences, review journal articles and funding proposals, and present their research both informally and formally throughout the world.

When faculty members are considered for promotion or merit-pay, they submit a description of recent research activities, publications, conferences attended, and other professional development activities. An example of these documents is included in Appendix III-A in Standard III.

**Recruitment and Retention of Cultural, Ethnic, and Religious Diversity**

The College of Forest Resources makes public our commitment to recruiting and hiring culturally and ethnically diverse faculty (as well as staff and students), as described in the College profile available on-line: CFR is committed to diversity, promoting respect for the rights and privileges of others, and the understanding and appreciation of human differences.

Similar to many forestry-focused programs throughout the U.S., however, the College’s diversity is unexceptional. With nine female and two non-Caucasian faculty members, the College has much room to improve. As an example, Figure 1 shows the report produced by the Equal Opportunity Office at the UW. Fortunately, with the nine new positions, the College has opportunities to fill these spots with qualified individuals, thus improving the chance of increasing the number of the diverse faculty members.

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Figure 1. Diversity at the College of Forest Resources
When a new faculty search committee is formed, all members are directed to use the Faculty Recruitment Toolkit, provided by the University’s Equal Opportunity Office. The Toolkit includes a section on enhancing diversity, which contains the following text as well as many additional sources of information and contacts:

Ensuring that the applicant pool includes women and persons from underrepresented groups is a major responsibility of the faculty search committee. This section includes tips for working with organizations to identify and recruit stellar candidates from diverse backgrounds. A cursory list of organizations and newsletters is included with suggestions for developing discipline-specific lists.

Although the passage of Initiative 200 has changed how the University goes about increasing diversity on campus, the University commitment to do so has been strengthened. According to a diversity compact signed by the President and Board of Regents in October of 2000, “the long-term objective is a campus community of students, faculty and staff that fully reflects the human diversity of our State and our world. While equitable representation of racial and ethnic minorities is one of the most challenging aspects of our diversity goals, we are all committed to improving our University’s diversity, with regard to race, sex, religion, sexual orientation, culture and physical ability.”

When it comes to actually recruiting diverse faculty members, many search committees report that they cannot find qualified women or people of color to apply for their open positions. Research, however, has shown that committees succeed in hiring women and people of color when they transform the search process, are committed to diversity and are proactive about building a diverse applicant pool.

Transforming the search process requires that the committee do more than simply place ads and wait for applicants to express interest. Search committees can use personal and professional networks of existing faculty and students, and discipline-based organizations, and take advantage of publications and web sites that specialize in the recruitment of diverse faculty members. The following tips can help committees transform the search process.
## Faculty Member

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<tr>
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<th>Major Field</th>
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<th>Experience</th>
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<tr>
<td>G. Graham Allan</td>
<td>Professor</td>
<td>Fiber and Polymer Science</td>
<td>D.Sc., Chemical Engineering, 1970, University of Strathclyde, Scotland</td>
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<tr>
<td>B. Bruce Bare</td>
<td>Dean and Professor</td>
<td>Forest Management, Quantitative Science</td>
<td>Ph.D., Forest Management, Operations Research, 1969, Purdue University</td>
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<tr>
<td>Susan M. Bolton</td>
<td>Professor</td>
<td>Civil Engineering, Watershed Studies</td>
<td>Ph.D., Civil Engineering, 1991, New Mexico State University</td>
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<tr>
<td>Gordon A. Bradley</td>
<td>Professor and Vice-Faculty Chair</td>
<td>Forest and Environmental Planning</td>
<td>Ph.D., Technological and Environmental Planning, 1986, University of Michigan</td>
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<tr>
<td>David Briggs</td>
<td>Professor and Director of PFC and SMC</td>
<td>Wood Science, Forestry</td>
<td>Ph.D., Forest Products, 1980, University of Washington</td>
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<tr>
<td>Sally L. Brown</td>
<td>Research Associate Professor</td>
<td>Environmental Chemistry, Agronomy</td>
<td>Ph.D., Agronomy, 1996, University of Maryland</td>
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<tr>
<td>Linda B. Brubaker</td>
<td>Professor</td>
<td>Dendrochronology</td>
<td>Ph.D., Zoology, 1973, University of Michigan</td>
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<td>Soil Science</td>
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Document C-2: Background Summary for Faculty Teaching Courses Listed in Forms B-1 and B-2 but NOT Reporting to the Program Head

Institution Name: UW College of Forest Resources

Official Degree Program Title: Master of Forest Resources

Official Option Title: Forest Management

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<td>Robert J. Naiman</td>
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<td>Professor</td>
<td>Aquatic and Fishery Sciences</td>
<td>Ph.D., Fisheries, 1974, Arizona State University</td>
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<td>John R. Skalski</td>
<td>QSCI 477</td>
<td>Professor</td>
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<td>Loveday L. Conquest</td>
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<td>Professor</td>
<td>Aquatic and Fishery Sciences</td>
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### Document D: Summary for Faculty Reporting to the College of Forest Resources Program Head

**Institution Name:** UW College of Forest Resources  
**Official Degree Program Title:** Master of Forest Resources  
**Official Option Title:** Forest Management  
**Academic Year:** 2004-05

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<td>Susan M. Bolton</td>
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<td>ESC 210 (ESRM 210): Introductory Soils</td>
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</tbody>
</table>
James K. Agee

Professor of Forest Ecology

EDUCATION
B.S. Forest Management, University of California, Berkeley, 1967
M.S. Range Management, University of California, Berkeley, 1968
Ph.D. Wildland Resource Science, University of California, Berkeley, 1973

PROFESSIONAL EXPERIENCE
1973  Lecturer, School of Forestry and Conservation, University of California, Berkeley
1974-1976  Survey Ecologist, Western Region, National Park Service
1976-1978  Regional Forest Ecologist, Western Region, National Park Service
1978-1980  Research Biologist/Assistant Professor, NPS Cooperative Park Studies Unit, College
          of Forest Resources, University of Washington
1980-1984  Research Biologist/Associate Professor, NPS Cooperative Park Studies Unit, College
          of Forest Resources, University of Washington
1984-1988  Research Biologist/Professor, NPS Cooperative Park Studies Unit, College of Forest
          Resources, University of Washington
1988-1993  Professor and Chairman, Division of Forest Resources Management, College of
          Forest Resources, University of Washington
1998-2001  Courtesy Professor, Department of Forest Management, Oregon State University
1993- Present  Professor, Division of Ecosystem Sciences, College of Forest Resources, University
              of Washington

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)
Agee, J.K. 2001. GOBIG2K: An analysis of fire and mollusk species on four northern California
          2001. A scientific basis for the prediction of cumulative watershed effects. University of
          historical fire regimes: A multiscale example from the interior West, USA. Ecology 82(3): 660-678.
          management of dead wood in western forests. USDA Forest Service General Technical Report
          PSW-GTR-181.
          (book review).
Agee, J.K 2002. The fallacy of passive management of western forest reserves. Conservation


Perrakis, D., and J.K. Agee. (in press). Seasonal fire effects on mixed-conifer forest structure and ponderosa pine resin properties. Canadian J. Forest Research


PROFESSIONAL SERVICE AND CONSULTANCIES 2000-2006

Service
1997-2000 Member, USDA Committee of Scientists, reviewing Forest Service planning regulations and NFMA
1997-2001 Associate Editor, Ecological Applications
1998-2001 Member, University of California Committee on Evaluating Cumulative Effects of Timber Harvest in the Redwood Region.
2000-2004 Commissioner, Skagit Environmental Endowment Commission

Consultancies
Various Audiences - Fire Ecology Workshops
Oregon State University - Fire Modeling Advice for the Applegate Watershed
Oregon Forest Resources Institute - Lewis and Clark Forest Conditions, Oregon Coast, and Fire Ecology Assistance
U.S. Forest Service - Review of the Dry Forest Strategy, Wenatchee National Forest
Forest Management Strategies for the Umpqua National Forest
Scientific Basis for Fire and Fuels Management
Forest Restoration after the B&B Fire, Oregon
National Park Service –
Fire Management Plan Assistance  
“Vital Sign” Monitoring Protocols  
State of Oregon - Review of Sun Pass State Forest Management  
Cascade Woodlands – Review of Wildland Urban Interface fuel treatments, Methow Valley

MEMBERSHIPS

Association for Fire Ecology  
Ecological Society of America  
International Association of Wildland Fire  
Natural Areas Association  
Northwest Scientific Association  
Washington Native Plant Society

SIGNIFICANT AWARDS

Scientist of the Year 1998, Northwest Scientific Association  
Award made to a single scientist in one year covering natural science disciplines and states/provinces of the Pacific Northwest (Northern California, Oregon, Washington, Idaho, Montana, British Columbia, and Alaska)  
Virginia and Prentice Bloedel Professor, University of Washington, 2004-2007

RESEARCH FUNDING DURING THE PAST FIVE YEARS (2001-2006)

1998-2003, Flammability Limits, USDA Forest Service, Pacific Northwest Research Station, $427,896  
2000-2005, Fire and Fire Surrogates, Mission Creek, WA, Joint Fire Science Program (R. Edmonds and D. Zabowski, co-PI), $150,000  
2001-2004, Use of high-resolution remotely sensed data in estimating crown fire behavior variables, Joint Fire Science Program, (G. Schreuder, co-PI). $472,054  
2001-2003, Gotchen Fire Issues, USDA Forest Service, Pacific Northwest Research Station, $17,000  
2001-2004, Seasonal Effects of fire at Crater Lake, Joint Fire Science Program, $150,000  
2001-2005, Fire Severity, USDA Forest Service, Pacific Northwest Research Station, $1,289,241  
2002-2006, Forest Fuel Treatment, M. Finney, PI), Joint Fire Science Program, $49,000  
2003-2008, CROP Forest Ecology (E.D. Ford, co- PI), USDA Forest Service, Pacific Northwest Research Station, $185,959  
2004-2005, Skagit River Watershed, Skagit Environmental Endowment Commission, $10,184  
2004-2006, PNW Fuel Treatments, USDA Forest Service, Pacific Northwest Research Station, $141,823  
2005-2006, Fire Severity 2, USDA Forest Service, Pacific Northwest Research Station, $324,157

Document E: James K. Agee
Susan M. Bolton

Professor of Watershed Studies and Civil Engineering
Adjunct Professor, School of Fishery and Aquatic Sciences
Adjunct Professor, Department of Civil and Environmental Engineering

EDUCATION
B.S. Biology, University of Colorado, Boulder, 1976
M.S. Zoology, North Dakota State University, 1979
M.S. Civil Engineering, New Mexico State University, 1985
Ph.D. Civil Engineering, New Mexico State University, 1991

PROFESSIONAL EXPERIENCE
Full Professor, College of Forest Resources, UW, September 2004 - present
Co-director, Center for Water and Watershed Studies, UW, 2002-2003
Director, Center for Streamside Studies, UW, 1998-2002
Corkery Chair, College of Forest Resources, UW, 1998-2002
Interim Director, Center for Streamside Studies, UW, December 1996 – December 1998
Rayonier Associate Professor in Watershed Management, College of Forest Resources, UW, September 1996 - 2004
Rayonier Assistant Professor in Watershed Management, College of Forest Resources, UW, 1994 - 1996
Assistant Professor, Department of Civil, Agricultural, and Geologic Engineering, N.M. State University, August 1991 - May 1992.
Engineer III, Department of Civil Engineering, New Mexico State University: Conducted and coordinated research projects dealing with surface water hydrology, non-point source water quality, and computer modeling of hydrologic systems, August 1991 – August 1992.
Engineer I, Department of Civil Engineering, New Mexico State University: Assisted principal investigators on interdisciplinary project on modeling the major river basins in New Mexico, July 1985 - July 1991

CERTIFICATION
Registered Professional Engineer (Washington No. 0031521)
Registered Professional Engineer (New Mexico No. 11464)
Engineering Intern Certification, 1984

PROFESSIONAL AFFILIATIONS
American Society of Civil Engineers
International Association of Hydrologic Sciences
American Water Resources Association
Watershed Management Council
American Geophysical Union
PROFESSIONAL ACTIVITIES
5/2003: Organizing Committee, Instream flow science and management in Western Washington, Seattle, WA
4/2001: Organizing Committee Society for Ecological Restoration, Restoration Symposium, Bellevue, WA
September 2000, AWRA meetings Portland
10/2000: Organizing Committee the Int’l Conference on Wood in Rivers, 1999-present: American Society of Civil Engineers
Sept 1995 – present: Mentor, Humphrey Fellow Program
Sept 1999 – present: Mentor, Women in Science and Engineering UW
August 1995: Organizing Committee, ASCE Watershed Management Symposium

HONORS AND AWARDS
First place tie recipient for "Dissertation Thesis Award for Outstanding Water Resources Dissertation in the Field of Engineering and Physical Sciences" June 1992, Awarded by the Universities Council on Water Resources.
Chi Epsilon 1987, New Mexico State University
Phi Kappa Phi Honor Society 1983, New Mexico State University
Phi Beta Kappa Honor Society 1976, University of Colorado

CONSULTING ACTIVITY
Scientific Review Panel, 2004-2005 The Nature Conservancy, Seattle WA. Provide technical review on TNC program for Freshwater conservation and protection
Panel review, 2005, USEPA Research Program Washington, D.C.
Panel review, 2001, USEPA Research Program Washington, D.C.
April, 1997: Crater Lake National Park, Panel member to help define research at the park relative to management needs.
May, 1996: Talk on logging effects on flooding to the Lewis County Economic Development Council
September, 1994: Observer on a Washington Department of Natural Resources ID team for the Lake Cavanaugh Improvement Association. Prepared comments on proposed forest harvest around the lake
March-April, 1986: Worked for Dynaspan Services at White Sands Missile Range. I prepared a portion of an Environmental Assessment which included sections on geology and soils, air and water quality and hazardous waste disposal.

**GRANTS AND CONTRACTS DURING THE PAST FIVE YEARS**

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<tr>
<th>Amount</th>
<th>Source</th>
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<td>$2500</td>
<td>PI Provost's Office</td>
<td>Support for developing a quarter long international class in Costa Rica 2005-06</td>
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<td>$46,250</td>
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<td>Landscape structure as a component of hydrologic response</td>
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<td>$1500</td>
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<td>$2500</td>
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<td>$2000</td>
<td>PI Lindbergh Mobility Grant, UW</td>
<td>Airfare and travel expenses for 2 undergraduate students to Costa Rica</td>
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<td>$15,000</td>
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<td>Airfare for 15 graduate students to begin environmental assessment of La Cangreja National Park in Costa Rica 10/02 to 01/03</td>
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<td>Rocky Mt. Forest Service</td>
<td>On-line riparian bibliography development and maintenance</td>
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<td>$14,573</td>
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<td>Evaluate sediment transport in headwater streams</td>
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<td>Evaluate headwater stream origins</td>
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<td>Dept.of Nat.Resources</td>
<td>Evaluate hydrologic models for use in Northwest National Parks</td>
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<td>Monitor and characterize variations in dissolved oxygen (DO)</td>
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<td>$32,576</td>
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<td>Concentrations in the Mill Creek basin 6/02 to 12/03</td>
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PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)

Refereed Papers/ Chapters


Working Papers and Reports


Books and Book Chapters


Gordon A. Bradley

Professor of Forest Planning
Adjunct Professor, Department of Urban Design and Planning
Adjunct Professor, Department of Landscape Architecture

EDUCATION
B.S.L.A Landscape Architecture, California State Polytechnic University, Pomona, 1969
M.L.A. Environmental Planning, University of California, Berkeley, 1972
Ph.D. Technological and Environmental Planning, University of Michigan, Ann Arbor, 1986

PROFESSIONAL EXPERIENCE
1968 Landscape Architecture Section, Recreation Branch, USDA Forest Service, San Bernardino National Forest, San Bernardino, California
1969 Research Assistant, Lampman and Associates, Municipal Planning and Engineering Consultants, Pomona, California
1969-1970 Landscape Architect (Jr.) Master Planning, California State Department of Parks and Recreation, Sacramento, California
1970-1972 Research Assistant, Institute of Urban and Regional Development, Tahoe Basin Regional Study, University of California, Berkeley
1971 Consultant, Tahoe Regional Planning Agency, South Lake, Tahoe, California
1972 Teaching Assistant, Urban Landscape Design, University of California, Berkeley
1972-1973 Acting Assistant Professor, Resource Planning, College of Forest Resources, University of Washington, Seattle
1973-1977 Assistant Professor, Resource Planning, University of Washington, Seattle
1977-1991 Associate Professor, Resource Planning, University of Washington, Seattle
1991-Present Adjunct Professor, Department of Urban Design and Planning, University of Washington, Seattle
1991-Present Professor, Resource Planning, University of Washington, Seattle
1990-Present Adjunct Professor, Department of Landscape Architecture, University of Washington, Seattle.
1998-2001 Associate Dean for Academic Affairs
2005-Present Vice-Chair College of Forest Resources Faculty
2001-Present Co-Leader Cooperative Ecosystem Studies Unit, CFR University of Washington
2004-Present Director, Individual PhD Program University of Washington, Graduate School

PROFESSIONAL SERVICE
2001–Present Editorial Advisory Board – Urban Ecosystems
2005–Present National Science Foundation, IGERT proposal panelist

MEMBERSHIPS AND AWARDS
American Society of Landscape Architects *
American Forestry Association
Society of American Foresters
Planning Association of Washington *
Alpha Zeta
Xi Sigma Pi
Gamma Sigma Delta
Rackham First Year, Michigan College Fellowship
Distinguished Alumnus 1993, California State Polytechnic University, Pomona
National Urban and Community Forestry Advisory Council
* former member

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)
PUBLIC SERVICE
Washington State Highways--Review Montesano Interchange Study
Department of Ecology--Review Shoreline Management Guidelines
U.S. Forest Service--Review Cougar Lakes Land Use Study
Office of Program Research, Washington State Legislature--Report Review
UW, Department of Landscape Architecture--Review Graduate Program Proposal
Pack Forest General Development Plan--Plan Development
Washington Forest Protection Association--Land Use Committee
Society of American Foresters--Growth Management Task Force
Department of Interior--Federal Employees Board, Awards Review Committee
Washington Forest Protection Association--Co-Coordinator of Woods Tour
Island County Planning Workshop--Speaker
American Planning Association National Convention--Mobile Workshop Leader
The Seattle Engineers Club--Luncheon Speaker
King County Planning Department--Review Growth Development Guide
University of Washington Forest Club--Faculty Advisor
Society of American Foresters--UW Student Chapter Advisor
Society of American Foresters--S. Puget Sound Chapter Executive Committee
Society of American Foresters--Washington State Executive Committee
American Forestry Association--Urban Forestry Conference Steering Committee
Washington Forest Protection Association--Review Project Learning Tree Proposal
Society of American Foresters--Issues Forum Committee
King County Planning Department--Review Comprehensive Plan
Department of Natural Resources--Tiger Mountain State Forest Advisory Committee
American Forestry Association--Urban Forest Interface Working Group
King County Planning Department--Open Space Planning Workshop
Washington Forest Protection Association--Review County Land Use Guidelines
American Forestry Association--Urban Forest Council
Department of Natural Resources--Forestland Conversion Task Force
Department of Natural Resources--Block Planning Guidelines Development
King County Open Space Bond Committee
King County Open Space Speakers Bureau
King County Open Space Oversight Committee
Washington Forest Protection Association Conference Planning
Governor's Growth Strategies Committee--Task Group Organizer
Washington State Legislature--Land Use Information
Woodlands Mountain Initiative Land Use/Growth Management Information
Department of Natural Resources--Urban Forest Council Development
Department of Natural Resources--Urban and Community Forest Council
USDA, Secretary of Agriculture--Natural Urban and Community Forestry Advisory Council
Washington Forest Protection Association--Forest Practice in Visually Sensitive Areas

GRANT AND CONTRACT RESEARCH
USFS: Political Forces $20,000 Co-PI indiv 2yr
USFS: Ecosystems Studies/Shared Images $10,000 Co-PI indiv 1yr
USFS: The Problem of Assuming Shared Images $5,518 Co-PI indiv 1yr
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<td>USFS: Community Well Being</td>
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<td>USFS: Public Reactions</td>
<td>$90,617</td>
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<td>USFS: Stakeholders</td>
<td>$58,000</td>
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<td>UDFS: Stakeholders</td>
<td>$30,000</td>
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<td>EPA: Fellow</td>
<td>$11,101</td>
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<td>DNR: Rattlesnake Ridge</td>
<td>$34,205</td>
<td>PI indiv</td>
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<td>NSF: Impact of Urban Patterns on Ecosystem Development</td>
<td>$470,884</td>
<td>Co-PI indiv</td>
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<td>Multiple: PNW Coop Ecosystem Studies Unit</td>
<td>$70,000</td>
<td>Co-PI indiv</td>
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<td>NSF: IGERT in Urban Ecology</td>
<td>$2,700,000</td>
<td>PI indiv</td>
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<td>USFS: Harvest Practices</td>
<td>$49,000</td>
<td>PI indiv</td>
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</tbody>
</table>
Linda Beck Brubaker

Professor of Dendrology

EDUCATION
B.S. Biology, University of Redlands, 1966 (Phi Beta Kappa)
M.S. Biology, University of Michigan, Ann Arbor, 1967
M.S. Zoology, University of Michigan, Ann Arbor, 1973

PROFESSIONAL EXPERIENCE
1967-1969 Laboratory Technologist (palynology), Great Lakes Research Division, Ann Arbor, Michigan
1970-1971 Teaching Fellow, University of Michigan
1972-1973 Assistant Professor (Biology), Trumbull Campus, Kent State University, Warren, Ohio
1973-Present Assistant, Associate, Full Professor, College of Forest Resources, University of Washington, Seattle, Washington
1976-Present Adjunct Assistant, Associate, Full Professor, Quaternary Research Center, University of Washington, Seattle, Washington

AWARDS, RECOGNITION, PROFESSIONAL SERVICE
1988-1991 NSF Science Advisory Committee, Division of Polar Programs
1989-1992 Science Advisory Committee, Institute of Arctic and Alpine Research, University of Colorado
1991 NSF Task Group: Undergraduate Training in Geosciences
1991-1995 Co-Chair, Paleoclimate from Arctic Lakes and Estuaries (PALE), NSF Research Initiative
1992 Burlington Northern Teaching Award, College of Forest Resources
1992 NSF Panel: Doctoral dissertation improvement grants
1995-2001 Arctic Research Consortium of the United States, Board of Director
1997-2003 Bureau of Land Management, Science Advisory Board
1988-2003 Bloedel Professorship, University of Washington
2000-2001 National Science Plan for BLM, writing committee member
2004 Ecological Society of America, 2004 Organizing Committee

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)
CAPE: Holocene paleoclimate data from the Arctic: testing models of global climate change, Pages 1275-1287 CAPE Project Members Quaternary Science Reviews Volume 20, Issue 12, Pages 1275-1376 (June 2001)
Edwards, ME, PM Anderson, LB Brubaker, TA Ager, AA Andreev NH Bigelow, LC Cwynar, WR Eisner, SP Harrison, FS Hu, D Jolly, AV Lozshkin, GM MacDonald, CJ Mock, JC Ritchie, AV
Sher, RW Spear, JW Williams G Yu, 2000 Pollen-based biome reconstruction for Beringia 18,000, 6000 and 014C yr BP, J. Biogeography 27:521-554.


Gavin DG, LB Brubaker, KP Lertzman 2003. An 1800-year record of the spatial and temporal distribution of fire from the west coast of Vancouver Island, Canada.


Ivan Louis Eastin

Professor of Forest Products Marketing
Director of Center for International Trade in Forest Products

EDUCATION
B.S. Wood Science and Technology, Michigan Technological University, 1983
M.S. Wood Science and Technology, Michigan Technological University, 1985
Ph.D. Forest Products Marketing, University of Washington, Seattle, 1992

PROFESSIONAL EXPERIENCE
1/04-Present  Director, CINTRAFORE
Center for International Trade in Forest Products (CINTRAFORE),
College of Forest Resources, University of Washington.
Administer Forest Products Marketing Research Program. Provide input and
review for strategic plans, annual, and quarterly research plans. Represent
CINTRAFORE on various association boards, at meetings with federal and state
legislators, and at national and international research conferences and meetings.
Coordinate and assist with outreach activities and legislative contacts.
7/04-Present  Professor, Forest Products Marketing
College of Forest Resources, University of Washington
Perform marketing research on the forest products industry related to issues of
industry competitiveness, strategic orientation, material substitution, and
international trade. Responsible for designing and teaching courses in forest
products marketing, international marketing of forest products.
8/97-1/04  Associate Director, CINTRAFORE
2/97-6/04  Associate Professor, Forest Products Marketing, College of Forest
Resources, UW
9/92-2/97  Assistant Professor, Forest Products Marketing, College of Forest
Resources, UW
5/92-7/92  USAID Consultant
Developed environmental impact assessment for a potential development project
in the wooden furniture sector in Ghana.
1991-1992  Research Associate, Center for International Trade in Forest Products, UW
Conducted market research related to west coast furniture markets and strategic
opportunities for small- and medium-sized furniture manufacturers in the PNW.
1990-1991  Fulbright Fellow, Ghana, West Africa
Affiliated with both the Forest Research Institute of Ghana and the Institute of
Renewable Natural Resources at the University of Science and Technology,
Kumasi.
1987-1990  Research Associate, College of Forest Resources, UW
Conducted research in the areas of wood structure and mechanics, international
trade of forest products, and forest products marketing.
Worked concurrently as an adjunct assistant professor of wood science and
technology at the University of Liberia and as a research scientist at the Liberian
Forest Products Lab. Also administered the USAID Small Project Assistance
Fund to support small business ventures of indigenous entrepreneurs by providing capital and project management assistance.

1983-1985  
**Teaching Assistant.**  
Department of Wood Science, MTU, Houghton, MI. Responsible for teaching laboratory courses in wood anatomy, wood chemistry, and wood mechanics.

1980-1982  
**Summer Intern.** Veneer Division, Hartzell Inc., Piqua, OH.

1976-1979  
**U.S. Army.** Heavy equipment operator. Honorable Discharge.

**PROFESSIONAL MEMBERSHIPS**

Forest Products Society  
International Society of Tropical Foresters  
Organization for Tropical Studies  
World Affairs Council  
Xi Sigma Pi National Forestry Honor Society, Alpha Chapter

**AWARDS**

2004  PCMI Leadership and Service Award, UW Dan Evans School of Public Affairs  
2002  UW Nominee for the Carnegie Scholars Fellowship  
2000  CINTRAFOF Faculty of the Year Award  
1999  Canadian Embassy Faculty Research Grant  
1997  Canadian Embassy Faculty Enrichment Grant  
1996  CINTRAFOF Faculty of the Year Award  
1994  CINTRAFOF Faculty of the Year Award  
1994  Center for International Business Education and Research (CIBEAR) Faculty Scholarship Award, University of Southern California  
1992  CINTRAFOF Doctoral Student of the Year Award  
1990  Fulbright Doctoral Research Fellowship Award

**ACADEMIC, COMMUNITY AND PROFESSIONAL SERVICE**

Member, Board of Directors, Evergreen Building Products Association, 2004  
President, Softwood Export Council, Advisory Board, 1999-2001  
Member, Softwood Export Council Advisory Board, 1998-current  
UW-CFR Representative to PNW University Wood Science Strategy Board, 2000-Current  
Member, UW Early Identification Program Presidential Scholarship Selection Committee, 1998.
Division Coordinator, Management Division, Forest Products Society, 1997-2000.
Member, Editorial Board, Ghana Journal of Forestry, 1995-present.
Manuscript Reviewer, Pertanika Journal of Social Science and Humanities, 1995-present.
Member, UW Fulbright Selection Committee, 1991-present
Chairman, 1995 FPS Annual Meeting Committee, Industry Focus Program.

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)

Books and Book Chapters

Peer Reviewed Journals and Conference Proceedings


Non Peer Reviewed Publications and Proceedings


2004 Eastin, I.L. Structural Analysis of Post and Beam Homes In Japan. CINTRAFOR NEWS Winter.


FUNDED RESEARCH IN THE LAST FIVE YEARS (2001-2006)
2005 Material Substitution in the US Residential Construction Industry. Sponsors: Western Wood Products Association ($2,500), West Coast Lumber Inspection Bureau ($2,500), Pacific Lumber Inspection Bureau ($2,500)
2005 Distribution Channels for Value-Added Wood Products In China. Sponsor: Evergreen Building Products Association ($57,000)
2005 Support for International Market Research. Sponsor: Softwood Export Council ($48,000)
2005 Industry Support for CINTRAFOE Research Programs. Sponsors: (Weyerhaeuser: $35,000, Simpson Timber: $3,000, Boise Cascade: $15,000, Rayonier: $500)
2004 A Market Assessment of the Glulam Beam Industry in the US. Sponsor: USFS Wood Utilization Center ($30,000)
2004 An Assessment of the Market Potential for Alaskan Species in Decking Applications in the US, Part II. Sponsor: USFS Wood Utilization Center ($10,000)
2004 Assessing the International Competitiveness of Forest Products Companies in the State of Washington. Sponsor: State of Washington ($37,400.00)
2004 Support for International Market Research. Sponsor: Softwood Export Council ($45,000)
2004 Industry Support for CINTRAFOR Research Programs. Sponsors: (Weyerhaeuser: $35,000, Simpson Timber: $3,000, Boise Cascade: $15,000)
2004 Competitiveness of International Forest Products. Sponsor: USDA Cooperative State Research, Education, and Extension Service ($238,829)
2003 Support for International Market Research. Sponsor: Softwood Export Council ($44,000)
2003 An Assessment of the Market Potential for Alaskan Species in Decking Applications in the US. Sponsor: USFS Wood Utilization Center ($20,000)
2003 An Assessment of Public Forest Management Regulations in the Pacific Northwest and British Columbia. Sponsor: Japan Wood Products Information Center ($15,000)
2003 Competitiveness of International Forest Products. Sponsor: USDA Cooperative State Research, Education, and Extension Service ($263,063)
2003 Industry Support for CINTRAFOR Research Programs. Sponsors: (Weyerhaeuser: $35,000, Simpson Timber: $5,000, Boise Cascade: $15,000)
2002 Support for International Market Research. Sponsor: Softwood Export Council ($32,000)
2002 An Assessment of Trade Discrepancies in the Forest Sector. International Tropical Timber Organization ($10,000)
2002 Market Opportunities for Value-Added Wood Products from Washington State. Sponsor: WA State Office of Trade and Economic Development ($102,500)
2002 Competitiveness of International Forest Products. Sponsor: USDA Cooperative State Research, Education, and Extension Service ($267,661)
2002 Survey of Green Building Codes for Residential Construction in the US. Sponsors: APA-The Engineered Wood Association and Canadian Wood Council ($10,000) and The Canadian Wood Council ($10,000)
2002 Survey of Japanese Opportunities for Western Red Cedar and Alaskan Yellow Cedar Trim and Sill Plates. Sponsor: Alaska Manufacturers’ Association ($19,874)
2001 Japanese Builders Use and Perceptions of Engineered Wood Products in Residential Construction. Sponsor: American Plywood Ass’n.-The Engineered Wood Association ($17,000)
2001 Support for Japan Market Research (3 Trips). Sponsor: Softwood Export Council ($9,345.76)

PROFESSIONAL CONSULTANCIES

2003-04 An Analysis of the US Decking and Fencing Markets. Client: Mendocino Forest Products, LLC.
1990 Production and Trade in Tropical Hardwoods: An Asian-Pacific Case Study. Client: Food and Agriculture Organization of the UN, Rome, Italy.
E. David Ford

Professor of Plant E ophysiology and Spatial A nalysis
A djunct Professor, D epartment of Biology
A djunct Professor, D epartment of Statistics
A djunct Professor, D epartment of A pplied and C omputational M athematical Sciences

EDUCATION
B.S. Botany, University College London, 1963 (Honors)
Ph.D. Botany (Ecology), University College London, 1967
D.Sc. Plant Ecology, University of London, 1994

PROFESSIONAL EXPERIENCE
2001– present: Adjunct Professor, Department of Applied Mathematics, University of Washington
1993-1999: Chair, Graduate Program in Quantitative Ecology and Resource Management
1991-1992: Associate Director for Instruction, School of Fisheries, University of Washington
1986-present: Adjunct Professor, Department of Statistics, University of Washington
1985-present: Professor, College of Forest Resources, University of Washington
1985-1993: Director, Center for Quantitative Science, in Forestry, Fisheries and Wildlife, University of Washington, Seattle, Washington
1967-1970: Lecturer in Production Ecology, Department of Forestry and Natural Resources, University of Edinburgh

CURRENT GRANTS AND CONTRACTS
Identification of physiological traits responsible for increased yield in maize. With Professor Van Volkenburgh. Pioneer Hi-Bred International, Des Moines, IA. $400,000 10/1/01 through 9/30/03
Development and Assessment of Ecological Process Models. National Science Foundation. $100,000 9/15/01 through 9/14/03
An Ecological Restoration Experiment in the Cedar River Municipal Watershed Seattle Public Utilities Watershed Mgt Division $500,000 04/04/05 - 03/31/10

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)
Peer Reviewed Journals


Jerry Forest Franklin

Professor of Ecosystem Analysis and Forest Management

EDUCATION
B.S. Forest Management, Oregon State University, 1959
M.S. Forest Management and Statistics, Oregon State University, 1961
Ph.D. Botany and Soils, Washington State University, 1966
LLD (Honorary), Simon Fraser University, 2001

MAJOR PROFESSIONAL EXPERIENCE
1986 to present Professor of Ecosystem Analysis, College of Forest Resources, University of Washington, Seattle, WA
1993 to present Director, Wind River Canopy Crane Research Facility
2004 to present Co-Principal Investigator, National Science Foundation Grant ($6 million/2 years) to Plan National Ecological Observatory Network
1975 to 1991 Chief Plant Ecologist, USDA Forest Service Pacific Northwest Research Station, Corvallis, OR
1975 to 1992 Professor, Departments of Botany and Plant Pathology and of Forest Sciences, Oregon State University, Corvallis, OR
1973 to 1975 Director, Ecosystem Studies Program, National Science Foundation, Washington, DC
1959 to 1975 Research Forester, USDA Forest Service Pacific Northwest Research Station, Corvallis, OR

OTHER PROFESSIONAL EXPERIENCE
1993 to 1996 Appointee, Sierra Nevada Ecosystem Project (congressional commission)
1993 to 1995 Appointee, Scientific Panel for Sustainable Forest Practices in Clayoquot Sound (British Columbia provincial commission)
1993 to 1994 President, Ecological Society of America
1993 Participant, White House Forest Conference
1993 Appointee, Forest Ecosystem Management Assessment Team (presidential commission)
1992 to 1995 Organizer and Chair, International Long-Term Ecological Research Program
1991 to 1993 Appointee, Indian Forest Management Assessment Team (congressional commission)
1991 to 1996 Board of Directors, Ecotrust Inc.
1991 to present The Wilderness Society Governing Board
1991 Appointee, Scientific Panel for Late Successional Forest Ecosystem (“Gang of Four”) (congressional commission)
1989 Appointee, Commission on Old Growth Alternatives for Washington’s Forest Trust Lands (state commission)
1986 to 1991 Scientific Advisory Board, Mount St. Helens National Volcanic Monument
1982 to 1995 Chair and Network Director, Long-Term Ecological Research (LTER) Program
HONORS AND AWARDS

2006  Honorary Degree of Doctor of Science, Lakehead University, Thunder Bay, Ontario
2005  Heinz Foundation, Award for the Environment
2004  LaRoe Award for lifetime scientific contributions to conservation biology, Society for Conservation Biology
2001  Leadership in Action Award, US Chapter of International Association for Landscape Ecology
2001  Honorary Degree of Doctor of Laws, Simon Fraser University, Burnaby, British Columbia
1996  William B. Greeley Award, American Forests Association
1995  Philip C. Hamm Award, Monsanto Agricultural Co. and College of Agricultural, Food and Environmental Sciences, University of Minnesota
1992  The George Melendez Wright Award for Excellence, George Wright Society
1992  Howard Vollum Award, Science and Technology, Reed College, Portland, OR
1992  Conservationist of the Year, Pacific Rivers Council, Portland, OR
1988  Olaus & Mardy Murie Award for meritorious government service, The Wilderness Society
1986  Charles Bullard Fellow for Forest Research, Harvard University
1986  Barrington Moore Award for outstanding achievement in forest research, Society of American Foresters
1986  Superior Service Award, U.S. Department of Agriculture
1972  Arthur S. Flemming Award, outstanding young person in the Federal government
1971  Distinguished Scientist Award, Northwest Scientific Association
1970  Superior Service Award, U.S. Department of Agriculture

PROFESSIONAL SOCIETIES

Fellow of American Association for the Advancement of Science
Ecological Society of America
American Institute of Biological Sciences
British Ecological Society
Society of Conservation Biology
International Association of Landscape Ecologists

PUBLICATIONS DURING THE PAST FIVE YEARS


RESEARCH FUNDING DURING THE PAST FIVE YEARS

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<td>NSF Subcontract via AIBS - Dev of NEON 66-9675</td>
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Total External Funding: 2,694,562
Total Internal Funding (Ofc of Research, CFR Dean): 285,000
Total Funding, 2001-2005: 2,979,562
Robert I. Gara

Professor of Entomology

EDUCATION
B.S. Forest Management, Utah State University, 1953
M.S. Forest Entomology and Forestry, Oregon State University, 1962
Ph.D. Forest Entomology, Oregon State University, 1964

PROFESSIONAL EXPERIENCE
1973- Present  Professor, College of Forest Resources, University of Washington.
1968-1973  Associate Professor, College of Forest Resources, University of Washington.
1966-1968  Assistant Professor to Associate Professor of Forest Entomology, State College of Forestry, Syracuse, New York.
1964-1966  Boyce Thompson Institute for Plant Research Inc., Project Leader, Beaumont, Texas. Adjunct Professor of Forest Entomology, Stephen F. Austin State University, Nacogdoches, Texas.
1963-1964  Boyce Thompson Institute for Plant Research Inc., Acting Project Leader for newly established Texas laboratory.
1961-1963  Boyce Thompson Institute for Plant Research, Senior Scientist, spring and summer research for M.S. and Ph.D.
1953-1957  USAF navigator and electronics instructor: to Captain
1951-1953  US Forest Service, summers, Smoke Jumper

SELECTED MISCELLANEOUS ACTIVITIES
1968 (3 mos.) Course Coordinator for Organization of Tropical Studies course (taught in Honduras, Costa Rica and Panama) “An Introduction to Tropical Forestry” (April-June).
1969-1982  Yearly 3-month trips to Chile as U.S. Peace Corps Forestry Consultant.
1977-1978  13-month teaching and research assignment as Visiting Professor with Universidad Austral de Chile and UNDP/FAO program.
1983 (3 mos.) Consultant to USAID Mission in Ecuador. Analyzed forest insect and disease problems.
1984 -1985  1 year USAID/Ecuadorean Forest Service assignment. Designed a national forest protection plan and began a forest fire management curriculum at the National University of Loja.
1985  Served as principal advisor for 3 months in suppression of forest fire on Isabela Island of the Galapagos Islands International Park
1986 - 1991  Continued participation in the USAID Ecuadorian project.
1987 - 1989  Peace Corps/U.S. Department of State consultant in Chile: establishment of an integrated pest management program for the Chilean forest industry.
1992 (1 mo.) USAID Seminar participant and organizer in Costa Rica
1993 (3 mo.) USAID sponsored research in Ecuador
1995 (6 mos.) Fulbright Fellowship to teach and do research at Universidad de los Andes, Merida, Venezuela
1999 (3 mos.) Fulbright Fellowship to study the ecology of mangroves at Universidad de Guayaquil, Ecuador

PUBLICATIONS DURING THE LAST FIVE YEARS (2001-2006)
Richard R. Gustafson
Professor of Paper Science and Engineering
Adjunct Professor, Department of Chemical Engineering
Faculty Chair

EDUCATION
B.S. Wood and Fiber Science, University of Washington, 1977
Ph.D. Chemical Engineering, University of Washington, 1982

PROFESSIONAL EXPERIENCE
1982-1986 Development Scientist, Union Carbide Corp. (Now Amoco Performance products), Parma, Ohio. Research and development to produce higher performance carbon fibers.
1986-1990 Assistant Professor of Paper Science and Engineering, University of Washington, Seattle, Washington
1990-1995 Associate Professor of Paper Science and Engineering, University of Washington
1993–present Denman Professor of Paper Science and Engineering
1995–present Professor of Paper Science and Engineering, University of Washington
1997–2003 Chair of Management and Engineering Division, University of Washington
2003-present Faculty Chair, College of Forest Resources, University of Washington

CONSULTING
9/1986 Weyerhaeuser Company
10/1991 Rust Engineering
5/1993 Potlatch Corp.
5/1996 Jupiter Chemical
1996 - 1999 Clariant Corp.
1999 - 2000 Agrisol

SELECTED PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)
Malkov, Sergey; Tikka, Panu; Gustafson, Richard; Nuopponen, Mari; Vuorinen, Tapani; “Towards complete impregnation of wood chips with aqueous solutions. Part 5: Improving uniformity of kraft displacement batch pulping”, Paperi ja Puu/Paper and Timber, v 85, n 4, 2003, p 215-220


Rayal, Gaurav; Gustafson, Richard; Arvela, Marianna; Rantamaki, Jukka; “On the relationship between pulping temperature and kraft pulp kappa uniformity at the single fiber level” Paperi ja Puu/Paper and Timber, v 87, n 5, 2005, p 329-332

**RESEARCH GRANTS DURING THE PAST FIVE YEARS**


Robert Boyd Harrison

Professor of Soil and Environmental Science

**EDUCATION**

B.S. Soil Science, North Carolina State University, 1978
M.S. Soil Science, University of New Hampshire, 1981
Ph.D. Soil Science, Auburn University, 1987

**PROFESSIONAL EXPERIENCE**

2000-pres. Appointed to Full Professor
2003 Professor Universitante Visitante; Department of Soil Science, State University of Sao Paulo, Botucatu, Sao Paulo, Brazil.
1995-1996 Professor Titular (highest rank) in the Forest Engineering Department at the Federal University of Viçosa, Minas Gerais, Brazil.
1993-2000 Appointed to Associate Professor with Tenure
1988-pres. Appointed to the Graduate Faculty of the University of Washington
1987-1993 Assistant Professor, College of Forest Resources, University of Washington
1985-1987 Post Doctoral Research Associate, Oak Ridge National Laboratory
1982-1985 Research Associate and Instructor, Auburn University
1981-1982 Peace Corps Volunteer and Subdistrict Forestry Officer, Karatu, Tanzania
1978-1980 Research Associate and Instructor, University of New Hampshire

**ELECTED POSITIONS**

2004-pres Chair Promotion, Merit and Tenure Committee of Col. Forest Resources
2000-2001 Chair of Computer Technology Section of American Society of Agronomy
1999-pres Secretary of the Northwest Forest Soils Council
1997-1999 Chair of Forest Soils Division of Soil Science Society of America

**APPOINTED POSITIONS**

1998-2002 Agronomy Society of America Board of Directors
1998-2002 Soil Science Society of America Computer Software Applications Committee
1999-2001 Soil Science Society of America Presidential Selection Committee
1999-2001 Soil Science Society of America S-7 Chair Nominating Committee
2000-2001 Soil Science Society of America Fellows Selection Committee
1994,1998 Session Chair for Soil Science Society of America Meetings
1987-2000, 2001-pres Director of Col. Forest Resources Analytical Laboratory

**PROFESSIONAL SOCIETIES**

Soil Science Society of America
International Society of Soil Science
American Society of Agronomy
Washington State Environmental Health Association
Soil and Water Conservation Association
RESEARCH ORGANIZATIONS AND COOPERATIVES
Northwest Stand Management Cooperative (serving as nutrition project manager)
W-170 Regional Committee on Use of Organic Wastes as Soil Amendments

AWARDS RECEIVED INDIVIDUALLY AND FOR RESEARCH PROGRAMS

2004 Soil Science Society of America  Madison, WI
With Brian Strahm. Two awards for best presentations and poster of sessions, S-7 Division, in Seattle, Washington.

2004 College of Forest Resources, Univ. of Washington  Seattle, WA
Award for highest teaching load in College.

2003 College of Forest Resources, Univ. of Washington  Seattle, WA
Award for highest teaching load in College.

2002 College of Forest Resources, Univ. of Washington  Seattle, WA
Award for highest teaching load in College.

2000 Academy for Teaching Excellence  Seattle, WA
Awarded $1000 stipend and participated in week-long intensive workshop for teachers of extremely large classes at the University of Washington. Personal teaching project.

1994 Soil Science Society of America  Madison, WI
Award for best presentation of session (9 papers) at 1992 annual meeting.

1992 Soil Science Society of America  Madison, WI
Award for best presentation of session (12 papers) at 1991 annual meeting in Denver, CO.

1992 U.S. Environmental Agency  Washington, DC
Award presented to the Organic Waste Beneficial Use Program at the College of Forest Resources, University of Washington for excellence in research in utilization of biosolids as a soil amendment. This award is presented to one research program in the U.S. each year that demonstrates national leadership in research on beneficial use of biosolids.

1992 Association of Metropolitan Sewerage Agencies  Washington, DC
Special award presented to W-170 (Western regional, USDA) Committee for contributions in developing scientifically-based CFR503 national regulations for utilization of sewage sludge as a soil amendment.

1991 Soil Science Society of America  Madison, WI
Award for best presentation of session (11 papers) at 1990 annual meeting in Anaheim, CA.

1991 U.S. Environmental Agency  Washington, DC
Award presented to W-170 (Western regional, USDA) Committee for excellence in research program on beneficial utilization of sewage sludge. This award is presented to a single research program that demonstrates national leadership in research.
**1988** **Soil Science Society of America** Madison, WI
Awards for best presentation of session (17 papers) at 1987 annual meeting in Atlanta, GA.

**PRIZES AND SCHOLARSHIPS**
- Post-graduate Research Fellowship 1985-1987 (Oak Ridge National Laboratory)
- Graduate Research Assistantship 1982-1985 (Auburn University)
- Ruth Farrington Fund Award (cash award for travel for research presentation)
- Inducted into Xi Sigma Pi, Gamma Sigma Delta, Sigma Xi
- Graduated with Honors 1978 (North Carolina State University)
- William's Hall Award for high GPA in Soil Science 1978 (North Carolina State University)

**EXTERNAL TO CFR, UW COMMITTEES AND ACTIVITIES,**
1997-present Global and Environmental Geochemistry Committee, University of Washington

**EDITORIAL DUTIES:**
- **1999-present** Editor and Systems Operator of WWW site for Northwest Forest Soils Council
  http://soilslab.cfr.washington.edu/NWFSC/
- **1995-present** Editor and Systems Operator of WWW site for Forest Soils
  http://soilslab.cfr.washington.edu/S-7/
- **1996-1999** Editor and Systems Operator of WWW site for Organic Waste Utilization
  http://soilslab.cfr.washington.edu/W-170/
- **1996-1999** Member of the editorial board (Associate Editor) of the journal “Water, Air and Soil Pollution”.
- **1991-1996** Editor of Newsletter for South Puget Sound Chapter of Society of American Foresters
- **1991-1993** Editor of Newsletter WETLAND NEWS

**GRANT FUNDING SUPPORT (2001-2006):**

Principle Investigator or Co-PI: Active at present time

**Source:** US Forest Service, Agenda 2020 Program.

**Period:** February 15, 2005 to December 31, 2008

**Amount:** $150,000

**Title:** Effects of organic matter retention and management on long-term forest productivity. Cooperative project with UW, USFS and Oregon State University

**Source:** National Council for Air and Stream Improvement.

**Period:** Feb 2, 1998 to December 31, 2005

**Amount:** $312,000

**Title:** Effects of organic matter retention and management on long-term forest productivity.
Source: US Forest Service, Pacific SW lab. with Dave Briggs  
Period: January 1, 2005 to December 31, 2008  
Amount: $100,000  
Title: Creation of database for Long-term Soil Productivity Study.

Source: Stand Management Cooperative (Industry, Government, University Coop). with Dave Briggs  
Period: Continuing research support  
Amount: about $600,000 per year  
Title: Research on Forest Stand Management in Douglas-fir Region

Finished Grants

Source: University of Washington Educational Outreach  
Period: September 1, 2002 to Dec. 31, 2004  
Amount: $1,889,772  
Title: Funding for development and teaching of online course in Environmental Science

Source: "King County Roads"  
Period: Jan 1, 2001 to Dec. 31, 2001  
Amount: $5,000  
Title: Digital Map of King County Soils

Source: "US Forest Service"  
Period: July 1, 2000 to Dec. 31, 2003  
Amount: $54,000  
Title: Management Impacts on Long-term Productivity.

Source: Department of Energy  
Period: March 1, 2000 to May 31, 2003  
Amount: $135,000  
Title: Northwest Center for Carbon Sequestration Research in Managed Forests.

Source: Olympic Natural Resources Center  
Period: June 1, 1999 to May 31, 2002  
Amount: $10,000  
Title: Effects of organic matter retention and management nutrient availability and loss from Northwest coastal Douglas-fir Plantations.

Source: Olympic Natural Resources Center  
Period: June 1, 1998 to May 31, 2001  
Amount: $10,000  
Title: Effects of organic matter retention and management on long-term forest productivity of Pacific Northwest coastal Douglas-fir Plantations.

Source: Oak Ridge National Laboratory, Department of Energy  
Period: March 1, 1998 to May 31, 2002  
Amount: $60,000  
Title: A modeling approach to increasing forest productivity.
**Source:** Various private and public firms through UW Stand Management Cooperative.

**Period:** July 1, 1997 to July 31, 2001

**Amount:** $65,298

**Title:** Carryover Effects of Nitrogen Fertilization on Douglas-fir Stands.

**PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)**


Robert G. Lee

Professor of Forest Resources

EDUCATION
B.S. Forestry, University of California, Berkeley, 1964
M.F.S. Sociology, Ecology, and Philosophy, Yale University, 1969
Ph.D. Wildland Resource Science, University of California, Berkeley, 1973

PROFESSIONAL EXPERIENCE
1964-1967 Forest Manager, Rockport Redwood Company, Rockport, California
1972 Teaching Associate, University of California, Berkeley
1973-1978 Assistant Professor of Forestry, Assistant Resource Sociologist in the Agricultural Experiment Station, College of Natural Resources, University of California, Berkeley
1978-1983 Associate Professor of Forest Resources (Sociology of Natural Resources), University of Washington
1983-1988 Chair, Division of Forest Resource Management and Professor of Forest Resources (Sociology of Natural Resources), University of Washington
1988-1994 Professor of Forest Resources (Sociology of Natural Resources), University of Washington
1994-1997 Associate Dean for Academic Affairs, College of Forest Resources, University of Washington
1997-present Professor of Forest Resources (Sociology of Natural Resources), University of Washington

FELLOWSHIPS AND AWARDS
Sigma Xi National Lecturer  (1982-1984)
University of California Regents Fellowship  (1970-1971)
University of California Schwabacher Fellowship  (1969-1970)
Phi Beta Kappa
Sigma Xi
Xi Sigma Pi

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
Rural Sociological Society
Phi Beta Kappa
Sigma Xi

EDITORSHIPS
1976-1979 Associate Editor, Leisure Sciences
1977-1978 Editorial Board, Landscape
1981-Present Editorial Board, Journal of World Forest Resources Management
1987-1993 Editorial Advisory Board, Society and Natural Resources
EXTERNAL COMMITTEES AND BOARDS

1973-1976  University of California, Coordinator for and Advisor to APROFON (Forest Resource Development Agency, Nayarit, Mexico
1973-1977  Member, Technical Forestry Advisory Committee, Santa Rosa Junior College, Santa Rosa, California
1974-1976  Member, Science Advisory Panel for Lake Tahoe Area Research Coordination Board
1976      Reviewer, University of Michigan, School of Natural Resources Recreation Program
1976      Delegate, Inter-University Symposium on Renewable Natural Resource Planning and Programming, Pajaro Dunes, California
1976-1977  Member, RPG-2, Western Regional Planning Group Task Force on Forest Recreation
1980      Member, CSRS Review of Parks and Recreation Department, Michigan State University
1984      Member, CSRS Review of School of Natural Resource, University of Michigan, Ann Arbor
1986      Member, Wildfire Strikes Home Task Force sponsored by National Fire Protection Association, U.S. Forest Service and National Fire Administration, Boston, Massachusetts
1987-89   Member, Directorate for MAB-2 (Man and the Biosphere, Temperate Forest Ecosystems
1987-1988  Member, National Society of American Foresters Task Force on Community Stability
1988-1989  Chair, U.S. MAB-2 Directorate, Temperate Forest Ecosystems
1988-1989  Technical Advisor to Interagency Fire Policy Review Team appointed by Agriculture Secretary Lyng and Interior Secretary Hodel
1989-1990  Member, National Academy of Sciences Committee on Onshore Oil and Gas Development Policy
1989-1992  Vice Chair, U.S. MAB Temperate Ecosystems Directorate
1989-1991  Member, Pacific Northwest Strategy
1989-1993  Founding Member, Consortium for Social Values of Natural Resources
1990-1996  Task Force on Persistence of Rural Poverty, Rural Sociological Society
1990-1991  Scientific Advisor, Temperate Forest Foundation
1991-Present Chair of Board, Temperate Forest Foundation
1993      Consultant to FEMAT (Forest Ecosystem Management Assessment Team)
1994-1995  Member of Review Team for Department of Forest Management, University of British Columbia, Vancouver, Canada

SPECIAL ASSIGNMENTS AND COMMUNITY SERVICE

1976      Present testimony to Committee of Scientists formulating regulations for implementing National Forest Management Act
1984      Moderator, Debate between candidates for Washington State Land Commissioner, Washington State Forestry Conference
1987      Present testimony to Washington State Legislature on Timber Jobs Enhancement Bill
1987-1988  Promote national support for Urban/Forest Interface Initiative at University of Washington
1987-1988  Chair Elect, South Puget Sound Chapter, Society of American Foresters
1990      Presented Congressional testimony and provided consultation on social and cultural impacts of implementing Spotted Owl conservation strategy.
1992      Member, U.S. Forest Service Task Force on Integrating Fire Management in Ecosystem Management
1993 Invited panelist for President Clinton's Forest Conference, Portland, Oregon
1994 Invited advisor to ad hoc commission charged with restructuring the U.S. Man and the Biosphere Program

CONSULTATIONS
1975 Sociological Consultant, Visitor Use Patterns, Golden Gate National Recreation Area, USDI, National Park Service, San Francisco, California
1975-1977 Sociological Consultant, Carrying Capacity Team, Yosemite Master Planning Team, USDI, National Park Service
1975-1977 Sociological Consultant, Visitor Use Component of Lake Cunningham Master Plan, George S. Nolte and Associates, San Jose, California
1975-1976 Sociological Consultant, Executive Fire Management Training Seminar, U.S. Forest Service and National Wildfire Coordinating Committee
1977-1980 Sociological Consultant, Lake Mead and Lake Mohave Recreational Carrying Capacity Studies, USDI, National Park Service
1977 Sociological Consultant, Committee of Scientists, USDA, Secretary’s Advisory Committee on Regulations for National Forest Systems, December
1978 Evaluator, National RARE II Conference/Symposium, Missoula Montana, August 4-5
1979 Sociological Consultant, USDI, National Park Service, Lake Mead and channel Islands Carrying Capacity Studies
1979-1980 Sociological Consultant, USDI, National Park Service, Santa Monica Mountains
1980 University of Washington Representative, St. Helens Forest Land Research Cooperative Technical needs Workshop – September 4-5
1980 Advisor to USDA Forest Service, Chief’s office, regarding revision of social assessment procedures for forest plans
1981-1984 Sociological Consultant to Forestry Department, Food and Agriculture organization of the United Nations, Rome
1982-1983 Sociological Consultant to California Department of Forestry, Sacraments, California
1987 Sociological Consultant to Urban Planning Associates for forest recreation habitat assessment at Priest Point Park, Olympia Washington
1990 Sociological Consultant to Mason, Bruce and Girard to study social and cultural impacts of implementing Spotted Owl conservation strategy
1990-1991 Forest Sector, Old Growth Committee, British Columbia
1993 Sociological Consultant to Northwest Forest Council, Assessment of social impacts of federal timber reservation
1994 Sociological Consultant to Daniels Research, British Columbia, Special Assessment of Wood-Producing Communities in Cariboo-Chilcotin region of interior B.C.
1994-1995 Sociological Consultant, Western Forest Association, assessment of opportunities for strengthening local economies by targeting federal timber sales
1995 Sociological Consultant to Moresby Consulting to advise development of interviewing for assessment of social impacts on Queen Charlotte Islands
1995 Sociological Consultant, Moore-McFadden; review of recreational carrying capacity study for Snake River
1998-1999 Sociological Consultant, Association of Oregon and California Counties, monitoring of Northwest Forest Plan
1999 Sociological Consultant to Association of Oregon and California Counties monitoring Effects of Spotted Owl Conservation
2003-2005 Sociological Consultant to Coast Information Team to prepare Cultural Spatial Analysis of Central and North Coasts and Haidi, Gwaii, Queen Charlotte Islands, British Columbia, Canada

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)

Dorothy Paun

A ssociate Professor of Forest Marketing and Business Performance
A djunct A ssociate Professor, D epartment of Pharmacy

EDUCATION
B.S. Natural Resources, University of Wisconsin, 1982
M.B.A. International Business and Finance, Universiteit of Leuven, Belgium, 1984
Ph.D. International Marketing, University of Oregon, 1993

PROFESSIONAL EXPERIENCE
University of Washington
  Fulbright Distinguished Chair, 2004-2005
  Associate Professor, College of Forest Resources, 1999 and continuing
  Affiliate Faculty, Henry M. Jackson School of International Studies, 2003 and continuing
  Acting Associate Dean, College of Forest Resources, 2000
  Adjunct Professor, School of Pharmacy, 2000-continuing
  Associate Director, School of Business, Retail Management Program, 2000-2002
  Assistant Professor, College of Forest Resources, 1993-1999
University of British Columbia, Canada
  Visiting Professor, Faculty of Forestry, 2004 and continuing
Universita Bocconi, Italy
  Visiting Professor, School of Business, International Marketing, 2003
Helsinki School of Economics and Business, Finland
Joko Executive MBA Education Ltd., Finland
  Visiting Professor, International Executive M.B.A. Program, 1999
University of Oregon
  Graduate Teaching Fellow, 1989-1990
University of San Francisco
  Lecturer, 1986-1989
Tanana Valley Community College
  Lecturer, 1984-1986

PROFESSIONAL EXPERIENCE PRIOR TO ACADEMIC CAREER
Stockbroker, Shearson/American Express
Business Analyst, Management International
Park Ranger, Alaska State Parks
Fire Fighter, U.S.D.A. Forest Service
Naturalist, Wisconsin Department of Natural Resources
Plant Taxonomy Assistant, University of Wisconsin
Park Technician, Dade County Parks
PUBLICATIONS DURING THE PAST FIVE YEARS


Cross-Cultural Research Conference, Scott Smith, editor, Provo, UT: Brigham Young University.


EXTERNAL GRANTS AND OTHER RESEARCH FUNDING DURING THE LAST FIVE YEARS

Canadian Studies Center
Canadian Embassy and Consulate General Grant
Center for Paper Business and Industry Studies
Center for International Business Education and Research
Fulbright Scholar Program
Idaho Rural Partnership
U.S.D.A., Forest Service, Forest Products Laboratory
U.S. Department of State, Bureau of Educational and Cultural Affairs
GRANTS AND CONSULTING
Academy of Finland
Attachmate Corporation
Calvin Reed and Merle Smith Center for Marketing
Canadian Embassy and Consulate General, Canadian Studies Grant
Center for Paper Business and Industry Studies
Cooperative Forestry National Investment Program
Danish Research Academy
Finnish Research Institute
Fulbright Foreign Scholarship Board
Institute Paper Science and Technology
Idaho Rural Partnership
J. C. Penney Corporation
McIntire-Stennis Program
Olympic Natural Resources Center
Oregon Economic Development Department
Total Energy Services
U.S.D.A., Forest Service, Forest Products Laboratory
U.S.D.A., Forest Service, Pacific Northwest Research Station
University of Oregon, International Business Center
University of Washington, Office of Development and Alumni Relations

AWARDS AND HONORS
Who's Who of American Women
Alpha Kappa Psi Research Award, Academy of Marketing Science
European Union Research Fellowship
Fulbright Scholar Distinguished Chair Award
Laurel Award for Scholarly Excellence
Networking Award, Center for International Trade in Forest Products
President's Award, Shearson/American Express
University of Helsinki Forest Products Faculty Consortium

UNIVERSITY, PROFESSIONAL, AND PUBLIC SERVICE CONTRIBUTIONS
Member, Canadian Studies Foreign Language Fellowship Selection Committee, 2004
Member, Development Team for the USDA Challenge Grant Proposal for Core Curriculum Redesign, 2002-2003
Volunteer, Gilda’s Club Seattle, 2003
Volunteer, Washington Women's Employment and Education Organization, 2003
Participant, Institute for Teaching Excellence, 2002
Volunteer, Woodland Park Zoo Society, 2002
Associate Director, Retail Management Program, School of Business, 2000-2002
Volunteer, Northwest Organ and Tissue Donation Awareness, 2002
Member, Senate Committee on Planning and Budgeting, 2001-2002
Invited Speaker, University of Washington, Development Directors, Professional Selling Seminar, 2002
Member, Large Classroom Instruction, College of Forest Resources, 2001-2002
Volunteer, Fred Hutchinson Cancer Research Center, 2002
Adjunct Associate Professor, School of Pharmacy, 2000-2002
Invited Participant, University of Washington Collegium on Large Classes, 2001
Senator, University of Washington Faculty Senate, 1999-2001
Member, Committee on Negotiations Between University of Washington Administrations and Graduate Student Employee Coalition, 2001
College Marshall, Graduation Ceremony, College of Forest Resources, 2001
College Marshall, Executive MBA Gradation Ceremony, School of Business Administration, 2001
Participant, University of Washington, School of Business, NIBEN Workshop, 2001
Volunteer Librarian, Carl G. Jung Society (analytical psychology education and outreach organization), 1999
Representative, College of Forest Resources, at the Pinchot Institute Symposium on “Facilitating the Evolution in Forestry Education,” 1999
Representative, School of Business Administration, Center for International Business Education and Research Center, World Trade Organization Meetings, 1999
Member, Publication Committee, Forest Products Society, 1998
Program Representative, Graduate Student Orientation, 1998
Faculty Advisor, Freshman Interest Group Program, University of Washington, 1995-1996
Secretary, Forest Products Society, International Marketing Interest Group, 1993-1994
Conference Moderator, "Landscape Management Systems Symposia: How Can We Integrate Technology Policy?" Center for International Trade in Forest Products, 1993
John M. Perez-Garcia

Associate Professor of Forestry and Agricultural Economics

EDUCATION
B.S. Natural Resource Management/Forestry, Rutgers University, 1977
M.S. Agricultural Economics, University of Puerto Rico, 1983
Ph.D. Forest Economics, Yale University, 1991

PROFESSIONAL EXPERIENCE
1996-   Associate Professor, Center for International Trade in Forest Products, College of Forest Resources, University of Washington
1993-1996   Assistant Professor, Center for International Trade in Forest Products, College of Forest Resources, University of Washington
1990-1993   Research Assistant Professor, Center for International Trade in Forest Products, College of Forest Resources, University of Washington
1982-1985   Natural Resource Specialist, Department of Natural Resources, Forest Service of Puerto Rico, Puerta de Tierra, Puerto Rico
1981-1982   Research Assistant, Department of Agricultural Economics, University of Puerto Rico
1977-1980   Peace Corps Volunteer, El Salvador

RESEARCH EMPHASIS DURING THE PAST FIVE YEARS
2005   AF&PA, FRAC ($34,000) Harvested wood products accounting and competitiveness in forest products trade
2005   CORRIM Components Analysis ($20,000) USDA Forest Service
2004   Clallam County Economic Development Council ($15,000) Value-added products in Clallam County
2004   Olympic Natural Resource Center ($31,886) Factors affecting timber values on the Olympic Peninsula
2004   USDA Forest Service ($6,935) Supplemental to trade in forest products update
2003   USDA Forest Service ($13,446) Trade in forest products update.
2003   USDA Forest Service $31,763 Timber supply in Washington State
2002   AF&PA and FAS ($80,000) with Paul Boardman and Ivan Eastin. Emerging markets study for forest products
2002   Oregon Department of Forestry: ($45,000). An analysis of Oregon forests and forestry in the US and international context.
2002   ITTO ($20,000) with Ivan Eastin. Trade discrepancies in forest products statistics.

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)


PROFESSIONAL ACTIVITIES


1999 Consultant to Department of Natural Resource. Own Price Demand Elasticity for Timber (with Shon Kraley)

1999 Consultant to Weyerhaeuser Company, World Timber Supply

1999 Consultant to Champion International Corp, World Timber Supply

1998 Consultant to John Hancock Timber Resource Group, Factors Determining Timber Prices (with Bruce Lippke).


1996 Consultant to Dewey Ballantine, The Effect of Log Export Restrictions on Timber Prices

1996 Reviewer for Rocky Mountain Research Station research priorities in Climate Change.

1994 Visiting Scholar, International Institute for Applied Systems Analysis, Laxenbourg, Austria. An Assessment of the Former Soviet Union’s Forest Sector

1994 Consultant to Boise Cascade Corp, World Log Costs.


1993 Consultant to Russell McVeagh, McKenzie, Bartleet & Co. New Zealand. Global Prices for Sawlogs (with Bruce Lippke)

1993 Consultant to Washington Citizens for World Trade. Log Export Ban and Tax Impacts (with Bruce Lippke)

1992 Consultant to USAID/QUITO. International Markets for Wood and the potential to Develop New Markets for Ecuador


MEMBERSHIPS (CURRENT AND PAST)

Society of American Foresters
Western Forest Economist Association
Southern Forest Economist Association
Western Economics Association
American Association for the Advancement of Science
David L. Peterson

Professor of Forest Ecology

EDUCATION
B.S. Zoology, University of Illinois, Urbana, 1976
M.S. Botany, University of Illinois, Urbana, 1977
Ph.D. Forest Ecology, University of Illinois, Urbana, 1980

PROFESSIONAL EXPERIENCE
2001- present Research Biologist, USDA Forest Service, Pacific Northwest Research Station, Fire and Environmental Research Applications Team; and Professor, College of Forest Resources, University of Washington, Seattle, WA
1989-01 Research Biologist (Field Station Leader), U.S. Geological Survey, Cascadia Field Station; and Professor, College of Forest Resources, University of Washington, Seattle, WA
1984-89 Research Ecologist, USDA Forest Service, Atmospheric Deposition Effects Research Work Unit, Pacific Southwest Research Station, Riverside, CA; Unit Leader 1988-89
1981-84 Research Ecologist, USDA Forest Service, Fire Management Planning Research Work Unit, Pacific Southwest Research Station, Riverside, CA
1980-81 Visiting Assistant Professor, Department of Forestry, University of Illinois, Urbana

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)


Clare M. Ryan

Associate Professor of Natural Resource and Environmental Policy
Adjunct Associate Professor, Daniel J. Evans School of Public Affairs
Adjunct Associate Professor, School of Marine Affairs

EDUCATION
B.S. Environmental Science, Western Washington University, 1983
M.S. Natural Resource Policy and Administration, University of Michigan, 1990
Ph.D. Natural Resource and Environmental Policy, University of Michigan, 1996

PROFESSIONAL EXPERIENCE AND APPOINTMENTS
Assistant / Associate Professor. University of Washington, College of Forest Resources. 1998-present
Lecturer and Teaching Assistant. University of Michigan, School of Natural Resources and Environment.

FUNDED RESEARCH IN THE LAST FIVE YEARS
Fire Science Application: Assessing Information Dissemination and Use, UW Royalty Research Fund. $27,375 (3/06-4/07)
* Graduate Studies in Conservation of Living Systems, Seattle Biotech Legacy Foundation. $30,000 (7/05-7/06)
* Ross Lake Social Science Needs, North Cascades National Park. $6,900. (7/03 – 12/04)
Fisheries Training Grant, U.S. Dept. of Commerce, NOAA. $100,000. (9/02 - 9/05)
* Managing Editor of CMER Scientific Review, WA Dept. of Natural Resources. $59,583. (6/01 - 6/02)
* Urban Ecology Initiative. National Science Foundation, IGERT Program. $3.2 million. (9/01 - 12/06)
Collaborative Watershed Planning. NOAA/WA Sea Grant. $125,000. (1/01 – 9/04)
Integrated Research and Management. USDA Forest Service. $40,000. (1/00 – 6/05)
* Urban Ecology Initiative. UW Tools for Transformation. $320,000. (9/99 – 9/01)
* Nonpoint Source Pollution in Riparian Areas. USDA Forest Service. $40,000. (9/99 – 12/02)
* Impact of Urban Patterns on Ecosystem Dynamics. National Science Foundation. $425,884. (9/99 – 9/02)
Lessons from Adaptive Management. USDA Forest Service. $27,000. (8/98 – 12/02)
* Co-Principal Investigator

**PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)**

**Refereed Journal Articles**


**Refereed Symposia Proceedings**


**Reviewed/Edited Book Chapters**


**Other Professional and Edited Publications**


**PROFESSIONAL SERVICE ACTIVITIES**

National Science Foundation, IGERT proposal review panel member. 2002 – continuing.
Peer-Reviewer: (Coastal Management, Island Press, Journal of Forestry, Journal of Natural Resources and Life Sciences Education, Society and Natural Resources)

AWARDS
College of Forest Resources Recognition Award: Exemplary Research Funding. Spring 2002.
College of Forest Resources Recognition Award. Spring 2000.
Honorable Mention. Willamette University College of Law, Negotiation Simulation Writing Contest, July 1999.
School of Natural Resources and Environment Superior Teaching Award. 1995.
Stanley A. Cain Award (academic achievement and professional promise). 1990.
University of Michigan Rackham Graduate School Fellowship. 1990.
School of Natural Resources Merit Awards. 1988-1993.

PROFESSIONAL AFFILIATIONS
Association for Public Policy Analysis and Management
American Water Resources Association
Society of American Foresters
American Political Science Association
Western Political Science Association
American Society for Public Administration
Peter Schiess

EDUCATION
Diploma Forest Engineering, Swiss Federal Institute of Technology, 1968
Ph.D. Microclimatology, University of Washington, 1975

PROFESSIONAL EXPERIENCE
1994 - 1994 Scientific Advisor, Temperate Forest Foundation
1994-2001 Board of Directors, Forestry Training Center, Port Angeles. Center for training of mechanized harvesting equipment operators in thinning operation
1989 Professor of Forest Engineering, College of Forest Resources, University of Washington, Seattle, Washington 98195
1985-1987 Advisor to Department of Natural Resources on engineering training requirements and position classification; long term harvest planning and transportation needs.
1983-1989 Associate Professor of Forest Engineering
1977-1983 Assistant Professor of Forest Engineering
1975-1977 Research Assistant Professor, College of Forest Resources
1969-1975 Research Associate, Microclimatology, College of Forest Resources, University of Washington, Seattle, Washington
1968-1969 Research Engineer, Federal Institute of Forest Research, CH-8903 Birmensdorf, Switzerland. Working on problems of saturated soil moisture movement and drainage of saturated soils

CONSULTANCIES
2001- Washington State Department of Natural Resources, Expert witness on appropriate road construction practices as part of road failures and resulting damages.
1996-98 Washington State Department of Natural Resources Expert witness on appropriate logging practices as part of forest fire investigations.
1993 Champion International Corporation Expert witness in the area of historical logging practices, road construction development for railroad and truck logging.
1992-1996 Appointed by the Government of British Columbia, Canada, as a member of the
International Scientific Panel to review and develop forest harvesting standards in the Clayoquot Sound Area, Vancouver Island.


1987-1989 Food and Agriculture Organization, United Nations, Rome, Italy. Prepare handbook on road construction in sensitive watersheds for their professional field staff.

1985-present Advisor to Washington State Department of Natural Resources on engineering training requirements and position classification; long term harvest planning and transportation needs.


1984 Visit of the Forestry Universities at Beijing, Nanjing and Harbin at request of the Ministry of Forestry to review teaching and research programs in the area of harvest operations and road construction and design. Part of a four-member team from the U.S.

AWARDS
1999 Recipient of D & R McLachlan endowed professorship in Forest Engineering,
1993 Recipient of the Burlington Northern Foundation's Faculty Achievement Award for excellence in teaching

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)


Eric C. Turnblom

EDUCATION
B.S. Forest Science, University of Illinois, 1983 (with Honors)
M.S. Forest Mensuration, University of British Columbia, 1986
Ph.D. Forest Biometrics, University of Minnesota, 1994

PROFESSIONAL EXPERIENCE
1982 Forestry Technician, USFS, Siskiyou NF, Gold Beach, OR
Performed stand examination surveys, regeneration surveys, brush field surveys, provided preliminary silviculture prescriptions; manual back-pack sprayer application of herbicide for seedling release. Attended FS fire school.

1982 – 1983 Lab Assistant, Forest Soils Lab, University of Illinois, Champain/Urbana, IL
Prepared and tested both plant and soil samples for various nutrient concentrations and pH. Experience calibrating spectral chromatography equipment.

1983 Forestry Technician, US Forest Service, North Central For. Exp. Station, Chicago, IL
Assisted in the design and implementation of a complicated survey to estimate recreation user volume in Ned Brown Forest Preserve, Cook County, IL.

1984 – 1986 Graduate Teaching Assistant, University of British Columbia, Vancouver, B.C., CAN
Assisted professor in introductory level forest mensuration class, introductory and senior level forest management classes. Lectured to senior level Forest Sampling class.

1986 – 1990 Graduate Research/Teaching Assistant, University of Minnesota, St. Paul, MN
Cooperatively developed research strategies for projects with major professor, Tom Burk (40% time). Help install and maintain College microcomputer lab (30% time). Teaching Assistant for undergraduate forest biometrics class.

1990 – 1994 Assistant Specialist, Dept. Forest Science, University of California, Berkeley, CA
Collaborated with principal investigators in developing models for tree, stand growth, and mortality and implementation methods for the CACTOS growth projection system. Focused on developing quasi-theoretical models for adjusting periodic growth predictions for varying levels of precipitation. Involves much FORTRAN programming and source code maintenance. Lectured to upper division natural resources sampling class. Teaching assistant during UCB natural resources inventory field studies.

1994 – 2002 Assistant Professor of Forest Mensuration, College of Forest Resources, UW, Seattle, WA
50% research, 50% teaching. Research projects include investigations into the self-thinning dynamics of managed Douglas-fir plantations and other projects as Silviculture Project Leader for the Stand Management Co-op. Teaching duties include a graduate Forest Biometry course, an undergraduate Forest Measurements for Engineers course, and the Growth and Yield Estimation topic of Silviculture Institute XVII, Module 3, “Statistics & Forest Resource Monitoring.”

1996  Acting Director, Stand Management Cooperative, CFR, UW, Seattle, WA  Duties of this important post are separately described in Section 8 of this CV.

1997  Journey Silviculturist Certification Panel member, USFS PNW Regional Office, Portland, OR  Reviewed and critiqued oral presentations of silviculture prescriptions made by Journey Silviculturist candidates and provided oral exam questions. Provided input and voted in pass/fail decision.

2002 – 2004  Faculty Senator, University of Washington.  Elected by CFR Faculty as their representative in shared governance for two-year term. Attended Faculty Senate meetings every quarter, reviewed, helped revise and voted on all levels of legislation (C, B, and A, which affects Faculty Code).


2004  Chair, South Puget Sound Professional Chapter, Washington State SAF. Plan and arrange for meeting places, develop speaker and activity programs.

1994 – present  Silviculture Project Leader, Stand Management Cooperative (SMC), CFR, UW, Seattle, WA  Responsible for proposing budget for continuing existing SMC field research trials; oversee planning and implementation of field work; lead the Silviculture Project Technical Advisory Committee (TAC); travel throughout western British Columbia, Washington, and Oregon to research sites to monitor field crews, to assess efficacy of treatment regimes and measurement protocols, to assess storm damage, etc.; co-supervise (with SMC Director) the SMC Database Specialist, and the SMC Database Manager and Research Forester; analyze collected data and report significant findings; design new research trials to test timely research hypotheses.

1997 – present  Member of the Graduate Faculty, UW  Admittance to the Graduate Faculty attests to research excellence and capability to mentor Ph.D. graduate students.
2002 – present  Associate Professor of Forest Mensuration, College of Forest Resources, UW, Seattle, WA.
40% research, 40% teaching, 20% service. Teach six classes (CFR 564, ESRM 304, ESRM 323, ESRM 368, Q SCI 482, Q SCI 486), perform research on topics including intensive silviculture options for plantations, forest growth and yield modeling, and impacts of climate and weather on forest tree growth, serve on various college committees, provide other service to CFR community, UW campus, and professionals in the region.

2003 – present  Faculty Representative, UW Student Chapter, South Puget Sound (SPS) Chapter, SAF
Attend student chapter meetings; mentor students by providing advice and resources for field trips and speaker program development; report student chapter activities to SPS Chapter chair; attend monthly Washington State SAF Executive Committee meetings as needed.

AWARDS AND HONORS
Meritorious Achievement Award, USFS  1982
University Graduate Fellowship, U.B.C.  1984 - 86
Exceptional Achievement Fellowship, University of Minnesota, 1990
Appreciation Award, Chairing Organizing Committee, Western Mensurationists, 2002

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)
Refereed Journal Publications

Journal Publications In Revision, Submitted, or in Preparation

Publications in Conference Proceedings

Technically Reviewed Publications and Reports


Cooperative, College of Forest Resources, University of Washington, BOX 352100, Seattle, WA. 98195-2100.


PROFESSIONAL SOCIETY MEMBERSHIPS

XI SIGMA PI (Forest Science Honorary): 1982 to present.

Society of American Foresters (SAF): 1982 to present

RESEARCH ACTIVITIES IN THE PAST FIVE YEARS

Sponsored Research

Agricultural University of Norway; Hoibo, Turnblom, Briggs
(11/1/00 - 8/1/01) $50,000

“Branch profile modeling” (salary for visiting scientist)

Stand Management Cooperative; Briggs, Turnblom, Harrison, Lowell
(1/1/01 - 12/31/01) $570,000

“Forest Stand and Tree Nutrition, Silviculture, Quality and Modeling” (36%) for Turnblom

King County DNR, Eric C. Turnblom, Robert Harrison, David Briggs $22,159
(10/16/01 - 12/31/02)
“Assessing sequestered carbon in the Forest Zone of King County, WA” (100%) for Turnblom

Stand Management Cooperative; Briggs, Turnblom, Harrison, Lowell $529,000
(1/1/02 - 12/31/02)
“Forest Stand and Tree Nutrition, Silviculture, Quality and Modeling” (50%) for Turnblom

Olympic Natural Resources Center; Eric C. Turnblom, Bob Gara $36,886
(10/01/02 - 12/31/03)
“Mixed Red Alder-Sitka Spruce as a Silvicultural Approach to Prevent Damage by the Spruce-Tip Weevil in Riparian Ecosystems” (50%) for Turnblom

USDA FS FIA Program; Eric C. Turnblom $62,087
(10/01/02 - 6/15/05)
“Using Climate-Related Information to improve Short-term Growth Projections” (100%) for Turnblom

Stand Management Cooperative; Briggs, Turnblom, Harrison, Lowell $529,000
(1/1/03 - 12/31/03)
“Forest Stand and Tree Nutrition, Silviculture, Quality and Modeling” (50%) for Turnblom

Stand Management Cooperative; Briggs, Turnblom, Harrison, Lowell $536,294
(1/1/04 - 12/31/04)
“Forest Stand and Tree Nutrition, Silviculture, Quality and Modeling” (50%) for Turnblom

Stand Management Cooperative; Briggs, Turnblom, Harrison, Lowell
(1/1/05 - 12/31/05)
“Forest Stand and Tree Nutrition, Silviculture, Quality and Modeling” (50%) for Turnblom

US Forest Service, PSW Research Station, Turnblom, Ritchie $43,480
(10/01/05 – 9/30/07)
“Simulating Growth of Young Douglas-fir Plantations” (100%) for Turnblom

Research (not sponsored)

Title: Precipitation level adjustments of northern California conifer estimated tree growth rates.  
Collaborator: Dr. Lee C. Wensel, Professor, Univ. of CA, Berkeley

Title: Comparison and evaluation of tree-list aggregation algorithms  
Collaborator: Dr. Greg S. Biging, Assoc. Prof., Univ. of CA, Berkeley

Title: Introducing climate effects into growth and yield models using a consistent modeling framework  
Collaborator: Kevin R. Gehringer.

Title: Using a descriptive competition metric in differential equation systems simulating stand growth  
Collaborator: Sam Pittman

Title: Stand yield and plot-to-plot variation in intensively tended Douglas-fir plantations in the PNW Coast Range.
Collaborators: R.E. Miller, J. Smith, H. Anderson, USFS PNW Res. Station

PROFESSIONAL CONSULTING DURING THE PAST FIVE YEARS

Review proposed study design with focus on experimental design and sampling procedure. Critique procedures to determine site class and evaluate sample adequacy for overstory measurements. Identify areas that need to be revised, expanded or clarified. Provide written suggestions for addressing study design and sampling issues that are identified.

Analyze, summarize and interpret data collected over the course of 20 years in a growth and yield study. Experiment included fertilization and thinning treatments in Douglas-fir stands of various ages. Submitted written report to Mr. Phil Cannon.

Associate Editor for study plan titled EXTENSIVE RIPARIAN STATUS & TREND MONITORING PROGRAM. Acquired three referees, then gathered, synthesized, and summarized reviews, adding additional comments where appropriate.

American Forest Management, Inc. 2006.
Provide enhanced decision support services for the Johns River timberlands managed by Forest Systems, Inc. In collaboration with R.B. Harrison.
Daniel John Vogt

A ssociate Professor of Soil and Ecosys tem Ecology

EDUCATION
B.S. Biology, New Mexico State University, 1968
M.S. Agronomy, New Mexico State University, 1976
Ph.D. Forestry, University of Washington, 1987

PROFESSIONAL EXPERIENCE
2000-present Associate Professor in Soils and Ecosystem Ecology, College of Forest Resources, University of Washington.
2004-present Senior Consultant, INTERFOREST, LLC.
2003-present Secretary and Consultant for Center for Adaptive Policy and Ecosystems (CAPE, Intl).
2001-present Managing Editor of Scientific Review Committee (SRC), working with Cooperative Monitoring, Evaluation, and Research (CMER) and Washington state Department of Natural Resources.
1989-2000 Director of Greeley Analytical Laboratory at the School of Forestry and Environmental Studies, Yale University.
1987-2000 Lecturer in Soils and Ecosystem Ecology, and Research Scientist, School of Forestry and Environmental Studies, Yale University.
1973 Range Aide with Rocky Mountain Forest and Range Experiment Station. Assisted with regeneration of vegetation on coal-mine spoils, and the chemical and physical analyses of the overburden.
1972 Research Aide with New Mexico State University Entomology Department. Tested the effects of a Shell insecticide on "horn fly" populations around cattle.
1972 Cotton insect-pest management technician with New Mexico Extension Service-NMSU Entomology Department. Surveyed cotton fields weekly for cotton insect pests to help farmers in crop management decisions.
1971-1972 Assistant Plant Propagation Supervisor with North Haven Gardens in Dallas, Texas. Supervised personnel in plant propagation for wholesale and retail distribution and also managed the Interior Landscaping Department.
1968-1970 Field Artillery Officer in the U.S. Army. Served in Viet Nam as an artillery advisor to the South Vietnamese.
RESEARCH SUPPORT IN THE PAST FIVE YEARS

2005-2007  Headwater Stream Physical Processes. Funded by WaDNR. PI’s Daniel J. Vogt and Robert L. Edmonds (College of Forest Resources) ($102,064/2yr)

2005-2006  Maintain ‘Scientific Review Committee (SRC)’ funded by the Cooperative Monitoring, Evaluation, and Research (CMER) committee of the Timber Fish Wildlife/Forests & Fish Report Committee and WaDNR. PI = DJ Vogt (CFR @ UW - $50,270)

2004-2005  Proposal to the Cooperative Monitoring, Evaluation, and Research (CMER) committee of the Timber Fish Wildlife/Forests & Fish Report Committee to create a ‘Scientific Review Committee (SRC)’. SRC will review research designs submitted to CMER and the recommendations of CMER to TFW and FF for scientific credibility. PI = DJ Vogt (CFR @ UW - $87,434)

2003-2005  Experimental Manipulation of Forested Headwater Stream Buffers in Washington State. funded by USFS. PI’s = R Edmonds & DJ Vogt ($55,000/2yr)

2004  Feasibility study of small-scale bioenergy system engineering efficiencies/economics compared to other sources of energy production. Lawrence Livermore internal dollars to support an initial feasibility study (~$250,000)


2004-2005  Chemistry of Headwater Streams. Funded by Center for Water and Watershed Studies. PI’s = G Liles, DJ Vogt, RL Edmonds ($1,000)

2004-2005  Influence of Riparian Harvesting on the Chemistry of Headwater Streams. Funded by Olympic Natural Resources Center. PI’s = DJ Vogt, RL Edmonds and G Liles ($19,157)

2003-2005  Experimental Manipulation of Forested Headwater Stream Buffers in Washington State. funded by USFS. PI’s = R Edmonds & DJ Vogt ($55,000/2yr)

2003-2004  Proposal to the Cooperative Monitoring, Evaluation, and Research (CMER) committee of the Timber Fish Wildlife/Forests & Fish Report Committee to create a ‘Scientific Review Committee (SRC)’. SRC will review research designs submitted to CMER and the recommendations of CMER to TFW and FF for scientific credibility. PI’s = DJ Vogt (CFR @ UW - $68,020)

2002-2003  Proposal to the Cooperative Monitoring, Evaluation, and Research (CMER) committee of the Timber Fish Wildlife/Forests & Fish Report Committee to create a ‘Scientific Review Committee (SRC)’. SRC will review research designs submitted to CMER and the recommendations of CMER to TFW and FF for scientific credibility. PI’s = DJ Vogt (CFR @ UW - $68,020)

2001-2002  Proposal to the Cooperative Monitoring, Evaluation, and Research (CMER) committee of the Timber Fish Wildlife/Forests & Fish Report Committee to create a ‘Scientific Review Committee (SRC)’. SRC will review research designs submitted to CMER and the recommendations of CMER to TFW and FF for scientific credibility. PI’s = DJ Vogt (CFR @ UW - $68,020)
2000-2003 USDA grant to doctoral student fellowship support for joint FES/NYBG program in Tropical Forest Management. PI=K Vogt, CoPIs= M Ashton, B Larson, R Mendelsohn, O Schmitz, T Siccama, D Vogt (Yale) and D Lentz (NYBG) ($70,000/3yrs).

MEMBERSHIP IN SCIENTIFIC SOCIETIES
American Institute of Biological Sciences
American Society of Agronomy
Association for Tropical Biology
Ecological Society of America
International Society of Soil Science
International Society of Root Research
Northwest Forest Soils Council
Sigma Xi
Soil Science Society of America
Society for Conservation Biology

FELLOWSHIPS, AWARDS, APPOINTMENTS, AND MEDALS
Hugo Winkenwerder Fellowship- Univ of Wa-1981
Soil Conservation Society of America - Student Chapter (NMSU) President-1974
Bronze Star and Air Medal (US Army)-Viet Nam 1969-70

PROFESSIONAL SERVICES
1995 Committee member of panel reviewing DOE, Global change postdoctoral fellowships
1997-2000 Member of the GIS and SSURGO committee of the Natural Resources Conservation Service, Northeast Cooperative Soil Survey.
2001-2002 Assoc Editor of Scientific Review Committee (SRC) in Washington State.
2001-present Managing Editor of Scientific Review Committee (SRC) in Washington State.

PUBLICATIONS DURING THE PAST FIVE YEARS (2001-2006)
Articles/ Book Chapters


Published Books

Commitment to Quality Student Advising

The College is committed to high-quality student advising at both the undergraduate and graduate levels. Advising for all students is coordinated through the Office of Student and Academic Services, which is staffed by three full-time professional staff members—a Director, an Undergraduate Adviser, and a Graduate Adviser. The office strives to respond to student needs and provide the highest quality advising on campus. The office regularly solicits feedback; the exit survey that is administered to all graduating students specifically queries for feedback about the advising received during students’ academic careers. In addition, students are encouraged to regularly visit the office to share successes and challenges, and students are regularly informed of campus and community educational and career opportunities. The office maintains an open-door policy to provide drop-in service for College students and faculty.

Because the needs and types of advising differ greatly between graduate and undergraduate advising, the programs are described separately below.

Graduate Advising

Graduate student advising is done as a partnership between the College faculty and the Office of Student and Academic Services, under the guidance of the University’s Graduate School.

The Graduate Adviser is a full-time professional staff person who administers the admissions process for the graduate program, helps coordinate graduate orientation, and guides students through the administrative processes of their graduate programs. The Graduate Adviser audits student files for compliance with University Graduate School policies and requirements, and assists students with setting up their faculty committees and filing forms.

The faculty chair and committee help students develop a program of study that will fulfill their educational goals and fit the requirements of the program. Students’ committee chairs work closely with the students on graduate projects, theses, or dissertations, and help guide their research.

The University’s Graduate School is the governing body of all University graduate programs. The Graduate School approves all programs and reviews them at a minimum of 10-year intervals, as well as establishes policies and minimum requirements for all University graduate programs. Any College policy is above and beyond the University’s Graduate School’s requirements; for example, the minimum number of credits for an M.S. degree at UW is 36, while the College requires 45 credits.

Another way the College is committed to high-quality graduate advising is by conducting a thorough graduate student orientation program. Upon entering the graduate program, each new graduate student is required to participate in the course CFR 500, Graduate Orientation. The orientation program is a two-day program, where students are presented with the various University and College policies and procedures, introduced to research and graduate study expectations, and given an opportunity to develop relationships and community with the incoming students. The orientation is conducted on campus and at the College's field site, C.L. Pack Experimental Forest, giving new students a good introductory perspective of the College and some of its supporting facilities.

Both the faculty and the Graduate Adviser use the College-produced Graduate Student Guide (also known as “The Red Book”) to help administer the graduate program effectively by using the same guidelines and explaining University Graduate School policy. This guidebook can be found on-line at http://www.cfr.washington.edu/Acad/grad/redbook.pdf and is included in the back of this self-
evaluation. The key College forms used for advising are the Green Sheet (the program of study form) and the Committee Form, which is used to establish and change committee membership. These forms are in addition to any forms required by the Graduate School for general and final examinations.

**Undergraduate Advising**

Undergraduate students are centrally admitted by the University’s Admissions Office and are placed in pre-major status. If a student decides upon the College’s Environmental Science and Resource Management (ESRM) major, he or she makes an appointment to see the Undergraduate Adviser who helps the student declare the major and plan for academic requirements and program of study. If the student is a transfer student, the adviser will also evaluate the student’s transfer coursework and help file any course requirement petitions, if appropriate (petitions are approved by the chair of the faculty).

During the advising appointment, the Undergraduate Adviser also helps the student explore the different course pathways within the ESRM major and how those may fit with the student’s educational and professional goals. For example, if a student is interested in pursuing the MFR in Forest Management for a graduate degree, the student would work with the Undergraduate Advisor to prescribe and plan the coursework in the Sustainable Forest Management pathway that will apply to the MFR in Forest Management.

Undergraduate advising files are regularly audited and updated with coursework as it is completed. Students are notified of any potential problems, especially relating to focus or degree progress.

When a student is nearing graduation, he or she will make a final advising appointment to apply to graduate. A final degree audit is conducted and the application for the bachelor’s degree is filed. Students are also informed about the College’s Graduation Celebration and are encouraged to fill out an exit survey about the program.

**Regular Services Provided by the Student and Academic Services Office**

To help understand the variety of services provided by the Student and Academic Services Office, a list of regular office staff activities, organized by frequency, is provided below:

**On a Daily/Weekly Basis**
Advising—both graduate and undergraduate
Updating Job Board, Website, Publications
Data management
Answering questions and making referrals
Time schedule and room updates
Mailing packets and information
Transfer Thursdays

**On a Quarterly Basis**
Database updates—majors and on leave
Dean’s List letters
Low scholarship letters
Satisfactory progress check-up
Checking scholarship recipient registration
Planning Time Schedule Quarterly
Disbursing Scholarship funds
Graduate student registration--full/part time
Enrollment status and analysis
New course/Course change applications
High school/Community College visits
Welcome letter to new students
Contacting inactive students
Advertising courses on campus
Visiting service courses for recruiting
Graduation applications/warrants
Updating degrees granted information
Transfer Student Orientation
RA/TA Appointment Process

On an Annual Basis
January Graduate Admissions
Graduate Student Orientation
Dawg Daze Events
Career Fair
FAEIS statistical reporting
College internal statistical reporting
UG Research Involvement Report
ABET Reviews for PSE
Environmental Opportunities Fair
Website Updating
Scholarship Luncheon
Adviser's Luncheon
College Graduation Celebration
UG Orientation (all summer)
Mailings to new UW freshmen
CC Advising Conference
Plan a Transfer Day
GRE/SAT/ACT Search
GEAR UP Events
General Catalog updates
April Scholarship Applications/Meeting/Notification

Recruitment and Retention
The University is committed to recruiting and reaching out to underrepresented students. The Office of Minority Affairs has recruitment and outreach, academic support services, and pre-college opportunities aimed at providing access to the University for diverse students and communities. The recruitment and outreach department is responsible for the recruitment and outreach activities for all undergraduate underrepresented students across Washington State. It provides outreach services during high school and community college visits, college fairs, student campus visitation programs, admissions, financial aid, and scholarship counseling, and college test preparation and educational workshops. The Graduate Opportunities and Minority Achievement Program (GO-MAP), a division of University’s Graduate School, is committed to serving the needs of students of color and those from other underrepresented groups, while simultaneously providing opportunities for all students to learn and develop through experiences rich in cultural, ethnic, and racial diversity. GO-
MAP's primary goals are recruitment and outreach, enhancing scholarship and research, and building community on and off campus. To achieve these goals, GO-MAP offers programs, events, activities, and opportunities for students, faculty, staff, and the community to advance excellence in an equitable educational and social environment.

For the academic year 2004-2005, 54 underrepresented minorities made up 15% of the College’s total student body and 136 women accounted for 42%. The College continually makes efforts to recruit and attract a diverse student body, and will increase efforts in the future. The College makes public the commitment to promoting diversity in our faculty, staff, and student body through both recruitment and retention. Additionally, the College developed a diversity plan to attract graduate students, which is described in the following memo5:

MEMORANDUM

TO: Johnnella E. Butler, Associate Dean
The Graduate School
From: Steve West, Associate Dean and Graduate Program Coordinator; Robert Gara, Professor and Alternate Graduate Program Coordinator; Michelle Trudeau, Director, Student Services, College of Forest Resources
Date: February 10, 2003
RE: 2003-2004 Graduate Opportunity Program Diversity Plan

The College of Forest Resources is grateful for receiving a GOP award for the 2002-2003 academic year, and would like to be considered for an award for this coming academic year. We have continued our efforts to increase the diversity of our graduate student population, and we are committed to nurturing an atmosphere of inclusiveness.

Dr. Gara, as one of the minority faculty at the College of Forest Resources, remains involved with the graduate programs at two levels. He is now the Program Area Leader for the Silviculture program as well as the Alternate Graduate Program Coordinator. Dr. Gara also remains involved in our minority recruitment and retention efforts.

The College feels strongly that the variety of perspectives and life experiences found in diverse students increases the value of the educational experience for all of our students. We are well aware that the field of forestry, no matter how broadly defined, has been very traditionally white male. Our diversity plan, outlined below, we hope will help change the face of forestry to one that more accurately reflects the diverse world in which we live.

Our Diversity Plan
Of the 38 new graduate students we enrolled in autumn of 2002, females were 55% and minorities were 21% of the total, including one Iranian American, seven Asian Americans and one Hispanic American (47% did not indicate their ethnicity). For the first time ever, the college has more new female graduate students than male, which for the traditionally male field of forestry, is remarkable. Nevertheless, we would like our underrepresented minority student numbers to increase, so we are continuing to implement our College-wide diversity efforts and plans.

We developed a Diversity website on our College's home page in fall 2002 (see attached printout) that clearly outlines our diversity program, which has goals as follows:

- Track diversity efforts within CFR
- Seek new ways of recruiting diverse faculty, staff and students

5 Available at: http://www.cfr.washington.edu/People/Diversity/gop%20request%202003-04.htm.
- Seek to find and remove barriers to diversity at CFR
- Formalize mentoring efforts
- Create partnerships with other diversity efforts, both on and off campus
- Involve diverse members of CFR

We have maintained good ties with several northwest Native American tribes, including Yakama, Colville, and Quinault. We attended the Education Summit in Omak hosted by the Colville Tribe in August 2002, which had a recruitment fair and discussion about many issues with Native American education. Furthermore, we house the STEP (Science and Tribes Educational Partnership) program, which offers summer science education to high school youth at targeted tribal schools. We are also staying in contact with our recent graduates so that they can help with our recruiting efforts on the reservations.

Our cooperative agreement with Tuskegee University in Alabama is also going well, and Louis Black will be visiting us on March 18th, 2003 with two prospective students. Our two African American graduate students are a result of this program, and we hope to utilize their expertise and experience to continue this effort.

We attended the MANRRS (National Society for Minorities in Agriculture, Natural Resources, and Related Sciences) national conference in Portland, OR in April 2002. Two of our African American graduate students, Morris Johnson and Johnny Grady, attended along with three other staff members, including the Director of Student Services. We helped sponsor the conference and hosted a recruitment booth. The cost of attending this event is high, but we see it as an essential part of our diversity plan.

Some of our other efforts that are working to increase the yield of underrepresented and minority students include:

- We encourage our undergraduate underrepresented and minority students to apply for our graduate program. This effort works very well for us on a continuing basis.
- We do not have any formal visiting days for graduate applicants, but we encourage our applicants to participate in the GO-MAP Prospective Student Days and let them know we will be open for visiting during that time.
- We utilized the GRE graduate student search service again this year, which focused on attracting diverse students. We have not participated in the Western and National Name Exchange for a few years, mainly because we were not very aware of this resource. We will add the Name Exchange to our search effort. We also advertise our programs in the Peterson's Guide, but the results of these efforts are difficult to track with the I-200 restrictions.

Lastly, the college always matches the GOP award with a second year of funding, usually from our endowed fellowships or a research assistantship. We do not have a lot of funding, so making a two-year package with the GOP often makes the difference in recruitment of top minority and underrepresented students.

**2002-2003 GOP Awardee Information**

* was awarded the GOP research assistantship for 2002-2003. She is an outstanding student, receiving a BS degree in Biology from Purdue with honors and a BA in French, with an overall GPA of 4.0. She has also received several awards, including the National Merit Scholarship and the Association of Women Students VIP Award for Political Involvement. Furthermore, * is also an outstanding citizen, and was involved in her co-curricular activities her studies, including mentoring in the Women in Science Program, Directing the Purdue Students Against Sweatshops group, and serving as President of the Iranian Cultural Club.
Negin entered the competitive Social Science graduate program with GRE scores of 590/750/780, as well as extensive undergraduate research and teaching experience. She is currently studying with Dr. Anne Kearney, who says she is progressing very well, and stated, “She has been doing very well in her classes (4.0) and is currently exploring research topics for her thesis. She is also pursuing a joint master’s degree at the Evans School.” She is very pleased with [INSERT NAME], and coupled the GOP award with a Research Assistantship award for her second year of study.

[INSERT NAME] is Iranian, an ethnic group that is very underrepresented in US higher education, especially in the traditionally European American male field of forest resources. We are very pleased to be able to recruit students like [INSERT NAME] with the GOP award, and hope such efforts will help to change the face of our field. We are very appreciative to the GOP program for providing us with this wonderful opportunity.

The College of Forest Resources thanks you for consideration of our request.

Graduate Students
Recruitment to College’s of graduate program is currently done largely by individual research programs and through the College’s website. The College participates in the National Name Exchange for under-represented students and is listed on GradSchools.com (http://www.gradschools.com/). In the past, GRE searches were performed, but the outcome did not produce the students the College was seeking. Overall, the College receives far more quality applications than available slots, so graduate recruitment has not been an issue.

Top applicants are often recruited to the College’s graduate program through the many fellowships offered; fellowships are the equivalent of a Research Assistant (RA) or Teaching Assistant (TA) appointment, but without the 19-hour/week work requirement. These awards (usually lasting one-year) are often coupled with RA or TA appointments to make an attractive package for the highest-quality applicants. The College has a consistent track record of recruiting and retaining these top students.

Another successful method used to promote the College’s graduate programs is by providing support for graduate student research posters and presentations at regional and national meetings. The Dean’s office funds most, if not all, student travel costs to local and international conferences. The College also supports an annual Graduate Student Symposium, which showcases the research of the College’s diverse graduate student population.

Each quarter, in order to maintain high-quality graduate students at the College, faculty are asked if their graduate students are performing up to standard. If a student is not performing up to standard, either in coursework or research progress, there is a process—conducted in partnership with the Graduate School—for placing students on probation and eventually dropping them from the program, if appropriate. Fortunately, this has not been an issue in recent history, but it is a standardized process that is available if necessary.

Undergraduate Students
The ESRM major is fairly new, so active recruiting and retention is key to increasing enrollment over the next few years. Thus, the College has implemented an active undergraduate recruiting program that focuses both on- and off-campus. Classes related to the ESRM major are visited to present the College’s programs, and various events are held for University students. The College reaches out to other University advisers (housed in the different colleges and departments on campus) through a luncheon, e-mail advertising, and information sessions. Visits are regularly made to local community
colleges to recruit and advise potential transfer students. Additionally, the College has a close partnership with the University’s Admissions Office to ensure that students interested in the College’s program are provided assistance and guidance during the admission process into the University and the College.

To retain undergraduate students, the College depends largely on the quality of advising and outreach to current students. The University automatically puts students who are performing below a 2.0 level on academic probation, and those students are contacted to develop a plan for future success with assistance from faculty and the College’s Office of Student and Academic Services. If the plan is unsuccessful, a student will eventually be dropped from the University, but with a chance for reinstatement via petition.

**Current Enrollment Information**

As described in Standard I, the College recently underwent a major curriculum consolidation effort. Previously, undergraduate students were offered eight majors to choose from and graduate students were offered eleven different degree programs. Similar to many natural resource colleges and universities throughout the country, steep declines in student enrollment (especially at the undergraduate level) led the College to undertake a restructuring of both the graduate and undergraduate programs (See discussion in Standard I).

The College now offers an undergraduate degree in two curricula, Environmental Science and Resource Management (ESRM) and Paper Science and Engineering (PSE), and one graduate degree, with interest areas selected at the time of application. These new programs require innovative ways of reporting and tracking enrollment information; thus, all enrollment information presented in this self-evaluation will refer to College-wide enrollment. Figures 1 and 2, however, break down the different undergraduate and graduate enrollments by major and interest areas before and after the adoption of the new degree programs. The first students entered the ESRM degree program in 2004, and the older degree programs are being phased out as previously enrolled students graduate. Note the decline in Forest Management majors since 1995; the hope is that the new ESRM major, and the option to follow the Sustainable Forest Management pathway, will increase the number of students who might be originally drawn to this type of degree program.

Since the MFR (Forest Management) will be a brand-new degree program in Fall 2006, Document G only shows projected enrollment numbers for the program. Document G does, however, present data about the entire student population of the College.
Figure 1. Undergraduate Enrollment by Major

Figure 2. Graduate Enrollment by Program Area
Since the MFR in Forest Management will be in its first year beginning in Fall 2006, there are no graduates of the program. Instead, employment information for the recent graduates from the discontinued Forest Management degree program—the undergraduate program most similar in coursework and objectives to the MFR program presently seeking accreditation—is presented in Document F.

**Document F: Forestry Graduate Employment Summary**

Institution Name: UW College of Forest Resources

Official Degree Program Title: Forest Management (no longer offered)

Official Option Title:

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<td></td>
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<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
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<td>Employed permanent:</td>
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<td>Other employed</td>
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<td></td>
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<td>100%</td>
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<td>100%</td>
<td>9</td>
<td>100%</td>
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<tr>
<td>Percentage of Graduates</td>
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Document G: Student Data Summary for Entire College

Institution Name: UW College of Forest Resources

Official Degree Program Title: All Programs

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<th>STUDENTS ENROLLED</th>
<th>Freshman</th>
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<td>Female</td>
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<td>78</td>
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<td>Last Year</td>
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<td>57</td>
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<td>13</td>
<td>8</td>
<td>38</td>
<td>42</td>
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<td>61</td>
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<td>97</td>
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<td>Three Years Ago</td>
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<td>17</td>
<td>21</td>
<td>41</td>
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<td>52</td>
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<td>102</td>
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<table>
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<th>STUDENTS ENROLLED</th>
<th>Total Number of Students</th>
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<tr>
<td></td>
<td>African American</td>
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<td>Current Enrollment</td>
<td>5</td>
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<td>Last Year</td>
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<td>7</td>
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<tr>
<td>Three Years Ago</td>
<td>7</td>
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</tbody>
</table>

Projected Total Enrollment for Next Three Years

| Year: 2006-2007 | 225 undergraduates | 170 graduates |
| Year: 2007-2008 | 275 undergraduates | 175 graduates |
| Year: 2008-2009 | 325 undergraduates | 175 graduates |

TOTAL NUMBER OF GRADUATING STUDENTS (UNDERGRADUATES/ GRADUATES)

<table>
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<tr>
<th>GRADUATING CLASS</th>
<th>Female</th>
<th>Male</th>
<th>African American</th>
<th>Asian/Pacific Islander</th>
<th>Caucasian</th>
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<th>Native American</th>
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<td>Last Year</td>
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<td>Three Years Ago</td>
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<td>5/1</td>
<td>50/34</td>
<td>0/2</td>
<td>1/2</td>
<td>10/13</td>
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</table>

Projected Total Graduates for Next Three Years

| Year: 2006-2007 | 68 undergraduates | 51 graduates |
| Year: 2007-2008 | 82 undergraduates | 53 graduates |
| Year: 2008-2009 | 98 undergraduates | 54 undergraduates |

Master of Forest Resources (Forest Management)

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Standard VI: Parent Institution Support

Parent Institution Funding
Founded in 1861, the University of Washington is the oldest state-assisted institution of higher education on the Pacific coast. From its original site on a 10-acre tract of wooded wilderness that is now downtown Seattle, the relocated Seattle campus has grown to comprise 680 acres of trees, landscape, and buildings. Two other campuses are now well established in the neighboring cities of Tacoma and Bothell.

The University employs 33,000 people and educates over 40,000 students in its regular program and 120,000 additional students both statewide and globally through its Educational Outreach programs. It brings over $2 billion in additional revenue to the State of Washington each year through federal, foundation, and industry grants and contracts; gifts; and hospital and athletics revenue. It has spawned more than 200 new companies from the technology created by faculty and transferred to the business community, ranking fifth among U.S. universities in launching start-up companies. Faculty creativity has yielded more than 500 new patents. The University’s international community numbers over 5,500, bringing diversity and global experience to the state. The University’s total economic impact exceeds $6 billion annually, with over $4.8 billion occurring within the state. Job generation by the University exceeds 56,000 annually in addition to its own faculty and staff.

Although salaries for both faculty and staff are not at peer or market levels, the sustained distinction of the University among America’s premier research universities fortunately continues to draw highly qualified employees. Tenured/tenure-track faculty members numbering 3,490, augmented by 600 research-funded faculty bring honors and distinction. The faculty boasts three winners of the National Medal of Science, nine MacArthur Fellows, eight recipients of the Gairdner International Awards, 75 members of the National Academies, and 48 members of the American Academy of Arts & Sciences. Since 1989, six University faculty members have won Nobel Prizes in physics and medicine, and one received the 1990 National Book Award for fiction.

Insurance benefits. In the region, the University is generally regarded as providing excellent insurance benefits to its employees. The State of Washington provides a uniform program of medical, dental, life, accidental death/disemberment, and long term disability insurance, as well as optional programs, including home and automobile insurance. Current benefit load rates are 23.2% for instructional and research faculty; 13.4% for graduate student appointments; 30.8% for classified staff; 27.10% for professional staff; and 11.1% for hourly appointments.

Financial benefits. Non-salary financial benefits include the University’s own retirement plan (UWRP) for faculty and professional staff (separate state plans serve classified staff), a voluntary investment program, flexible spending accounts, and housing resources. The UWRP provides matching contributions from between 5% and 10%, depending on the age of the faculty or staff member. The University contribution to the UWRP for most faculty averages 8.3% over a career; a recent University accreditation report, however, notes that some peer institutions offer far more generous contributions—in some cases as high as 15%.

Institutional integrity. Evidence of institutional integrity is reflected in the extensive documentation of policies and procedures in written reports and web pages. More important is the attitude of the community toward the values of integrity. At every level, from students to Regents, candor, openness, and honesty are expressed values. Additionally, the College has its own core values of open communication, respect, and accountability.
Transformation and modernization initiatives. Turning the Odegaard Undergraduate Library into a Digital Commons, providing a location where students utilize information technology 24 hours a day to advance their learning, is one example of new services for students. The University’s institutional computer systems, transmitting over 1.6 trillion bytes of information each day, support everything from e-mail to high-speed computing. And the creation of a relational database allowing for the sharing of information across the University fosters a new approach to management. The idea that ‘ownership of knowledge is power’ is an outdated mode of operation that has been set aside in favor of sharing data to allow all units throughout the University to know about each other so they can better manage their resources based on common information.

An entrepreneurial atmosphere. Declining state support has necessitated an entrepreneurial approach to resource shortages. In a serendipitous and counter-intuitive turn of events, the positive force of this entrepreneurial revolution has created an energy and excitement that has reinvigorated the campus. The Executive Vice President and representative service unit managers agree that facing the reality of changing State funding priorities, embracing strategies for more effective and efficient management, and making better use of technology have created better financial and business management for the campus.

Quality improvement environment. Campus service units under the Executive Vice President (EVP) have a long history (in most cases well over a decade) in effecting continuous quality improvement, with impressive results. As part of this continuous quality improvement initiative, the EVP has developed a rolling group of champions across the campus to invest in developing a web-based mechanism providing access to legacy administrative systems. The most recent example is a new financial reporting tool, MyFinancial.desktop, which enables users to have up-to-date access to financial information needed to make informed business decisions. The tool was developed by campus-wide user task groups, led by the University Services Renewal (USER) Project. One of the keys to success of a USER-led project is the involvement of campus units, central offices, and key business owners in the planning, design, development, and implementation of the product. There have been several USER projects in recent years, leading to increased job satisfaction and effectiveness on the part of staff. Other completed projects include improvements to the payroll system, on-line grant proposal submission, and an evolving on-line grant proposal routing system.

Work/Life benefits. These include elder and adult care, flexible work arrangements, and UW CareLink. UW CareLink is a confidential assistance program offering such services as confidential counseling, legal and financial services, and critical incident assistance and debriefing. All services are available to faculty and staff and their dependents and family or household members in any location nationwide; in addition, employees may bring into counseling sessions anyone who may be involved in their issue (e.g., friend or relative). For employees who accrue leave, the University provides release time for the first session relating to a particular concern.

Cultural and intellectual benefits. All University employees have ready access to a wide and diverse array of cultural and intellectual events. The University encourages cross-disciplinary interactions in a number of ways. One example is the UW Science Forum Colloquium, a monthly event for the past six years where faculty are invited to share their research with colleagues outside their discipline. The monthly talks are pitched at an interdisciplinary technical level, accessible to faculty and graduate students in all fields. To many who attend, learning about state-of-the-art research directly from creative, eloquent colleagues is one of the most thrilling aspects of being at the University. For graduate students, the talks also present new ways of thinking about research and various career paths. This year’s program includes such topics as Genomic Views of Human History, Ghrelin and
the Regulation of Appetite and Body Weight, Sun-Earth Climate Connection, Automating Tactile Graphics Translation—Opening a Door to Science for Blind Students, and Tsunami Geology: Splashy Science and the Sands of Time.

Computing. In the late 1980s and early 1990s the University made several critical strategic technology decisions that have shaped its current technology environment and enabled technology advancements that have given it a competitive advantage in learning and research, and have been critical to its success. One of the most important decisions was the University’s Computing and Communications’ (C&C) focus on creating an institution-wide infrastructure, with the top priorities being universal networking, messaging, web services, and other electronic forms of collaboration based on Internet protocols. As part of this strategy, the University also graduated from five separate, constituency-based networks that could not communicate with one another to a single, institution-wide, high availability, high performance “network utility” that has enabled communication and collaboration both within the institution and externally.

Today the University has over 1,200 computer servers that are managed centrally by C&C, over 55,000 computers on the campus network, and 3,000 miles of fiber optic cable transmitting over 1.6 trillion bytes per day of information. The University encompasses all the technologies of a small city, with police, sports, and performance venues, multiple major hospitals and clinics, and a major research university with three campuses plus external experimental sites and regional partnerships. At the same time, campus units have taken on responsibility for their own locally-based operations supported by college and/or departmental computing staff. This approach has enabled collaborations between C&C and other University units and external partners that have enhanced teaching and learning.

Equipment. In addition to their regular operating allotments, University units also receive an annual equipment allocation from central sources. Recent history of allocations to the College is shown below. Although the numbers are not large, they represent an important source to meet highest priority needs for instruction and infrastructure support.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>State-Funded General Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2002</td>
<td>$55,055</td>
</tr>
<tr>
<td>FY 2003</td>
<td>$55,055</td>
</tr>
<tr>
<td>FY 2004</td>
<td>$80,744 (+ $26,245 for research)</td>
</tr>
<tr>
<td>FY 2005</td>
<td>$43,071 (+ $16,243 for research)</td>
</tr>
<tr>
<td>FY 2006</td>
<td>$43,071 (+ $12,594 for research)</td>
</tr>
</tbody>
</table>

Education budget and the Restricted Programs Budget, which includes the Indirect Cost Recovery Budget; the primary purpose of making this distinction was to insure that incremental increases in indirect cost recovery revenue were being allocated to appropriate research support purposes, consistent with indirect cost study procedures.

Spatial information technologies. The College, in collaboration with the College of Engineering, created the Precision Forestry Cooperative to conduct pioneering research in forest production, management, and manufacturing using technology at a new scale of resolution and accuracy with the goal of producing economic and environmental benefits. Precision Forestry is defined as using high
technology sensing and analytical tools to support site-specific economic, environmental, and sustainable decision making for the forestry sector. This research unit brings to the College knowledge of and experience with a wide range of technological tools in addition to GIS. These include 1) **LIDAR** (Light Detection And Ranging) and **IFSAR** (Interferometric Synthetic Aperture Radar), which can be used to study forest canopy characteristics, and to develop highly accurate digital elevation models, useful in such things as determining stream channel initiation points and topography under forest canopy; 2) **GPS** (Global Positioning System) and **Inertial Navigation Systems**, used for navigation under forest canopies for purposes like electronically mapping and marking riparian trees; and **RFID** (Radio Frequency Identification) for electronically tagging trees.

**The research environment.** The University and the College have a long history of success in the research enterprise. Historically benefiting only graduate students, the University has recently committed to involving undergraduate students in research. Grants and contracts provide the opportunity for graduate and undergraduate students to work with nationally recognized faculty in research, as part of their educational experience. The value of the research effort is leveraged through the incorporation of graduate students into the program and the infusion of new knowledge into both graduate and undergraduate teaching. The faculty serve as Principal Investigators on research projects, often involving the same students they serve as graduate advisors. Many graduate students receive financial support through research assistant appointments. Research assistantships provide many advantages to students and to prospective employers. The recipient of a research assistantship receives training in the process of scientific research and, in the course of a project receives close direction and supervision from highly qualified faculty members. There have also been increasing opportunities for undergraduates to obtain hourly employment on various research projects.

**Specialized laboratories.** The laboratory facilities of the College are located in Bloedel and Winkerwerder Halls, and in the buildings at the Center for Urban Horticulture, part of the newly organized UW Botanic Gardens. They include specific laboratories designed to study soil chemistry and soil physics, hydrology, polymer chemistry, tree physiology, genetics, wood and extractives chemistry, physics of fibrous composites, and horticultural plant materials. Among the many available research tools are optical equipment, electronic instrumentation for a wide variety of uses, gas chromatographs, spectrophotometers, and physical test equipment. Funding has been requested for a special learning environment, converting the former library space in Bloedel Hall to accommodate the proposed Teaching Observatory, an active learning laboratory envisioned as a theatre-like environment. This facility would be a highly collaborative, technologically enhanced setting containing features inherent in active learning—breakout spaces and the latest AV and computer technology—allowing presentations (including live video), full class discussions as opposed to dialog with instructor, and highly focused small group discussions and data analyses, greatly enhancing the ability to engage in problem-based and novel learning modes.

**Field instruction.** Although the requirement of a quarter in residence at the College’s C.L. Pack Experimental Forest is no longer part of the curriculum, the College continues to provide field experiences for its students. The College’s 2007-09 operating budget request includes a request for an increase in the operations budget for TAs, some of whom are dedicated to assisting with field instruction. These have been funded in part from salary savings from vacant faculty positions, a source which will become dramatically reduced with the hiring of new faculty.
Financial Support for the College of Forest Resources

Faculty Salaries

Faculty salaries are adjusted based on a merit system. Faculty members are eligible for salary adjustments when resources are made available by the State Legislature. Consistent with the University’s practice of collegial governance, the primary responsibility for decisions on salary matters is vested with the faculty. When funds are allocated for salary adjustments by the Legislature, or the University internally allocates funds for faculty salary adjustments, consultation on the formula for allocation among units is held between the Provost, the Deans, and the Faculty Senate. The President makes the final salary allocation decision, consistent with the rules of the Faculty Code. The Faculty Code procedures require faculty members to identify their own strengths through annual reports, and to submit those reports for evaluation by department colleagues senior in rank. Those materials must include student and collegial evaluations of teaching and annual Chair workload plan agreements. These records are reviewed at the departmental, college, and university levels, and translated into salary decisions.

It is in the area of faculty salaries that the University is particularly challenged. The table below displays recent merit funds available in percent terms.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Average Merit Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>4.2%</td>
</tr>
<tr>
<td>2000-2001</td>
<td>4.0%</td>
</tr>
<tr>
<td>2001-2002</td>
<td>4.5%</td>
</tr>
<tr>
<td>2002-2003</td>
<td>0.0%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>2.0%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>2.0%</td>
</tr>
<tr>
<td>2005-2006</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

Faculty salary problems differ by department. Some departments approach their peers, but others lag substantially behind. Despite significant salary problems throughout the institution, the University continues to attract and retain excellent faculty although first choices are sometimes lost to higher bidders. Seattle’s high cost of living, particularly housing, can also be a factor.

The University is investigating making differential unit adjustments in salary allocations as a method to ensure that faculty members within every discipline do not fall too far behind their peers. Finding a fair and adequate institutional approach to ensure all faculty members are paid at levels at least reasonably close to competitors, while simultaneously rewarding those units where the market is the most difficult for retention, and which are of the highest quality, requires difficult balancing.

Although not used by the College, a University strategy available to address salary problems is elective conversion to the A/B compensation model. Using this model, tenured faculty members can retain all of their state salary base while at the same time reducing, to an 80% limit the percentage of their tenured appointment. Outside salary sources can then be used to increase their total salary rate through the non-state portion of their salary. A long-standing strong research profile is a necessary ingredient for this model.
CFR 9-month faculty salaries by rank compared to other UW units, as of Autumn, 2005

<table>
<thead>
<tr>
<th>Unit</th>
<th>Group Average (includes other titles)</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Average</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>$84,303</td>
<td>$57,427</td>
<td>$46,926</td>
<td>$95,494</td>
</tr>
<tr>
<td>College of Education</td>
<td>$64,917</td>
<td>$59,621</td>
<td>$56,187</td>
<td>$91,791</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>$90,564</td>
<td>$79,710</td>
<td>$68,856</td>
<td>$148,428</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>$89,100</td>
<td>$74,311</td>
<td>$45,000</td>
<td>$114,807</td>
</tr>
<tr>
<td>School of Law</td>
<td>$105,264</td>
<td>$87,936</td>
<td>$71,406</td>
<td>$107,541</td>
</tr>
<tr>
<td>College of Forest Resources</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>$81,324</td>
</tr>
<tr>
<td>School of Business Administration</td>
<td>$150,003</td>
<td>$117,478</td>
<td>$92,844</td>
<td>$160,803</td>
</tr>
<tr>
<td>Information School</td>
<td>$87,714</td>
<td>$77,967</td>
<td>$67,572</td>
<td>$91,926</td>
</tr>
<tr>
<td>School of Dentistry</td>
<td>$96,108</td>
<td>$81,479</td>
<td>$65,000</td>
<td>$138,444</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>$69,660</td>
<td>$66,320</td>
<td>$64,053</td>
<td>$83,700</td>
</tr>
<tr>
<td>College of Architecture and Urban Planning</td>
<td>$61,848</td>
<td>$52,502</td>
<td>$47,250</td>
<td>$134,208</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>$68,967</td>
<td>$63,882</td>
<td>$60,300</td>
<td>$150,003</td>
</tr>
<tr>
<td>Evans School of Public Affairs</td>
<td>$73,863</td>
<td>$65,688</td>
<td>$61,848</td>
<td>$90,000</td>
</tr>
<tr>
<td>School of Public Health &amp; Community Medicine</td>
<td>$105,060</td>
<td>$84,982</td>
<td>$74,232</td>
<td>$149,880</td>
</tr>
<tr>
<td>College of Ocean and Fishery Sciences</td>
<td>$61,353</td>
<td>$55,549</td>
<td>$52,218</td>
<td>$83,250</td>
</tr>
<tr>
<td>OVERALL, Seattle campus</td>
<td>$150,003</td>
<td>$67,285</td>
<td>$45,000</td>
<td>$160,803</td>
</tr>
</tbody>
</table>
Entering the 2005-2006 academic year, the average professorial salary at the University’s Seattle campus was $80,586, distributed by rank as follows:

- Assistant Professor $67,285
- Associate Professor $70,968
- Professor $98,266

For the College, Autumn 2005 data show that the average 9-month professor salary is $89,515 (9% behind the Seattle campus professor level average), while the average 9-month associate professor salary is $71,540 (about 1% ahead of the Seattle campus associate professor level average. (The College currently has no assistant professors.) The overall College 9-month salary is $86,144, ranking 7th among the 15 Seattle campus colleges reported above, behind Public Health, Business, Dentistry, Law, Pharmacy, and Engineering, and ahead of the overall Seattle campus average.

Aside from the issue of salary levels is the relationship of salaries among existing and new faculty. Salary compression, where new hire salaries are approaching or even outstripping those of long-time faculty members, is a University concern. According to Autumn 2005 University faculty salary data, this is most pronounced at the Associate Professor rank. The University is making available salary compression dollars, and the College is currently evaluating who is most deserving among its faculty. Although the College received very little funding for this purpose, the University intends to continue compression allocations and so over time progress can be made in correcting this disparity. A new hire last year at the professor level came in at $105,390, 18% above the average professor level salary. Several new hires in process now will provide a better benchmark for the compression issue within the College.

The University uses two peer comparison groups—the Higher Education Coordinating Board Peer Group (aka HEC Board Peer Group) and the Office of Financial Management Peer Group (aka OFM Peer Group). The College does not believe that the HEC Board 24 adequately represents forestry and natural resource college peers and has generated its own peer list of 9 institutions. These peer groups have the following memberships.

<table>
<thead>
<tr>
<th>OFM (8)</th>
<th>HEC Board (24)</th>
<th>College of Forest Resources (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona</td>
<td>University of Arizona</td>
<td>University of California, Berkeley</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>University of California, Davis</td>
<td></td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>University of California, Los Angeles</td>
<td></td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>University of California, San Diego</td>
<td></td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>University of Cincinnati</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td>University of Colorado State</td>
<td></td>
</tr>
<tr>
<td>Cornell University, Contract Colleges</td>
<td>Cornell University, Contract Colleges</td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>University of Florida</td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td>University of Georgia</td>
<td></td>
</tr>
<tr>
<td>University of Hawaii</td>
<td>University of Hawaii</td>
<td></td>
</tr>
</tbody>
</table>
2004-5 data comparison to the OFM group shows overall University professor salaries lagging by 15.5%, associate professor salaries lagging by 5.5%, and assistant professors lagging by 0.7%. The same data comparison to the HEC Board group shows University professor salaries lagging the 75th percentile level by 11.5%; associate professors lag by 4.9%; assistant professors lead by 1.1%.

Comparison of salaries (2004-2005 data) to Natural/Forest Resource Schools within the College peer group show that professor salaries lag by 3%, associate professor salaries lag by 2% while assistant professor (sample of 1) salaries lead by 1%.
### 2001 - 2005 Faculty Salaries

<table>
<thead>
<tr>
<th>College of Forest Resource's Peer Institutions</th>
<th>All Salaries*</th>
<th>Natural/ Forest Resource Schools</th>
<th>Salaries**</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prof</td>
<td>Assoc</td>
<td>Assist</td>
<td>Prof</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>$108.4</td>
<td>$70.7</td>
<td>$62.5</td>
<td>$84.40</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>$90</td>
<td>$67</td>
<td>$57.9</td>
<td>$88.43</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>$92.8</td>
<td>$64.7</td>
<td>$57.7</td>
<td>$83.30</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>$121.8</td>
<td>$77.7</td>
<td>$71.3</td>
<td>$104.88</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>$94.8</td>
<td>$70.3</td>
<td>$61.9</td>
<td>$86.69</td>
</tr>
<tr>
<td>SUNY - Syracuse</td>
<td>$78.2</td>
<td>$62.1</td>
<td>$51.9</td>
<td>$78.09</td>
</tr>
<tr>
<td>Virginia Poly Tech</td>
<td>$96.8</td>
<td>$68.8</td>
<td>$59.1</td>
<td>$86.69</td>
</tr>
<tr>
<td>University of Maine</td>
<td>$74.2</td>
<td>$63</td>
<td>$47.8</td>
<td>$78.09</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>$79.2</td>
<td>$62.4</td>
<td>$54.8</td>
<td>$75.00</td>
</tr>
<tr>
<td>Average</td>
<td>$92.6</td>
<td>$67.4</td>
<td>$58.3</td>
<td>$85.83</td>
</tr>
<tr>
<td>University of Washington</td>
<td>$98.1</td>
<td>$70.2</td>
<td>$64.7</td>
<td>$82.96</td>
</tr>
<tr>
<td>Comparison to UW</td>
<td>+6%</td>
<td>+4%</td>
<td>+10%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

* Nine month salaries for full time instructional faculty from Chronicle of Higher Education website, AAUP faculty survey data

** Nine month salaries for academic and research faculty from respective deans and department heads as of September 1, 2005
Changes that Have Occurred or are Anticipated in the Educational Budget

Funding Prospects for the Future. The primary funding sources for the University’s core educational enterprise are State General Fund dollars, tuition, and various local funding resources (e.g., investment income and overhead charges to self-sustaining activities). A combination of voter initiatives and the length and strength of the economic recession occurring in the State of Washington have put a great deal of pressure on State General Fund resources for the past several years, and this pressure appears to be continuing in spite of a current surplus in the State budget. While the University does not expect substantial future growth in its State General Fund resources, it does anticipate that its State General Fund appropriation will either stabilize or grow slowly. Over the past few years as the State has found it difficult to provide additional State General Fund resources for the University, the legislature has provided the University with greater tuition setting flexibility. As the quality of the University’s programs is high and its tuition is low relative to peer institutions (for most tuition categories), the University believes that it still has a great deal of flexibility to increase tuition in the future. The local funding sources that support the core education enterprise are expected to remain stable. Thus with the funding for the core education enterprise under some pressure at the moment, this funding is stable in the near term and expected to resume moderate growth within a few years.

The Board of Regents and the administration have engaged in ongoing discussions about future financing of the University. The pace of these discussions has accelerated as the state economy has gone through periods of recession and as the competing pressures on the State General Fund have resulted in substantial reductions in that fund’s resources for the University. The University’s ability to continue to thrive and move forward with transformational change is a result of an institutional commitment to strategic planning. In addition, over the last few years, the University has moved to substantially increase the level of funding for development activities, and it is in the midst of its second ambitious long-term development campaign.

It is important to note that the majority of gift funds are not discretionary or unrestricted. The University maintains documentation of gift purpose and donor intent for every endowment in a separate permanent file. Ultimate responsibility for compliance with the proper use and donor intent, and for stewardship for each endowment, rests with the administering department. The University continues to be successful in fundraising, and private funding is expected to grow as investment in development activities start to pay off and as returns to the University’s Consolidated Endowment Fund (CEF) grow with improving economic and presumably improving market conditions.

Programs supported by the CEF include undergraduate scholarships, graduate fellowships, professorships and chairs, and research activities.

The University’s major priorities going into the 2005 Legislative Session centered around three themes: (1) Competitive Funding for Academic Excellence; (2) More Opportunities for a Growing Student Population; and (3) Buildings for Outstanding Learning. Technology has permeated our state’s economy, with a full range of industries, including forest products, dependent on a highly educated workforce and continuing innovation. The basic raw materials of the future will be smart people and great ideas. The University intends to be a major producer of those smart people and great ideas.

Competitive Funding for Academic Excellence. Great universities are known for the quality of their undergraduate experience: they are the places the best students attend to get an outstanding
education, and the places the best faculty want to teach. The University is falling short of its potential as a center of undergraduate excellence. State appropriations to the University have fallen by 23% (in constant dollars) since 1991, while most states have increased their commitment to higher education. Only one state in the nation (South Carolina) has a worse record of higher education support during this period. The gap behind competitor schools for funding (general fund and tuition) has grown to more than $4,000 per student. Inadequate compensation for top faculty will eventually result in migration to other universities that provide an environment where they can thrive. An increasing number of courses must be taught in large settings, reducing interaction between students and faculty. Many required courses are offered infrequently or fill up fast, making it difficult to finish degrees on time. Students have insufficient access to counseling to help them make good educational choices, reducing the chances they will find the right major and finish on time. Many University buildings do not have the wiring and networking systems to support today’s technology-savvy students.

More Opportunities for a Growing Student Population. The State of Washington is a major importer of higher education. At the same time that our population ranks as one of the best educated in the country, our higher education system has among the lowest capacities to offer four-year degrees at public universities. While some students who are denied entry to our state’s universities can afford an expensive private or out-of-state education, many others will be frozen out of higher education and the opportunities it offers. Washington ranks 48th out of fifty states in the number of student spaces per capita at four-year universities. Washington ranks 32nd out of fifty states in the production of bachelor’s degrees per capita (including transfers from community and technical colleges). When students leave the state for their college education, they frequently do not return. The State of Washington continues to be a significant importer of talent; we are not giving our own students the tools to compete with the tens of thousands of degree-holding people who move to Washington State each year.

The “UW Paradox”: booming research, under-funded education. Why, when the University continues to grow as an institution, is there so much concern about funding? The answer is that current growth in University employment and budget is attributable to increases in (1) research funding and (2) services provided through the University’s Medical Center. While these two functions contribute importantly to education, revenue from them cannot be used to support the University’s basic education mission. The combination of tuition and state per-student support will continue to fund the education of students, and while the University as a whole may be expanding, those two revenue sources are not. Over time, it will not be possible to sustain excellent research and medical services in an institution with an eroding teaching mission: key research faculty want to be part of a university with great students and great teaching.

The University has a diversified revenue base, with no single source generating more than 31% of the total revenues. Forty-five percent of total expenditures support instruction and research. The University’s level of State General Fund support, a critical source for instructional activities, is determined as part of the State budget process. The University usually receives a lump sum appropriation from the State Legislature, although some appropriations may be for specified purposes such as salary increases. With few exceptions, the President and Provost have broad discretion and autonomy on how the State General Fund support allocated to the University is expended within the University.

As part of the budget development process, the President and Provost seek input from a wide range of campus constituents, including the Board of Deans. Each year, the Dean of the College has a
strategic planning/budget meeting with the Provost and Office of Planning and Budgeting staff. The information obtained during these meetings is one part of the input into the University’s annual budget process in which decisions about allocation of any incremental resources are made. Any financial support issues that are raised during program-specific accreditation processes are discussed by the Dean and the Provost. At least every ten years, the University conducts thorough program reviews of all of its academic programs; any financial support issues that are raised during these internal academic program reviews are discussed by the Dean and the Provost.

There are two constraints that significantly challenge the University’s financial planning efforts.

- **Authorized student enrollment.** The University’s overall authorized student enrollment at each campus for programs that receive state support is established by the State Legislature as part of the biennial budget process. With a few exceptions, the University has discretion in allocating student full-time equivalents to programs within these authorized enrollment levels. The state does not regulate enrollment in academic programs offered on a self-sustaining basis by the University.

- **Tuition setting authority.** For the state-funded part of its program, the University has only recently been granted authority by the State Legislature to establish tuition rates for graduate and professional students; this authority is subject to reauthorization in 2009. Tuition levels for undergraduates continue to be established by the State Legislature as part of the biennial budget process. Recent budgets have provided the Regents with greater latitude in setting tuition rates than has been customary in the past, and the hope is that this will evolve into full tuition-setting authority.

Internal sources of financial aid are gifts, including distributions from endowed gifts, and tuition waived or restricted for financial aid. Financial aid funded from tuition waivers or revenues is authorized by various State laws, which establish selection criteria and set limits on total revenues available for financial aid. The University’s model for tuition increases includes projected increases in financial aid in order to address accessibility for needy students. Additional University resources are being directed to fundraising activities to increase private gifts to support student financial aid. The College has benefited greatly from private support.

**Funding for the research enterprise at the University is strong.** For a long period of time, the University has been the leading grant-getter among public universities and 2nd overall. The College’s total research expenditures have shown an upward trend since FY2000. It is hoped that this will continue. However, various federal agencies are experiencing budget cuts, which could lead to an overall reduction.

Through Educational Outreach, the University has substantially expanded the educational offerings that are available in addition to the core State-supported educational program. Demand for these fee-based courses and certificate and degree programs is very strong. The University’s auxiliary enterprises are financially stable and expected to continue to be so. These auxiliary enterprises neither depend on financial support from central resources nor support the University’s education and general operations. The College has not yet pursued activities in this area.

The University’s budgeted revenues come from two major funding categories: State appropriations and University local funds. The table below displays the College’s recent allotments of these funds, along with research cost recovery funds. After an extended period of budget reductions, the College’s state and local fund allocations, the primary sources of instructional funds, have been
essentially flat, with increases due solely to minimal salary increases. Although total research grant funding from agencies and foundations has been increasing, the indirect costs associated with those projects have been falling, which reflects itself in the reduced funding from the Research Cost Recovery source.

**College of Forest Resources State and Local Sources of Funds**

<table>
<thead>
<tr>
<th></th>
<th>2003-04</th>
<th>Percent Change</th>
<th>2004-05</th>
<th>Percent Change</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular State</td>
<td>$5,228,363</td>
<td>+1.5%</td>
<td>$5,304,155</td>
<td>+2.9%</td>
<td>$5,457,357</td>
</tr>
<tr>
<td>Local Fund Allotment</td>
<td>$72,139</td>
<td>+2.1%</td>
<td>$73,685</td>
<td>+2.8%</td>
<td>$75,774</td>
</tr>
<tr>
<td>Research Cost</td>
<td>$469,601</td>
<td>+0.0%</td>
<td>$469,800</td>
<td>-15.4%</td>
<td>$397,567</td>
</tr>
<tr>
<td>Recovery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$5,770,103</td>
<td>+1.3%</td>
<td>$5,847,640</td>
<td>+1.4%</td>
<td>$5,930,698</td>
</tr>
</tbody>
</table>

How this money is spent by category is dependent upon need. However, as displayed in the tables below, salaries consistently take the majority of funds. A lot of faculty travel occurs on research grants, which are not reflected in these tables; the same is true of equipment. Instructional equipment, however, is limited to state and local fund sources. Research cost recovery funds have more flexibility, as shown in the wider percentage swings in the table.

**College of Forest Resources State and Local Uses of Funds**

<table>
<thead>
<tr>
<th></th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>90%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>5%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**College of Forest Resources Research Cost Recovery Uses of Funds**

<table>
<thead>
<tr>
<th></th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06 (current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries (01 &amp; 07 &amp; 08)</td>
<td>66%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Services (02 &amp; 03)</td>
<td>20%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>3%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>9%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>2%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Two common measures of the adequacy of financial resources are 1) overall funding per FTE student and 2) faculty salaries, both compared to peer institutions. At the university level, both of these metrics raise issues of eroding state support.

**Faculty Provided with Professional Development and Continuing Education Opportunities**

The University offers a formal program for professional leave with pay. Under the University’s Professional Leave Policy, faculty members may request and receive a paid development leave, as frequently as every seven years. (By state law, the University is limited to no more than 4% of its faculty being on sabbatical leave at one time.) This generous sabbatical leave policy allows for faculty members to take one quarter leave at full salary, two quarters leave at three-fourths quarter salary, or three quarters leave at two-thirds salary. College faculty have made moderate use of the professional leave privilege over the last several years. Due to the state limit, the College is awarded a small number of quarters of sabbatical each academic year. The allotment is usually sufficient, but there is the capability of requesting more quarters if needed.

Each department, under the general guidance of the deans of the campuses, schools, and colleges, decides its own faculty workload and individual faculty classroom and other work assignments. The mission of the University focuses on teaching, research, and service, which all faculty members are expected to contribute in some way toward all aspects of this mission. Thus, the distribution of an individual faculty member’s workload inevitably reflects the strengths each individual faculty member brings to the department.

There are substantial University resources that support faculty professional growth and renewal. All new faculty members are expected to participate in the Faculty Fellows Program. The Fellows Program provides new faculty members an intensive instructional development program led by the University’s Teaching Academy (faculty members who are previous winners of the University of Washington Distinguished Teaching Award). In addition, the Center for Instructional Development and Research (CIDR) offers an array of instructional improvement and assessment training programs for faculty and teaching assistants.

There are a number of substantial programs that provide support for new research initiatives by faculty members. The most prominent is the Royalty Research Fund (RRF). This fund, which is supported by a distribution of revenues from the University’s program in Technology Transfer, is administered by the Office of Research. Twice a year, faculty members are invited to submit internal grant proposals to start new research programs.

**Student Support Programs**

The faculty, staff, and students of the College can draw upon a wide range of University support and educational services. The large size of the institution and the diversity of programs provide an ample menu of opportunities for personal development and academic enrichment.

The University’s Division of Student Affairs provides a broad range of services and programs designed to further the educational and personal development of students. The division consists of ten units: Admissions and Records, Center for Career Services, Student Counseling Center, Disabled Student Services, Housing and Food Services, International Services Office, Recreational Sports Programs, Student Financial Aid, Student Publications and Student Activities and Union Facilities.

The University’s Center for Career Services offers career information and services to assist undergraduates, graduate students, and degree- or certificate-holding alumni (1) to make a viable connection between their academic backgrounds and their career or long-range employment
objectives, (2) to develop effective job-seeking strategies, and (3) to find suitable employment upon leaving the University or to change employment thereafter. Programs include individual and group career counseling, job search seminars, career-related internships, campus interviews, and summer employment listings.

All students at the University may make use of the services of the Student Counseling Center and its staff of psychologists and counselors to discuss educational progress, personal concerns, or career goals. Also available is an interactive computer-assisted career guidance and information system. Workshops on special topics such as test anxiety, time management, and stress management are also available. Other support services provided by the University include financial aid, student health insurance, a childcare program, student legal services, and recreational sports.

A wide variety of computers, facilities, and support services are available to the University community. The central organization for computing and networking, called Computing & Communications (C&C), offers an array of computing options and services that include microcomputers, workstations, and a number of large multi-user computers. C&C computer labs, open to all students, faculty, and staff members, provide opportunities for use of Macintosches, PCs, and workstations. In addition, electronic mail services and convenient access to resources throughout the world, such as supercomputing, library catalogs, and other information resources are available on the campus network. All members of the University community are entitled to basic computer services at no charge under the C&C Uniform Access system.

The University’s Office of Classroom Support Services provides comprehensive media support and services to faculty, staff, and students, including educational media services, classroom maintenance and planning, equipment consultation, repair, and maintenance, and photography. Over 5,000 films and videotapes for classroom instruction, preview facilities, and classroom operators and equipment to utilize these materials are available for use by the campus community. A complete photographic lab with studio services is also available.

**Major Strengths and Weaknesses of Partner Institution**

**Major Strengths**

In 2003 the University underwent its decennial accreditation by the Northwest Association of Schools and Colleges, this region’s accrediting agency of higher education institutions. Among the conclusions of the evaluation team:

“The University of Washington is an institution of distinction by national standards, well recognized among America’s leading research universities (typically ranking at or near the top in grants and contracts from federal, foundation, and industry sources, which totaled over $800 million in FY 2002). With over 40,000 students in its regular program and an additional 120,000 students throughout the world in its Educational Outreach programs, UW ranks high among America’s institutions of higher education. Like virtually all public universities in America, the University of Washington has been challenged by the changing patterns of state taxpayer support for higher education, exacerbated at the time of this site visit by a persistent, national recession. The story that is playing out at the UW today is quite substantially about the university’s response to that challenge.”

One of the College’s major strengths is the widely recognized depth and diversity of the larger University. Many outstanding faculty in other units interact and influence our students during the
course of their academic careers, offering a dimension of the total educational experience not possible within the walls of the College itself.

Faculty. There is much truth to the old adage that the quality of a university is determined primarily by the strength of its faculty. For decades, the University has been able to attract and retain a high quality faculty, teachers who are at the forefront of their individual fields of study. Institutional quality seems to be holding even in the face of difficult economic times in the state. Viewing the University as a whole, efforts at faculty recruiting generally are successful. Typically, the reason for not succeeding in attracting the candidate of choice is financial. Several deans have reported losing top candidates to other institutions who offered substantially higher salaries. This challenge is compounded by the high cost of living in the Seattle area. Housing is a particularly difficult problem, especially for junior faculty. While the exceptional quality of the University and the overall quality of life in the Seattle area are positive factors in faculty recruitment, the high cost of living and the fact that salaries overall lag those of peer institutions are factors that inhibit successful recruitment. The University takes some pride in the fact that it does not rely very strongly on the use of part-time faculty. Despite the difficult fiscal climate, the University has not developed a reliance upon such faculty or used them to replace full-time faculty. While there has been a 15.6% increase in part-time appointments since 1998, total faculty have increased by about 8% in the same period. Much of the growth in part-timers can be linked to programmatic growth in areas not served by regular tenure-track faculty. In any case, data on the hiring of part-time faculty are made available annually to the Faculty Council on Faculty Affairs. Once appointed, part-time faculty are subject to the same regular evaluation procedures as full-time faculty.

The research enterprise. Another indication of the strength of the University is its national ranking in research funding from external sources. Each year since 1975 the University has ranked first in the country among public institutions in the generation of grants and contracts from all sources (federal and private). The bulk of this funding comes from the federal government; the rest derived from private foundations and corporations and state and local governments. This success is a very tangible measure of the intellectual quality of the University faculty and best characterizes the entrepreneurial spirit of the University. These research activities are increasingly interdisciplinary and multi-disciplinary in nature.

Interdisciplinarity. An important strength of the University is a growing commitment to interdisciplinary activities. The College, through its joint management of research centers such as The Water Center and the Olympic Natural Resources Center, is actively involved in teaching and research that take place across disciplinary boundaries. College faculty regularly teach courses in other University academic units such as the Center for Quantitative Sciences, the Business School, the College of Engineering, and the Department of Biology.

New leadership. At present, the University is facing the challenges and opportunities of a major transition in administration. A new permanent president and provost are both in place after a long period of interim leadership in one or both positions. Although the interim leadership served the campus well, the permanent appointments will allow a firmer future direction.

Institutional transformation. For some time the State of Washington, like many other regions across the country, has been facing significant economic difficulties. The University has recognized the strong likelihood that decreased State support is a permanent circumstance rather than a temporary aberration, requiring it to reassess its fundamental economic relationship to the State, which now contributes less to the support of the University on a per-student basis today than ever before. This
economic revelation has created an entrepreneurial environment never before experienced in the institution, one that is creating energy and excitement leading to a core transformational effort occurring on many fronts: (1) transformation from a state-supported university to a state-assisted university; (2) transformation from a highly discipline-oriented teaching and learning setting to an interdisciplinary and multi-disciplinary environment of discovery; (3) transformation from a university with three campuses to a coordinated multi-campus university; (4) transformation from a classroom-based instructional academy to a service learning and technologically oriented societal partner; and (5) transformation from the classroom that merely disseminates knowledge to a vigorous learning environment that engages students in the creation and discovery of knowledge. Through these transformations, the University is re-envisioning itself and creating a new educational paradigm.

Planning throughout the institution. The change in the University’s resource base has forced whole new levels of planning upon the institution. Every department has a strategic plan, every college has a strategic plan, and the University has goals and objectives. The Regents assess performance against goals and objectives, and the University Administration assesses departments against their performance indicators. Since 1999, the Board of Regents has established and focused upon six goals, reaffirming these goals each year and establishing annually a list of one-year performance measures related to these goals: (1) Establish a solid resource base to support excellence in education and research, now and in the future; (2) Provide equitable access for all citizens of the State of Washington and promote diversity at the University; (3) Work with our state’s other educational institutions to meet the educational aspirations of students at all levels; (4) Position the University to contribute in the 21st Century; (5) Stay on the cutting edge of innovation in education, research, and technology; 6) Promote the integration of research, education, and service. Planning and assessment are ongoing characteristics of the University, providing a strong mechanism for meeting future challenges.

New approaches to undergrad education. The University’s transformation from a large monolithic university into a smaller learning environment for its students through Freshmen Interest Group programs, its focus on personalized education, the use of technology to allow students to individualize their engagement in education, and its commitment to ensure that students can complete their programs in a timely manner, are important reconstructions of the University’s approach to undergraduate education. Its expanded opportunities for international education with a goal of making an international experience available to every undergraduate student who wants one is recognition that a university education must be conducted in a global setting. The fundamental incorporation of research opportunities into the undergraduate experience sets the University apart in making the undergraduate experience rich and unique.

Re-envisioning graduate education. The University’s investment in “Re-envisioning the Ph.D.” has dramatically advanced approaches to graduate education. Re-envisioning the Ph.D. was a project funded by The Pew Charitable Trusts which posed the challenging question: “How can we re-envision the Ph.D. to meet the needs of the society of the 21st Century?” Even though U.S. doctoral education is considered the world’s best, with international students vying for admission, concerns about its future were being expressed by many groups. The project was funded to identify and produce examples of the scattered and diffuse attempts currently underway to redesign doctoral education; explore the connections among the efforts, the issues, and the many stakeholders involved; convene national leaders to develop a set of strategies and incentives and an overall concept or design for addressing the issues to effect change based on a new vision of the Ph.D.; and continue to encourage and support national conversations and serve as a clearinghouse of innovative
practices in doctoral education. The research team interviewed more than 375 individuals, conducted numerous focus groups, compiled an impressive bibliography related to doctoral preparation, and inventoried more than 300 ways (which came to be known as “Promising Practices”) that each of the groups was using to respond to criticisms and concerns in very creative and innovative ways. The project methodology and results appear on the web at http://www.grad.washington.edu/envision/about/index.html, an on-line, “living” resource for everyone interested in sharing ideas and shaping the future of doctoral education.

Private fundraising. The University is aggressively pursuing private funds for among other things assisting students with financial need and for enhancing the diversity of the student population, a commitment that extends all the way up to the Board of Regents. The University has been extremely successful in its private fundraising and is currently in the midst of its second major campaign. As of September 30, 2005, 31 units hold a total of 2,077 named endowments, with a market value of $1.49 billion. The College ranks 7th on campus in number of endowments and 11th in market value. Recent data show the University ranks 19th among all universities nationally in the amount of private gifts and grants it receives and 8th among public research and doctoral universities. Alumni are a strong source of private funds, with a participation rate of 18.5%.

Computing support and innovation. The University’s Computing and Communications (C&C) division coordinates the overall quality, ubiquity, and use of computing and information technology on all three campuses. Although some campus units may partially disagree, the University’s accreditation review characterized the division as well-organized and effectively administered, responsive to academic needs and interests, and forward-thinking in the approach to system-wide technology applications. It is obviously a critical support area. In recent years it has developed user-friendly web-based front ends for legacy systems such as financial services, student records, and other administrative services. Progress is also being made towards becoming a wireless campus. C&C has initiated a high-level Computing Directors Group to exchange information and discuss strategic information technology issues. C&C has deployed each of its directors to two or three schools or colleges as personal ambassadors. The intention of this effort is to create and maintain a direct and regular communication link between a C&C director and a dean. A new three-tiered structure of University-wide advisory committees is also in place to improve information technology planning, services, and functions through enhanced communication, participation, and exchange. The membership of these committees is designed to reflect the reality that traditional barriers among academic, administrative, research, instruction, library, and clinical functions have been largely dissolved in the technology domain.

Continuing education. The UW Educational Outreach enterprise is strong and well regarded. Faculty appointments in its programs are made in consultation with academic departments and faculty are given extraordinary support in course development. In the case of online courses, graphic designers and other technical experts work closely with faculty in ways that facilitate innovative course development and a robust and growing division of the institution.

Faculty workload. While faculty workloads vary by discipline, they are entirely consistent with the mission and goals of a major research university, allowing an appropriate balance between teaching, research, and service commitments. Recent changes in the Faculty Code have permitted development of differential teaching loads within the framework of individualized workload plans, allowing units to work with their strengths.
Faculty development. Faculty development (sabbatical) leaves and a number of other support programs run by the Center for Instructional Development and Research (CIDR) make University fully competitive with peer institutions. Faculty with limited access to research funds can take advantage of the grants available through the internally funded Royalty Research Fund. The University offers encouragement to pursue external funding from such sources as Fulbright, Guggenheim, NEH, and NSF by making up the difference between the grant awarded and regular salary. The University’s faculty development program includes a program for new faculty included in the Center for Instructional Development and Research and junior faculty development awards, as well as senior faculty renewal programs.

Faculty evaluation. The University has well-defined policies and procedures regarding the selection of faculty, their evaluation, roles, welfare, and development. All faculty, including non-tenure track faculty, are required to administer student evaluations at least once a year. Elected faculty bodies play a critical role at all stages of the process. Comprehensive third year reviews are conducted for all new faculty and when problems are identified, efforts are made to implement appropriate course corrections. Post tenure reviews are triggered whenever a faculty member experiences two years without a merit pay increase. Corrective actions are identified and if specified requirements are not met, termination can occur, although no terminations through this process have occurred at the University.

Aesthetic appeal of the campuses. The University’s Seattle campus is exceptionally beautiful. It is inviting and safe, conveys a strong sense of respect and tradition, and is intellectually stimulating.

Major Weaknesses

Fiscal challenges. The principal weakness of the University continues to be the lack of adequate financial resources to offset inflation of operating costs and to initiate essential improvements in salaries, programs, and facilities. Although the Legislature has not imposed recent budget cuts, neither has it provided substantial increases, and past reductions have taken a heavy toll. The present financial climate resulted in large part from the passage of Initiative 601, a publicly approved ballot measure, which mandated a state spending limit, together with mandatory spending increases for public schools, correctional institutions, and other programs. According to recent data the University ranks 17th out of 25 institutions (the HECB group) in total funding per FTE student, at $16,365. The University is adopting new strategies, but inadequate state support of the core mission will continue to have impacts. To achieve the goal of managing scarce resources without perceptible loss of quality, it may be necessary to include the elimination of academic programs of diminishing priority. The growing practice of charging “user fees” for various student services and the decline in general use funds to support these vital services may prohibit the students who need them the most from being able to use them. The rapid change in the sources and purposes of its revenues, purposes which are increasingly restricted by such funding sources as the federal government and private benefactors, will require leadership to pay close attention to keep from being diverted from the University’s core mission.

Relationship among the three campuses. There are some inconsistencies in perceptions of future relationships among the University’s three campuses. There is no apparent reconciliation of the clear diversity of the three campus missions and the concept of “one university.” The consequences of the resulting confusion may become serious if not addressed carefully and thoughtfully. There is a tremendous scale difference between the Seattle campus and the campuses at Tacoma and Bothell, greater clarity is needed in defining future relationships among these quite different enterprises.
Establishing learning objectives. The University has multiple strategies for academic assessment but remains far from the goal of establishing learning objectives for all students and measuring progress toward those objectives to facilitate continuous improvement.

Competitive compensation. Faculty salaries are a major source of concern. The salary problem is clearly one that has developed over a long period of time. In 2003, University salaries lagged behind their peers by an average of 12.1%. In some cases, notably in the Arts and Sciences (the largest college), the situation is much worse, with differentials ranging above 20% even in large departments. Moreover, there seems to be no obvious correlation between the quality of ranking of a unit and the status of its salaries. A class action lawsuit by University faculty is seeking to force the University to honor a policy that was supposed to guarantee a salary increase each year, although there is some difference of opinion as to the precise interpretation of that policy. Since the University has generally succeeded in hiring competitively, salary compression has affected morale of existing faculty, sometimes leading to loss of senior faculty and promising junior faculty, which must be viewed as deleterious to the overall health of the institution. The good news is that the administration has devised some creative strategies, including reallocation of resources from programs that can become fee-based, to address such salary problems. However, elective conversion to a compensation model relying upon outside sources for academic year salary increases would seem to be a tool of limited use, unless benefits are somehow shared. The University’s accreditation committee views faculty salaries as a problem that needs to be solved even at the expense of actions with locally adverse consequences, which would include reallocation of resources.

Faculty salary vulnerability. There is potential of increased loss of faculty because of the current budget problems being experienced by the University. The loss of the faculty retention fund from the institution’s budget from the State is troubling, and those State resources will need to be replaced with other funds if the University is to be successful in its efforts to match offers from other universities, or to make pre-emptive salary increases. Some units within the University have well-articulated counter-offer policies, while others rely more heavily on pre-emptive activities designed to reduce the gap between University of Washington faculty salaries and those of competing institutions. In either case, however, new funds will have to be identified to avoid increasing problems with faculty retention.

Maintaining computing facilities. Maintaining the facilities infrastructure that supports the technical operations of the network and meeting the space needs to accommodate C&C personnel and equipment is an ongoing institutional challenge. Information technologies require a continuous cycle of installing, maintaining, and upgrading the network infrastructure, and concomitantly a continuous stream of resources. The University has creatively and resourcefully used existing resources and periodic infusions of funding to build the existing infrastructure. These incremental investments are no longer sufficient to remain on the cutting edge and the University now faces the urgent need to replace most of the cable and physical cable distribution infrastructure in order to support the next generation of networked-based tools, approaches, and programs.

Advancing the diversity agenda. The University recognizes as one of its highest educational priorities the need to increase the number of qualified minorities enrolled in academic fields and professions to which they have been historically denied access, or have been traditionally underrepresented. Accordingly, the University provides educational support services to achieve this goal. Although the efforts have been sincere, the results are not sufficient. Both faculty and student populations need to increase their numbers from underrepresented groups. Currently, efforts are underway to increase the number of privately supported scholarships for underrepresented ethnic students. Despite these
efforts, the proportion of underrepresented ethnic students attending the University has been somewhat disappointing. In Autumn Quarter 2005, underrepresented minorities constituted 9.2% of undergraduate enrollment, 6.4% of graduate enrollment, and 8.6% of professional enrollment. This is due to a number of factors, including a reported image of University being an unwelcoming climate for students of color. Differences in graduation rates by ethnicity are as apparent at the University as they are elsewhere, and this disparity needs continuing attention. Of special concern is the limited number of underrepresented ethnic faculty members (4%) on the non-research regular ladder track. This representation is insufficient to support the University’s desire to prepare students who “must be able to communicate across cultural, geographic, and linguistic barriers and to appreciate perspectives different from their own.” Further, it does not represent the talented pool of ethnically and culturally diverse faculty who are available nationally.

Timely effective communication. The size and complexity of the institution make necessary for shared governance a major commitment to timely communication, which will never be quite good enough. This requirement needs continuing attention at the University, as it does in every major research university.

Insufficient capital funding. Funding capital construction for the University has presented numerous challenges as State funding has decreased significantly. As a result, numerous alternative funding arrangements are utilized. These include debt financed, private support, institutional allocations, private developer financed arrangements, indirect cost recovery contributions, as well as campus supported and State-managed bond financing. The University has worked aggressively to gain flexibility in managing these alternative funding processes at the campus level through one time agreements with the State and through changes in State law.

Insufficient facility maintenance and renewal. The University faces significant difficulties in meeting the deferred maintenance needs of the campus and in renewing outdated facilities to meet current research and educational needs. The University represents about 33% of all public higher education facilities in the state, including the community and technical college system. From 1995 to 2000, the University received an average of 28% of all higher education capital project funding—an amount about in proportion to the size of the institution relative to all other four and two-year schools. However, from 2000 to 2005, the University has seen its share of the state higher education capital budget shrink dramatically, dropping to a new low of 10% in the final 2005-007 capital budget. University buildings and facilities represent a $6 billion asset for the State of Washington. Declining support in the State capital budget is seriously jeopardizing this asset. Other difficulties include unfunded mandates for health and safety improvements, accessibility requirements, and compliance with funding agency requirements. These are problems shared by peer research institutions across the country. The University does have the flexibility to allocate State general funds to these purposes, but only at the expense of other high priority programs. The campus has conducted assessments of campus facilities to identify physical problems, to establish priorities, and to bring a more structured approach to the process. Various reserve funds have been established to assist with solving these problems on a one time basis. All renovation, renewal, and deferred maintenance projects are closely coordinated through an on-line matching process to ensure the limited funding is maximally utilized for all types of projects. The University needs to vigorously pursue innovative approaches to enhance non-state funding opportunities to address the inevitably widening non-state funded gap relating to facility maintenance and renewal, issues that are usually viewed as relatively unappealing in comparison to raising funds for new construction projects.
Library Facilities and Holdings
University of Washington Libraries (the Libraries) ranks among the top ten research libraries in North America, a ranking that it has held for many years. Collections are very rich in most subject areas and disciplines, and some are of international significance. A well qualified staff is available to assist users. Research collections are properly housed and maintained, with the prerequisite equipment for accessing digital and multimedia learning resources. One of the hallmarks of the Libraries has been its commitment to integrating collections and services with the intellectual life of the campus.

The Libraries nationally recognized program of information literacy has helped the it reach large numbers of students (over 50%) by means of classes taught in partnership with faculty and by means of library sponsored workshops and tutorials. While all components of the Libraries (including those in Bothell and Tacoma) are engaged in offering instruction on how to access learning resources in a wide range of formats, the Odegaard Undergraduate library and the Health Sciences Library have truly outstanding programs. With respect to the acquisition of new collections, the Libraries allocates an ever increasing percentage of its budget to the purchase and licensing of electronic resources (approximately 25%). But at the same time, print collections continue to grow at a rate of approximately 100,000 volumes per year. This growth has required that less heavily used materials be placed in several storage areas due to lack of shelf space. Planning, assessment and continuous improvement are ongoing processes with broad staff participation.

The Libraries’ program for the measurement of library use and user satisfaction has resulted in ten years of longitudinal data on satisfaction rates and user behavior. This information is frequently referred to and used to modify existing services and plan new ones. The Libraries’ outreach to and engagement with the community extends far beyond the campus. It holds the most significant research collection west of Minnesota and north of Berkeley. Cooperative relationships have been established with other leading research libraries in the U.S. (e.g. Cornell), as well as with several Pacific Rim university libraries. In 2000, the Libraries was cited by the Association of Research Libraries for its best practices for staff training and development.

In 2004, the Forest Resources Library merged with the Natural Sciences Library, due to a previously articulated strategy of reducing the number of library service points and collection locations, a substantial decline in the use of the Forest Resources Library, an increase in the growth of multidisciplinary research and teaching, especially in the environmental area, and a deteriorating budgetary environment that reduced the Libraries budget in 2001-03 and resulted in position cuts. This merger was decided upon after a series of committee and all-College meetings, and with the assurance that forest resources information would continue to be updated and maintained for use by College students, staff, and faculty.

The Natural Sciences Library is located close to the main College buildings, as shown in the following image. The collections and services of the Natural Sciences Library support study, reference and research in: Atmospheric Sciences, Biology/Ecology, Botany, Earth and Space Sciences, Environment, Forest Resources, General Science, History of Science, Psychology, Speech and Hearing, and Zoology. Additionally, there is a dedicated Forest Resources Librarian who is available at the Natural Resources Library as well as for weekly consultations in Anderson Hall.
The Natural Sciences Library makes available more than 336 electronic and paper-only journals and other materials. The following table lists the wide breadth of information available to the University community.

<table>
<thead>
<tr>
<th>Journal/Title</th>
<th>Journal/Title</th>
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<td>Acta oecologica</td>
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<tr>
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<td>Afrotheria Specialist Group</td>
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<td>Agricultural and forest entomology</td>
<td>Australian journal of soil research</td>
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<td>Agricultural and forest meteorology</td>
<td>Backpacker</td>
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Chesapeake science
Chiroptera Neotropical
CIFOR news
CITES world official newsletter of the Parties, Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)
Climbing
Coastal services
Coastlines information about estuaries and near coastal waters
Communications in soil science and plant analysis
Conservation and society
Conservation biology
Conservation genetics
Conservation in practice: a publication of the Society for Conservation Biology
Conservation Northwest quarterly
Conservation science newsletter
Conservationist
Contract
Corn and soybean digest
Crop protection
Crop science
Crossing paths with wildlife in Washington towns and cities
Current opinion in plant biology
Deer Specialist Group news
Discussion paper
Diversity & distributions
Ecological applications
Ecological management & restoration
Ecological modeling
Ecological monographs
Ecological research
Ecological restoration, North America
Ecological Studies of Kenai Peninsula Brown Bears
Ecology
Ecology and society: a journal of integrative science for resilience and sustainability
Ecology letters
Ecosystems
Ecotoxicology and environmental safety
Ekologia Bratislava = Ecology Bratislava
Electronic Journals
Endangered species update
Engineered wood journal
Environmental and experimental botany
Environmental and social values report
Environmental entomology
Environmental modeling & software with environment data news
EPPO bulletin
ESA today
Estuaries
ETFRN news
European journal of forest research
European journal of plant pathology
European journal of soil science
European journal of wildlife research
European wolf newsletter
Evolutionary ecology
Evolutionary ecology research
Extremophiles: life under extreme conditions
Farm industry news
FDM
Field crops research
Fire management notes
Fire management today
Fitopatologia brasileira
Forest biometry, modeling and information sciences
FBMIS
Forest ecology and management
Forest health & biodiversity news
Forest industries
Forest log
Journal de pathologie forestiere
Forest policy and economics
Forest products journal
Forest science
Forest stewardship notes
Forestry & British timber
Forestry: the journal of the Society of Foresters of Great Britain
Forestry chronicle
forestry source
Forests, trees, and people newsletter
FRDA report
Frontiers in ecology and the environment
Functional ecology
Functional plant biology
Garden and forest: a journal of horticulture, landscape art, and forestry
Garden history
Garden History Society newsletter
Geoderma
Gesunde Pflanzen Pflanzenschutz, Verbraucherschutz, Umweltschutz
Global ecology and biogeography
Grass and forage science
Greenwire the environmental news daily
Grounds maintenance
Habitat
Habitat hotline
Holzforschung
Illinois forest management
Information forestry
Insect science and its application
International forestry review
International journal of biometeorology
International journal of wildland fire
International newsletter on plant pathology
International rice research notes
International wildlife
Irrigation journal
Irrigation science
Issues in ecology
IUCN/SSC Canid Specialist Group's canid news
IUFRO news
Journal of agricultural engineering research
Journal of applied entomology = Zeitschrift fur angewandte Entomologie
Journal of aquatic ecosystem stress and recovery
Journal of arboriculture
Journal of arid environments
Journal of climate
Journal of economic entomology
Journal of environmental education
Journal of environmental radioactivity
Journal of forest economics
Journal of forest research
Journal of forestry
Journal of general plant pathology
Journal of invertebrate pathology
Journal of pest science
Journal of plant growth regulation
Journal of plant nutrition
Journal of range management
Journal of sustainable forestry
Journal of tropical ecology
Journal of vegetation science : official organ of the International Association for Vegetation Science
Journal of wildlife management
Journal of wood chemistry and technology
Journal of zoo and wildlife medicine
Kitchen & bath business
Laboratory animals
Land degradation & development
Land for Wildlife note
Land for Wildlife Queensland newsletter for the Land for Wildlife Program, Queensland
Land management handbook
Landscape & irrigation
Landscape and urban planning
Landscape ecology
Landscape management
Marine ecology
Marine ecology progress series
Marine environmental research
Microbes and environments
Minnesota conservation volunteer
Molecular ecology
Molecular ecology notes
Molecular plant pathology
National parks
National wildlife
National wildlife
Natural resource modeling
Natural resource news the Colorado Department of Natural Resources monthly newsletter
Neotropical entomology

Network news forest health & biodiversity
Network paper
New forests
New Zealand forest industries magazine
Nihon Sakumotsu Gakkai kiji
Nordic pulp & paper research journal
Northern journal of applied forestry
Northwest conservation
Northwest ecosystem news
Nutcrackernotes a research and management newsletter about whitebark pine ecosystems
Nutrient cycling in agroecosystems
Occasional paper
ODFW news release
Oecologia
OG
Oikos
Onearth
Organic gardening
Oryx
Pachyderm newsletter of the African Elephant and Rhino Specialist Group
Pacific park science
Parks & recreation
Perspectives in plant ecology, evolution and systematics
Pest management science
Pesticide biochemistry and physiology
Pesticide outlook
Pesticide science
Photosynthesis research
Photosynthetica
Physiological and molecular plant pathology
Phytochemical analysis
Phytochemistry
Phytochemistry reviews
Phytopathologische Zeitschrift = Journal of phytopathology
PIMA's Asia Pacific papermaker
Plant & cell physiology
Plant cell
Plant cell reports
Plant ecology
Plant pathology
Plant physiology and biochemistry : PPB
Plant, cell and environment
Pulp & paper
Pulp & paper Asia
Pulp & paper Europe
Pulp & paper international
Quarterly newsletter
Rangeland ecology & management
Rangelands
Rare bits
Raves a newsletter about threatened species conservation in Tasmania
Recent publications of the Pacific Northwest Research Station
A Physical Environment that is Safe, Healthful, and Conducive to Learning

The University has a long standing executive level policy that assures that it will create, maintain, and enhance a safe and healthful environment for all individuals associated with the institution, including students, faculty, staff, hospital patients, and visitors. The University’s facilities are also sufficiently equipped to properly support the educational programs and services provided by the institution. The University’s physical resources are planned, managed, and maintained by a well defined, professionally administered, and suitably configured series of facilities related operations. These include the Capital and Space Planning Office, the Capital Projects Office, the Real Estate Office, and the Office of Facilities Services. In addition, faculty, staff, and students contribute to physical resource planning processes by participating on a well-orchestrated series of governance committees. The University is applauded for its open, inclusive, and collaborative capital projects and space planning processes and its capital projects delivery processes.
In 2002-03, the University completely updated its Campus Master Plan for the Seattle campus and, in collaboration with the University Office of Regional Affairs, had the Plan approved by the Seattle City Council and the Board of Regents. The Plan provides a flexible, opportunity-sensitive framework to guide campus development, and forecasts the need for approximately 3 million additional square feet of facilities over the next decade in response to anticipated increasing student enrollment and research demands. The CMP selected the following goals:

- Respect Its Stature
- Provide Facilities
- Maximize Flexibility
- Enhance the Campus
- Provide Accessibility
- Promote Safety
- Respect the Environment
- Encourage Efficiency
- Value the Community

The University is encouraged to continue the work of focus groups, such as the Learning Spaces Consortium, to explore innovative ways of using traditional and non-traditional learning spaces to greatest efficiency. Maintaining quality of institutional physical resources in the face of declining State-funded financial support will require careful consideration.

The University is appropriately exploring and prioritizing potential statutory and regulatory modifications that could assist its transition to a state-assisted university, facilitate greater operational flexibility, and increase the ability to respond to changing market conditions more readily. Securing legislative approval for alternative contracting methods, such as Design-Build and GC/CM project delivery, has already proven its value to the University. Continuing to work with the City of Seattle to eliminate the restrictive “Lease-Lid” mandates should also prove beneficial. The greatest percentage of the University’s visible deferred maintenance appears to remain in some of its oldest facilities such as Johnson Hall and some of the most heavily used 30-40 year old facilities such as the Health Sciences Center, which is burdened by both heavy use and outdated, insufficient student informal spaces, including its library space. Institutional planning processes have begun to draw attention to these issues and the University is encouraged to continue to increase the priority of modernizing these types of facilities. The University’s Hazardous Materials Management program has received awards from the State for its pollution prevention efforts. In addition, the Hazardous Materials Management group participated with a national consortium of universities, headed by the Howard Hughes Medical Institute, to establish best practice guidelines for laboratory management of hazardous wastes.

The University’s physical resources, its mortar and bricks, are valuable assets of the State of Washington. The University has more than 300 buildings across three campuses, including over eighteen million gross square feet of space (including approximately one million gross square feet of leased space) and making up over one-fifth of all space owned by the State of Washington. Current estimates show a total replacement value of $5 billion.

Numerous organizational units within the University commit resources to carrying out this policy including Facilities Services, the Capital Projects Office, Organizational Health and Safety Committees, Health and Safety Advisory Committees, the Risk Management Office, the University Police Department, and Environmental Health and Safety (EH&S). These units work cooperatively to assure that the facilities, environment, operations, systems, and processes that make up the University function to the highest health and safety standards.