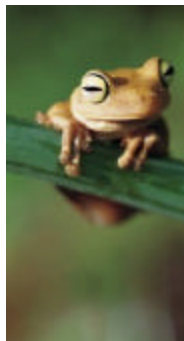


Creating a School of Natural Resources and Environment at Washington State University



- Conservation Genetics
- Environmental Biotechnology
- Environmental Engineering



- Agroecology
- Community Development
- Conservation Biology
- Human Dimensions
- Landscape Architecture & Design
- Landscape Ecology
- Natural Resource Science
- Resource Economics
- Restoration Ecology
- Regional Planning & Land Use
- Soil & Water Science



*A Draft Conceptual Proposal for Discussion
By WSU Administration, Faculty, and the University Community*

School of NRE Faculty Implementation Committee
Washington State University
December, 2002

“In looking to an uncertain and challenging future, the Faculty at Washington State University would rather lead than follow. We are asking the WSU Administration, our Colleagues, and the University community to help us break down institutional barriers to progressive growth and change. We are asking for the opportunity to self-develop and implement a cornerstone of the WSU Strategic Plan and our future land grant mission by creating a School of Natural Resources and Environment.”

*School of NRE Faculty Implementation Committee
Washington State University
December 2002*

Executive Summary

WSU faculty in the College of Agriculture and Home Economics propose to create a new, interdisciplinary School of Natural Resources and Environment, and thereby unite efforts of many of our faculty working in the linked and complementary areas of ecology, environmental science and engineering, natural resource sciences, landscape architecture and design, and related fields in socioeconomics and human dimensions. The concept for the School of NRE originated among the faculty as a logical and necessary way to enhance the interdisciplinary integration and function needed to address the future WSU land grant mission and create a true center of excellence within Washington State University. The conceptual proposal for the School of NRE was generated during a comprehensive faculty visioning process in CAHE as part of the overall WSU strategic planning process, and from there it became a formal part of the CAHE Strategic Plan.

CAHE has a large number of faculty members working in specific disciplines such as agroecology, arid land ecology, biological systems engineering, conservation biology, entomology, environmental horticulture, environmental science, forestry, human dimensions, landscape architecture and design, natural resource sciences, rangeland ecology, resource economics, restoration ecology, rural sociology and community development, soil science, sustainability, watershed science, and wildlife conservation. By fragmenting these individuals in numerous programs and separate departments throughout the College and elsewhere within the WSU system, their effectiveness and recognition is dramatically compromised to the detriment of WSU's future growth as a major land grant university.

At the same time, the deep complexity of modern environmental problems requires us to generate entirely new approaches and new solutions to help solve them. At no time in our history have the challenges facing the Land Grant University ever been greater. Meeting these challenges will require strong interdisciplinary teamwork, multiple skills, multiple perspectives, and the rapid development of new technology and knowledge – tempered by our collective wisdom. We can no longer be satisfied with the comfort of disciplinary specialties and traditional departmental and college boundaries if Washington State University is to have the impact that is needed and expected of us. We can no longer compete among ourselves for limited state resources. Rather, we need to break down these institutional barriers and we ask the President, the Provost, the College Deans, and department Chairs to help us do so in a way that allows progressive growth and change in the future land grant mission of WSU.

The School of Natural Resources and Environment will bring together leading research scientists, educators, and highly motivated students to generate and apply fundamental knowledge about natural resource ecology and the environment – including both the designed and human-built environment and that of the natural world. The School will develop the technical knowledge and skills needed to design innovative policies and management solutions to address the broad range of environmental challenges confronting the Pacific Northwest and the rest of the world. The School of NRE will have a strong and balanced emphasis on applied ecology and the social sciences. The School's fundamental mission will be to contribute to the conservation of the Earth's environmental and natural resources and the achievement of a sustainable and equitable global society to meet future human needs on a sustainable basis.

The concept for the School of Natural Resources and Environment is built on the premise of no new internal funding. Instead, it depends on teamwork and collaboration for a creative, “bootstrap” self-development effort to reorganize existing faculty and program components into a better functional structure to:

- ✓ *REDUCE* unnecessary duplication and competition among programs and enhance the creation of new, flexible interdisciplinary academic offerings to address contemporary social concerns and increase student enrollments.
- ✓ *INCREASE* program visibility and extramural funding for research scientists and extension faculty in the ecological, environmental, and natural resource sciences.
- ✓ *DEVELOP* a major new ecology and environment theme-based endowment and corporate contribution campaign to support WSU's development and growth as a major land-grant institution.

Faculty propose an innovative leadership model for the School. Our goal is to get more resources to the people doing the primary groundwork, rather than increase administrative costs or complexity. We also propose an entirely new model of faculty achievement and service that formally recognizes, evaluates, and promotes collaborative teamwork at WSU. We seek thoughtful ways to maintain disciplinary identity and performance, but eliminate academic stagnation and wasteful duplication and overlap in academic programs. To do so, we propose to eliminate competition for student credit hours among individual departments by focusing efforts on a reduced set of core degrees and strongly interdisciplinary and flexible majors offered at the School level. As a companion to several existing interdisciplinary degrees in natural resource sciences and resource economics, we will cooperate with the entire WSU community to design contemporary academic offerings in:

- Conservation Biology
- Landscape & Restoration Ecology
- Community Development, Regional Planning & Sustainability
- Water Resources & Watershed Science

In looking to an uncertain and challenging future, the Faculty at Washington State University would rather lead than follow. We are asking the WSU Administration, our Colleagues, and the University community to help us break down institutional barriers to progressive growth and change. We are asking for the opportunity to self-develop and implement a cornerstone of the WSU Strategic Plan and our future land grant mission by creating a School of Natural Resources and Environment.

*School of NRE Faculty Implementation Committee
Washington State University
December 2002*

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A Draft Conceptual Plan for: Creating a School of Natural Resources and Environment at Washington State University

Introduction

The College of Agriculture and Home Economics at Washington State University has undertaken an intensive process to critically re-examine its programs in teaching, research, and extension to better address contemporary issues and more fully identify and develop its future land grant mission. One of the first major outcomes of this process is the formation of a new School of Natural Resources and Environment.

This document is the Committee's initial attempt to put key elements of a draft implementation plan in place for review and comment by our colleagues and friends, both within WSU and around the state. Please take a few minutes to submit your own ideas and comments directly to the Committee as we collectively undertake the task of designing the best possible vehicle to achieve this important goal at Washington State University. Together, we can build something that will help us grow in creative new directions and chart a solid path for the growth and future of WSU in this century.

Why Form a School of Natural Resources and Environment?

In addition to the scientists in its modern agricultural programs, CAHE also has many faculty members working in disciplines such as biological systems engineering, conservation biology, entomology, environmental horticulture, environmental science, forestry, human dimensions, landscape architecture, natural resource sciences, resource economics, rangeland ecology, restoration ecology, rural sociology, soil science, watershed science, and wildlife conservation. By fragmenting these individuals throughout the College and elsewhere within WSU and around the State, their effectiveness and recognition is dramatically compromised to the detriment of WSU's future growth as a major land grant institution.

At the same time, the deep complexity of modern environmental problems requires us to generate entirely new approaches and new solutions to help solve them. These problems require interdisciplinary teamwork, multiple skills, multiple perspectives, and the rapid development and implementation of new technology and knowledge – tempered by our collective wisdom. We can no longer be satisfied with the comfort of disciplinary specialties and traditional departmental and college boundaries if we are to have the impact that is needed and expected of us. Clearly, one of the biggest challenges of the 21st century will be to address the pressures of burgeoning human populations on the natural resources that sustain life – both human and that of a diverse, natural world. Teamwork and collaboration are the keys to our future success in meeting these challenges as an academic institution and as a society.

The Problem

Cutbacks in state funds for higher education have drastically reduced the ability of many academic programs to independently grow and excel. In research, the cost of being competitive in a technologically-driven society is increasing rapidly. Advanced technology initiatives require better-equipped, cutting-edge laboratories than individual faculty can afford to maintain. Consequently, faculty are hampered in their efforts to leverage WSU's available scientific expertise to secure large grants and contracts from extramural funding agencies.

The consequences of fragmenting and isolating WSU faculty working in natural resources and environmental fields reaches far beyond just research productivity. Undergraduate and graduate enrollments are much lower than they would be with better integration and coordination among disciplines. We inadvertently compete for many of the same students, which reduces our teaching efficiency and increases costs. By maintaining strict disciplinary barriers and competing for student credit hours, we fail to keep pace and develop and offer progressive new degrees and training in contemporary fields that absolutely demand an interdisciplinary approach (e.g., conservation biology, restoration ecology). Opportunities to develop popular new programs in the urban centers of our newer WSU campuses are lost. Even donation and endowment contributions are but a small fraction of what they might be if our ecological and environmental work received more focused attention.

The impacts of fragmenting the ecological, natural resource, and environmental disciplines at WSU are far-reaching and pervasive. These barriers need to be removed for the good of the institution and to help the people who want to bring about progressive change at WSU. Thus, the formation of the School of Natural Resources and Environment is designed to address these critical issues now confronting the future of our institution:

- ✓ Centrality to the future WSU land grant mission
- ✓ Need to reinvigorate programs to address contemporary issues
- ✓ Aging infrastructure
- ✓ Declining budget allocations
- ✓ Proliferation of majors with limited student numbers
- ✓ Competition for student credit hours and academic stagnation
- ✓ Soft or declining student numbers in some programs/majors

A Strategic Solution

The solution to these problems is relatively simple - although it certainly requires innovation, collaboration, and a joint commitment to positive change. By creating a School of Natural Resources and Environment we will eliminate many institutional barriers that isolate selected disciplines, programs, and faculty and we will foster a new period of academic growth and change at WSU. Such a School will unite a critical mass of faculty working in core areas of ecology, environmental science and engineering, landscape architecture and design, natural resource science, and the social sciences. The School of NRE will match and compliment similar restructuring that has already taken place in the School of Biological Sciences and proven highly successful. Indeed, we envision the School of NRE as but a first step in a continuing process to effectively bridge barriers that reach across the WSU campus.

Our proposal is an important contribution towards reaching the combined visions of the CAHE Strategic Plan and the WSU Strategic Plan. Moreover, it is important because it is genuinely a grassroots proposal, spontaneously originating from the faculty, to address issues identified in both strategic plans. We believe this effort is critical to the future of WSU and the state of Washington and are willing to undertake the bootstrap development effort to jumpstart the internal changes and reorganization needed to make this concept a reality. By creating the School of NRE, we will:

- ✓ Self-develop a cornerstone of WSU's future land grant mission to address pressing environmental and sustainability issues
- ✓ Improve efficiency, relevance, and effectiveness of programs
- ✓ Unleash creative synergy through interdisciplinary programming among faculty working in the fields of ecology, environmental engineering, environmental sciences, landscape architecture and design, and natural resource sciences.
- ✓ Open new doors to new extramural funding and contributions. Create positive change and growth without increasing administrative overhead or costs

Organizational Principles & Goals

The Faculty Implementation Committee identified a set of unifying organizational principles and objectives to guide the proposed design for the School of NRE:

- 1) Maintain disciplinary units for professional identity, accreditation, and certification standards, as well as clear tenure and annual review procedures.
- 2) Create a strongly interdisciplinary unit to facilitate addressing complex contemporary social and environmental issues and concerns.
- 3) Improve program and institutional visibility to enhance student recruitment, fund raising, and extramural grants.
- 4) Develop a flat administrative and organizational structure to reduce costs and increase communication and responsiveness of the organization as a whole.
- 5) Increase opportunities for faculty participation in administrative and program development activities.
- 6) Develop and apply a fundamental new model of faculty performance to promote teamwork and interdisciplinary collaboration at WSU.

Mission and Scope of the School

The School of Natural Resources and Environment will bring together leading research scientists, educators, and highly motivated students to generate and apply fundamental knowledge about natural resource ecology and the environment – including both the human-built environment and that of the natural world. The School will develop technical knowledge,

skills, and understanding needed to design policies and management solutions to address the broad range of environmental challenges confronting the Pacific Northwest and the rest of the world. The School of NRE will have a strong and balanced emphasis on applied ecology and the social sciences. The School's fundamental mission is to contribute to the conservation of the Earth's environmental and natural resources and the achievement of a sustainable and equitable global society to meet future human needs on a sustainable basis.

The School of Natural Resources and Environment involves the interdisciplinary efforts of faculty in the programs or departments of agricultural and resource economics, biological systems engineering, crops and soils, entomology, environmental science and regional planning, landscape architecture, natural resource sciences, rural sociology, as well as collaborating faculty in other specific disciplines. Students will be able to select from a variety of professional and/or accredited degree programs in three core areas, each supporting interdisciplinary education and training options (Fig. 1). The teaching, research, and extension missions of the School of NRE all focus on three complementary areas of academic emphasis supporting the fundamental theme of *Sustainability*.

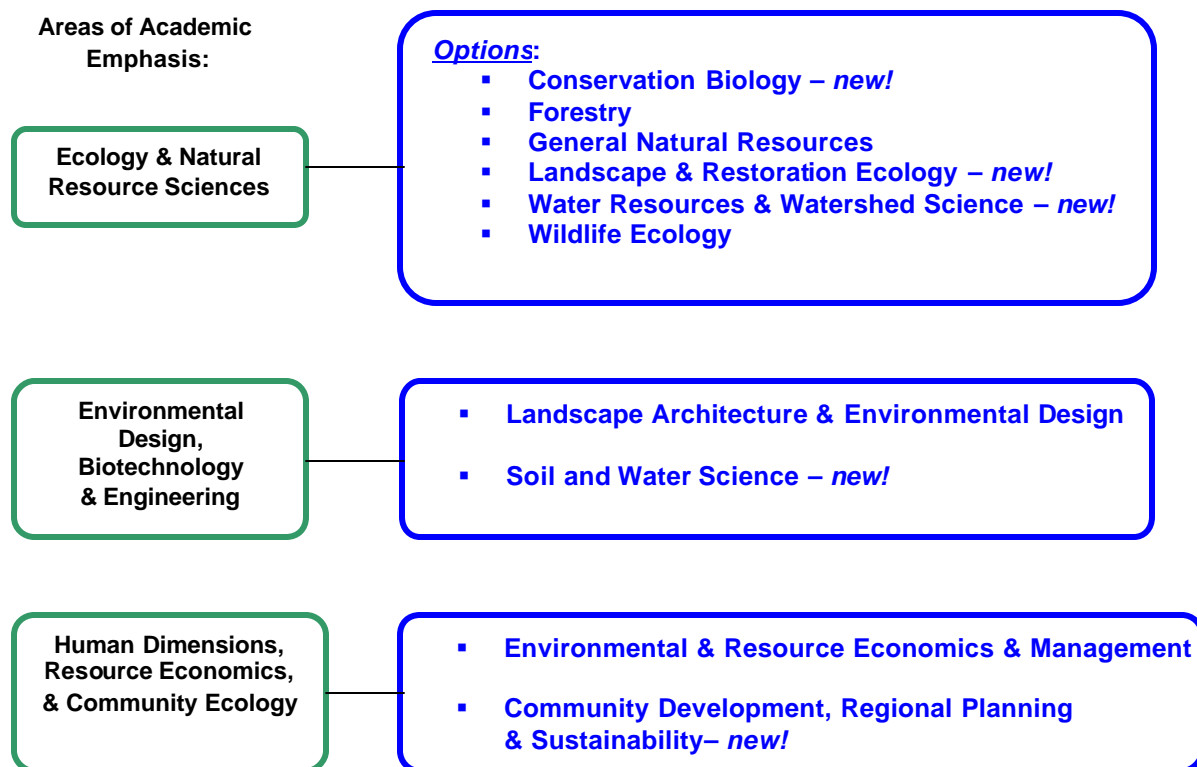


Fig. 1. Core academic areas and options in the School of Natural Resources and Environment, Washington State University.

Individuals not specifically seeking an advanced degree will also be able to pursue continuing education credits, minors, or professional certificate options in several of these areas, including conservation biology, natural resource ecology, and restoration ecology.

Research . -- Faculty participating in the School of NRE have comprehensive research programs addressing critical contemporary issues in natural resource and environmental fields:

- Agroecology, Agroforestry, Land Management & Sustainable Land Use Systems (e.g., the interface between agricultural systems, urban and rural communities, and the environment that impact soil, water, and air quality and sustainability).
- Biotechnology, Bioresources, & Biological Systems Engineering (e.g., bioengineering, biological materials development, bioenergy, bioremediation, renewable energy and energy policy, use of agricultural products and residues).
- Natural Resource Sciences: Conservation Biology; Endangered Species Conservation; Landscape Ecology; Natural Resource Ecology & Management; Restoration Ecology (e.g., biodiversity conservation, forestry – including small-scale & family forestry, urban & community forestry, restoration ecology, wildlife).
- Socio-Economic & Human Dimensions of Natural Resources; Community Development; Energy Policy; Landscape Architecture; Land Use & Regional Planning; Sustainability (i.e., urban and rural community development; energy use and policy; social sciences; natural resource and environmental economics; sustainability issues).
- Soil & Water Science; Water Resources & Watershed Science (e.g., land, air, and water quality and engineering design and management issues; water quantity and quality issues; stream, river, and watershed science and management; ecology and conservation of aquatic biological resources).

Research Centers. -- The School of NRE will provide educational and research opportunities in collaboration with several major WSU and Washington State research centers and programs, including the Center for Sustainable Agriculture and Natural Resources, Washington Water Research Center and the Washington Cooperative Fish & Wildlife Research Unit – a joint program operated under partnership with the University of Washington. Student internship opportunities will be provided by agreement with participating state, federal, and private programs, including the Washington Department of Fish and Wildlife, the Washington Department of Natural Resources, the Washington Department of Ecology, as well as corporate and industrial sponsors and NGOs.

New Programs Proposed for the School of NRE

One of the primary reasons for creating the School of NRE is to improve the effectiveness and visibility of teaching, research, and extension programs that address natural resource and environmental issues in urban, rural, and natural environments. The School will encompass significant new efforts in each of the three key mission areas of WSU. In academic programs, we will emphasize a reduced set of degrees and majors, but within these, offer students a greater degree of flexibility for contemporary specialization and interdisciplinary training. Faculty participating in the School of NRE will have extensive outreach and research development efforts under three core theme areas that are easy to portray to our external constituency and students:

- Ecology & Natural Resource Sciences
- Environmental Design, Biotechnology, & Environmental Engineering
- Human Dimensions, Resource Economics & Community Ecology

WSU Extension Faculty working on environmental, natural resource, and sustainable community development issues will be provided with an opportunity to join the School of NRE under the leadership of a Faculty Coordinator of Natural Resources Extension. Other School of NRE projects are designed to benefit the newer WSU campuses, learning centers, and our state-wide population.

Academic Programs – Looking to the Future

The College of Agriculture and Home Economics currently includes 13 departments, several academic and research programs, and a large number of degrees and academic majors. We propose to take this at times daunting mix of academic programs and condense some majors while expanding others to be offered by the School of NRE, rather than by individual departments. In doing so, we are committed to maintaining and even strengthening our professionally accredited programs, such as those in Forestry and Landscape Architecture. By streamlining and restructuring academic programs, the School can better focus on key academic strengths while still developing several new interdisciplinary offerings that will raise the visibility of our primary programs and increase student enrollments.

The School of NRE will include new academic offerings in the contemporary disciplines of Conservation Biology, Landscape and Restoration Ecology, and several other areas that are logical interdisciplinary extensions of our existing academic programs. These new offerings will be designed by faculty teams from the ground up to include a coordinated set of complementary minors and new certificate programs for non-degree seeking students.

NATURAL RESOURCES & ENVIRONMENT ONLINE

The School of NRE will also better support the needs of individuals who cannot attend one of our newer WSU campuses or learning centers. Most people in Washington State do not have the opportunity to directly attend WSU because of the demands of careers, families, or other situations that make them place-bound. The School of NRE will address this fundamental problem in higher education by developing a coordinated set of courses offered through WSU's Distance Degree Program (DDP).

Natural Resources & Environment Online is a proposed new distance degree project that will allow individuals around the state to complete significant portions of their undergraduate, graduate, or continuing education needs through WSU. These DDP courses will support both degree and non-degree students seeking advanced professional training, and certificate programs in Landscape & Restoration Ecology and several other areas. Online courses in ecology and natural resource sciences will also offer campus students greater flexibility in dealing with course scheduling conflicts and help assure timely completion of degree requirements.

A longer term goal of the *NRE Online* project will be to eventually offer an online M.S. degree. In conjunction with an expanded list of online courses, the non-thesis M.S. of

Natural Resources degree will be modified and developed to offer a one-year M.S. program oriented toward working professionals returning for advanced training and quick job reentry.

Research Programs – *Emphasizing our Strengths*

Research faculty in the School of NRE address a comprehensive range of environmental and natural resource issues, clustered in three primary, but strongly interacting and interdependent research areas surrounding the fundamental theme of *Sustainability* (Fig. 2). Results of these research efforts are then applied in the fields of agroecology, conservation biology, community development, environmental policy, landscape ecology, resource management, restoration ecology, and watershed management. Each of these fields is highly interdisciplinary in nature, as is required for solving complex environmental problems and issues. The strongly interdisciplinary structure of the School of NRE is not only desirable for research purposes, but absolutely necessary to address the types of current and future environmental problems faced by Washington State and the world.

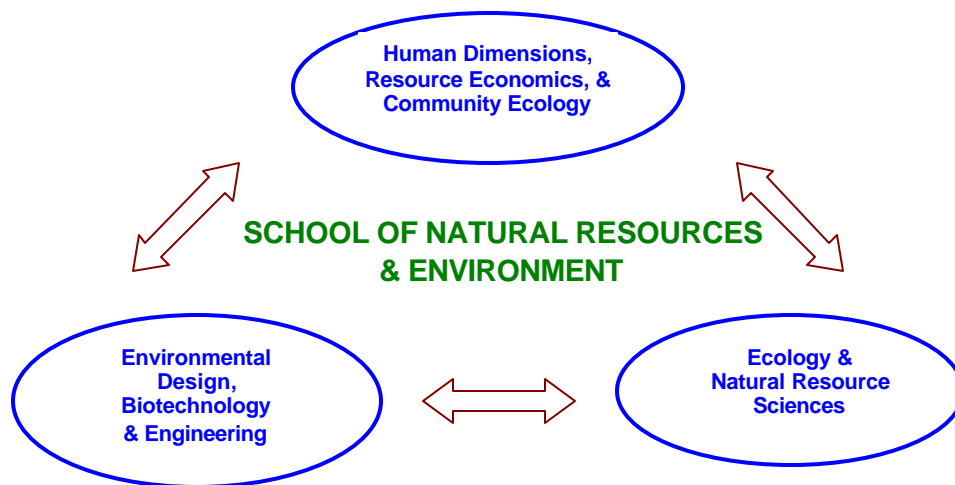


Fig. 2. Primary research areas of faculty participating in the School of Natural Resources and Environment at Washington State University.

Rather than distancing itself from agricultural issues, the School of NRE will more effectively address the environmental issues related to agricultural production by promoting studies of agroecology, sustainable land use practices, community development, landscape ecology, and the dynamic interactions of human land use and conservation of biological diversity. Thus, the School of NRE is a complementary addition to the full scope of land use and sustainability issues that are now part of the modern land grant mission.

A New Initiative – *Biotechnology and the Environment*

Biotechnology issues have become a major driving force in global development and the future of our global society. The issues cover the spectrum from the health and safety of genetically modified organisms (GMOs) for human use and consumption to the long-term “health”, conservation, and management of the natural environment. Environmental biotechnology is a critical component of the future School of NRE research mission and will involve work ranging from applied conservation genetics and biotechnology applications to the development of appropriate agricultural, environmental, and natural resource policy. Public outreach to disseminate scientifically accurate information and address public concerns is also an important part of the biotechnology research mission. Examples of biotechnology issues to be pursued in the School’s environmental research include:

- Use of biotechnology in endangered species conservation, environmental remediation, landscape restoration, and soil and water engineering.
- Economic, social, and ecological consequences of small and large-scale deployment of GMOs.
- Use of biotechnology to reduce the impacts of exotic and invasive species.
- Effects of GMOs and genetic introgression in natural populations and ecological and environmental risk assessment.
- Biosafety technology, environmental decision making, environmental ethics, and policy development.

The School of NRE will ask for the opportunity to compete for reallocated or other funds to establish a new initiative in Biotechnology and the Environment as a component part of WSU’s campaign to support biotechnology-related research. In addition, we will aggressively seek other extramural funding to support this WSU initiative by conducting research through one of the WSU core biotechnology laboratories. The future growth of Biotechnology and the Environment as a necessary and progressive initiative in the School of NRE and WSU is assured given the rapid development and implementation of technology in today’s society.

Extension Programs – *Making a World of Difference*

WSU Cooperative Extension faculty and county agents are widely scattered across Washington State, working on a large variety of community development, environmental, and natural resource issues and projects. In most cases, however, our extension colleagues lack an academic home that can help fuel their outreach efforts and bring a stronger sense of community and mission to our collective teaching and outreach. By linking selected extension faculty and personnel with the School, these individuals can have a well-defined academic base and stronger ties to the Pullman Campus.

A number of extension faculty have already been informally surveyed for their ideas and opinions about the School of NRE and it appears that many of them believe it is a timely idea well worth pursuing (see Appendix 1). The Implementation Committee thanks you for your up-front support for the School concept.

Based upon this enthusiastic feedback, we are confident that WSU's university-wide extension mission will be enhanced by the better communication and programming created by selected extension faculty becoming formal members and participants in the School. We propose that the programming for these participating faculty be coordinated under the leadership of a Faculty Coordinator of Natural Resources Extension (Fig. 3).

An Innovative Leadership Model

We propose an innovative leadership model for the School of NRE that shares administrative and development activities among several faculty coordinators and teams to facilitate the highly interdisciplinary integration and programming of the School. The School will be structured to function much as a miniature college, because of the size and diversity of programs and the benefits of undertaking theme-based development activities (Fig. 3).

Structural & Functional Organization

The School of NRE will be lead by a Director sitting as an Assistant Dean in the College Administration. The Director will be internally appointed from among interested faculty, chairs, or associate deans. The School of NRE will function through: 1) a founding core of existing, experienced faculty contributing full or partial academic appointments, 2) a group of collaborating programs, departments, and faculty, and 3) internally-appointed faculty coordinators and teams selected to facilitate the ongoing development and interdisciplinary operation of the School. This no-cost, no-new administrator approach provides a flattened and more egalitarian structure that will greatly increase faculty involvement, participation, and ownership in the administration and ongoing development of the School (Fig. 3).

The School Faculty

As part of the process of creating the School, interested faculty will be solicited to either become: 1) a "core" founding faculty member with formal involvement through a joint or partial academic appointment or by other formal allocation of teaching, research, or extension responsibility, or 2) an "associate" member with an interest in participating in an ad hoc fashion as opportunities arise. However, both core and associate faculty members will simply be listed as faculty of the School in external marketing and communications.

Faculty will have the option of developing a formal joint appointment in the School, but retain their tenure unit in another department or program. However, the School of NRE will become a tenure granting unit and future faculty positions allocated to School programming may be tenured within the School of NRE if appropriate for the position.

A major component of the leadership model for the School will be a new emphasis on self-identified, faculty teams and a new review process to formally recognize and evaluate them (see Academic Teams below).

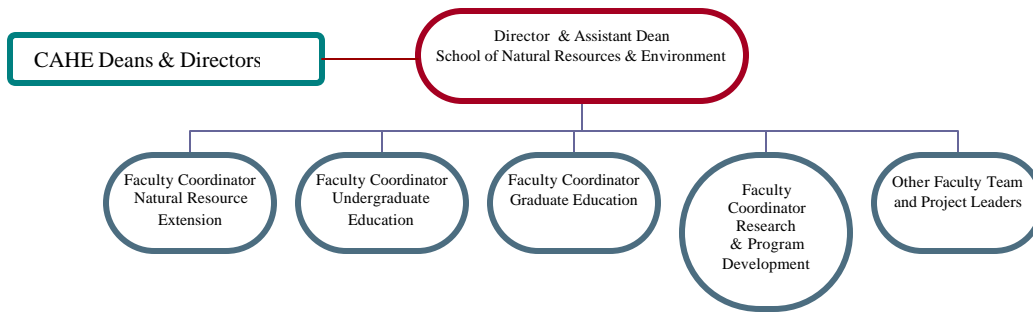


Fig. 3. Proposed organizational structure for the School of Natural Resources and Environment, Washington State University.

Participating Departments and Programs

The School of NRE will involve the active collaboration of faculty and staff from at least six key departments or programs in CAHE as well as programs in other WSU colleges, such as the Program in Environmental Science & Regional Planning (Fig. 4). The School of NRE will continue to share a joint Ph.D. program and integrate coursework offerings and collaborate with ESRP, whether that program is by itself or part of another proposed school.

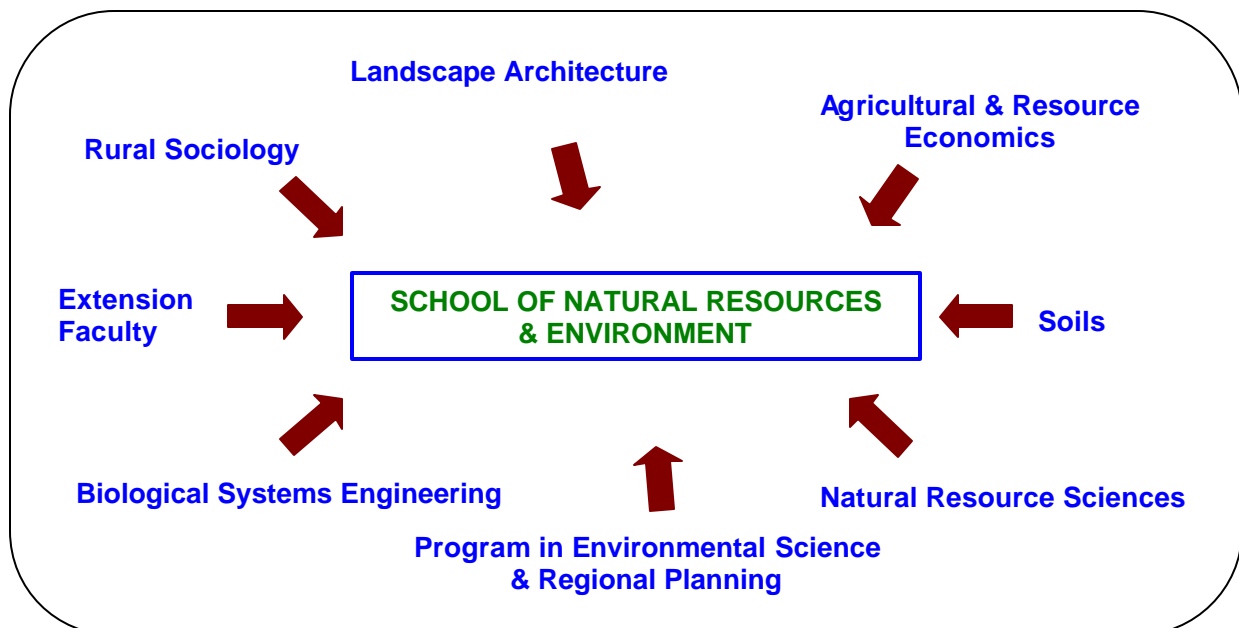


Fig. 4. Collaborating departments, programs, and faculty that could form interdisciplinary efforts of the School of Natural Resources and Environment at Washington State University.

Benefits to Collaborating Departments and Programs

Collaborating departments, programs, and faculty will realize a number of significant benefits when the School is created. One of the primary benefits that cuts across all participating departments and faculty will be better designed interdisciplinary degrees and flexible majors that can be hosted and promoted by the School (e.g., Landscape & Restoration Ecology). We need to eliminate competition for student credit hours among departments, which only serves to stagnate the development of contemporary new degrees or majors. All collaborators who elect to do so could be grouped together under a much better interdisciplinary umbrella for marketing and future growth. Some specific potential benefits for different departments are briefly noted below:

- ✓ Agricultural & Resource Economics – The new degree in Environmental & Resource Economics & Management would be an outstanding offering under a School of NRE; The School's strong interdisciplinary focus on natural resource and environmental issues would greatly help marketing and student recruitment for people not directly interested in agriculture.
- ✓ Biological Systems Engineering – Better integration of relevant engineering faculty in core academic programs and new interdisciplinary research efforts; Better support for new effort in Soil and Water Science and other curricula.
- ✓ Cooperative Extension – Stronger ties and support from a well-defined academic home; Current information about new faculty research developments; Better access and exchange between faculty and county agents; Participation in new academic initiative to train undergraduates in conservation and resource management on private lands.
- ✓ Landscape Architecture – Development of complementary new academic efforts in Landscape & Restoration Ecology, as well as Community Development, Regional Planning & Sustainability, and other areas to expand student base in new dimensions; Addition of faculty in landscape ecology and other areas.
- ✓ Natural Resource Sciences – NRS has an interdisciplinary faculty with its current strongest cores in forestry and wildlife ecology and supporting areas. The School of NRE would greatly enhance the ability to host new curricula options in Conservation Biology and Landscape & Restoration Ecology that can widely integrate programs and faculty from across CAHE and WSU.
- ✓ Rural Sociology – Departmental faculty would play a key role in the School through their work on impacts of globalization on rural areas, small farms and urban agriculture, environmental conflict resolution, environmental modernization issues, and population and community change; By effectively dealing with the social and political aspects of natural resource issues, especially at the interface of agriculture and the broader environment, the faculty would make a major contribution to the School and the Department would form a key part of a new emphasis in Community Development, Regional Planning & Sustainability.
- ✓ Soils – Due to limited undergraduate enrollments, Soils might be better positioned for future growth as a foundation interdisciplinary program that is actively involved

in new curricula for Landscape & Restoration Ecology, Soil and Water Science and others; The School of NRE would seem to quite effectively position the department for better future growth in other non-agricultural dimensions dealing with broader environmental issues and landscape and restoration ecology.

- ✓ WSU: Centers, Institutes, and Programs – The School of NRE will both facilitate and collaborate on programming with several other major centers, institutes, or programs associated with Washington State University that have a variety of important missions related to ecological, environmental, and natural resource issues. (Fig. 5).

Academic Teams – *Breaking Down University Barriers*

The current performance and evaluation model followed by WSU for faculty and staff is that of the individual annual review. The same is essentially true for departments, who have been inadvertently encouraged to compete for student credit hours and grant dollars in the face of declining budget allocations and reallocation processes. A purely individualistic approach, be it by a faculty member or by a department, does not help the University meet its mission and obligations to the public as effectively as it could otherwise. Teamwork, collaboration, shared visions, and shared accountability are center pieces of the WSU Strategic Plan. As part of the fundamental reorganization to create the School of NRE, we are proposing a new method for implementing the teamwork goal in the WSU Strategic plan.

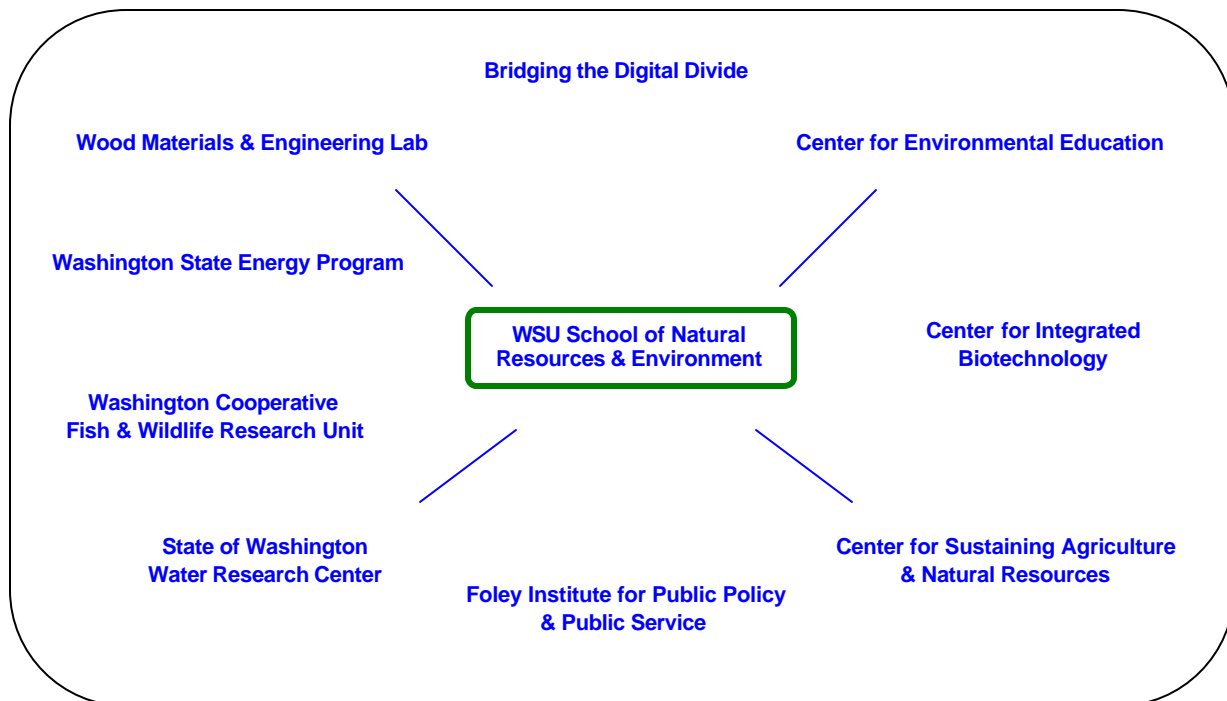


Fig. 5. Collaborating centers, programs, and institutes that will be facilitated by the School of Natural Resources and Environment at Washington State University

A Team Model for WSU

We propose to establish an entirely new procedure for WSU to promote, recognize, and sometimes support faculty teams that voluntarily come together for special projects to address critical issues central to the WSU Strategic Plan and our land grant mission. The goal of this model is to engender an entirely new process for encouraging collaborative problem-solving actions that go beyond individual research programs. We suggest that faculty Teams can:

- a) voluntarily form,
- b) state specific identifiable and measurable goals,
- c) apply for formal recognition for a specified and generally short time period,
- d) apply for any available seed funding to address elements of the Strategic Plan or key teaching/research/extension missions, and
- e) report accomplishments and be held accountable for Team annual reviews in addition to the individual annual review process.

In short, the WSU Team Model will be an entirely new alternative annual review process to implement procedures that encourage and reward Team efforts. Indeed, to be part of the School of NRE, there will be an expectation of teamwork and collaboration – a model which we hope grows throughout Washington State University. We believe this is an innovative approach to putting some strong reality into the WSU Strategic Plan goals of greater teamwork and collaboration.

Action Plan & Implementation Schedule

December, 2002

- Draft proposal delivered to faculty and staff for review and comment

January, 2003

- Feedback from faculty and staff gathered and proposal redrafted
- Revised proposal sent to Dean and Administrators
- Reorganization proposal delivered to Faculty Senate for initial committee work

Spring, 2003

- CSREES External Review Team reviews proposal
- Collaborating faculty begin joint meetings and preliminary planning
- Biotechnology in the Environment Initiative developed and submitted
- CSREES review results incorporated into design process
- Faculty Teams and Coordinator positions begin forming and working
- Formal capital request submitted to administration
- Director position developed and advertised

Summer / Fall, 2003

- School participants continue design of new academic programs
- Marketing, communication, and program development plan formulated

Fall, 2003

- Academic program revisions submitted to Faculty Senate
- Director and coordinator positions filled and School begins formal operation

Capital Request

The fragmentation of WSU faculty working in ecological, natural resource, and environmental fields is more than just disciplinary fragmentation – it is also spatial. If the School of NRE is to fully achieve its goals of increasing the synergy and effectiveness of its united, interdisciplinary faculty, many of them must eventually be grouped together as well. Fortunately, there is a way to accomplish this seemingly difficult feat at no additional cost beyond the priority construction and remodeling that has already been approved by WSU.

The Johnson Hall remodeling effort is now a high priority capital building project for Washington State University. As part of the new building complex being designed for the Plant Sciences and Biotechnology initiatives, we request that our faculty eventually be united in a building within this or another suitable complex designated to house the School of Natural Resources and Environment. We will ask the CAHE Administration to formally submit our capital request as soon as possible so that it can become part of the capital planning and design process now underway.

Funding & Priority Faculty Positions

The School of Natural Resources and Environment is being formed without requesting new money. Our goal is the innovation and growth that comes from creative change and self-development. Instead of new funding, several existing faculty positions identified for funding in the CAHE Strategic Plan for FY 2005-07 can be considered for assignment to the School of NRE. Several key faculty positions have been identified for interdisciplinary integration of programs in the School and to support future growth in critical new dimensions (Table 1).

One of the major purposes of forming the School of NRE is to place the program and associated faculty on a growth trajectory curve. By emphasizing new academic programs that address contemporary issues, the School will secure a solid base of students and greater financial stability. Research productivity will be greatly enhanced by the higher visibility of the School and its larger, interdisciplinary faculty.

A cornerstone of funding development will be a new WSU endowment campaign targeted at ecological and environmental conservation issues widely valued and supported by the public. We will seek gifts and endowments from individuals and corporations interested in endangered species conservation, landscape restoration, sustainable community development, and similar theme-based campaign topics. Contributions from these sources will greatly help offset the historical losses in state support and allow the program to move forward in new directions.

Bridging Across Campus

CAHE faculty view the School of Natural Resources and Environment as but one step in the necessary development of better cross campus linkages to enhance the future evolution and growth of ecology, environmental, and natural resource programs at Washington State University. Our efforts in these areas should become a primary strategic initiative for WSU given their fundamental importance to the future of our land grant mission and Washington State.

Table 1. Key faculty positions to support future growth of the School of NRE.

Faculty Positions:	Research & Teaching Efforts:
Conservation Geneticist (Part of Biotechnology in the Environment Initiative)	Development and uses of genetic biotechnology for application to biodiversity conservation; biosafety, biological forensics; endangered species management.
Human Dimensions	Socio-economic aspects of natural resources recreation, parks and community development, and eco-tourism industry.
Landscape Ecologist	Development and application of emerging landscape ecology theories in the ecosystem sciences; design and management of biological reserves; application of Geographical Information Systems (GIS) technology in conservation science.
Stream, River, and Watershed Ecologist	Application of the aquatic sciences in stream, river, and watershed management and the ecology and conservation of aquatic biological resources.

The fragmentation of faculty that occurs within CAHE also occurs across WSU campuses and schools in the various ecological and environmental sciences. We suggest that although colleges need to have individual schools to foster development of their programs, that there is also need for a bridge across these schools. This bridge could be in the form of an academic Division or other entity above the college level that would span across the School of Natural Resources and Environment, the School of Biological Sciences, and the proposed School of Earth and Environmental Sciences.

Perhaps we need a University-level Division of Ecology and Environment to unite the entire WSU academic community working in these subject areas and make it a primary element of WSU's Strategic Plan. Perhaps some day there will even be a WSU College of the Environment. But for now, we urgently need the School of Natural Resources and Environment if we are to be successful as a faculty and a land grant institution.

Summary – A Faculty Vision of WSU's Land Grant Future

For over 100 years, the primary land grant mission of Washington State University has emphasized agricultural development and other supporting endeavors. These efforts have yielded tremendous advances in productivity and quality of agricultural products and services that have benefited untold millions of people the world over. But the world around us has changed dramatically. The challenges of yesterday are not the challenges of today - or of tomorrow.

Simultaneous with the rapid progress of human achievements and our dreams of the future are environmental conflicts, degradation, and instability. No longer can we take for granted that rivers and streams will run clean and heavy with salmon in springtime. No longer can

we brazenly assume that the lands and flowers and insects and birds that surround us with beauty and mystery will have ample room to even continue their own existence. No longer can we assume that precious natural resources can be harvested by growing human populations without limit. Socio-economic forces influence the conservation and long-term functioning of the entire biological world. Global change now affects the whole planetary system and its ecology. We reassert, that one of the biggest challenges of the 21st century will be to address the pressures of burgeoning human populations on the natural resources that sustain life – both human and that of a diverse and natural world. The very survival of the natural biological world hangs in the balance of our decisions and actions.

The WSU land grant mission for this new century must embrace the entire spectrum of resource issues in a world limited, not by human imagination or potential, but by the finite space and resources of the living, breathing, natural world. We must develop and use technology and information in appropriate and innovative ways to assure that current human actions do not severely limit the choices of future generations. What kind of future world do we want? What are the future consequences of decisions we make today and tomorrow? How do we live sustainably?

To help society address these fundamental and difficult questions, WSU must not hesitate or be timid, but must boldly expand its agricultural, engineering, and teaching mission to fully encompass the broader fields of ecology, environmental science, and the natural resource sciences. If we do not, we will surely fail to address the current and future needs of the public we serve.

We end this proposal as we began:

In looking to an uncertain and challenging future, the Faculty at Washington State University would rather lead than follow. We are asking the WSU Administration, our Colleagues, and the University community to help us break down institutional barriers to progressive growth and change. We are asking for the opportunity to self-develop and implement a cornerstone of the WSU Strategic Plan and our future land grant mission by creating a School of Natural Resources and Environment.

*School of NRE Faculty Implementation Committee
Washington State University
December 2002
Contact: (rdsayler@wsu.edu)*

Common Questions and Answers about the School of NRE:

History of the School Proposal:

How did the concept and proposal for the School originate?

The concept for the School of Natural Resources and Environment has been discussed by CAHE faculty for many years, particularly by the faculty in the Department of Natural Resource Sciences as that department became more interdisciplinary. The concept gathered momentum when a WSU Faculty White Paper was circulated to promote the many benefits and opportunities for creating such a school. This faculty proposal was embraced by the College Administration and the opportunities were more fully considered and developed by the Land, Water and Natural Resources Design Team as part of a comprehensive CAHE visioning process. From there, the idea went back to the College with a recommendation that such a School be formed and it became a formal part of the CAHE Strategic Plan. After discussing the School concept with constituency groups around the state and receiving many favorable comments, the Dean gave a new and larger faculty planning group the charge of developing a specific plan for implementing a School of Natural Resources and Environment at WSU. This proposal is the initial product of that committee.

Common Questions:

What about overlap with the Program in Environmental Science and Regional Planning?

Actually, we have a strong desire to see ESRP play a key part in the School of NRE. Numbers of CAHE faculty have joint appointments in ESRP and commonly chair or serve on their graduate committees. Many of our students cross back and forth while taking courses. ESRP and the Department of Natural Resource Sciences already share a joint Ph.D. program. At one time, ESRP was actually co-administered by CAHE. Consequently, CAHE faculty actively support and participate in ESRP in many ways and we want to maintain and develop even better working relationships with ESRP than we already have. Working together, we are far stronger than if we work alone.

We need to not only continue this collaborative relationship, but develop it even more. One way might be to have ESRP faculty listed as participants in the School of NRE – just as we participate in their program. Another good way to do this in the long term would be to have ESRP housed along with the School of NRE in a future new or remodeled building complex.

The School of NRE faculty and those of ESRP have different, but certainly complementary areas of expertise that should always be coordinated. CAHE faculty are strongly supportive of ESRP and believe that it would be optimal for faculty and students across WSU and our newer campuses if this program could play a substantial role and part in the School of NRE. As part of the proposal for the School of NRE, we will ask the Provost and the two respective College Deans to help us break down institutional barriers to make this happen.

Where will the funding for the School come from?

The School of NRE can begin operation without any additional internal funding. We are simply reorganizing existing parts into a better and more efficient structure, which will greatly enhance the function and recognition of the whole. Additional support will be generated by: 1) increased student enrollment in our new degree programs, 2) enhanced interdisciplinary research productivity, and 3) a significant new gift and endowment program focused on ecology, conservation, and environmental issues.

The CAHE Strategic Plan also has existing budget line items in its fiscal 2005-2007 budget request that can be reconsidered for allocation to the School by existing departments in light of their collaboration to form the School. The fundamental premise of the School is not to place additional major budget requests on WSU as a whole, but to undertake a “bootstrap development effort” to become at least more independent of state funds by developing funds for our own growth and expansion needs.

What will happen to various departmental staff when the School is formed?

The conceptual proposal for the School of NRE does not deal with or propose any changes in staffing levels. Some staff could be moved to work in the School of NRE office, but that would likely not entail any new positions. The proposal for the School does not suggest or advocate any reduction in staffing levels because departmental units are physically isolated and need to continue their existing operations. Most academic units are already short-staffed and pressured to accomplish more work with fewer people. However, we are all worried about future state budget cuts. The Committee suggests that the best way to protect everyone from budget cuts is to establish a strong and thriving program that develops new external funds to offset cuts from our state budget. Stagnation and the status quo are not even an option in the current budgetary environment. We need to grow to survive - and to do a better job.

Why is the School requesting a future building?

The School of NRE certainly can and obviously will begin operation without a new building, but we believe that the School should be part of the future science building complex being planned for the Biotechnology and Plant Sciences complex as part of the Johnson Hall renovation. One of the primary problems addressed by the School is the fragmentation and isolation of faculty working in the core areas of ecology, environmental science, landscape architecture & environmental horticulture, landscape ecology, human dimensions, natural resources, and soil and water engineering. By grouping people together with similar interests and teaching and research needs, we can better share core laboratories and other facilities tailored to these programs.

In short, physical grouping by similar interest and function will stimulate a much greater degree of synergy and sense of identity among faculty, staff, students, and our clientele. The benefits to our students will be tremendous, because they will find a greater number of supporting faculty and educational resources in a single building or building complex that elicits a strong “sense of place” and professional identity with the ecological, natural resource, and environmental sciences.

Why do we need any new degree programs or majors? Don't we have more than enough already?

While WSU and CAHE obviously have many good degree programs, they generally originate from a single department and often tend not to be highly interdisciplinary in the sense of actively involving coordinated instruction with other departments much beyond the general education curriculum. Each department tries to capture as many students as it can for its own self survival and/or professional accreditation. Thus, we have degrees in soils, landscape architecture, natural resource sciences, etc. But several contemporary scientific fields in high demand by our students and hiring agencies require an entirely new kind of interdisciplinary training. For example, the fields of conservation biology and restoration ecology are focused on environmental problem-solving for the sake of conserving biological diversity. Interdisciplinary degrees offered at the level of the School can solve these issues, and again, we need to break down the barriers that promote inefficiency and competition for students among departments.

I'm in a department that probably won't be a formal part of the School, yet I'm very interested in natural resource and environmental issues. Is there a way for me to participate in the School of NRE? And what about off-campus people?

Yes, there certainly will be a way for you to actively participate. In addition to the "core" faculty who are a formal part of the School, we believe that other faculty should be given an opportunity to participate in the School, no matter where their academic appointment is within WSU. If you want to be part of the School, you can be, and you can be placed on the list of School faculty even if you remain in your existing department or program elsewhere. People actually wanting a joint appointment because of their teaching, research, or extension interests will be given the opportunity during the establishment of the School. Off-campus people will be given the same opportunity to participate in the School as on-campus people, and there will be new programs and projects started at the newer WSU campuses after the School is formed.

Is the School of Natural Resources and Environment only for CAHE faculty?

No. Similar to the answer above, we believe that the School can and should have faculty participants from across WSU, including our newer campuses. As the School is being formed, invitations will be sent to faculty, encouraging those who are interested to join us in this new endeavor. We believe that many of our new interdisciplinary programs will have tremendous appeal to a lot of people who are concerned about ecology, natural resource, and environmental issues.

Who will make tenure and annual review decisions for such a diverse, interdisciplinary unit and group of faculty and staff?

We recognize that faculty and staff might be concerned about the tenure and annual review process if they become part of a larger, interdisciplinary entity. Standard departments are at least a known commodity. This concern is probably most obvious when you contrast faculty in the typical ecological sciences with those in the design fields of landscape architecture.

The professional requirements for teaching, research, publishing, and service will naturally vary widely among specific disciplines. It will be important for the faculty and the College to jointly maintain a clear set of procedures and identify the faculty who will provide input on tenure when new faculty are hired. Many associated faculty will remain in other departments, so there will essentially be no change in the process for them. Similarly, we are suggesting that some of WSU's Extension faculty and personnel could be grouped under the leadership of a Coordinator of Natural Resources Extension, to make sure that their performance review processes remain the same. It will also be important that the Director of the School be an individual who is broadly experienced and supportive of all aspects of the School's professional components and mission.

How to Join the School of NRE

After the final proposal to form the School is reviewed and approved, we anticipate that the College will issue instructions for faculty who would like to be part of the School. However, in the meantime, the Implementation Committee would like to determine how many people might potentially want to collaborate with the School, either as a "core" founding member with a formal role in teaching, research, or extension, or as an "associate" member participating on more of an ad hoc basis when opportunities arise. All participants will simply be listed as School Faculty on external communications and marketing. Don't preclude the possibility that your position or appointment could be changed to allow this to happen if you want to be in the "core" faculty. However, you certainly needn't leave your existing department to collaborate with the School either. Either way, we would like to know if you are potentially interested in being a part of the School and would like to learn more about the opportunity when the time comes.

To indicate your potential interest in being part of the School of Natural Resources and Environment, please contact the Faculty Implementation Committee (email: rdsayler@wsu.edu).

Additional Questions or Comments?

Please Give Us Your Feedback¹

If you would like to submit a question or comment to be addressed by the Implementation Committee, or simply to give us some feedback on your own thoughts and ideas about the proposed School of NRE, please do so. Given the importance of this endeavor to the future of the College, Washington State University, and the State as a whole, we hope to hear from many people (*email link*: rdsayler@wsu.edu) or call 509-335-6167.

¹ School of NRE Implementation Committee: David Baumgartner, Matt Carroll, Shulin Chen, Janean Creighton, Allan Felsot, Emmett Fiske, Bruce Frazier, Sean Michael, Bill Pan, Rod Sayler (chair), Phil Wandschneider. Administrative Liasons: Claudio Stockle, Pete Jacoby, Jr.

Appendix 1:

Cooperative Extension and The WSU School of Natural Resources and Environment

A new School of Natural Resources and Environment will create opportunities within Cooperative Extension for synergisms, efficiencies, and, enhanced educational programs. There are implications for Extension: how we are organized, how we collaborate with each other and conduct our programs, and how the public and our clientele view us. Depending on the final organization of the new school, many Extension field faculty will have a unit they can identify more closely with and affiliate with than any that exists in the current college structure. Related Extension, teaching and research faculty should be able to work together with more effective, integrative collaboration. A reorganization of Extension administration with a program area identified as natural resources and environment would provide direction and advocacy not present in the current configuration.

Many Extension educational programs deal directly with issues and subject matter related to natural resources and environment. Major NR&E program efforts are conducted in many related subject areas across the state dealing with topics such as agriculture and natural resources, forest, wildlife, range, and watershed stewardship, environmental stewardship, 4H and youth natural resources, water quality, urban and environmental horticulture, and energy conservation.

There are programs and people conducting natural resource focused programs that don't identify or fit well with traditional agriculture or human/consumer sciences programs. The School of Natural Resources and Environment would be a vehicle to better integrate field faculty/county agents conducting natural resource programs with on-campus faculty. Appropriate field faculty/county agents could affiliate with the School to strengthen connections to WSU and the teaching/research faculty.

To provide for the opportunity for input from Extension colleagues, this topic was discussed at the October, 2002 All Extension Conference Association of Natural Resource Extension Professionals (ANREP) session. Also input was sought from all Extension personnel across the state by email using the extension list serve.

Following are questions posed and replies from several Extension folks responding to some questions related to the formation of a new school. In general, these are very positive and even enthusiastic comments about the school concept. These responses provide a representative overview of the interests and thoughts of many Extension faculty with regard to the formation of a new School of Natural Resources and Environment.

*What Cooperative Extension programs, units or individuals should or perhaps might be affiliated with the **School of Natural Resources and Environment**?

*Would you be interested in affiliating with the **School of Natural Resources and Environment**?

***What positives or negatives you see for Cooperative Extension with the formation of the School of Natural Resources and Environment?**

I believe that the opportunities for the School of Natural Resources and the Environment are huge at the field level. Speaking from the field or county standpoint, if these issues are identified as key by local advisory systems, and I am sure they will be, then we have a strong partnership opportunity. The benefits to the School are the statewide network for program delivery and the benefits to the extension system is a School to assist with program content. I think the partnership will provide enhanced opportunity for funding from a variety of sources.

This is good news. I see an affiliation for our extension foresters, but of course you would know that. I also see a tie-in with WSU' Extension's Water Quality Team, Master Gardener Program, and my Naturalizing the Landscape Series. I think it will be an attractive field for students. Keep me posted. I'm interested.

This makes perfect sense to me! I can think of a thousand ways my programs could benefit. It would allow a much better coordinated focus on issues facing the environment and how we go about coping with them from salmon to road side spraying. Keep me posted and involved as this develops.

When it comes to Coop Extension's water quality related programs, there are several that should or perhaps might be affiliated with the School of Natural Resources and Environment We have a range of different programs including: Watershed Stewards volunteer training programs in 6 counties; Native Plant Salvage Program; Training programs for developers and realtors on water resource issues; Some lake programs; Some youth programs; There is also the after school forest education programs that are cropping up around the state (Title III funding)

This new school and the "process involved with the move" could help to develop and strengthen affiliations between field faculty and on-campus faculty.

I think that one of the greatest strengths could be a greater affiliation and more opportunities between on-campus programs and programs out in the counties. Some quick ideas include:

- * Having real world problems and projects brought into campus classrooms.*
- * Classes may also be able to provide assistance through brainstorming solutions to problems or perhaps developing materials to assist with county based programs.*
- * Extension field faculty being able to provide mutually beneficial "field" opportunities for campus students.*
- * Greater awareness (by WSU Faculty as well as others outside of WSU) of the pool of expertise across WSU working on these issues.*
- * There are many more...*

Negatives - only if this ends up being a paper exercise.

I think this is a good concept. It can bridge departments. In my own case, even though I am housed in Crops and Soils, I present programs that deal with agronomic crops, horticultural crops, range, noncrop, aquatics, and urban issues when dealing with weeds. I would be interested in being part of this school. I really don't see any negatives for extension.

A very interesting development. You should consider possibly involving the WSU Cooperative Extension Energy Program in Olympia/Spokane in your development efforts. We have outstanding, training, teaching and outreach capabilities....past history: no one from Pullman has been willing to seriously consider our capabilities as adjunct faculty with curricula and budget support. Several people here may have an interest.

The new School concept sounds useful to me and of course it should have extension educators associated with it. We already have people working on natural resource and environmental issues. Regarding other players, I think that the Center for Sustainable Ag & Natural Resources would be a natural. They appear to be focused on agriculture, but that could change. Another player/associate should be Nick Lovrich in the Political Sciences Dept. (Gov't Services). Nick is leading an effort to form a "Natural Resources Leadership Institute" and has \$\$ from NMFS to get started this year. It will provide training primarily to agency staff who have regulation responsibilities at first (I think) then branch out from there. The hope is that those staff people can work more effectively with communities and private citizens. I also think that Bill Budd's unit would be a good fit with the proposed School.

If this school is established, I would hope that it would not distance itself from the agriculture community. So many of the environmental disputes have natural resource people and agriculturists pitted against each other. We need to keep those folks talking together and understanding each others' issues and points of view. I would be interested in affiliating in some way with the new school if it was flexible enough to incorporate public issues dispute resolution (e.g. natural resources issues) into its mix.

Schools of Natural Resources (or similar titled entities) are fairly common around the country. But they usually combine forestry, fisheries and wildlife, leaving agriculture separate, or no? I've observed that when enrollment drops in individual departments, consolidation helps keep programs alive.

It seems that there are programs and people conducting natural resource focused programs that don't identify or fit well with traditional agriculture or human/consumer sciences programs.

I am already affiliated, at least on paper with DNRS but since have had effectively zero interaction with it. I'm not clear sure how a name change will alter lack of integration unless policy or commitment is also changed. OSU did this effectively years ago and made it work. Why can't we? My guess is that campus administrators lacked the commitment to make it happen. A name and policy change will not make any difference without a commitment to implement change.

From my perspective out in the sticks, reshuffling fte's into a new aggregation will have little impact. The problem is more organic; it's how we conduct our business, not our organization chart. Either way, little impact will occur until we start to do a more effective job at planning, executing and evaluating programs integrating extension and research.

I am very supportive of a new school. . . think it is critical given the importance of "quality of life" in the region. I would hope that it could be construed / marketed:

- 1) as very very interdisciplinary*
- 2) use borrowed staff from many other departments so it starts with a strong tenured faculty*
- 3) be focused on bio-regional issues e.g. similar to the Frazier Insitute- the Center for the American West*
- 4) invite proposals e.g. the new joint center for dispute resolution that President Rawlins is supporting could be out of this school.*

Thanks for asking, please keep me posted and let us know how we can be supportive!

an obvious inclusion for the new school would be the people associated with water in all it's forms...
