Sustaining Forests, Enhancing Lives: A Strategic Vision for 2014

A Report to the Dean of the College of Forestry and the Forestry Executive Committee[1]

June 2, 2009

The purpose of this document is to report the recommendations of the Strategic Vision Team (SVT) to the Dean and the Forestry Executive Committee (FEC) regarding future programmatic areas in which the College should place more emphasis over the next five years in order to enhance its scientific and social relevance as a contributor to the quality of life people enjoy. In addition, the SVT developed a recommended marketing identity (branding) for the College, also at the request of the FEC. Throughout the report more contemporary terminology is used to better reflect a more holistic perspective and the complexity of the challenges our programs address in educating students, expanding fundamental knowledge, solving researchable problems for our stakeholders, and conveying research results through our outreach program.

In the report the SVT has identified an overarching theme and supporting themes or areas in which additional emphasis should be placed. Each supporting theme has specific desired outcomes. For most of the supporting themes the College already has varying levels of effort underway. In this regard there is an element of relabeling and bundling of current programmatic areas to better relate to a broader constituency.

Although the SVT has identified areas for increased emphasis, this should not be interpreted to mean the College should walk away from professional and basic scientific strengths (e.g., forest management, forest engineering, wood science and technology, forest biological and physical sciences) for which there will be continued demand. To the contrary, these core strengths form the foundation that will allow the College to expand existing efforts or establish new efforts to address the supporting themes identified in this report. These strengths are essential to the College's ability to meet the forestry and forest-related needs of Oregonians and beyond. Key among these is College excellence in teaching, research, and outreach related to 1) the manipulation of forest vegetation to achieve varying mixes of ecological, economic, and social benefits as defined by forest management objectives and 2) the development of new wood-based products and innovations that improve existing products or production efficiency.

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This report is not a strategic plan although it could form the basis for one should the Dean and FEC decide to do so. While members of the SVT were keenly aware of current financial constraints, our charge from the FEC was to offer a vision for future programmatic direction and not to develop a strategic plan or a strategy for reducing costs. Both the FEC and SVT recognize the importance of considering strategic programmatic needs/opportunities and the desire for distinction and excellence in our programs when decisions are made by the FEC and Dean regarding the reduction of expenditures. Development of a strategic programmatic vision to help guide College leadership in the months ahead that is focused on emerging needs and opportunities, is the primary SVT contribution to the decision-making process. **The extent to which these recommendations can be implemented by 2014 will be tempered by how quickly the economy recovers from the current recession and successful resolution of the College's financial challenge.** One thing is clear, however, the College should make appropriate, measured programmatic adjustments during the next five years if the desire is to remain relevant and a top tier academic institution.

Context and SVT Perspective

Every day forests provide benefits vital to life and the quality of human life in particular. Forests have been important to humans for thousands of years and they will become increasingly vital as the global human population grows by another 30 % by mid century. This growth will place added pressure on forests everywhere but especially in places where economic development and investments in new knowledge and technological innovation lag. Sustaining forests and their many benefits is the foundation for everything we do in the College of Forestry.

Forests are key to a healthy planet, a healthy economy, and a healthy people. They house the richest diversity of native plants and animals on land, a biological diversity without which life on earth would be greatly impoverished if not impossible. They cleanse the air of pollutants, including CO_2, producing oxygen and ameliorating climate change in the process. Forests are the primal source of all the wood products we use from tissues to furniture to rayon shirts to LCD screens to cardboard boxes to the paneling and framing in our homes. These forest products create wealth for our communities and sustain a wide array of jobs in both rural and urban settings. Forests could soon re-emerge as sources of renewable "green" energy. They already provide people with the cleanest drinking water from any land use. Forests offer abundant recreational and spiritual retreats. Yet forests around the world are under constant threat from conversion to other land uses, and outside of Oregon and other economically prosperous places, to unsustainable management practices.

In Oregon, the major threats to forests are conversion to other uses, the increasing vulnerability of federal forests to climate-change induced droughts, pests, and fires and the disinvestment of private forest owners as other nations take market share for forest products. Nationally and in Oregon there is a move to "green" economies through better use of renewable materials and energy. Wood products and biomass energy or biofuels can make significant contributions to

these efforts. In response to global competition and federal court rulings we are seeing a marked differentiation in how and for what forests are managed. Many private forests are being managed more intensively for wood products and other forest resources that generate revenues to the owners while many federal forests are shifting away from their historic roles in the nation's fiber supply to emphasize ecological and aesthetic values. Moreover, issues related to global change (e.g., climate change and land use) are of growing concern to scientists, policy-makers and the public. Concerns about creating markets for ecosystem services, adapting management practices to climate change, and ensuring clean and abundant water from Oregon forests are just several of the concerns many Oregonians have in common.

The increasing urbanization of our population is accompanied by a "disconnect" between many citizens and the natural resources that sustain their quality of life. While many citizens may not be aware of the complex interactions and feedback mechanisms between forest ecosystems, management practices, and the diverse values they derive from forests, they do want to see greater balance between the economic, ecological, and social values. This more holistic perspective focused on sustainability changes the social value lens through which forests and forest management are viewed by society. All of these trends require responses and leadership from academia in degree curricula, research focus and outreach programs.

These are among the reasons why it is so important the College retain its ability to solve contemporary and emerging forest-related problems and in the process uphold its status as a top tier academic forestry institution. In order to continue to make significant contributions to the quality of life humans aspire to achieve, the College must carefully chart its future, particularly during these difficult economic times. The College of Forestry is well equipped to address these changing needs and in fact is already addressing many of them to varying degrees. However, although our traditional stakeholders recognize and appreciate these efforts and value the College for its excellence and breadth of programs, the general public and urban populations in particular, have little knowledge of what we do or the breadth of our programs. This perception is limiting our ability to build a more diversified stakeholder base. We need to ensure all Oregonians know their College of Forestry has a global reputation for excellence in all aspects of forest science, management, and wood science and technology.

In 2002 the College of Forestry unveiled a new strategic plan titled "Creating Our Future." It established our vision, mission, core values, the challenges facing the College, themes, influencing factors, goals, and action initiatives. Little did we realize at the time just how quickly the world we operate in would change - but change it has. The College needs to adjust its focus to address the new realities, challenges, opportunities, and values people treasure while retaining its traditional core strengths which will continue to be in high demand and essential for addressing new issues.

The recommendations contained in this report are supportive of Phase II of the OSU Strategic Plan. More specifically, the report's overarching theme, supporting themes and associated

desired outcomes, are consistent with the University's imperative to "…foster exceptional education, research, and outreach initiatives that sustain human well being and improve the quality of human life." Moreover, the themes identified in this report are clearly supportive of the three Signature Areas for Distinction identified by the University: 1) Advancing the Science of Sustainable Earth Ecosystems, 2) Improving Human Health and Wellness, and 3) Promoting Economic Growth and Social Progress.

Report Development

To develop this report the SVT assembled and evaluated programmatic (teaching, research, and outreach) and financial information about the College. This involved both current and trend information. The SVT also relied on previous reports such as the 2007 Mega Trends Report developed internally by a faculty committee. Considerable time was devoted to focus groups to conduct SWOT (strengths, weaknesses, opportunities, and threats) and SWOT-like analyses both internally and externally. SVT members held four meetings with members of the College, a meeting with the Oregon Forest Research Laboratory Advisory Committee, stakeholders in Portland, interviews with opinion leaders (individuals with broad experience at the policy level with forests and forestry in Oregon), and seven academic forestry administrators from peer institutions (Colorado State University, University of Georgia, University of Idaho, University of Minnesota, Mississippi State University, University of Montana, North Carolina State University). The latter interviews were conducted to learn more about what changes have occurred recently, or are being contemplated, in other forestry programs and the reasons for them. It should be noted that while a wide variety of viewpoints were heard in these discussions and interviews, no attempt was made to obtain a representative sample of people in these various groups, although there was a great deal of consistency in the comments obtained that helped guide the SVT's recommendations.

The Team evaluated the above information in aggregate and developed initial ideas for the College's identity and themes to be emphasized by 2014. Through a series of meetings these were further discussed and modified culminating in a SVT retreat on April 2. From the retreat and follow-up meetings, consensus recommendations were developed and described in an April 29 draft report. Subsequently the draft report was provided to the Oregon Forest Research Laboratory Advisory Committee, FEC, and the faculty, staff, and students of the College for comment. Numerous comments were received which were evaluated and integrated into the final report as appropriate.

Strengths

The College of Forestry is internationally known for excellence and has been recognized by some measures as the number one forestry program in the United States. Compared to other academic forestry institutions, it also has one of the most comprehensive programs in the world. Among our current core programmatic strengths are forest management, forest engineering,

forest ecology, and wood science and technology; strengths that will be necessary as the College addresses the recommendation in this report. For example, the College has a long tradition of strength in planning and implementing active forest management to achieve multiple land management objectives; something that will be essential to the overarching and many of the supporting themes. We have reason to be particularly proud of the students who graduate from our undergraduate and graduate programs to become tomorrow's leaders and innovators. In order to address evolving programmatic needs, the College also will need to maintain or build additional strength and excellence in Social Science, Ecosystem Science, Material Science, Silviculture, Soil Science, Biometrics/Monitoring, Engineering Science, Economics, Forest Biology/Physiology/Genetics, Political Science/Policy, Business Management, Hydrology, and in the development of analytical tools in many disciplinary areas, either within its own ranks or through collaboration with others.

One of the College's most impressive strengths is the strong, and in many cases long-term, relationship it enjoys with cooperating organizations. For example, the College has collaborated with the USDA Forest Service Pacific Northwest Research Station and the USDI USGS Forest and Range Ecosystem Science Center for many years on a wide range of research topics. In fact, many federal scientists have courtesy appointments to our faculty. Another example is our research and service cooperatives which are typically focused on a single issue of economic and/or ecological significance. Many of these cooperatives have been in existence for decades which suggests that member organizations highly value the new knowledge they receive from the work done by College scientists staffing the cooperatives.

Many things make the College of Forestry unique. Chief among them is the quality of our faculty and their reputation for excellence in all that they do. Our Wood Science and Technology degree program is one of only 11 accredited by the Society of Wood Science and Technology. Moreover, it is one of only two such programs west of the Mississippi River. The new Oregon Wood Innovation Center has a growing reputation for effectively assisting Oregon's wood products industry to become more competitive and it is serving as a model for four programs at other academic institutions seeking to build capacity. Our Forest Engineering degree program is accredited by both the Society of American Foresters and the Accreditation Board for Engineering and Technology and is one of only three such programs in the United States. In fact, it is the only Forest Engineering program west of the Mississippi River. The College also has one of the most comprehensive Forest Ecology programs in the country characterized by a faculty with international stature.

Recommendations

College Identity and Overarching Theme

College Identity: We want to be known and respected for excellence and relevance in programs that address diverse values associated with forests for the benefit of Oregonians and national and international constituencies. However, as we inevitably reduce costs, we realize we cannot sustain programs in all areas of interest to Oregonians, but we desire to achieve excellence in key areas essential to human well-being. We want to be seen as a center of unbiased academic excellence of which Oregonians can be proud. With these considerations in mind, we want to be identified by the public as a College devoted to:

"Sustaining Forests, Enhancing Lives"

In support of this image, the College of Forestry conducts teaching, research, and outreach programs focused on sustaining the diverse values, products, and services of forest ecosystems that enhance the quality of human life.

Overarching Theme: Sustaining Forest Ecosystem Services within a Changing World

We view forest ecosystem services as representing the full suite of functions carried out by, and outputs provided from, forested ecosystems. Examples range from the uptake of atmospheric carbon in photosynthesis to products for human consumption (such as mushrooms, wood, or water) to attributes of forests that contribute to human psychological and spiritual well-being (such as visual amenities and aspects of religious significance). Historically it has been common to focus attention only on the consumable products of the forest (such as wood, water, and grazing) when considering the value of forests to humans. But people value forests for more than these products. Research over the past century has revealed that forests play a central role in the functioning of an array of critical earth systems, including gas concentrations in the atmosphere, the water cycle, and solar energy reflectance. These functions, in turn, contribute to a vast array of other ecosystem processes that regulate the earth's climate and hence its habitability for humans and other plant and animal species.

It is critical for future forest managers and wood technicians to understand the full breadth of services provided by forests and the complexity of interactions and feedbacks that occur within forests and between forests, human and other biophysical systems. Likewise, this understanding is crucial to the development of future scientific research and the promulgation of enlightened environmental policy. **It is essential we educate students and conduct research and outreach programs to address different elements of the full spectrum of forest and wood products possibilities, including both traditional and innovative approaches.** Raising the visibility (and, in some instances, the legitimacy) of heretofore non-market ecosystem services in decision-making and policy processes may require the development of markets or valuation methods that would allow their comparison with normally marketed products. For research, this range and

diversity of forest ecosystem services suggests the value of investigative programs that are fundamentally multidisciplinary in nature, including the biological, social, and physical sciences. For teaching and outreach, it suggests the need to provide perspective and context on the broad range of forest ecosystem uses and outputs.

As we integrate a broader understanding of forest ecosystem services throughout our teaching, research, and outreach programs and focus more attention on specific aspects of forest ecosystem services (the following supporting themes), it is important we recognize and acknowledge these services are increasingly influenced by global change forces, one of which we have identified as a supporting theme for the College (Climate Change and Forests). Today there are unprecedented rates and severities of change to ecosystems worldwide. Global change forces driving shifts in the structure and function of ecosystems include climate change, land use, global markets for wood, proliferation of invasive species, and accumulation of pollutants. These drivers of ecosystem change and associated services are synergistic and have been exacerbated by human activities, especially over the past century. Changes in the structure and function of many terrestrial and aquatic ecosystems are apparent. Synergistic effects of change can lead to "no-analog systems", expressed by marked shifts in forest species composition and disturbance regime changes, especially in temperate and boreal forests. Because forest ecosystems are inherently resilient to "normal" disturbances and stressors, management and conservation of forests can in part offset the forces of change by such activities as sustaining a rich biological diversity, sequestration of carbon, maintaining water and air quality, and cycling of nutrients. These and other ecosystem services provided by forests can only be maintained by understanding the basic processes of ecological changes in concert with the changes that are being expressed in the sociopolitical arena in response to the risks presented by these global stressors. Hence, approaches to addressing these problems must involve teams of individuals representing the social, biological, and physical sciences as reflected by the disciplinary areas in which we need to build strength.

Supporting Themes and Associated Desired Outcomes

Within the broad overarching theme, the College has identified five supporting themes or areas of emphasis we want to build strength in over the next five years to address some of the most important problems facing Oregon and the world. This is not to suggest these are the only things we will do but it does convey the need to pay more attention to the areas described by the supporting themes and to infuse the broader perspective of the overarching theme throughout our teaching, research, and outreach programs whenever possible. **It is important to recognize that the supporting themes are highly integrated and interdependent.** The fact there is overlap among supporting themes serves to illustrate the point these are complex issues that require multidisciplinary, integrative approaches, something the College and OSU are particularly well suited for. For each of the five supporting themes there are specific desired outcomes. The outcomes describe what we recommend needs to be achieved in terms of addressing theme-related issues.

Supporting Theme: Renewable "Green" Materials and Energy

This supporting theme addresses a role for the College in strengthening Oregon's forest sector through actions that lead to greater economic benefit to landowners through renewable natural resources and sustainable products to meet the needs of an urbanizing and consumptive society. This is centered around maximizing the economic value to owners of forests specifically managed for economic benefit through innovations in forestry and increased demand for renewable green materials to meet society's needs. This theme recognizes that without a competitive forest industry in Oregon it will be difficult, if not impossible to sustain productive, diverse and resilient private forests and contribute to rural economic vitality, addressing values held by both rural and urban populations. It will also be impossible to ensure that renewable local materials and products with low embodied energy costs will be available for consumers, reducing the impacts of depending on imports transported long distances to end users. Meeting Oregon's or the nation's green needs and desires with imports undercuts support for sustainable domestic forest management.

Desired Outcomes

1. The College is recognized as an innovative world authority in the sustainable, profitable and socially acceptable production and use of renewable forest resources, particularly wood-based products.

2. The College is seen as the principal educator of the next generation of forest industry and government agency leaders and innovators in the western U.S.

3. College innovations and discoveries in science, engineering, technology and business approaches are widely recognized as essential to a strong and expanding forest sector that drives Oregon's green future.

4. The College is a key partner with others in the region seeking to establish Oregon as the western center for bio-based alternative energy and green buildings.

Supporting Theme: Water and Forests

There is little doubt that concerns about water resources will continue and very likely grow in importance over the next decade, especially in the western U.S. A recent survey showed that Oregonians ranked water quality protection as the single most important forest value, higher than either economics or wildlife habitat. In addition, forest lands are a primary source of water supplies for domestic use, irrigation, and aquatic habitat, uses that are facing increasing demand and competition. This now includes areas where water has long been viewed as an abundant resource, such as western Oregon. Projected effects of climate change are expected to exacerbate many of the concerns about water resources from forest lands.

Although not widely known today, the College of Forestry has a 40-year history of involvement and leadership in research, teaching, and outreach on the interactions between forests, forest practices, and water resources. Some of this activity directly contributed to the adoption of the original Oregon Forest Practices Act and Rules, as well as key rule revisions that followed. The College has maintained a strong emphasis on forests and water over the years, with substantial research efforts, many dozens of students earning graduate degrees in forest hydrology, and hundreds of students and others attending classes and outreach programs in this subject area. However, given the issues mentioned above, the theme of water and forests is expected to be an area of even greater opportunity and identity for the College as it looks to the future.

Desired Outcomes

1. Water is a major integrating theme that connects people and programs in the College and fosters strong collaborations with other units on and off campus. The College is a key partner with other OSU units (e.g., Institute for Water and Watersheds) working to solve water-related problems and educating tomorrow's leaders and innovators in water management, research, and policy.

2. The forest hydrology concentration in graduate degree programs is efficiently structured to serve student needs and is effectively marketed to attract the best students in sufficient numbers.

3. College of Forestry faculty members are seen as leaders in solving regional water problems that are related to forestlands and forest management.

4. College programs and faculty are regularly asked to provide support to policy and decision makers on forest issues related to water resources. The Oregon Legislature, Congress, municipal watershed managers, water organizations (e.g., Portland Water Bureau), and state and federal agency leaders see the College as an essential partner in solving Oregon's water-related challenges.

<u>Supporting Theme: Climate Change and Forests</u>

While the precise causes and consequences of climate change are debated, most scientists agree the world's climate is changing in ways not easily explained by historic cycles and variations, and that in future decades the global climate will be very different than it is today. There is strong evidence that human-mediated increases in atmospheric CO_2 as well as land use changes that affect energy adsorption by the earth's surface contribute to global climate change. Oregon's forest ecosystems and forest practices lie at a nexus in considerations of climate change impacts and mitigation because our forests contain one of the largest repositories of carbon in the world, and small changes in forest practices have the potential to either deplete or enhance those stores. The ecosystem processes, biotic communities and ecosystem services such as timber production

in our forests are also vulnerable to shifts in climate. There is an urgent need to understand and predict likely impacts, and where possible mitigate undesirable impacts.

Given the importance of Oregon's forests in critical questions concerning global climate change, it is not surprising that many faculty in the College of Forestry are already deeply involved in research and policy discussions related to climate change. OSU faculty members are at the forefront in developing models to predict impacts of management on carbon storage and on carbon/water exchange of forest ecosystems in response to climate variations. It is also not surprising that there is strong interest and expertise in climate change throughout the OSU campus and elsewhere, and that College faculty members are strongly networked with researchers, educators and policy makers outside of our College. What is surprising is how little external awareness and recognition there is of the climate change expertise that currently exists in our College. Also, our expertise in research related to climate change is not well represented in our curricula and outreach programs.

The College has already initiated strategies to coordinate and enhance climate change research and education. This thematic area will amplify and broaden these efforts.

Desired Outcomes

1. The College is recognized as a world authority on the impacts of climate change on forests and on the management of forests to both mitigate and adapt to climate change impacts while sustaining important forest ecosystem services.

2. The College provides credible, useful information to the Oregon public and beyond about impacts of climate change on forest ecosystems and mitigation of those impacts.

3. Research and information from the College influences climate change-related policies throughout the world.

4. The College is a key partner with other units at OSU, in the region, and in the world (e.g., the Oregon Climate Change Research Institute, the Institute for Natural Resources) in climate change research.

5. The College educates next-generation scientists, technicians, educators and policy-makers to understand the complex socio-ecological problems related to climate change and to work in interdisciplinary teams to address these problems.

<u>Supporting Theme: Forests for Human Communities</u>

This supporting theme recognizes the importance of forest values not previously emphasized by the College that are vital to people and their communities, whether these forests are in an urban or wildland setting, or at the interface of communities and forests. For example, the built

environment, including large-scale civic developments, suburban communities, and industrial zones are intermixed with discontinuous tracts of forested areas. Human communities enjoy a wide range of benefits from these urban forested areas such as recreational opportunities, wildlife habitat, erosion control, aesthetic value, and storm water management. A recent study commissioned by Portland Parks and Urban Forest Department revealed that Portland's urban forest canopy is a complex multi-species, multi-aged resource valued at roughly $5 billion that produces over $52 million in environmental and aesthetic values annually. Roughly 1.5 million trees grow on publically owned property in Portland, comprising just under half of the urban forest canopy and costing the city and private property owners over $6.5 million annually to maintain.

Communities also benefit from large, continuous tracts of forested areas in rural and natural settings that provide recreational and spiritual opportunities, fish and wildlife habitat, good air quality, temperature and climate regulation, high water quality and quantity, and wood products. For all forestlands in Oregon, over 60% are held in the public trust, and 64% are managed for multiple resources or as reserves. Over 80% of all timber harvested in Oregon comes from private forestlands, which are governed by state legislation that emphasizes balancing timber production while conserving diverse values.

In keeping with the overarching theme, the College should increase efforts to address these important forest-related values. First, this supporting theme targets planning and management activities of urban forests in the built environment, which are significantly different than those associated with wildlands and industrial forests. Second, this supporting theme targets the recreational and educational values of forests to increase public understanding and appreciation for forests and forestry. Outcomes of this supporting theme increase the relevance of the College through its teaching, research, and outreach programs that enhance people's use of forests and their understanding of the relationships between human communities and forests. Given the many values placed on forests, information produced and disseminated from the College will be used to guide forest conservation in the face of global change, and manage forests in novel ways to maintain these diverse values. Our target audiences include forest recreationists, educators, municipal and utility foresters, city planners, environmental policy makers, community activists, and ultimately anyone who values forests.

Desired Outcomes

1. Teaching, research, and outreach programs in Urban and Community Forestry are approved and operational.

2. Collaboration in Urban and Community Forestry with OSU's Department of Horticulture and Portland State University's Nohad A. Toulan School of Urban Studies and Planning is well established.

3. Through its outreach program, the College has a program to provide the public with information about the relationships between forest ecosystem services in an environment of global change. The program is a collaborative effort with private and public organizations.

4. The College integrates social, economic, and ecological dimensions of forestry in its teaching, research, and outreach programs wherever possible.

5. The College is a key partner with agencies, organizations, and businesses responsible for managing forests for social values including recreation, health and well-being, and tourism.

Supporting Theme: Environmental Humanities

The field of Environmental Humanities is a broad-based examination and exploration of the natural environment from the fine arts, social, cultural, ethical, historical, and literary perspectives. It integrates knowledge and understanding of how the fine arts, history, and cultural traditions intersect with and influence science, public policy, legal, and industrial concerns. Although the College has a long record of scientific exploration and development of new knowledge, the interpretation of that information through our cultural expressions of philosophy, art, and literature has not been developed. We believe the humanities can serve as a bridge between the College and the broader society. The interpretation of scientific information through various components of the humanities is a natural linkage to aspects of our society and cultures that we have not previously engaged. These interpretations give rise to actions, such as changes in life styles, policies, and advocacy among citizens to promote changes in environmental ethics. By developing this perspective with others on and off campus, we encourage our students and faculty to embrace all interpretations of the importance of forests to society and become relevant to those in society who hold diverse views of the importance of forests.

In exploring the importance of this supporting theme, the SVT was drawn to work done by Kathleen Dean Moore (OSU Distinguished Professor and Writer Laureate). She argues for greater collaboration between scientists and those in the humanities on important issues such as climate change. She contends that any conclusion about what should be done to solve a complex ecological problem be based on two premises: the empirical premise (typically what scientists do) and the normative premise (typically what those in the humanities do). The empirical premise is "… based on observation and experiment, grounded in science: this is the way the world is, this is the way the world may soon be. The normative premise is "…based on cultural values and ethical norms: here is the collected human wisdom about what is of value, what is worthy, what is our obligation to the future of humanity and the rest of the natural world. From the combination of facts and values, but from neither alone, we reach conclusions about what we ought to do. If this is so, then to achieve rapid cultural change, scientists would be well advised to actively seek partnerships with those who work in the world of the second premise." (Kathleen

Dean Moore, *The Logical Necessity of Collaboration Between Sciences and Humanities*, unpublished). This perspective is important for a number of reasons but chief among them is the need to be mindful that how knowledge is interpreted by people will be affected by the values they hold and their cultural norms. This has implications for how we communicate in our teaching, research, and outreach programs.

Desired Outcomes

1. The College has developed alliances with the arts and humanities at OSU to advocate for the development of a baccalaureate-core requirement in environmental literacy on the OSU campus.

2. The College participates in and jointly sponsors events that showcase multiple perspectives of forests through the arts, humanities, and science.

3. Our undergraduate and graduate students and our faculty have a broadened perspective and appreciation for the diverse values associated with forests and forestry.

4. Faculty make greater use of the arts and humanities to communicate research results and their implications, particularly to audiences outside of the scientific community.

Implementation

If adopted, implementation of the recommendations in this report will in all likelihood be a gradual process extending into 2014. Clearly the rate of change and the extent to which recommendations can be implemented will be largely determined by how quickly the economy recovers from the current recession and how successfully the College cultivates new sources of revenue and reduces costs. However, raising the level of awareness among faculty and students about the substance of the overarching and supporting themes so they can start to be integrated into our existing programs can begin relatively soon.

In pursuing the five supporting themes and associated desired outcomes identified in this report, the College must build on existing strengths. Clearly it is in the best interests of Oregonians for the College to continue to produce well prepared professionals in forest resources and wood science and technology. Demands for this expertise will increase as the economy improves and retirements among baby boomers increase. At the same time, it will be important for the College to equip its graduates with the knowledge necessary to tackle the new challenges reflected by the overarching and supporting themes. This should be accompanied by some adjustments to the focus of our research and outreach programs. As these changes occur, faculty may be asked to take on different responsibilities or shift their emphasis between teaching, research, and outreach in order for the College to gradually move in new directions.

Within a year of completing the 2002 Strategic Plan, the plan was all but forgotten. The SVT urges the Dean and FEC to move toward incorporation of this vision document into a full strategic plan that forms the basis for on-going decision-making so that it does not suffer the fate of the 2002 effort. To do so would ignore obvious changes in Oregon and make the College less relevant to the needs of both rural and urban Oregonians. Once the full strategic plan is developed, the SVT recommends the FEC institutionalize annual reviews of progress on achieving individual supporting themes and associated desired outcomes.