

Two Unit Model. Resource User Continuum

	A Wood Science and Forest Engineering (All aspects of making useful stuff out of wood and wood fiber and chemicals. Design and implementation of operations to access forests and extract wood)	B Forest Ecosystem Sciences, Policy, and Management (Science, management and policy of forests for full continuum of uses and purposes from wilderness to tree farms)
Research and Expertise Program Areas	Biodeterioration, Wood Protection & Product Durability Composite Materials Forest Products Business & Marketing Timber Engineering & Structural Design Wood Anatomy & Quality Wood and Adhesives Chemistry Wood Products Processing Timber Harvesting (Wood Quality /Processing) Harvesting process engineering Transportation system design and mgmt Forest operations analysis and production planning Landscape planning and harvest scheduling Precision forestry Forestry workforce development and safety Watershed management and soils research to support forest operations, ie road and harvest related erosion, off road soil compaction.	Hydrological sciences Forest Meas., Remote Sensing & GIS (3) Natural Resources Ed & Ext Forest Restoration and Ecology Forestry/Wildlife Silviculture & Forest Regeneration Forest Ecology Forest Genetics Tree Physiology Forest Health Statistics Global Change/Biogeochemistry Forest Econ, Policy & Planning Forest Social Science Forest Soils (2) Recreation Forest Genetics (applied) (1)
Co-ops	Wood Utility Pole Watersheds (related to operations)	NW Tree Improvement Research Nursery Technology PNW Tree Improvement Swiss Needle Cast Vegetation Management Tree Biosafety and Genomics CIPS
Campus-based Extension Programs	Sustainable Living FP Manufacturing FP Marketing and Business Mgt OWIC Timber Harvesting Watershed Management (for OPNS)	Forest Health Taxation Silviculture
Initial Curricula Home (3)	BS in Wood Science and Technology BS in Forest Engineering Double BS degree program in FE/CE BS in Forest Operations Management	BS in Forest Management BS in Recreation Resources Mgt BS in Natural Resources BS in Tourism and Outdoor Leadership

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Strengths	Weaknesses
<p>Greater dispersion of UG curricula than Models 1 and 1 Prime.</p> <p>Will probably reduce administrative costs more than other models.</p> <p>Disciplinary mixing in both units.</p>	<p>The size of both units will make administration more challenging particularly in Unit B.</p> <p>Diffuse identities and missions in both units, esp. for students and stakeholders given the wide range of program emphases. This could exacerbate an existing problem.</p> <p>Reduced Federal research support concentration—will need greater College attention to providing this.</p> <p>Will be a challenge to develop mission cohesion and focus in Unit B and possibly Unit A.</p>

Comments

Links forest operations to rest of forestry only through landscape planning and harvest scheduling. Separates tree growing from harvesting and interrupts supply chain focus.

Will highlight need for consistency in requirements and demands for graduate degrees. Given the wide range of research and disciplines, some students may feel that their fellow students' Ph.D. (for example) degrees were less (or more) rigorous than their own. This is already a problem voiced by several recent FR graduates and may worsen as this department broadens even more.

Potential challenge with parity in Unit B P&T process. Some social science faculty currently in FR, for example, often teach 4-6 courses / year and RFP's / grants in this field are often more applied in focus and offer less than \$100K funding per project. How would these faculty members be evaluated compared to those who teach much less (if at all), have a different science focus, and have more resources to attract larger grants?

We should consider more interdisciplinary undergraduate and graduate degree programs. We have a critical mass of faculty (especially in FS and across campus) that focus on conservation biology and related topics. Perhaps Unit B could be a good fit for developing an UG program initiative in this area? This could help, in part, balance curricula.

Will cause current FS faculty to teach undergraduate courses in Unit B. This would be good because undergraduates would be able to learn new skills from experts in these fields. It could also be bad, however, because it may reduce faculty focus on research and attracting large grants, and may force some faculty who may be excellent researchers, but fair teachers to redirect their focus and strengths.

Unit B encourages interdisciplinary research and the potential for attracting massive multi-disciplinary (e.g., combine social and physical sciences) and multi-agency project grants (e.g., multiple universities), which is good. A tradeoff, however, is that this unit would need more administrative support to administer these large and complex projects.

We will need to ensure WSE and FE are able to retain strong identity based on traditional clientele relationships—new unit may struggle with identity.