

# Western Forester

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## Forestry Education Today and Tomorrow: A National Perspective

BY TERRY L. SHARIK

This article focuses on forestry education at the national level and is designed to provide context for the other articles in this issue.



Since 2003, undergraduate enrollment trends in forestry and other natural resource fields have been monitored under the auspices of the National Association of University Forest Resources Programs (NAUFRP), [www.naufrp.org](http://www.naufrp.org). This group is a consortium of 69 institutions of higher learning whose purpose is "to advance the health, productivity and sustainability of America's forests by providing university-based natural resources education, research, science, extension and international programs." Member institutions collectively educate virtually all foresters receiving their professional degrees in this country, and organization members include the 50 institutions in 38 states whose forestry degrees (Bachelors and/or Masters) are accredited by the Society of American Foresters.

Data represented by 36 NAUFRP institutions from across the country and spanning the period 1980-2006 show enrollments at their highest level in 1980, dropping steadily to about half that level through the end of the 1980s, increasing steadily again through the mid-1990s to a level nearly equal to those in 1980, and then

falling again steadily through 2003 before showing a slight rebound. Trends were similar in all four major regions of the country, including the West.

Over this period, forestry enrollments declined by nearly two-thirds and showed a sharper drop than any other field of study in natural resources, going from about 47 percent of enrollments across all fields in 1980 to only 23 percent in 2006. Moreover, whereas several other fields, principally fisheries and wildlife and natural resources and the environment, have shown modest increases in enrollment since 2003, enrollments in forestry have continued to decline. Interestingly, this continuing decline in forestry enrollments parallels the situation in several other developed countries around the world and thus will be a major topic of discussion at the first international conference on Forestry Education and Sustainable Global Forestry in Beijing in December 2008.

These rather dramatic decreases in enrollments in forestry, especially since the mid-1990s, have been of major concern to academic institutions and those who hire its graduates, especially in light of the pending increase in rates of retirements in the professional forestry sector. As a



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**Field experiences are an important component of forestry programs.**

result, several meetings were convened by the NAUFRP leadership and others in the private sector in an attempt to explain why students have increasingly turned away from forestry as a field of study.

Included among the possible explanations given were: (1) considerable uncertainty in the existence of jobs in forestry; (2) relatively low salaries compared to other professions; (3) an increasing disconnect between society, particularly young people, and forests (and their resources), in turn driven largely by increased urbanization; (4) a tendency for minorities to gravitate toward fields of study that are perceived as addressing issues affecting their communities; (5) rigid, narrow curricula; (6) science "phobia" by students; (7) a relatively long period of time beyond a bachelor's degree to obtain a terminal

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# Forestry Education Today and Tomorrow

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professional degree compared to other fields outside of natural resources (that also pay better); (8) an increase in similar degree programs outside formal colleges of natural resources, especially in the areas of environmental studies and science; (9) negative public perceptions of forestry; (10) a lack of intellectual leadership and charisma nationally concerning forestry and related natural resource issues; (11) lack of marketing, communications and education regarding the benefits of sound forest management and opportunities for a fulfilling professional career; and (12) fewer students matriculating in colleges and universities.

Indeed it is quite possible that all the above factors may contribute to the downturn in enrollments, except perhaps for the last factor as statistics indicate enrollments in institutions of higher learning in the U.S. overall have been increasing since at least 1987 and

are projected to increase well into the future.

The explanations given above were provided by academicians and practicing professionals, when in fact it is students who decide whether or not to enter in a forestry degree program. Thus, in 2004 and 2007 a national survey of students enrolled in undergraduate forestry degree programs in the U.S. was conducted. These students were mostly juniors and seniors and leaders in the student chapters of SAF. When asked why they decided to matriculate in forestry, the majority listed a love of nature and the out-of-doors as the main reasons. When asked conversely why they may have been hesitant to enter a forestry degree program, over half listed a perceived lack of job opportunities and low wages. A fewer number specified academic concerns, namely low awareness of the programs and specialties available, and difficult or uninteresting courses, while others noted career challenges such as adverse work conditions, over-commodification of

resources, and contentious/political issues. An even fewer number specified social concerns such as a negative public image of forestry, gender bias in the profession and family disapproval.

Overall, these preliminary results lend some support for explanations 1, 2, 5, 6, 9, and 11 as reasons for the downturn in forestry enrollments, with 1 and 2 far outweighing the others.

The survey results are limited in scope in that they do not include students from disciplines other than forestry, either within natural resources or beyond. What is it about other natural resources disciplines that may be more appealing to students than forestry? The limited information available does not suggest that higher salaries or a greater availability of jobs are the reasons. Beyond the natural resource fields, it could indeed be that greater earning potential and more job opportunities may explain some of the downturn, and that students with a strong attraction to nature and the out-of-doors will satisfy these needs as a hobby. However, these questions cannot be answered without a major survey of students that spans the full range of career opportunities provided by a college degree.

Another avenue worth exploring as a reason for the downturn in forestry enrollments nationally since the mid-1990s has to do with the NAUFRP institutions themselves. In most cases they offer the full range of natural resource degree programs that exist at their institutions, and they have been diversifying these offerings over the last several decades. In tracking these offerings, in many cases these institutions offered only a forestry degree with several options within this degree program, including such things as wildlife management and recreation. However, as student demand for these options grew, these institutions elevated them to the level of full degree status, increased the number of courses relative to that particular discipline at the expense of required forestry courses, and removed them from consideration for SAF accreditation in professional forestry. This trend follows from the enrollment numbers where forestry degree pro-



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4033 S.W. Canyon Rd. • Portland, OR 97221 • 503-224-8046 • FAX 503-226-2515  
rasor@safnw.org • michele@safnw.org • www.forestry.org/wf

**Editor:** Lori Rasor • **Assistant:** Michele Docy

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Oregon and Washington State Societies' Northwest Office

### State Society Chairs

**Oregon:** Marc Vomocil, Starker Forests, Inc.,  
P.O. Box 809, Corvallis, OR 97339;  
541-929-2477; marc@starkerforests.com

**Washington State:** Zoanne Thomas, P.O.  
Box 489, Vader, WA 98593; 360-274-2051;  
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**Inland Empire:** Jennifer Costich-Thompson,  
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Please send change of address to:  
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**Next Issue: Climate Change**

grams matriculated nearly half of the natural resource students in 1980 compared to less than a quarter in 2006. In addition, these institutions added more general degree programs, variously titled natural resources, applied ecology, environmental studies, conservation management or restoration ecology. These programs, typically not accredited by any professional organization, offer more flexibility in course requirements and thus permit students to tailor the program to their specific needs and career aspirations. They also provide employers with “broad thinkers” who have the capacity to bring together sometimes divergent perspectives provided by students educated in the more traditional and narrowly focused degree programs such as forestry.

The diversification of degree programs is also reflected in the titles of the academic colleges in which forestry degree programs reside. Among the 69 NAUFRP institutions, about 74 percent of the academic colleges or stand-alone schools within which the forestry program resides at these institutions, do not have the word “forest” or “forestry” anywhere in the title, while about 19 percent contain one of these words in combination with others (e.g., agriculture, natural resources, environment) and only six percent have only these words in their title. These same figures for academic departments, divisions and schools within colleges, where the management responsibilities for forestry curricula reside, are 43, 19 and 38 percent, respectively. In contrast, the number of academic units bearing either “forest” or “forestry” in the title was substantially higher 50 years ago. Thus, the trend has been away from such usage as a part of the diversification of offerings.

What does all of this portend for the future of forestry education in the United States? The trend in forest management is toward sustainability as the organizing force, with strong public involvement in the decision-

making process given divergent opinions on the value of various services provided by forests. This in turn implies that instruction should put greater emphasis on the social sciences to complement a strong grounding in the biological and physical sciences, and the integration of all three to sustainably manage forests in perpetuity. Moreover, many of our most



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**Students learn about the milling side of the business during an OSU College of Forestry field tour.**

pressing issues concerning forests are extremely complex and global in extent (e.g., climate change, biodiversity, invasive species) and thus will require cooperation among forest scientists and managers from around the world in dealing with them.

Finally, it may be worth considering if it is possible to produce professional foresters at the undergraduate level given the scope and complexity of the issues and the associated sets of knowledge, skills, abilities and behaviors/attitudes required of those managing forests. Currently, there are only four NAUFRP institutions that provide a curriculum that leads to the first professional degree in forestry at the Master's level, typically preceded by a solid liberal arts education at the undergraduate level. Two of these institutions are private, one of which was the first in the country to offer a professional degree at the graduate level and the second to offer a forestry degree at any level. The remaining two are public non-land-grant institutions. Unlike non-land-grants, land grants have a strong mandate to serve the citizens of their respective states as a part

of their charter. All, in essence, follow the model of the “learned professions” of law and medicine in accrediting at the graduate level. This is in contrast to the other NAUFRP institutions, most of which are land grants that follow the model of the engineering and agriculture professions.

It is interesting to note that society has seemingly valued these learned

professions more so than other professions as evidenced by the disparity in starting salaries, perhaps because they see a more direct connect between these professions and human well-being. Will it in fact be the case that the public will increasingly make the connection between the health of ecosystems, and forests in particular, and the well-being of people, and value the professionals who manage these ecosystems accordingly? Based on

our survey results, such a change would most likely attract more students to these professions. ♦

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*Terry L. Sharik is professor, Departments of Wildland Resources and Environment and Society, College of Natural Resources, Utah State University in Logan. He can be reached at [terry.sharik@usu.edu](mailto:terry.sharik@usu.edu).*

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# OSU Offers Eight Curricula Through the College of Forestry

BY ED JENSEN

**U**ndergraduate enrollment in the College of Forestry at Oregon State University is robust and growing. Employment prospects are very good and look bright for the future. And our curricula are changing to meet new challenges and expectations.



## Enrollment Update

In contrast to many forestry programs around the world, our undergraduate enrollment has increased dramatically since the mid-1990s. In each year since 2000, we've experienced significant growth—in fact, our 2008 enrollment is at a level not experienced since the late 1970s.

What accounts for this success? It's a combination of factors:

**1. Investment in recruiting.** Since 2000 we've invested heavily in recruiting, including targeting Hispanic populations, working with inner-city youth in middle and high schools, and making regular recruiting visits to every high school in Oregon. Visits to high school math and science classes have been especially successful in helping prospective students discover our various forestry majors, in diversifying our student population, and in improving the academic quality of incoming students.

**2. A deep, rich set of curricula.** We currently offer eight curricula through

the College of Forestry. We have modified and updated each of our traditional curricula, like Forest Management (FM), Forest Engineering (FE), Wood Science and Technology (WST), Recreation Resource Management (RRM) and our dual degree in Forest Engineering and Civil Engineering (FE/CE), and have added innovative programs, like Forest Operations Management (FOM), Tourism and Outdoor Leadership (TOL) and Natural Resources (NR). While enrollment in our traditional programs has remained fairly steady, enrollment in our new programs has really taken off.

**3. Quality education.** The quality of our classes and instructors is unsurpassed; clearly, this is a key to successful educational programs. Our entire instructional staff is committed to offering high quality, relevant forestry and natural resources education.

**4. Investment in student success.** We have an effective and efficient student-centered academic advising system that plays a key role in attracting and retaining students. We actually attract students to our college specifically because of the high-quality advising we provide.

**5. Scholarships.** The cost of tuition and fees continues to rise everywhere, and OSU is no exception. In-state students currently pay over \$6,000 per year in tuition and fees (out-of-staters pay nearly \$19,000), plus an additional \$8,200 for room and board, and over \$1,500 for books and supplies. Because of generous support from alumni and other donors, we are able to award nearly \$500,000 in undergraduate scholarships each year to help offset these costs.

**6. Partnerships with public and private employers.** Producing students who are ready to work and ready to serve is our primary educational goal. Employers and others who engage our graduates help us understand their needs and how we can prepare our students to achieve desired outcomes. They also provide sites for field trips, internships and summer employment, each of which is critical to the success

of our students.

**7. Investment in K-12 education.** Since the early 1980s, we've actively engaged elementary and secondary educators and students in forestry and natural resources education. Our Oregon Natural Resource Education Program has helped educate thousands of K-12 teachers about how and why Oregon's natural resources are managed. Over the past 10 years, Oregon Wood Magic has educated over 20,000 third and fourth graders—on campus, in Portland and around the state—about the properties that make wood such a useful material. Finally, for over 20 years, the college has offered a "Forestry for Teachers" class for education majors at OSU. These investments have a long and uncertain payback, but we're confident that they've contributed to our success.

## Curriculum Update

The depth and breadth of our curricula have kept the College a vibrant place. Our long-standing curricula in FM, FE, FE/CE, WST and RRM have all undergone recent and significant changes to increase their relevancy to the current environment and their attractiveness to today's students. FM, RRM and WST have all moved to option-based curricula to give students more choices in tailoring their academic programs. FE and FE/CE have received ABET accreditation so important to engineering programs and graduates. Relatively new programs like our interdisciplinary program in NR prepare students to work in jobs that commonly cross disciplinary boundaries. Our new program in TOL prepares students for work in the burgeoning tourism industry, and our newest degree in FOM combines elements of engineering, forest management and business.

In addition to the technical skills required in each of these curricula, we also strive to improve skills in communications, critical thinking and problem-solving, leadership and teamwork, and collaboration and conflict resolution that are so vital to success in today's world.

## Employment Update

Tracking employment of recent graduates is an uncertain business, and predicting future employment is

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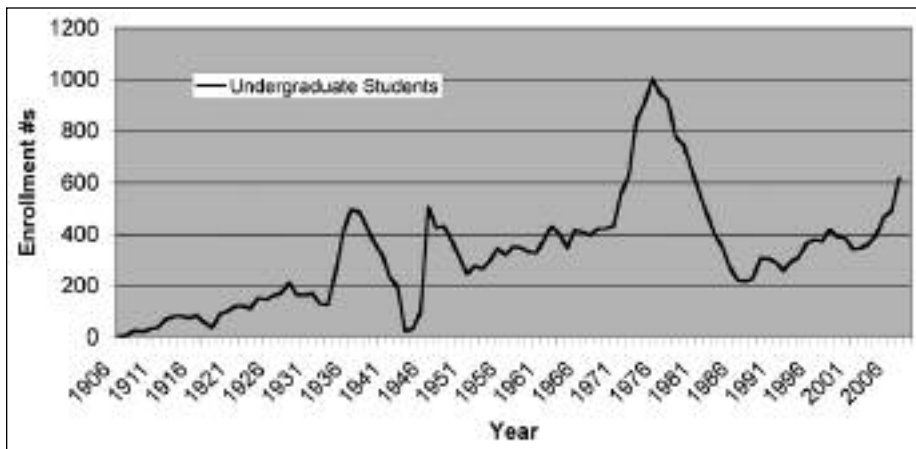
even trickier. Certain majors have very specific career expectations and options, while others don't. Some students choose graduate school, travel or service commitments over immediate employment, while others need to complete several seasons of seasonal or part-time work before securing full-time jobs. All of this makes it difficult to make clear, definitive statements about employment.

That said, our current graduates enjoy excellent job prospects. Those graduating in FE, FE/CE and WST are almost certain of receiving multiple job offers, while those in FM have excellent prospects for permanent employment. Students in RRM and NR often search a little longer for permanent opportunities, but most are successful. We anticipate high demand for students in our two newest majors, FOM and TOL, but these are too new for an established track record.

Approximately 35 percent of our recent graduates go to work for the federal government, 26 percent for state and local government, and 39 percent in the private sector.

Employment prospects for the

## OSU College of Forestry Undergraduate Enrollment 1907-2007



future seem bright, with projected retirements in many agencies and organizations far exceeding the number of students that we graduate. Because the nature of those jobs are changing, as well as the organizations offering the jobs, we are working to develop in our students a set of skills that will prepare them for moving into a changeable job market.

### Summary

Our enrollment is robust, employment prospects for our graduates look

excellent, and our curricula are deep and rich. Like many organizations, we are experiencing funding challenges, but from where we stand, forestry education in Oregon is healthy and has a bright future. ♦

*Ed Jensen is Associate Dean for Academic Affairs, College of Forestry, Oregon State University, in Corvallis. He can be reached at 541-737-2519 or [ed.jensen@oregonstate.edu](mailto:ed.jensen@oregonstate.edu).*



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# Changes Underway at University of Washington

BY B. BRUCE BARE

**T**he University of Washington's College of Forest Resources modified its undergraduate BS curriculum in 2003. At that time, it was faced with declining enrollments in its accredited forest management major. In addition, enrollment in six related curricula: wildland conservation, wildlife science, environmental horticulture, paper science engineering (PSE), forest engineering, and sustainable resource science were also declining or not growing as fast as we desired. While not unique to the UW, this enrollment trend is common at many other forest schools around the world. When enrollments decline and do not show signs of returning to more acceptable levels, university administrators begin to consider reallocation of resources to "higher-demand" programs.

After much debate, our faculty elected to retain our paper science engineering curriculum while consolidat-



ing the other six curricula into a new program—*Environmental Science and Resource Management (ESRM)*. This curriculum offers degree options in Landscape Ecology and Conservation, Restoration Ecology and Environmental Horticulture, Wildlife Conservation, and Sustainable Forest Management. For a variety of reasons, we did not seek accreditation from SAF for this latter option within the ESRM curriculum. However, a new professional Master's degree in Forest Management was developed and is accredited by SAF. This 5th-year degree is closely integrated with the Sustainable Forest Management option of the ESRM BS curriculum as a 4-1 degree program so qualified students may receive both degrees in five years.

SAF accredits the first professional degree in forestry at either the BS or Master's level, although some universities offer both degrees as SAF accredited programs. Our faculty believe that offering the first professional degree at the Master's level is the right choice for our circumstances. We are a non-land grant research university in a large metropolitan area with a robust forest

products industry and a community with growing interests in environmental and natural resource issues. Coupled with the academic disciplines of our 12 new faculty, worldwide changes in population growth, ethnic and racial diversity of our students, climate change, global trade, energy, water resources, and the changing demands of society for sustainable forest practices, we believe that professional forestry education should be elevated to the graduate level. Further, we believe that this is in the best interests of the UW, the SAF, the profession, and above all, the future leadership we expect from today's graduates.

Forestry is not the only profession to accredit curricula at the Master's level. Recently, the ABET Board approved accreditation of both BS and MS programs for engineering curricula. Other professions such as law, business and medicine have long required a Master's degree (or higher) to practice their professions. Given the complexity of contemporary forestry and natural resource issues, we believe that a Master's degree is the preferred future professional degree. Our more generalized ESRM curriculum has proven attractive to a growing number of students and our SAF accredited Master's is preparing highly educated and skilled graduates who have been readily employed. Enrollment in our two undergraduate curricula (ESRM and PSE) increased 19 percent from autumn 2006 to 2007 and 15 percent from autumn 2007 to 2008. Thus, we expect to see growing interest in our professional Master's program.

Complicating our curricular issues is the June 12 decision by the UW Board of Regents to form a new College of the Environment at the University of Washington in Seattle. The new College was created without specifying its organizational structure, program offerings or faculty composition. Thus, at this time all existing UW degree programs, curricula and organizational structures remain unchanged and, while discussion proceeds, the College of Forest Resources continues to function exactly as it did prior to the Regents' decision.

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have the opportunity to participate with the new College of the Environment in two ways: 1) as a core unit; or 2) as a collaborating unit.

If Forest Resources becomes a core unit, it will be converted into a school led by a director and not a dean. The director will report to the dean of the College of the Environment and not the Provost as is now the case. Within the university hierarchy, deans control funds allocated to their colleges, including the expenditure of private discretionary funds raised by their development staff. They also work with state and federal elected officials as well as government agencies and private NGOs to improve the well being of the colleges they represent. Without a dean, Forest Resources will lose the leadership and status of a college and our influence on and off campus will be diminished. In the short term, if we become a core unit, we anticipate that our existing graduate and undergraduate curricula, our research centers and programs, our faculty and staff, and most existing

college resources will transfer into the new school and remain intact. Our focus on forestry and natural resources will continue, but we will be continually challenged to retain the resources required to maintain and grow our cutting-edge academic programs. Although resources into the new College of the Environment may eventually grow, Forest Resources' ability to capture our fair share of these resources and to retain the resources we now enjoy is problematic.

If we choose to participate as a collaborating unit, which at the time is the preferred mode of participation by the majority of our faculty, we will remain as an independent College, continue to build our collaborative relationships with the new College, and fully participate with joint faculty appointments, cross-list classes and seminars, and participate in the new interdisciplinary advanced environmental institute. We will also work with the new College to build new research opportunities, new initiatives that promote environmental literacy on campus, and continue to

offer a full suite of natural resource curricula and programs.

Lastly, we believe that a strong partnership with the Washington State community college system is another way to ensure that the UW sustainable forestry program remains vibrant and strong. We encourage community colleges to work with us to prepare their students to enter our ESRM BS curriculum as juniors, complete their BS degree requirements in two years, and complete their professional forestry education by enrolling in our SAF accredited Master's program in Forest Management. This 2+2+1 educational model offers Washington students an unmatched educational opportunity to become the future leaders of the natural resources community. We look forward to the challenges that lie before us as we embrace this educational model. ♦

*B. Bruce Bare is dean and professor at the University of Washington, College of Forest Resources, in Seattle. He can be reached at [bare@u.washington.edu](mailto:bare@u.washington.edu).*



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# COCC: Hands-on Education in the Heart of the Pacific Northwest

BY BRET MICHALSKI

**T**he Cascades rise rapidly in western Oregon, wringing precipitation from the storms moving eastward off the Pacific. Forests transition rapidly from Douglas-fir-hemlock to subalpine fir and Engelmann spruce, to dry ponderosa pine until finally forests dwindle altogether in a sea of juniper, sage and bitterbrush. Perched on the lower slopes of Awbrey Butte in Bend is the campus of Central Oregon Community College (COCC), in perhaps one of



the best locations in the West to house a Forest Resources Technology program.

COCC has offered a two-year forestry degree in Bend since the late 1960s, and today the Forest Resources Technology (FRT) program is one of the cornerstone programs of the college. Located within easy driving distance of the Deschutes National Forest, the Willamette, Winema and Umpqua national forests are also within reach. These national forests, coupled with lands administered by Deschutes County, the city of Bend and private landowners, provide nearly limitless opportunities for outdoor, experiential learning activities, and the FRT

Program at COCC takes advantage of such resources at every opportunity.

## The Degree

What is a two-year forestry degree and how does it fit into the profession of forestry? The program at COCC is geared toward producing field technicians. In a sense, the curriculum is analogous to the final two years in a Forest Management bachelor's program. Most people associate the word "technician" with a person with hands-on skills, and this is true of graduates of the COCC program. However, a person with a sound theoretical base as well as practical, applied skills makes a better technician, and COCC's forest technicians possess both.

The program's curriculum offers applied theory instruction in the areas of forest ecology, entomology and pathology, silviculture, harvesting and wildland fire management. Skills courses develop student abilities in mapping, measuring and surveying, as well as plant and wildlife identification. A capstone course requires students to bring together all of their knowledge and skills to produce and often implement a management prescription for a Central Oregon landowner or administrator. In addition to completing the capstone requirement, students must complete a minimum of two months work experience in the natural resources field, and their work performance is documented and evaluated through a summer course called Cooperative Work Experience.

## The Jobs

Where do these students go when they graduate? A large percentage of graduates find immediate employment in the forestry and natural resources field. While many of the jobs students take after graduation are seasonal, in the last five years the number of permanent positions has been increasing. Many jobs are traditional forest technician positions involving tree marking and thinning, harvest boundary and buffer zone marking, and fire prevention and control. Increasingly, technicians find themselves collecting data for monitoring the effectiveness of management actions, conducting surveys for sensitive wildlife species, and surveying, monitoring and controlling noxious weeds.

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In addition to leaving COCC with the ability to find family-wage employment with a two-year degree, many students choose to pursue a four-year degree in forestry, wildlife, range or related disciplines. A convenient option for COCC students is the Oregon State University Cascades Campus, which is housed on the COCC campus. Students who transfer to OSU Cascades after finishing their Associates degree pursue a Bachelor of Science in Natural Resources. This degree option allows transfer of about 70 percent of the credits from the Associates Degree into a specialty option within the BS called "Natural Resources Technology." This produces students with a strong background in technical skills and an expanded base in theory and management applications. Students entering the professional workforce with both the COCC Associate of Applied Science and OSU Cascades Bachelor of Science in Natural Resources tend to be much more competitive in the job market than students with either degree alone.

### The Faculty

A program is only as good as its faculty, and the FRT program is helped by its diverse and qualified full-time faculty. Many technician programs have one or two full-time faculty with the bulk of courses taught by part-time faculty, which makes for a challenging situation, as turnover in part-time faculty can be high.

COCC is fortunate to have three full-time faculty. Michael Fisher has been in the program for 11 years, with

Bachelor's degrees in both Forestry and Range, and a Master's and PhD in Range Resource Management. He also graduated from the Forest Resources Program in 1990. His expertise in the effects of western juniper on arid rangeland watersheds brings a relevant and unique skill set to the program. He also chairs the Natural and Industrial Resources Department. Ron Boldenow has a Bachelor's in Biology from Calvin College, an MS in Forestry from Humboldt State, and a PhD in Wildland Resource Science from University of California, Berkeley, and has taught in the program since 1999. He brings a background of plant physiology, forest surveying and harvesting to the program. I have taught in the program since 1994 and have a Bachelor of Science in Wildlife Management and a Master of Science in Wildlife Science, with a strong background in wildlife and forestry technician field work, wildlife research and big game management.

### The Future

Through the last 15 years, enrollment in the FRT program has fluctuated, with graduates averaging nine per year since 1997 (range=3-16). In the last five years, the average number of graduates has climbed to 11, and 2009 appears to be no exception. Current enrollment in the program is at an all-time high, with nearly 150 students in first- and second-year courses. Not all

of these students are seeking the Forest Resources Technology associates degree. A significant percentage is pursuing other degree options such as Geographic Information Systems or the Associate of Arts Oregon Transfer or other transfer degree options.

Enrollment in certain key program courses suggests the 2009 Forest Resource Technology graduating class should number 12 to 14, and the class of 2010 could approach 20. Why the increase? Tough economic times usually encourage people to pursue education as a means of improving their job opportunities, and forestry appears to be no exception. In addition, large numbers of retirements occurring within the federal and state agencies has improved the likelihood of permanent employment within these employer groups.

Given the increasing demand placed on our forest resources, and the continued shift toward more holistic, ecosystem-based management of a wide variety of forest values and amenities, it seems safe to say the that role of forest technicians will continue to be important. ♦

*Bret Michalski is an instructor with COCC's Forest Resources Technology program in Bend, Ore. He can be reached at 541-383-7756 or [bmichalski@cocc.edu](mailto:bmichalski@cocc.edu).*

### GRCC Update

The Introduction to Natural Resources class at Green River Community College now has 55 students enrolled, 20 more than last year's large class. While last year's class increase was due to 20 Veterans enrolling as part of the Veterans Conservation Corps, only a dozen new vets came in this year. A survey of the "Intro" students found that the majority heard about the program from via reputation, SAF affiliation, and web research. Check out the program at [www.naturalresourceseducation.com](http://www.naturalresourceseducation.com).

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# New School of Earth, Environment and Society Planned at Washington State University

BY KEITH A. BLATNER

**A**s a result of the Academic Affairs Program Planning (A2P2) process completed in the spring of 2008, Washington State University is in the midst of merging three existing academic units currently housed in two different colleges to form a new and larger academic unit focused on sustainability and the environment. While this effort is still in the formative stages, the basic elements of the proposed unit are beginning to emerge. The tentative name for the new unit is the School of Earth, Environment and Society (SEES). The unit will be composed of faculty members from the existing departments of Natural Resource Sciences and Community and Rural Sociology, as well as the School of Earth and Environmental Sciences. The latter unit resulted from the 2006 merger of the Department of Geology and the Program in Environmental Science.

The mission of the proposed school will be to conduct the multidisciplinary research, teaching and outreach needed to enhance our understanding of the physical, natural and social dimensions of the environment as we envision a future sustainable world. Representing a range of critical synergistic disciplines, SEES faculty will seek to understand and respond to complex global environmental challenges to ensure a biophysically sound, ecologically and socially responsible, and economically viable future.

The proposed school will have three foci: earth sciences, environ-



ment and natural resource sciences, and human dimensions and society. The combined unit will possess strengths in the following areas: solid earth system processes, biogeology and hydrogeology, aquatic ecosystems, landscape and wildlife ecology, human dimensions of managed ecosystems, and systems-dynamics of modeling resource management. The proposed school will have faculty members located on the Pullman and Vancouver campuses.

It is currently expected that the proposed School of Earth, Environment and Society will be formed by July 1, 2009. At this point a director will be selected for the new unit and we will enter into the next phase of the reorganization process. A series of committees will begin working on revised curricula for the unit, promotion and tenure guidelines, and a host of other organizational issues needed for an academic unit to function properly.

Students pursuing degrees in each of the three academic units will be allowed to complete their degree programs and new students will be allowed to certify in the various majors until new curricula are designed and approved by Faculty Senate and the Washington Higher Education Coordinating Board. At the present time, the Department of Natural Resource Sciences offers undergraduate majors in Forestry, Wildlife Ecology and Natural Resources. Wildlife Ecology and Natural Resources are the most popular majors with about 70 certified majors in Wildlife Ecology and 50 certified majors in Natural Resources. The department has approximately 20 certified forestry majors. In order for students to become certified majors at Washington State University, they must have completed at least 24 credit hours of course work with a GPA of 2.0 or better.

The future status of the Forestry major at Washington State University remains uncertain. Although the major was identified for elimination

during the A2P2 process, letters of concern from alumni and meetings with agency and industry leaders and other stakeholders have resulted in a reevaluation of the recommendation to eliminate the major. At this time no final decision has been made by upper administration and the department continues to certify new students in Forestry.

The formation of the proposed school has the potential to strengthen the Washington State University Forestry major and we hope that it will increase the attractiveness of the program to prospective students if it is retained. If we are successful in retaining the Forestry major, we will work to revitalize and refocus this aspect of the proposed school. Recruitment of additional students in the major will be an important first step in this effort, but undergraduate education is only one part of the overall issue. The support of alumni and other stakeholders will be particularly critical given the difficult budget situation facing the state and the university in the forthcoming biennium.

Finally, I think it is important to note that the proposed School of Earth, Environment and Society represents the third major attempt by members of the Department of Natural Resource Sciences and various other units at Washington State University to form a school focusing on the environment and sustainability over the past eight years. There are numerous advantages to being part of a larger academic unit. Among the most important of these is the greater visibility and faculty depth that such units provide for teaching, research and outreach activities. Please join us in supporting these changes. ♦

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*Keith A. Blatner is professor and chair, Department of Natural Resource Sciences, Washington State University in Pullman. He can be reached at [blatner@wsu.edu](mailto:blatner@wsu.edu).*

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# Cradle to Career: Educating Today's Global Natural Resource Professionals

BY BILL McLAUGHLIN

**N**atural resource education at the University of Idaho prepares students to become future leaders in the conservation and sustainable management of our planet's ecosystems. The College of Natural Resources (CNR) offers a wide range of degree programs with an integrated approach. For example, students who want to study more traditional fields of forest resources or forest products broaden their knowledge and skills by studying other areas of natural resource management including: conservation social sciences; ecology and conservation biology; fire ecology and management; fishery resources; rangeland ecol-



## UI STUDENT PROFILE Fabian Keirn, Class of 2007 Fairbanks, Alaska B.S., Forest Products Forester, Tanana Chiefs Conference

After working as a seasonal forestry technician and as a full-time employee for nine years, I needed assistance in



taking the next step toward a professional career. The College of Natural Resources offered me the help I needed and more. In what seems like a short time, the four years at the university offered me a chance to create great personal friendships with the professors, staff and other students through courses, clubs and activities. The university also offered me an opportunity to spend a year studying abroad in Europe as an exchange student without compromising my graduation date. These educational experiences and opportunities have supplemented my own to create a solid foundation in natural resources management that will lead me toward a professional career.

ogy and management; range livestock management; and wildlife management.

From the first day of class, freshmen from all natural resource disciplines study together in a core course, learning skills and applications that will be developed and later applied to natural resource issues anywhere in the world. Our curriculum often pairs teams of students and faculty across programs with local and regional stakeholders and community officials to improve decisions affecting natural resources. As one example, students in CNR's rangeland ecology and management and fish and wildlife programs worked with ranchers and state fish and wildlife agencies to develop one of the nation's first candidate conservation agreements covering both public and private lands.

Other examples include "Local Planning and Smart Growth," a new class taught by a CNR faculty member with expertise in land use planning. The course is part of the university's bioregional planning graduate program, but is valuable to other natural resource majors interested in working for local governments and other agencies on land use decisions. Student teams frequently work with local and regional planners to improve comprehensive land use planning, such as transportation assessment

or community housing and landscape design alternatives.

Our forest products capstone course positions CNR students alongside business management and food science students to create new products or technologies that could be commercialized. This fall's curriculum has students focusing on making sustainable construction materials from recycled waste obtained from Coeur d'Alene and Boise landfills and recycling centers.

## Creating Future Leaders

Working collaboratively with private, public, state and federal agencies to address issues and needs of the state and region will help students find a job. Natural resource employers are seeking students like ours who have hands-on field experiences, are grounded in ecology and management skills, and have an understanding of the people side of conservation and the environment. Career opportunities range from working in the forest resources industry to working with local, regional and national land management agencies and nonprofit conservation advocacy organizations.

Additionally, career tracks are available to help students further define their interests. Selecting a career track is not "required" to graduate. This

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information is to help students better understand the types of careers professional foresters and other natural resources professionals enter.

Our nationally accredited programs, excellent teachers and field experience are a potent combination that gives our graduates a competitive edge in the job market, and even more so if they pursue advanced degrees. CNR graduates find careers in private industry, non-governmental organizations, consulting firms, and state and federal agencies. In fact, 75 percent of our graduates who earn a bachelor's degree find employment in their fields of study within one year of graduating. That percentage rises to nearly 100 for those earning master's and doctoral degrees.

### **A transformational undergraduate experience**

Student clubs and organizations, along with a natural resources-specific living and learning center, help students form deep and long-lasting friendships and discover ways of working together for the common good of natural resources. Undergraduate research and

education opportunities include an elite wilderness experience at Taylor Wilderness Field Station, opportunities for study abroad, and prestigious internships like the National Association of State Foresters that exposes students to how national forest policy is developed.

### **Hands-on Experience**

Lessons learned first-hand usually are the ones that stick. Throughout the CNR curriculum, we incorporate readings, lectures and discussion with hands-on laboratories and field experience. A CNR education leads not only to knowing, but applying students' experiences.

At our state-of-the-art container nursery, students can gain nursery management skills by helping to grow around 400,000 seedlings each year. On our nearby 10,300 acres of experimental forest sites, students learn by doing—as multiple-use managers, as paid members of the Student Logging Crew and in many other roles.

Our field campuses and research areas offer a diverse sampling of Idaho's plant and wildlife habitat,

including rangelands, forests and aquatic environments. These facilities provide our students unique opportunities for educational and resume-enhancing experience.

### **A Smart Choice**

CNR is a smart choice for students seeking applied, professional careers in traditional natural resource fields, as well students who seek a strong liberal studies education that will give them a broader, less specialized academic preparation. Students with either focus are well prepared for a career of their choice immediately after graduation or continuing on to graduate school.

Currently, CNR has 574 undergraduates and 157 graduate students. ♦

*Bill McLaughlin is dean of the University of Idaho College of Natural Resources in Moscow. He can be reached at 208-885-6442 or billm@uidaho.edu.*



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### **UI STUDENT PROFILE**

**Amy Carroll, Class of 2007**

**Twin Falls, Idaho**

**B.S., Forest Resources,  
University of Idaho, Moscow**

Growing up in the heart of Idaho (the Sawtooth mountain range) was my inspiration to go to college at the University of Idaho. After completing my B.S. in forest resources, I



have a desire to learn more, specifically in forest entomology. The University of Idaho has offered me a Society of American Forester's accredited degree and a good foundation of knowledge to start my career as a forester. The university also offered me one-on-one help and advice from my professors, a solid background in forest ecosystems, and friendships I would have never found anywhere else. I look forward to my masters program at the University of Idaho in forest entomology because of the high-quality education and research I will pursue and receive, and the invaluable experiences that lie ahead.

# Sustainable Forestry? Not Without a Sustainable Workforce!

BY JOHN J. GARLAND

**O**n occasion, the forestry profession ponders its future and decries the loss of society membership and accredited forestry schools. However, forestry professionals should also be concerned with the professionals that work in the forest, the transportation sector and the conversion facilities. Professional loggers, truckers, mill-workers, and forestry services workers in regeneration, stand management, fuels reduction, recreation and fire fighting are in short supply.



Foresters need to shrug off their self-interest and indifference and consider the people who actually do the work in the forest to carry out professional management and meet society's needs. While much of production work remains difficult, dirty and dangerous, field use of computers is common; mills are high-tech; trucks are computerized; and mechanized harvesters require the skills of an airplane pilot. Who will produce the goods and services, implement prescriptions and contracts, and balance the age-class colors on the GIS overlay? There are a number of reasons for the worker shortage:

- First, there is no single voice for these workers, and a mixture of state and federal agencies track safety, pay, and workforce demographics and participation rates. The logging sector was moved from the Census of Manufacturing to the Census of Agriculture, which counts trees and

pigs, not people. Western states have better statistics for forestry workers, but a composite regional or national view is not easy to put together.

- The demographics show these workers are aging in proportions higher than the U.S. population (see Figure 1. for loggers in Oregon) or may have peculiar age distributions, like aging truck drivers. By 2007 the proportion of U.S. male workers over age 45 climbed to about 42 percent while Oregon loggers in the third quarter reached nearly 50 percent (<http://lehd.did.census.gov/led/datatools/qwiapp.html> accessed on 9/23/08).

- Comparative wages have lost ground compared to other opportunities, including consideration of benefits for these forestry workers. Prior to 1990, loggers were paid more than Oregon manufacturing workers, but now are paid nearly 20 percent less than those in manufacturing.

- Misperceptions about the nature of the work and its hazards fostered by television's "Most Dangerous Jobs" and "Axe Men." Little is shown about the technologies involved or the personal rewards and nature of the "applied ecology" carried out.

- A new generation of workers (different from current managers and supervisors) who value family, friends, free time and a social life not dominated by work. This generation has only known cell phones, the internet and fast food, and never saw a vehicle window that you roll up with a crank. They may be unable to read a machine's maintenance manual or work hard for long hours.

- The list continues with reasons such as a small pool of potential workers in rural communities, short seasons for work, foreign workers, lack of training opportunities and preparation for work, and little idea of what it is like to work in the forest for potential new workers.

Forestry professionals need to engage and support workforce development efforts along with logger asso-

| Trees and Stands  | People and Workforces                                       |
|---|---|
| Regeneration  | Recruitment   |
| Young Stand Management  | Forestry education and job experiences                      |
| Thinning or Individual Tree Selection                                     | Job selection and placement                                 |
| Fertilization—periodic  | Continuing education and worker development                 |
| Middle age stand management, protection from insects, disease, fire, etc. | Job and career changes, job re-design, selection, retention |
| Old Growth Management   | Aging Workers and Managers                                  |
| Final Harvest & Site Preparation  | Retirement, Succession, Next generation                     |

- The perception that forestry is a dying (mature, sunset, low-tech, old economy, etc.) industry among high school counselors, labor economists and parents who actively dissuade young people from forestry careers.

ciations, forestry services groups, labor groups, educational institutions, equipment manufacturers, state and federal agencies, and others wishing to collaborate on the issues. One example of such collaborative efforts was conducted in Idaho when the Idaho Contract Loggers, Intermountain Forest Association and Idaho Forest Products Commission supported research, survey, reports and a summit on the Idaho Timber Workforce (see [www.idahoforests.org](http://www.idahoforests.org) link to Workforce Development Project). Forestry workforce issues are similar across the United States and reach into other forestry countries around the world.

Foresters may need to reconsider



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how they think about the workforce and recognize that people are somewhat like trees and long time horizons are involved.

What are some immediate actions that can address the forestry workforce problems? From my university and private work, I see some needs that can help immediately:

- Convene another "Future of the Forestry Workforce Conference" like the one at OSU in 1992 that brought some improvements to the Oregon, national and international forestry sectors. Bring groups together to help define problems, review improvement options, establish coalitions, select some actions and deal with "intergenerational" problems. Find a voice for forestry workers.

- Firms can try to maintain the expertise and capacity in older workers by reducing workloads and trying work arrangements that help transfer the knowledge of older workers to new workers. Books, DVDs or the internet cannot replace the tutelage of knowledgeable co-workers sharing expertise.

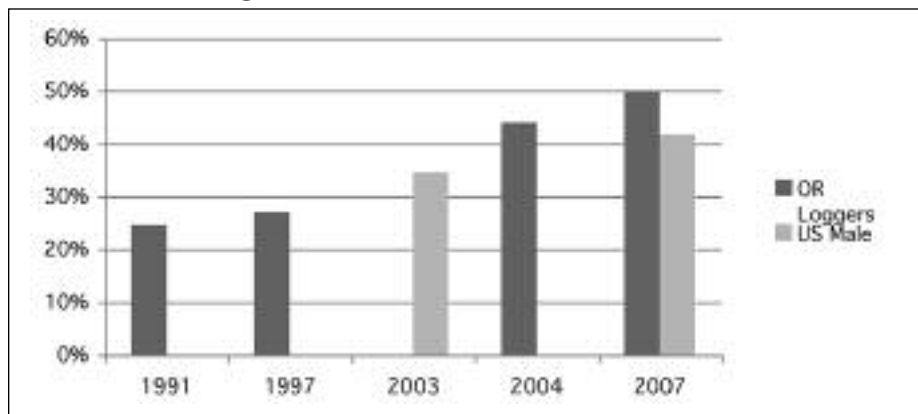
- Work collectively and individually to get high school counselors, labor economists, media, and students and parents to see what real work in the forest entails. Counter the view that many teachers and the media portray of forest workers raping and pillaging the national resource with a challenge to actually work in the industry as a resource steward to protect, use and enhance our forests.

- Work to better understand the new "generation Y (Why?)" workers and how to recruit, train and communicate with them, and re-organize the work in the forest to better match their capacities and needs.

- Make the case that forestry is a "changing" industry, not a dying one—just like the Silicon Forest changes over time. Show the high-tech side of the forestry sector and point out the benefits of a "picnic in the woods" every day!

- Recognize that competing interests will need to be set aside for some common workforce improvements. Speak positively about the future of the forestry sector to any and all who will listen. Don't accept the pessimism of either detractors or colleagues. If you don't believe in a future, no one you encounter will either. Pessimism is self fulfilling; optimism grows slowly

**Figure 1. Percentage of Oregon Loggers and the U.S. male workforce over age 45.**



only with enthusiasm.

- Realize that every individual, every firm and the forestry sector itself are on "trajectories of development" and are headed into the future. Individuals, managers and sector leaders control their trajectory by what they do or fail to do. If you don't like the direction, you are the one to change it.

As individual foresters and the SAF are called upon to join in workforce improvements, strong principles are needed to help shape the efforts toward success for all of forestry. My consideration of forestry workforce issues over the past 30 years leads to several guiding principles.

- It is imperative to get everyone in the sector behind something—not to just react to external forces individually.

- Sector leadership is questionable if individuals can't put aside self interest for the common good.

- Scrupulous honesty and openness are crucial.

- Substantial workforce improvement efforts and better recruitment are needed, and the sector must assure their success and make them visible to the public and potential workers.

- Public interests must be addressed and connections to the workforce emphasized, (e.g., stewardship, envi-

ronmental protection, rural communities, etc.).

- A single, identifiable voice would be best to speak for workforce improvement needs—one credible with the sector and the public.

- Safety and health of workers are unifying forces.

- A cheap fix is not a lasting fix—problem is intergenerational.

- Future sector leaders need knowledge of workers and their issues. Forestry education needs to include safety and health, recruitment, selection, training, motivation of the workforce, and regulatory and institutional structures of employment.

- Solutions for individual firms may not affect sector much—need a rising tide to lift all boats in the forestry sector.

In the current difficult times, many tend toward inaction rather than taking positive steps forward. What is clear about workforce issues for foresters is that if you cannot think beyond the next quarter, next year, the next decade...sustainable forestry may not have a future...and what about you? ♦

*John J. Garland, PE, is a consulting forest engineer and professor emeritus, Oregon State University, in Corvallis. He can be reached at [garland49@q.com](mailto:garland49@q.com).*



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# Workforce Initiatives and the K-12 Audience

BY JULIE WOODWARD,  
MICHELLE YOUNGQUIST AND  
SHANEY EMERSON

**W**hen did you decide to work in forestry? For some, the decision may have come at a life-defining moment; others may feel that they've known all their lives. For many, it is often a person or experience from their childhood or young adult life that inspired them to become a forestry professional. How do we inspire the next generation to enter the field of forestry?

Workforce recruitment may not be a new topic to the forest sector, but it is a resurging one given the recent increases in the rate of retirements and the need for a skilled forestry workforce today and in the future. Many industries, forestry included, have identified the K-12 audience as a critical link to their future.

The Society of American Foresters published a brochure, "Forestry: Is it for you?" that is available to those wanting to gain insight into forest careers. The SAF website ([www.safnet.org](http://www.safnet.org)) provides information on getting started in a forestry career and offers lists of forestry and natural resource positions, as well as links to accredited higher education forestry programs in the United States. However, there is no overall coordination nationwide for recruiting and educating K-12 students about the opportunities within the forest sector. Many states have taken the initiative to develop workforce recruiting programs or resources. These efforts, aimed primarily at K-12 audiences, are the focus of this article.

The organizations highlighted in this article have materials or programs



**Julie Woodward**



**Michelle Youngquist**



**Shaney Emerson**

that can be utilized by SAF members or K-12 audiences in your community. Programs from Idaho, Oregon and California are featured. Within these programs, one can find similar messages and approaches to workforce recruitment. However, each state also has its own strategies and innovations.

## Idaho

The Idaho Forest Products Commission (IFPC) was created by the Idaho legislature in 1992 to provide programs that support balanced, responsible management of Idaho's economically vital public and private forests. The commission is working to address the need for young people, their teachers, parents and mentors, to see the forest sector as a provider of viable career opportunities. IFPC participated in a joint project to learn about forest workforce issues and identify what individuals, businesses, organizations and government can do to help forest businesses improve their ability to competitively recruit, hire and retain a high-quality workforce.

The commission's website, [www.idahoforests.org](http://www.idahoforests.org), shares information and findings from the project and offers several ways Idaho is using the findings to address forestry workforce issues.

The commission has also developed an exciting new web link, "Jobs, Careers and People in the Forest Industry" where visitors learn about forest careers, pathways and opportunities. The commission is using mass media to reach potential new workers and their families through a series of targeted radio advertisements. The ads highlight the varied nature of forest-related jobs—indoors or outdoors, from things people can do right out of high school, or via a trade school or apprenticeship program, all the way through advanced degrees.

Guidance counselors and educators play a key role in helping students explore career opportunities. The commission is working to increase school guidance counselor participation in its educational programs, including the annual Sustainable Forestry Tour for educa-

tors. Nearly one in five educators on the 2008 tour was a counselor. Every year, a new group of students enter the classroom. IFPC's ongoing challenge is to help these students as well as their teachers, parents and mentors recognize the career opportunities in the forest products sector.

## Oregon

The Oregon Forest Resources Institute (OFRI) was created by the Oregon Legislature in 1991 to improve public understanding of Oregon's forest resources and to encourage environmentally sound forest practices. OFRI's strategic plan puts a priority on increasing the number of young people who view forest-sector jobs as career choices. As a result, in 2007 OFRI developed a statewide program titled "Careers in Forestry," which engages high school students in discussions about the importance of Oregon's forests along with opportunities available to them in Oregon's skilled forest sector workforce. Teachers are able to use the Careers in Forestry program to meet new graduation requirement standards set by Oregon State Board of Education, while students learn about career choices and pathways in Oregon's forest sector.

OFRI has developed a series of publications that focus on forestry careers and workforce. Publications include three special reports on employment and careers in the forestry sector: *Oregon's Forestry Professionals*, *Oregon's Forest Operators and Oregon's Skilled Forest Products Workforce*. This trio highlights the growth and diversification of forest sector professions in Oregon.

In addition, two publications aim specifically at high school students and options they may take. *Careers in Oregon's Forest Sector Volume 1: Options for College Bound Students* is an engaging booklet that profiles a variety of career tracks. Education links include a list of degree programs offered by Oregon community colleges and universities. *Careers in Oregon's Forest Sector Volume 2: Options for High School Graduates* is aimed at high



school students looking for satisfying careers that do not require a college degree. Visit [www.oregonforests.org](http://www.oregonforests.org) to order or download a free copy of the publications.

In collaboration with the Bureau of Labor and Industries, Hampton Affiliates, Stimson Lumber Company and the Tillamook Creamery Association, the Tillamook School District created the first Youth Apprenticeship Program in Oregon for industrial maintenance technicians and journeyman millwrights. A Youth Apprenticeship Committee screens Tillamook High School students, selecting those that meet academic and workplace standards for apprenticeships.

The Business Education Compact (BEC) "makes learning real" by engaging students, inspiring teachers and helping Oregon businesses thrive. A nonprofit serving Oregon and Washington, the BEC has been connecting the classroom and workplace with innovative programs for the past 25 years. BEC student internships place thousands of students and educators in the workplace resulting in more hands-on experience and relevance to classroom curriculum, higher student achievement and the opportunity for business to groom a competent future workforce.

The Oregon Department of Forestry (ODF) started a program in 2007 focused on high school students and firefighting. At the program's first project in Philomath, the Western Oregon District secured funding to employ high school students on an initial attack fire crew. Through the summer students stayed busy training, participating in fire prevention activities, helping maintain the readiness of fire equipment and assisting with fire suppression. Students learned more about forestry and potential careers in the field while gaining useful and meaningful work experience.

## California

The California Forest Products Commission's (CFPC) mission is to enhance the public's understanding of the benefits of forestry and forest products in California. A partner program, The Forest Foundation, supports this mission by bringing forest science to today's students and tomorrow's

leaders, and develops on-the-ground solutions to improve forest health throughout the state. One education outreach effort that specifically focuses on workforce recruitment is *Work in the Woods!*—a full color, tri-panel brochure that explores the numerous career opportunities in the field of natural resources. Besides listing careers, this brochure offers suggestions for further research on the new website at [www.calforestjobs.org](http://www.calforestjobs.org), which also offers links to college forestry/natural resource programs, job postings and scholarships.

*Stewards of the Land* introduces high school audiences to modern-day stewards of the land and describes the work of California forestry professionals. This publication is downloadable from [http://calforestfoundation.org/online\\_materials.html](http://calforestfoundation.org/online_materials.html).

Interaction with high school students, teachers and counselors is also an important aspect of The Forest Foundation's workforce recruitment program. The foundation presents programs at high schools that focus on students' interests in any subject and how those interests connect to a career within natural resource management (from lawyers, to electricians, to foresters). At the "California Forestry Challenge," students interact with resource professionals during four days of field trips, field training and presentations. The foundation also connects high school forestry classes with the forest sector to provide opportunities for job shadowing.

CFPC is partnering with the Pacific Forest Foundation to produce a career video that will educate and excite high school age students about careers in the logging and forestry professions. The video will be distributed to high school teacher and counselor organizations, vocational

schools and agricultural education programs such as FFA.

The Central California Consortium (CCC) is an environmental education-based program sponsored by the U.S. Forest Service. The focus is to educate underserved rural communities about natural resources, with an emphasis on multi-cultural outreach. The CCC program also sponsors "Generation Green" clubs at high schools in California to get students involved in the Forest Service and encourage them to continue their education.

## Conclusion

Workforce recruitment programs can have many benefits. Talking about careers in forestry often helps improve students' overall understanding of the forest sector. In addition, recruitment is an important component that connects students' desires and interests with an appropriate career. For example, students who may have a love for the outdoors may be unaware of the vast opportunities within a natural resource career. To ensure a continuous and sustainable supply of natural resource professionals, we encourage every SAF member to take part in their state by helping recruit the forestry professionals of today and tomorrow. ♦

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*Julie Woodward, forest education specialist, Oregon Forest Resources Institute, can be reached at 503-584-7259 or [woodward@ofri.com](mailto:woodward@ofri.com). Michelle Youngquist, education coordinator for the Idaho Forest Products Commission, can be reached at 208-334-4061 or [plt@idahoforests.org](mailto:plt@idahoforests.org). Shaney Emerson is education director for The Forest Foundation and California Forest Products Commission. She can be reached at 1-866-241-TREE or [se@calforests.org](mailto:se@calforests.org).*

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# Joint Washington State/Oregon SAF Leadership Conference

January 16-17, 2009 – Silver Falls Conference Center • Silverton, Oregon

2009 will soon be here and a new team of SAF officers will commence their responsibilities. In preparation for that, WSSAF and OSAF will once again hold our annual Leadership Conference. A cross section of officer participation is what makes these conferences so useful. We will address roles and responsibilities, share "best practices," identify opportunities for chapter improvement and growth, hone our leadership skills, and overall make our SAF an effective and gratifying organization. All Chapter Chairs, Chair-Elects, Chapter officers, Student Leaders and State Executive Committee members are encouraged to attend. This year the conference will be held at the rustic Silver Falls Conference Center, a location befitting a bunch of foresters!

## PROGRAM

### FRIDAY, JANUARY 16, 2009

OFRI Speaker's Bureau Training (10:00 a.m.)  
Lunch (provided) (Noon)  
Welcome and Introductions—**Mark Buckbee** and **Doug St. John** (1:00 p.m.)  
SAF Structure Overview—**District 1 Councilman TBA**  
SAF Bylaws—**John Nesbitt**  
Concurrent Sessions (25 minute sessions—choose 3)  
• Foresters' Fund—**Tim Keith**  
• Chapter Fundraising—**Coos/Emerald Chapters**  
• SAF Northwest Office Services—**Lori Rasor**  
• Chapters and Local Media—**Paul Adams**  
Break (3:15)  
Concurrent OSAF & WSSAF Executive Committee Meetings (3:30)  
Social Time (5:45)  
Dinner with **Peter Hayes**, Oregon Board of Forestry member (6:30)  
After Dinner Social Time

### SATURDAY, JANUARY 17, 2009

Breakfast (7:30 a.m.)  
Council/HSD reports—**Clark Seely** and **Marc Vomocil** (8:00)  
National Office Report—**Michael Goergen**  
Policy Update—**Paul Adams/WSSAF policy chair**  
Break (9:30)  
Concurrent Sessions (25 minute sessions—choose 3) (9:45)  
• Awards program—**Jim Rombach**  
• SAF Taxes—**George Chesley**  
• Certified Forester—**Mick Sears/WSSAF rep.**  
• Science and Technology—**Greg Filip** and **George McFadden**  
PNW forestry programs and where SAF fits in college

recruiting—**Ed Jensen**, OSU Associate Dean

Group discussions/report out—What can state societies and chapters do to increase professional recruitment and increase SAF membership? **All**

Lunch—**Patty Williams**, Executive Director, PNW Chapter of the International Society of Arboriculture (noon)

Adjourn (1:00)

## LODGING

Silver Falls Conference Center has on-site cabins that house two occupants. Cabin rates are \$35 per person, double occupancy. If you wish to select your own cabin mate, please indicate name on registration form, otherwise you will be assigned a cabin mate.

## REGISTRATION

The Leadership Conference registration fee is \$100 (\$120 after December 29), which covers four meals, breaks and all materials. Spouses or guests must also register at the same rate. Please return your completed registration form and check made payable to **Oregon SAF** to: SAF Leadership Conference, Northwest Office, 4033 SW Canyon Rd., Portland, OR 97221. Visa and MasterCard accepted.

## OFRI SPEAKER BUREAU TRAINING (free)

OFRI has scheduled a training of their current Speaker's Bureau presentations from 10 a.m.-noon on Friday. They are seeking foresters interested in being part of their Speaker's Bureau and representing OFRI during short presentations within your community. For further information or to register, contact Jordan Benner of OFRI at 971-673-2951 or [benner@ofri.com](mailto:benner@ofri.com).

## SAF CFE Credits

CFE hours will be available onsite.

## QUESTIONS?

Contact Angie DiSalvo at 503-488-2137 or [adisalvo@worldforestry.org](mailto:adisalvo@worldforestry.org).

## Registration Form – 2009 SAF Leadership Conference

January 16-17, 2009 • Silver Falls Conference Center • Silverton, Oregon

Registration includes all materials and 4 meals (Friday lunch & dinner and Saturday breakfast & lunch)

Name \_\_\_\_\_ SAF Chapter \_\_\_\_\_

Address \_\_\_\_\_ City/State/ZIP \_\_\_\_\_

Work Phone \_\_\_\_\_ Home Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Special Dietary Needs \_\_\_\_\_

\_\_\_\_ Early Registration by December 29: \$100

\_\_\_\_ Late Registration after December 29: \$120

\_\_\_\_ Cabin lodging \$35. Cabin mate request: \_\_\_\_\_

Total: \$ \_\_\_\_\_

### Method of Payment:

☐ Check (enclosed) ☐ Credit Card 

Number: \_\_\_\_\_

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## Calendar of Events

**Wreath Making**, South Puget Sound Chapter meeting, Dec. 4, Green River Community College, Auburn, WA. Contact: Tom Hanson, tom@infoforestry.com, 425-820-3420.

**Forestland Road Cost Obligations**, Dec. 9-10, Tumwater, WA. Contact: Megan Schell, appraisals@dnr.wa.gov, 360-902-1653.

**Caribou Recovery in Selkirk Mountains**, Selkirk Chapter meeting, Dec. 10, Spokane, WA. Contact: Lynn Kaney, lkaney@povn.com, 509-671-3374.

**Learn ArcPad in One Day**, Dec. 10, Tualatin, OR. Contact: Resource Supply, LLC, www.resourcesupplyllc.com, 503-707-6236.

**Sudden Oak Death Treatment Seminar**, Dec. 10, Berkeley, CA. Contact: Ellen Crocker, ellen.v.crocker@gmail.com, 510-643-4282.

**Overview of Forest Management in New Zealand and Tasmania**, Dec. 11, Emerald Chapter Meeting, Eugene, OR. Contact: Jordan Ryder, clearcreekstainedglassco@peak.org.

**Introductory GIS Workshop**, Dec. 11-12, Corvallis, OR. Contact: Michael Wing, michael.wing@oregonstate.edu, 541-737-4009.

**Advanced GIS Workshop**, Dec. 18-19, Corvallis, OR. Contact: Michael Wing, michael.wing@oregonstate.edu, 541-737-4009.

**2009 OSAF/WSSAF Joint Leadership Conference**, Jan. 16-17, Silverton, OR. Contact: Mark Buckbee, Mark\_Buckbee@blm.gov.

**Update on Carbon Credits and Biofuels**, Selkirk Chapter meeting, Jan. 21, Coeur d'Alene, ID. Contact: Lynn Kaney, lkaney@povn.com, 509-671-3374.

**Helicopter Logging Workshop**, Jan. 30, Coeur d'Alene, ID. Contact: Forest Engineering Inc.

**Fuel Reduction on Steep Slopes**, Feb. 2-3, Coeur d'Alene, ID. Contact: Forest Engineering Inc.

**Mechanized Harvesting**, Feb. 4-5, Coeur d'Alene, ID. Contact: Forest Engineering Inc.

**LEED Green Building and Sustainability**, Selkirk Chapter meeting, Feb. 18, Spokane, WA. Contact: Lynn Kaney, lkaney@povn.com, 509-671-3374.

**Oregon Logging Conference**, Feb. 19-21, Eugene, OR. Contact: www.oregon-loggingconference.com, 541-686-9191.

**Chilean Forestry Tour**, March 1-10, Chile. Contact: Anglatin Travel, www.anglatin.com, 800-918-8580.

**Tree School**, March 21, Oregon City, OR. Contact: OSU Extension, 503-655-8631.

**Fuel Reduction on Steep Slopes**, March 30-31, Bend, OR. Contact: Forest Engineering Inc.

**Mechanized Harvesting**, April 1-2, Bend, OR. Contact: Forest Engineering Inc.

**Helicopter Logging Workshop**, April 3, Bend, OR. Contact: Forest Engineering Inc.

**SAF National Leadership Academy**, April 3-7, Coeur d'Alene, ID. Contact: Louise Murgia, murgial@safnet.org, 866-897-8720 x18.

**Variable Probability Sampling Workshop**, Spring 2009, Corvallis, OR. Contact: Donna Williams, conferences@oregonstate.edu, 800-737-9300.

**Oregon SAF Conference**, April 29-May 2, Canyonville, OR. Contact: Eric Geyer, 541-679-2524, EricG@rfpco.com.

**Fuel Reduction on Steep Slopes**, May 4-5, Kamloops, BC. Contact: Forest Engineering Inc.

**Mechanized Harvesting**, May 6-7, Kamloops, BC. Contact: Forest Engineering Inc.

**Washington State SAF annual meeting**, May 6-8, Ellensburg area. Contact: Eric Watrud at 509-925-0947 or eric.watrud@dnr.wa.gov.

**Helicopter Logging Workshop**, May 8, Kamloops, BC. Contact: Forest Engineering Inc.

**Oregon Forest History Roundtable**, May 15, Tillamook, OR. Contact: Doug Decker, ddecker@odf.state.or.us, 503-359-7439.

### Contact Information

**Forest Engineering Inc.:** 620 SW 4th St., Corvallis, OR 97333, 541-754-7558, www.forestengineer.com.

Send calendar items to the editor, **Western Forester**, 4033 SW Canyon Rd., Portland, OR 97221; fax 503-226-2515; rasor@safnwo.org.



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# Coos Chapter Reaches Out to High School Students

BY CRAIG RICHARDS

**H**igh school students from the southwest Oregon coast area were introduced to the many fields of forestry at the Coos Chapter's "Forestry Dinner" held last April. Seven local schools were invited to attend the dinner, which consisted of both lecture and networking segments. Five schools participated and sent nearly 50 students and parents to the event. Twenty chapter members from a range of private, state, federal and family-owned forests backgrounds attended the meeting. Member involvement was significant as they provided one-on-one advice from different employer perspectives to the prospective students.

The program started with recruiters George Swanson and Lisa Perry from Oregon State University College of Forestry and Humboldt State University, respectively, addressing the students and parents.

George talked about the current employment need within sectors of the forest industry and the preparation needed to enter these fields—a critical point to make to the students so they can be fully aware of the courses and subjects they can build on in preparation for their future. He also spoke

about financial opportunities available for higher education, as well as the extra perks that particular employers may offer like company vehicles and retirement plans.

Next, Lisa Perry described the current level of retirements in the federal sector and the need for incoming foresters. One program available in California is an internship where the college student is offered employment in the summer, which then leads to full employment upon graduation. This is good for both parties because the graduate doesn't have to spend overwhelming time looking for a job. Likewise, the employer doesn't have to spend as much time looking for employees because they already have graduates lined up.

Adam Nay, a graduating senior from Oregon State University College of Forestry, addressed the group next. Adam talked about his education experience over the previous five years, the importance of college preparation and the cost to acquire a bachelor's of science degree. His situation required him to take a few terms of community college to save money. His theme brought home the importance of preparation before enrollment, including financial aid available through grants and scholarships.

Both college recruiters discussed various scholarships and funding opportunities offered by the two schools. For example, Oregon State University has a program to help with funding if the prospective student is the first in their family to attend OSU. Humboldt State University has a program that reduces out-of-state tuition on a network level that also works with other educational institutions. The Coos Chapter provided information on their scholarship offered to local students.

After the lecture portion of this meeting, the students and parents had an opportunity to mingle with the college recruiters to discuss programs at their respective colleges and with SAF members to make connections and learn about their work experiences.

This meeting was a great venture because it connects the mission of the Society of American Foresters with our communities and youth. Our chapter starts promoting the science of forestry to our youth at the grade school level through a tree planting event, and this is a way of converging what we have taught them in the field into something that they can build on and turn in to a career. It also gives us forestry professionals hope that the future of our natural resources is in the right hands and that generations to come will be able to enjoy what we have in our lifetimes. ♦

*Craig Richards is chair of the OSAF Coos Chapter. He can be reached at 541-267-2872 or [craigrichards@stuntzner.com](mailto:craigrichards@stuntzner.com).*

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## OSAF Foundation Forum

### Riding Out the Financial Storms

**A**s 2008 draws to a close, dramatic shifts in the financial market are on the minds of most individuals and institutions. The OSAF Foundation (OSAFF) is no exception. The OSAFF's endowment, managed by the Oregon State University Foundation, is designed, at minimum, to maintain the asset base. From a financial standpoint, the OSAFF's budget is realized as quarterly income, which is calculated based upon the average asset balance of trailing 12-quarters.

Historically, the OSU Foundation has provided annual disbursements of 4.5 percent of this balance as operating funds. The Foundation ensures continued growth by "depositing" earnings above 4.5 percent back into the endowment, but fundraising provides the vast majority of endowment growth. Although market losses are not realized until funds are actually removed, the long-term performance of the market must rebound and remain reasonably healthy or disbursements will be reduced on a recurring basis.

The overall asset base for OSAFF has declined from \$325,000 to \$295,000, yielding total losses (realized and unrealized) of \$32,500. However, these figures only represent the first nine months of 2008. Therefore, based on the protocols used to determine the asset balance, the dramatic changes in the market this fall are largely not yet

reflected in the current figures.

What does this mean to the Foundation? The OSAFF Board of Trustees will set the 2009 operating budget at our last meeting of the year in late November. Scholarships represent the majority of the operating budget expenditures, so new and potentially lower scholarship levels will reflect the expected reduced asset base for the OSAFF and the impact of the unpredictable market future.

The operating budget is managed by the OSAFF Board of Trustees to advance the goals of the Foundation, which are to foster forestry education opportunities for Oregon students and enhance public knowledge about professional forestry. Donations are especially important during this turbulent time to offset some of the expected losses and allow the Board to continue meeting our objectives to the maximum extent possible. When looking for a year-end tax-deductible donation, the Foundation would greatly appreciate your consideration.

Regardless of financial challenges, the Foundation Board will continue to pursue opportunities that effectively meet the objectives of the Foundation. We are in the final stages of crafting an updated strategic plan. We also hope to refine the Foundation's role in promoting public education and knowledge of professional forestry. These are exciting

times for forestry as public perceptions continue to change and forestry education evolves to meet public and private objectives into the future.

If you would like to support the Foundation, your tax-deductible contribution (make payable to the OSAF Foundation) can be sent to the SAF Northwest Office at 4033 SW Canyon Road, Portland, OR 97221. To learn more about the Foundation, visit [www.forestry.org/or/foundation/](http://www.forestry.org/or/foundation/).

—Eric Geyer, OSAFF 2008 Chair



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### Golden Members Honored

The Southwest Washington Chapter honored 50-year SAF members at their annual Golden Members lunch on August 27 in Olympia.

Pictured from left to right are Morrie Boles, Stan Blinks, Doug Stinson, Boyd Wilson (new 2008 golden), Mike Jackson (has a few years to go until golden), Harry Anderson, Alex Goedhard, Guy Lusignan, Roy Friis, Bob Tanner and Chuck Lorenz (also has a few more years to go).



# Upcoming Conference Promises Unique Perspectives on PNW Forestry and the Future

BY MEAGAN CONRY

**T**he Umpqua Chapter of the Oregon Society of American Foresters (OSAF) is excited to offer a unique and dynamic conference exploring innovative Pacific Northwest forestry on the global stage. Forestry and natural resource professionals, managers, executives, policy makers and students will gain insight into the factors significantly affecting future decisions.

*Positioning Pacific Northwest Forestry for Global Success* is the theme of the 2009 Oregon SAF Conference

April 29-May 1, at the Seven Feathers Conference Center in Canyonville, Ore. Concurrent sessions on forestry in the global environment, cutting-edge PNW silviculture, and the impact of social demands on forestry will be held in addition to the following featured sessions and speakers.

• *Forestry in the Pacific Northwest: Where are we, and how did we get here?* will explore the industry's history, and its societal and economic contributions within the Northwest. The speaker will be Dave Rumker, managing partner of The Campbell Group.

• Bob Flynn, director, International Timber, RISI, will provide an expert analysis and predictions of inventory, production, productivity, infrastructure and demand in major wood producing regions worldwide under the theme of *Forestry from a Global Perspective: Present and Future*.

*The Global Social Context of Forestry* will be discussed by Eric Hansen, professor at Oregon State University, and will compare societal expectations, environmental concerns and political processes that affect natural resource decision making worldwide.

Lynn Scartlett, deputy director of the Department of Interior has been invited to speak on *Perceptions of Risk and their Implications for Forestry* and will include discussion on how public perceptions of risk affect managers' abilities to meet on-the-ground objectives.

*The State of the Industry: What's in Store for the Future?* will cover how economic, social and global issues affect the Pacific Northwest wood products industry, and what the future may hold. Allyn Ford, president and CEO of Roseburg Forest Products will be the speaker.

A special banquet presentation will feature Bruce Vincent, executive director of Provide Pals, speaking on the theme of *With Vision there is Hope*. America is ready for a new vision of conservation and environmental stewardship that is based upon hope instead of fear.

In addition to an exciting lineup of presentations, the conference will offer field tours and an employment booth/job fair.

You won't want to miss this great event, so mark your calendars now! Watch for additional information in the *Western Forester* and visit [www.forestry.org](http://www.forestry.org) for updates. If you have questions or wish to be a sponsor or exhibitor, contact Conference Chair Eric Geyer at 541-679-2524. ♦

*Meagan Conry is a land use planner for the Bureau of Land Management in Roseburg Ore., and is the marketing chair for the Oregon SAF Conference. She can be reached at 541-464-3242 or [meagan\\_conry@blm.gov](mailto:meagan_conry@blm.gov).*

## WSSAF Biomass Display Available

BY LACEY O'GRADY

**T**he Washington State Society of American Foresters has a new exhibit. The "Biomass in Washington" display was a collaborative effort of WSSAF Education Chair John Bergvall, South Puget Sound Chapter member Bill Horn, and the students/faculty/staff of Green River Community College Natural Resources. Photos and ideas were drawn from Larry Mason of the Rural Technology Initiative at the University of Washington College of Forest Resources and Pete Heide of the Washington Forest Protection Association.

As John Bergvall directed, the GRCC Student Chapter took charge of the creation, design and production of the display. In the first 40 days after completion, it was used by the GRCC Student Chapter at several venues, Southwest Washington Chapter, South Puget Sound Chapter, Admiralty Inlet Chapter and at the Western Washington Fair by the WSSAF. It was also displayed at the SAF national convention in Reno, NV.

The display is available to use by SAF Chapters. The display topics include: What is biomass? Sustainability; Available biomass resources in Washington; Energy from biomass; Carbon cycle; Benefits; and The Future for Washington.

The GRCC Student Chapter is responsible for storing, transporting and placing the display. To schedule its use, contact Dick Hopkins at Green River Community College at 253-833-9111 x4509 or [dhopkins@greenriver.edu](mailto:dhopkins@greenriver.edu). ♦

*Lacey O'Grady is an SAF student member at Green River Community College in Auburn, Wash. She can be reached at [sunnydayz11@msn.com](mailto:sunnydayz11@msn.com).*



PHOTO COURTESY OF DICK HOPKINS



## Policy Scoreboard

*Editor's Note: To keep SAF members informed of state society policy activities, Policy Scoreboard is a regular feature in the Western Forester. The intent is to provide a brief explanation of the policy activity—you are encouraged to follow up with the listed contact person for detailed information.*

### Idaho Forests Identified as GHG Source.

The nation's forests are a greenhouse gas sink. Idaho's forests are a source, according to the greenhouse gas (GHG) inventory produced by the Center for Climate Solutions (CCS) for the Idaho Department of Environmental Quality and released in May 2008. Of the 20 state inventories of GHG emissions that CCS has performed, Idaho is the only one where forests are a GHG source rather than a sink. The implications for forestry in the state are compelling. A good place to start is reducing wildfire emissions by actively managing hazardous fuels in the national forests that dominate Idaho's forested landscapes. Contact: Jay O'Laughlin, IESAF policy chair, 208-885-5776, jayo@uidaho.edu.

### Idaho Roadless Rule Codified.

By the time you read this, the new rule concerning 9.3 million acres of roadless areas in Idaho's national forests will have been published in the Federal Register and become the administrative law for these lands. Among other things, the rule puts all of these lands into one of five categories of restricted uses. The new roadless rule will create additional flexibility for managers. For example, fuel treatments can be implemented more easily in some areas, including the municipal watershed of Salmon, Idaho. Contact: Jay O'Laughlin, IESAF policy chair, 208-885-5776, jayo@uidaho.edu.

### OSAF Adopts Revised Position Statements, Other Updates Underway.

The 2008 expiration of several OSAF position statements prompted some reviews and revisions by the Policy Committee. Since May

of this year, four updated positions have been approved by the OSAF Executive Committee: "Salvage Harvesting," "Using Pesticides on Forest Lands," "Clearcutting" and "Active Management to Achieve and Maintain Healthy Forests." The older position statements were of good quality, but the revision process allows for some fine-tuning and integration of newer issues such as invasive species and biomass energy. Three of the updated positions are on the fall election ballot for endorsement by OSAF voting members. Although not required under SAF guidelines, OSAF takes this step to strengthen member awareness and support of its statewide positions.

A one-year extension of the position statement on "Landslides on Forest Lands" was approved earlier this year, partly in response to some well-publicized landslides that raised questions about possible links to forestry activities. The Executive Committee recently recommended that this position be updated rather than to develop a broader position on steep-land or wild-land-urban interface issues, because of the value of issue-specific position statements. All OSAF position statements are online at [www.forestry.org](http://www.forestry.org) and draft revisions are posted in the "members only" section. Contact: Paul Adams, OSAF Policy chair, 541-737-2946; paul.adams@oregonstate.edu.

### OSAF Tracks and Comments on Federal Forest Issues and Proposals.

Oregon's federal and state political leaders remain concerned about forest health and wildfire hazards, as well as old-growth forests on federal lands. Both Rep. DeFazio and Sen. Wyden issued draft legislative proposals earlier this year reflecting these concerns, and a task force appointed by the governor released a report that emphasized management problems on federal lands in Oregon. The national SAF office, with input from the OSAF Policy Committee, sent a letter to Rep. DeFazio with some pointed concerns about his proposal. A joint letter from OSAF and the national office to Sen. Wyden also raised many issues with the Senator's proposal, including its ambiguities, narrow focus and conflicts with existing legal mandates. In response to comments submitted by OSAF on the Governor's Task Force report, the chair stated: "We appreciate your recognition of the unique mandate for O&C lands and your call for an active management response to 'the wildfire hazards and forest health problems that now exist in Oregon's federal forests.' Those points are consistent with the findings and recommendations in our initial report." Contact: Paul Adams, OSAF Policy chair, 541-737-2946; paul.adams@oregonstate.edu. ♦



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