

**2010 PACIFIC NORTHWEST CESU ANNUAL MEETING
MANAGERS & EXECUTIVE COMMITTEE MEETING**

**US FISH & WILDLIFE SERVICE, 911 NE 11TH AVE., 4TH FLOOR CONFERENCE ROOM
PORTLAND, OR
APRIL 29, 2009**

MEETING SUMMARY

Introductions and welcome

PNW CESU co-leaders Chris Lauver, NPS Research Coordinator, and Gordon Bradley, UW School of Forest Resources (SFR) faculty, welcomed the participants and reviewed the meeting agenda.

Tom Hinckley, Interim Director for UW SFR, reviewed recent restructuring affecting SFR, which hosts the PNW CESU on behalf of UW. In June 2009, UW established the College of the Environment, and SFR is now a unit in that college. Hinckley stressed that the College of the Environment will collaborate on a broad scale, and the PNW CESU provides an important vehicle for collaboration. In accordance with mandates of the current federal administration, SFR seeks to be transparent and results oriented.

Tom Fish, Director, CESU National Network, announced an upcoming DOI conference on programs for managing across agencies on a regional scale, to include USFWS Land Conservation Cooperatives (LCCs), USGS Centers, and Fire Consortia. Fish also announced the biennial 2010 CESU National Network meeting, June 22-25, 2010, in Washington, DC.

Agency presentations on climate change program activities

Bureau of Land Management, Karen Blakney, Research Liaison, OR/WA State Office
See Blakney's PowerPoint presentation.

Discussion

The DOI directive is to analyze potential climate change impacts for management purposes; BLM is not a research agency.

For rapid ecological assessments, resource values intersect with change agents to determine vulnerabilities, which BLM will use to develop landscape strategies. For BLM and USFS, the scale will be critical.

There's never been adequate discussion of scale so that data can be integrated across agencies. The LCCs will be the land base. Ecoshare is a site for data-sharing across firewalls. Federal agencies can partner with universities to share data. There's a government data program but it's too big for where BLM's at right now.

The CESU Network must gain a stronger presence in all these agency initiatives. Visibility and awareness is an issue for CESU. LCCs can use CESUs as a mechanism that provides an alternative to contracting, providing the criteria of the cooperative agreement are met. Talk to agency staff. Get buy-in for the existing CESU program instead of developing a new program.

Remember the cost efficiencies of the indirect cost rate negotiated by CESU.

US Geological Survey, Lief Horwitz, Northwest Area Science Program Officer
See Horwitz's PowerPoint presentation.

Discussion

Climate Change Collaboration in the Pacific Northwest (C³) is making a basic inventory of climate change projects. See the C³ web site. All federal agencies on today's agenda are members of C³ except MMS.

Cultural as well as natural resources need to be studied for impact

LCCs could create a model for student research and internships at LCCs for students, NGOs, and tribes. CESUs can provide a link to universities. If these internships were put together as "packages," universities could shop them around to donors for internship funding. The CESU could develop and streamline a program for internships offered by agencies, acting as the link between the universities and agencies.

University libraries are designated by Library of Congress as data repositories. Use that structure to store and share data.

US Fish & Wildlife Service, Stephen Zylstra, Regional Landscape Conservation Manager, Pacific Region Science Applications Program
See Zylstra's PowerPoint presentation.

Discussion

The difference between SCSs and LCCs is that SCSs deal with climate change in general, and LCCs are one part of the science arm that provides data to the SCSs. SCSs & LCCs have no authority to implement strategies indicated by research results. They exist strictly to create collaboration, information sharing and goal setting.

There will be opportunities for interns in LCCs.

LCC science will include social and cultural issues if they relate to natural resources. Great Northern LCC sent letters to 21 tribal groups. Three want to be on the steering committee and others want to be plugged in.

It's important to recognize and include different types of knowledge—information (research) knowledge, practical (resource managers, citizen scientists) knowledge, and traditional (tribes, anthropologists) knowledge. We will need to build social capacity in resource managers to work with people at the table who haven't traditionally been there. New, young managers will come from more multidisciplinary backgrounds and may have more experience with this.

National Park Service, Dave Graber, Chief Scientist, Pacific West Region
See Graber's PowerPoint presentation.

Discussion

NPS has responsibility for cultural resources and will insert that into climate change response as part of the \$10,000,000 budget.

NPS strategizes communication regarding climate change through social science research, but has not done enough. The Protected Areas Studies Research Unit created by Darryll Johnson was the single effort in the Pacific West Region.

There's a need to educate staff to discuss climate change with the public. For example, a recent survey indicated that 40% of USFS staff don't believe climate change is a reality. Maybe universities can assist in teaching critical thinking skills and analyzing credibility. It's important to incorporate social science research at the initiation of a research plan, coupling natural and cultural resource issues, and not simply add social science research at the end as a way to disseminate findings. NSF provides funding for this.

US Forest Service, John Laurence, Research & Development Program Manager, Pacific Northwest Research Station

See Laurence's PowerPoint presentation.

Discussion

Land grant schools can use indirect costs as match but USFS can't pay IDC to land grant schools.

Research stations have social science research units. Most of their social scientists are economists. Research stations could expand their capacity through collaboration with universities.

National Oceanic & Atmospheric Administration, John Ferguson, Division Director, Northwest Fisheries Science Center

See Ferguson's PowerPoint presentation.

Discussion

The Climate line office has proposed putting it on the same footing as Weather. NOAA doesn't have a Climate budget line

Minerals Management Service, Heather Crowley, Oceanographer, Environmental Studies Program Alaska OCS Region,

See Crowley's PowerPoint presentation.

Discussion

MMS contracts its research and has extensive collaborations. The Alaska MMS range is three miles offshore, and renewable energy research isn't that practical for this range. Crowley is the coordinator of the Alaska Annual Studies Plan.

Natural Resources Conservation Service, Greg Johnson, Leader, Air Quality & Atmospheric Change Technology Development Team

See Johnson's PowerPoint presentation.

Discussion

NRCS is a conservation planning agency, not a research agency, and must collaborate with universities and other organizations to meet its research needs. The emphasis is predominately mitigation v. adaptation. NRCS develops tools for conservation, and works with private land owners.

Research needs of the Air Quality & Atmospheric Change Team are to understand more

about nitrous oxide, whole-farm life cycle analyses for evaluating new technologies, and better collaboration with the National Water and Climate Center to develop better snow and water forecasts.

How can universities facilitate integration of efforts, especially since NRCS has been very “state-centric.” There isn’t always a lot of integration within a single agency, so integration across agencies is a challenge. But universities can facilitate focusing at local levels, and coordinating at a local level, bringing all stakeholders to the table.

Pacific Northwest CESU business

Tom Fish, Director, CESU National Network provided an update on the five-year renewal of the unit. One goal identified in the self-assessment and earmarked by the national review committee is to increase participation of minority-serving institutions in our unit and recruit more such institutions to our membership. (UW is currently working with Salish-Kootenai tribe but they aren’t members of PNW CESU).

In drafting the new agreement, all previous amendments are rolled into the new agreement, plus any adjustments. We need 100% membership signatures, and federal partners need to review appropriate authorities. We can add new members at that time, too. DOI agencies will need new agreement numbers. Other agencies may not.

Status of the most recent amendment, adding NOAA and Central Washington University—NOAA hasn’t assigned a co-op agreement number yet. The reference to this number was removed from the amendment so that NOAA is an official member, but currently in “inactive” status. When they initiate their first task agreement, a number will be assigned.

The Bureau of Indian Affairs wants to join the National CESU Council. Once they do, they then can join individual CESU units.

There is a lack of consistency in the practice of the approval process for new member applications across the CESU network. Currently acceptance requires a unanimous approval vote. Federal applicants who are members of the National Council should not have to be voted in. Non-federal partners shouldn’t be able to veto non-federal applicants, which in effect prevents applicants from competing for federal funds, and could create a closed system. Suggestions: change to a majority vote. Federal partners should approve non-federal applications. One scenario might be minimum application requirements for non-federal partners with three types of criteria: research, tech assistance, education. Maybe a memo to federal applicants saying there is no vote needed for those on the National Council.

Grants.gov is being used inconsistently across agencies. NOAA wants more competition in the CESU process. Posting, solicitation, and competition are interpreted differently across agencies.

Activities of the national office

- Creating an inventory of CESU projects undertaken to date (since 1999) to capture use data. To date, there are more than 3800 projects. Next an online project database will be created with search capability.

- Working with Colorado State University on outreach materials. How else to raise awareness? Go to the meetings of involved agencies. Other suggestions?
- Funding climate change workshops. There's one in the Great Plains this summer, and one in the Great Lakes in the fall.
- Developing a sustainable fellowship program, which has been tasked to a program fellow who is starting in the national office soon. The national office has applied to the DOI Youth Internship Program for funding for two positions.
- Developing an authority matrix for work with international partners.

General discussion

We should develop needs assessment for cultural resources so that these studies aren't done as an afterthought. NSF program couples natural systems and the human dimension, which forces the issue up front.

In the works but now on hold—regional needs assessment mechanism that could produce results to be updated every couple years.

Need to build those skill sets, maybe model for training could be developed.

PNW CESU initiatives, Gordon and Chris

Newsletter—

Suggestion: instead of conventional PDF, move from static web site to dynamic format, but this process is complex, and requires design capability. Maybe should be done at national level and then distributed to regional units. How to host? If hosted by national office, units could tap into that, and this assures consistency across units. In the meantime, PNWCESU do something in between?

Strategic plan—

Do we want to revise the current strategic plan? Is there a point to revising the strategic plan to guide our activities if what guides us are the missions of the federal partners and the priorities of the university members? We could incorporate today's theme of integrating cultural and natural resources research into a new strategic plan. A strategy of simple revision could provide buy-in and actually function as a guiding document.

Over the next five years, if CESU envisions participating in the LCCs, and working more with minority-serving institutions, we can incorporate those goals into a new strategic plan, with annual work plans.

A new document might be more realistic now because we've existed ten years and the partners have better understanding of CESU capabilities. It should be specific.

Minority service institutions—

They don't have graduate programs, therefore no research faculty or programming. Just having minority-service institutions as members doesn't involve them in projects. We must develop a new strategy for the strategic plan and evaluate its effectiveness after five years.

Communication—

CESU should develop strategies for video-conferencing capability to include more meeting participants (e.g., students) and save energy. The first attempt could be a meeting on the strategic plan, not an annual meeting. In May or June to keep momentum going?

Suggestion to do quarterly activities such as teleconference meeting, physical meeting, video meeting, submission of articles for newsletter. Each quarterly activity yields a product. We will get stronger buy-in from stakeholders.

Proposed: Do video meeting in June on strategic plan to incorporate info from today's mtg.

One event (joint summit) to address strategies for minority inclusion. One to produce newsletter.

Priority issues

1. Strategic plan/annual work plan

Do we want to revise the current strategic plan? Is there a point to revising the strategic plan to guide our activities if what guides us are the missions of the federal partners and the priorities of the university members? We could incorporate today's theme of integrating cultural and natural resources research into a new strategic plan. A strategy of simple revision could provide buy-in and actually function as a guiding document.

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2. Recruitment of minority-serving institutions

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3. Communication

A. Newsletter

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B. Meetings

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4. Internship coordination

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5. Outreach and marketing

The CESU Network must gain a stronger presence in all these agency initiatives. Visibility and awareness is an issue for CESU. LCCs can use CESUs as a mechanism that provides an alternative to contracting, providing the criteria of the cooperative agreement are met. Talk to agency staff. Get buy-in for the existing CESU program instead of developing a new program. Remember the cost efficiencies of the indirect cost rate negotiated by CESU. Grants.gov is being used inconsistently across agencies. NOAA wants more competition in the CESU process. Posting, solicitation, and competition are interpreted differently across agencies.