

PUBLIC POLICY GRAD PROGRAM WEEKLY NEWSLETTER

Winter Term Week 10: March 13 – March 19

Announcements

- ❖ Visualize Infrastructure and Energy Data on PolicyMap <https://www.policymap.com/>
- ❖ **This summer, more than 30 OSU faculty will co-lead a number of exciting short-term programs in nearly two dozen countries.** Initiate your application by March 15. Thank you!
Have you considered going abroad this summer? It's not too late!
If you're keen on gaining a global perspective this summer, consider the many 2-4 week programs, led by OSU faculty, that involve living and learning in another part of the world.
Apply Now - OSU Faculty-led Program Offerings
Keep in mind that most programs require that you initiate your application by March 15; and some programs may be able to accept applications through Apr. 1 or Apr. 15.
If you have questions or would like to learn more, please reach out to us at faculty.led@oregonstate.edu
- ❖ **As part of OSU's inaugural Graduate Student Appreciation Week (May 1-5), the Graduate School is hosting a university-wide Graduate Showcase and Three Minute Thesis (3MT) competition.** These two events provide an opportunity for graduate students from all colleges and majors to demonstrate and celebrate their scholarship, research and creative activities in a supportive environment. The 3MT offers \$2,000 in cash prizes and a chance to represent Beaver Nation at the statewide 3MT competition.

All Graduate Showcase and 3MT submissions are due by April 12.
Additional information about both can be found at the link above.

To help interested students prepare, the Graduate School is offering an information session where participants can learn the rules, requirements, and tips for success for the Three Minute Thesis (3MT) Competition and the Graduate Showcase.
Event: **Information and Inspiration Session for the 3MT and Graduate Showcase**
Date and Time: **Thursday March 16, 3-4pm**
Location: **Memorial Union (MU) 206**
- ❖ **The Environmental Data and Governance Initiative (EDGI)** is an international network of academics and non-profits addressing potential threats to federal environmental and energy policy, and to the scientific research infrastructure built to investigate, inform, and enforce. Dismantling this infrastructure — which ranges from databases to satellites to models for climate, air, and water — could imperil the public's right to know, the United States' standing as a scientific leader, corporate accountability, and environmental protection.
In response, EDGI is building [online tools](#), [events](#), and [research networks](#) to proactively archive public environmental data and ensure its continued publicly availability. We also are monitoring changes to federal regulation, enforcement, research, funding, websites and general agency management at agencies including EPA, DoE, NASA, NOAA, and OSHA. We aim to serve the environmental community and its allies, and to enable them to hold the new administration accountable, by preserving and improving public access to at-risk government environmental data, documents, and digital interfaces, and by [monitoring](#), documenting, and analyzing change to [federal environmental agencies](#).

We also aim to create an open, collaborative network of individuals, non-profits, universities and companies who believe that science and data are vital for environmental governance. The Environmental Data & Governance Initiative (EDGI) is an international network that leverages research and online tools to track and respond to the undermining of evidence-based environmental governance in the United States. Collaborating with partner [DataRefuge](#), we are organizing and supporting [#DataRescue](#) events in cities across the country.

As a new administration arrives in Washington in January 2017, change is coming both to environmental policy and the scientific and evidence-based work that has long supported and steered it.

This project brings together an international network of social and natural scientists, lawyers, and other information and environmental professionals that compose the diverse range of skills needed to document and advocate for the vital importance of evidence-based environmental policy.

From H-Environment, today

[New Active History Project: Putting the Trump Environmental Transition in Perspective](#)

by Christopher Sellers

On behalf of a new group of scholars, the Environmental Data and Governance Initiative, I'd like to invite the participation of environmental historians in a project we're undertaking. As part of a report we are preparing on the first 100 days of the Trump Administration, we're hoping to offer some historical and comparative perspective on what will have transpired. I'd welcome your help, first of all, with a review of the relevant historical literature. Either as "reply" to this post or through email, could you please send citations of insightful articles, book chapters or book--with a summary of contents and argument--on the following topics?

Accounts and analysis of the environmental dimensions of the U.S. presidential transition to Ronald Reagan

Accounts and analysis of the environmental dimensions of the Canadian transition to Stephen Harper
Nominations, with a citation, of any other environmental transitions of a federal government that you think pertinent

All replies and a summary are going to be posted in the new H-Commons list H-Envirohealth. If you prefer emailing, please send to chrissellersedgi@gmail.com and/or trinberg@gmail.com.

If you'd also like to get further involved with our group, please let us know. Plenty of good work to do, and we welcome new energy and ideas.

Chris Sellers for the Environmental Data and Governance Initiative <https://envirodatagov.org/>

Dissertation/Thesis Defense

- ❖ **Hillary Fishler, March 17th, 1-3pm, Bexell Hall room 322**

Funding, Research and Job Opportunities

- ❖ **The Diversity & Cultural Engagement (DCE) graduate assistant selection committee is conducting a search for the [SOL: LGBTQ+ Multicultural Support Network](#) graduate assistant for the 2017-2018 school year.**

SOL is an intersectional initiative in DCE created by students to support the success of queer and transgender students of color at Oregon State University and to develop events and programming for individuals to embrace their full selves without compromising a piece of themselves in the process. Please see the attached position description for details on the SOL graduate assistant position.

If you are interested in applying for the SOL GTA position, please send a copy of your current resume or C.V. and your answers to the following supplemental questions to Cindy Konrad at Cynthia.Konrad@oregonstate.edu no later than **5pm on Monday, Mar. 13**.

1. What are the biggest issues facing queer and transgender students of color in higher education, and how would you help to address those issues as graduate assistant for SOL: LGBTQ+ Multicultural Support Network?
2. The Cultural Resource Centers at OSU, including SOL, were created through student activism and have a history of being student-run initiatives. What strategies would you use to support and guide SOL student staff while keeping true to the group's roots as a student-run social justice effort?

(See below for Position Description)

- ❖ **Announcing an open position for a Postdoctoral Research Associate in the Natural Resource Social Science (NRSS) Lab in the Department of Forestry and Natural Resources at Purdue University in West Lafayette, IN.** The NRSS Lab is a highly productive and vibrant group that primarily focuses on the intersections between water quality, climate change and agriculture in the Midwestern United States. PI Dr. Linda Prokopy has a number of grants to support this ongoing work and the successful applicant will generate a number of publications, gain experience in grant writing, learn about project and data management, have the opportunity to mentor undergraduate students, and help inform the practice of watershed management through interactions with local stakeholders throughout the Midwest. For more information about the lab and Dr. Prokopy, please visit: <https://www.purdue.edu/fnr/prokopy/>.
The successful applicant will work on multiple projects including: (1) Understanding the role of crop advisors in promoting conservation practices in watersheds in Michigan, and (2) Evaluating innovative collaborative watershed partnerships in Indiana. The candidate will also have the opportunity to work on other projects related to the social dimensions of watershed management and to interact with other postdocs, graduate students, and undergraduate students in the NRSS lab. Opportunities for professional development are encouraged and attendance at a minimum of one national conference per year will be fully funded. The successful candidate will have the opportunity to collaborate with faculty and staff at other universities and staff at conservation organizations.
The successful candidate will have experience with both quantitative and qualitative social science research methods, knowledge of agricultural conservation policy and water quality issues, and strong written and verbal communication skills.
The position pays \$47,500/year plus benefits. This position is initially for one year but is renewable for a second year based upon satisfactory performance.
To apply for this position, please email Dr. Prokopy at lprokopy@purdue.edu by **March 22, 2017** and attach a letter of interest, a current CV or resume, and contact information for three professional references. All applicants must be eligible to drive for Purdue University business.
- ❖ **Open position for a Postdoctoral Research Associate** in the Natural Resource Social Science (NRSS) Lab in the Department of Forestry and Natural Resources at Purdue University in West

Lafayette, IN. The NRSS Lab is a highly productive and vibrant group that primarily focuses on the intersections between water quality, climate change and agriculture in the Midwestern United States. PI Dr. Linda Prokopy has a number of grants to support this ongoing work and the successful applicant will generate a number of publications, gain experience in grant writing, learn about project and data management, have the opportunity to mentor undergraduate students, and help inform the practice of watershed management through interactions with local stakeholders throughout the Midwest. For more information about the lab and Dr. Prokopy, please visit: <https://www.purdue.edu/fnr/prokopy/>.

The successful applicant will work on multiple projects including: (1) Understanding the role of crop advisors in promoting conservation practices in watersheds in Michigan, and (2) Evaluating innovative collaborative watershed partnerships in Indiana. The candidate will also have the opportunity to work on other projects related to the social dimensions of watershed management and to interact with other postdocs, graduate students, and undergraduate students in the NRSS lab. Opportunities for professional development are encouraged and attendance at a minimum of one national conference per year will be fully funded. The successful candidate will have the opportunity to collaborate with faculty and staff at other universities and staff at conservation organizations.

The successful candidate will have experience with both quantitative and qualitative social science research methods, knowledge of agricultural conservation policy and water quality issues, and strong written and verbal communication skills.

The position pays \$47,500/year plus benefits. This position is initially for one year but is renewable for a second year based upon satisfactory performance.

To apply for this position, please email Dr. Prokopy at lprokopy@purdue.edu by **March 22, 2017** and attach a letter of interest, a current CV or resume, and contact information for three professional references. All applicants must be eligible to drive for Purdue University business.

Courses of Interest

- ❖ **Wednesday March 15th, RPLC Webinar** Rural Knowledge Mobilization and Social Media (**See flyer below**)

Upcoming Workshops and Campus Happenings

- ❖ **Thursday, March 16th, 2:00-4:00pm in MU 104:** *The Oxford Handbook of Environmental Ethics* edited by Stephen M. Gardiner and Allen Thompson (**See flyer below**)
- ❖ **National Climate Assessment NW Workshop Mar 21st & 23rd**
Registration is now open.
<https://cpaess.ucar.edu/forms/2017-nca4-northwest-regional-engagement-workshop-registration>
There are four participation options:
(a) in person, Portland March 21
(b) online with the Portland meeting, March 21
(c) in person, Boise March 23

(d) online with the Boise meeting, March 23

These Northwest Regional Engagement Workshops are an excellent opportunity to provide early and timely input to the NCA4 development process about the ways in which climate change is important to sectors, livelihoods, and landscapes of value to society in the Northwest. For the purposes of NCA4, the Northwest region includes Idaho, Oregon, and Washington.

The objective of the Regional Engagement Workshop is to gain input from a broad array of regional stakeholders to inform the development of the Northwest (and related) chapter(s) of NCA4 to ensure that the final product is both scientifically sound and beneficial to the community. Building upon the success of NCA3, we're interested to hear about how climate-related concerns can be or are being addressed throughout the region. We have particular interest in gathering input that addresses topics raised in public comments received last summer (e.g., case studies, populations of concern, adaptation considerations, etc.).

If you prefer to participate online, the remote participation will be available until noon. There will be a capability to take comments.

If you have any questions, please reach out to Chris Avery at cavery@usgcrp.gov and Susan Aragon-Long at saragonlong@usgcrp.gov. (**See draft agendas below**)



WEBINAR SERIES



Rural Knowledge Mobilization and Social Media

WEDNESDAY, MARCH 15, 2017

TIME: 11:30 am CST (12:30 pm EST)

TO REGISTER CLICK: <http://ow.ly/pqtz30973A6>

Explore how you can use social media more effectively to engage your stakeholder and encourage knowledge mobilization between partners and colleagues. This six-person panel will put a spotlight on some of the successful social media initiatives from across the country.

Bojan Furst: Manager of Knowledge Mobilization at Memorial University's Harris Centre will provide a quick introduction and talk about use of podcasts as knowledge mobilization tools using Rural Routes podcast as an example.

Shawna Reibling: knowledge mobilization officer with the Wilfrid Laurier University will talk about two initiatives featuring citizen science and the Centre for Sustainable food Systems.

Krista Jensen: Knowledge Mobilization Officer with York University will tell us about the social media strategy development services she provides to York researchers.

Dr. Ailsa Fullwood: Research Support Facilitator and Knowledge Broker at McMaster university will tell us about Research Snaps project focusing on Indigenous research and water research.

Dr. Ryan Gibson: Professor from University of Guelph will tell us about a successful e-newsletter strategy he developed for the Canadian Rural Revitalization Foundation during his tenure as the president of the foundation.

Michael Blatherwick: Liason Officer for Rural Policy Learning Commons based at the Rural Development Institute at Brandon University will tell us about the use of webinars such as this one as part of a multi stakeholder partnership initiative.

Bojan, Shawna, Krista, and Ailsa are all members of the the Research Impact Canada Network.

Bojan, Ryan, and Michael are all members of the Canadian Rural Revitalization Foundation and participants in the Rural Policy Learning Commons SSHRC funded partnership grant.

TO REGISTER CLICK: <http://ow.ly/pqtz30973A6>

All webinars are free of charge.

Questions: Orthist Adu Gyamfi, 204-441-0915, AduGyamfiO@brandonu.ca

POSITION DESCRIPTION

SOL LGBTQ+ Multicultural Network Graduate Teaching Assistant

2017-2018

POSITION: Graduate Teaching Assistant
APPOINTMENT: .49 FTE (20 hours per week for 9 months)
SUPERVISOR: Cindy Konrad, Assistant Director, Pride Center
(Cynthia.Konrad@oregonstate.edu, 541-737-9969)
START DATE: September 2017

General Responsibilities:

- Mentor, supervise, train, and evaluate SOL Leadership Liaisons, Student Success Peer Facilitator(s), and other SOL team members
- Develop and facilitate SOL Fall Staff Training, Winter Retreat, and ongoing training and development opportunities as needed in collaboration with the SOL Leadership Liaisons and Diversity & Cultural Engagement (DCE) staff
- Support SOL student staff in the development of social justice educational and social programming and efforts that further DCE learning outcomes and are in alignment with the [DCE Curriculum Rubric](#)
- Provide guidance on SOL marketing, communications, and social media efforts
- Work with SOL student staff to develop and maintain organizational and outreach efforts to expand the reach and sustainability of SOL
- Create opportunities for SOL student staff to build leadership, program development, and outreach skills, including development of Leadership Liaisons' mentoring capacity
- Assist SOL student staff in relationship building with and outreach to queer students of color, the Cultural Resource Centers, and other groups and departments at Oregon State University
- Serve as a resource person on the OSU campus about the experiences and identities of queer people of color
- Strengthen Cultural Resource Center and campus resources, support systems, and a sense of belonging and community for queer students of color
- Support the work of the Assistant Director of the Pride Center
- Perform other duties as assigned by the Assistant Director of the Pride Center

Assessment, Data Collection, and Record Keeping

- Coordinate comprehensive assessment plan for SOL
- Support and further campus efforts to assess the experiences and needs of queer students of color
- Partner with SOL Leadership Liaisons and Assistant Director of the Pride Center to manage the SOL budget and track expenditures
- Track and maintain records on SOL programming and outreach
- Perform other duties as assigned by Assistant Director of the Pride Center

Attendance

- Attend, participate in, and assist in facilitating weekly SOL staff meetings and 1:1 meetings with SOL student staff
- Serve on Pride Center Advisory Board
- Actively participate in SOL events

- Attend and participate in DCE staff meetings, trainings, and events
- Represent the Cultural Resource Centers and DCE on committees and at events as assigned

Required Qualifications

- Must be a currently enrolled Graduate Student or accepted to Graduate Program at Oregon State University
- Must be in good academic standing for the term prior to and during the entire period of employment
- Must have sensitivity to and knowledge about traditionally underrepresented groups, especially queer people of color, and including but not limited to groups based on: race, religion, gender identity, gender expression, sexual orientation, ethnicity, language, ability, and others
- Must have strong written and verbal communication skills; organizational and administrative skills; experience and/or knowledge of program planning and leadership development; ability to do outreach, marketing, public relations, and community development
- Must have demonstrable skills in the following areas: leadership development, cross-cultural competency, community building, group facilitation, conflict resolution, advising, staff training, and team building
- Must be flexible and adaptable

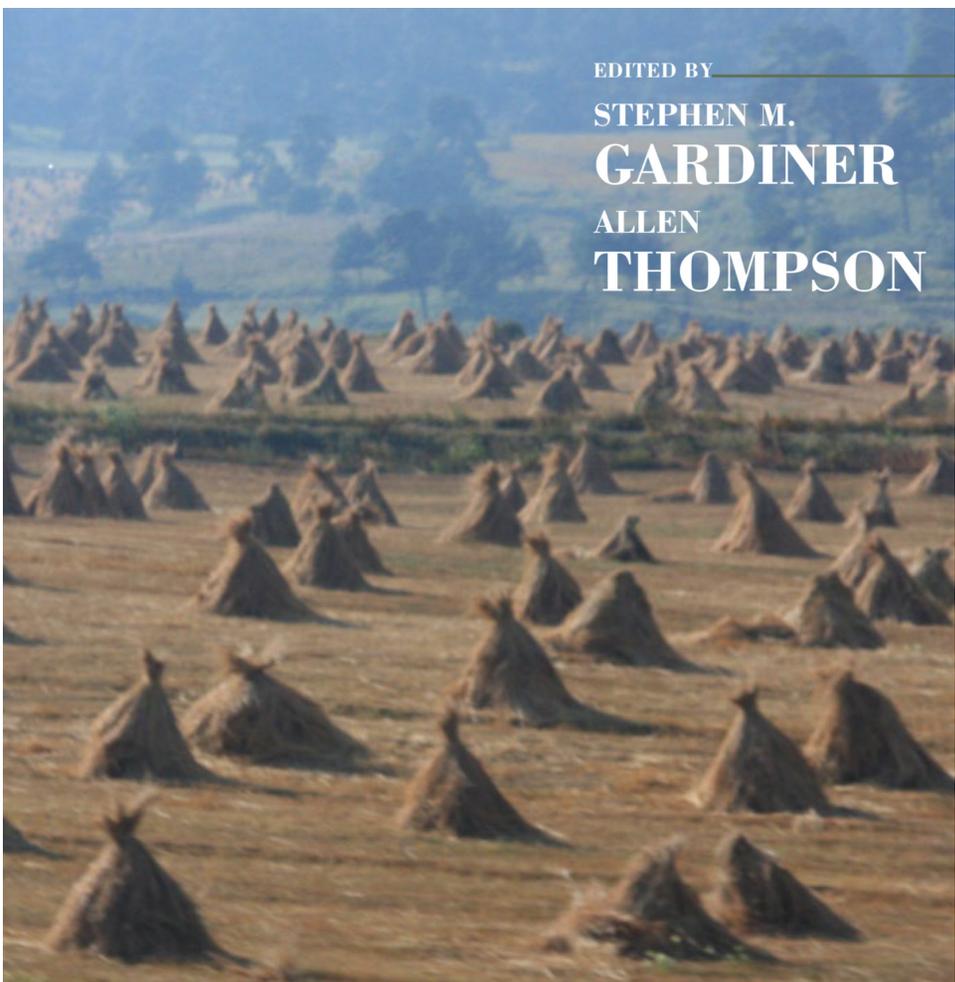
Professional Development/Training

- GTA will attend regular professional development at OSU about social justice, inclusivity, and higher education work
- Additional professional development opportunities are encouraged

Hours of work

- 12-15 scheduled office hours
- 5-8 floating hours for meetings, events, and outreach
- Must be able to work evenings and weekends

For additional information, please contact Cindy Konrad, Assistant Director of the Pride Center, at Cynthia.Konrad@oregonstate.edu.

The cover of the book features a photograph of a vast field of haystacks under a blue sky. The text is overlaid on the top right of the image.

EDITED BY
STEPHEN M.
GARDINER
ALLEN
THOMPSON

THE OXFORD HANDBOOK OF ENVIRONMENTAL ETHICS

Short Presentations and a Panel Discussion

THURSDAY, MARCH 16, 2:00 pm

JOURNEY ROOM: 104 Free & open to the public

Presenters:

Holmes Rolston III - **“The Anthropocene!: Beyond the Natural?”**
University Distinguished Professor and Professor of Philosophy,
Emeritus, Colorado State University.

Steve Gardiner - **“Ethical Questions for Climate Manipulators”**
Professor of Philosophy & Rabinowitz Professor of Human Dimensions
of the Environment, University of Washington, Seattle.

Marion Hourdequin - **“The Ethics of Ecosystem Management”**
Associate Professor of Philosophy and Department Chair, Colorado
College.

Allen Thompson - **“Anthropocentrism: Humanity as Peril and Promise”**
Associate Professor of Philosophy, Oregon State University.



The Oxford Handbook of **ENVIRONMENTAL ETHICS**

Co-sponsored by the School of History, Philosophy, and Religion and
The Program on Ethics, Society, and the Environment

ACCOMMODATIONS FOR DISABILITIES MAY BE MADE BY CALLING 541-737-8560

Oregon State
UNIVERSITY

facebook.com/osushpr
liberalarts.oregonstate.edu/shpr

4th National Climate Assessment
Northwest Regional Engagement Workshop

Tuesday, March 21 (Portland, OR)

Objective: To gather input from a diverse array of stakeholders throughout the Northwest to inform the Northwest (and related) chapters of NCA4, and to make the stakeholder community aware of the process and timeline for the development of NCA4.

8:30	Registration opens
9:00	Introduction to workshop goals and brief introductions <i>David Reidmiller – Director, National Climate Assessment, U.S. Global Change Research Program</i>
9:15	What is the National Climate Assessment? <ul style="list-style-type: none"> • Mandate, timeline, structure, etc. of NCA4 • Ways to get involved (ex. author, technical contributor, reviewer, etc.) • Areas of desired emphasis from public comments • Main findings from Northwest chapter of NCA3, focused on risk framing • Q&A <i>David Reidmiller – Director, National Climate Assessment, U.S. Global Change Research Program</i>
10:00	BREAK
10:15	Preliminary Author Thoughts on Northwest Chapter <ul style="list-style-type: none"> • Introduce chapter team of authors • Present notional chapter outline, sub-regional focus, & draft findings (<i>Kris May – coastal; Joe Casola – lowlands; Gabrielle Roesch-McNally – inland NW; Jen Cuhacayin – mountains</i>) <i>Philip Mote – Oregon State University and Regional Chapter Lead, Northwest chapter of NCA4</i> <i>Charlie Luce – USDA-USFS and Coordinating Lead Author of Northwest chapter of NCA4</i>
10:45	Stakeholder Perspectives Climate science and natural resource management challenges – <i>TBD</i> Applying climate science to decisions - <i>TBD</i> Open discussion for questions on process or content; suggestions on additional areas to address (or avoid); suggestions of resources to use or case studies to highlight; etc. Potential guiding questions: <ul style="list-style-type: none"> ➤ What are the key attributes, assets and things of greatest value to the Northwest? ➤ And how are those things vulnerable to or at risk from climate change? ➤ Are there resources (reports, studies, etc.) or case studies we should be aware of? ➤ How have you used NCA3 in your own decisionmaking and how can NCA4 be useful? to you?

11:45	<p>Charge for Break-out Groups <i>David Reidmiller – Director, National Climate Assessment, U.S. Global Change Research Program</i></p> <p>Breakout sessions A and B will cover these topics for 40 minutes each. Participants may select any breakout group, and either stay during both sessions, or rotate to a different breakout group.</p> <table border="1" data-bbox="310 443 1362 926"> <thead> <tr> <th><u>TOPIC</u></th> <th><u>FACILITATORS & NOTETAKERS</u></th> </tr> </thead> <tbody> <tr> <td>1. Water Resources</td> <td>Scott Lowe (Boise St Univ) & Jennifer Cuhaciyon (DOI-USBR)</td> </tr> <tr> <td>2. Agriculture & Rural Issues</td> <td>Gabrielle Roesch-McNally (USFS) & David Reidmiller (USGCRP)</td> </tr> <tr> <td>3. Forests & Natural Resources</td> <td>Charlie Luce (USDA-USFS) & Susan Aragon-Long (USGCRP)</td> </tr> <tr> <td>4. Human Dimensions</td> <td>Emily York (Oregon Health Authority) & Mike Chang (Makah Tribe)</td> </tr> <tr> <td>5. Built Environment & Urban Issues</td> <td>Sascha Peterson (Adaptation Intl) & Chris Avery (USGCRP)</td> </tr> <tr> <td>6. Additional Topics, e.g., transboundary</td> <td>Joe Casola (Univ Washington) & Meghan Dalton (Oregon State University)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Introduce yourself (affiliation, area of expertise) and any role in previous NCAs • For the given topic: <ul style="list-style-type: none"> ○ How is or has climate change affected this topic (i.e., observed change)? ○ How is climate change projected to affect this topic in the next 20-30 years and at the end of the century (i.e., projected change)? ○ What challenges, opportunities and success stories for addressing risk can be highlighted? ○ What are the emerging issues and/or research gaps on this topic? ○ Other issues / specific case studies to highlight? <p>For breakout session C, discussions will be organized by geographic interest. Participants may select any session.</p> <table border="1" data-bbox="310 1419 1362 1654"> <thead> <tr> <th><u>Geographic interest</u></th> <th><u>FACILITATORS & NOTETAKERS</u></th> </tr> </thead> <tbody> <tr> <td>1. Oceans & Coasts</td> <td>Kris May & Gary Morishima</td> </tr> <tr> <td>2. Western lowlands</td> <td>Joe Casola & Emily York</td> </tr> <tr> <td>3. Mountains</td> <td>Jennifer Cuhaciyon (DOI-USBR) and Charlie Luce (USFS)</td> </tr> <tr> <td>4. Inland Northwest</td> <td>Gabrielle Roesch-McNally (USFS)</td> </tr> </tbody> </table>	<u>TOPIC</u>	<u>FACILITATORS & NOTETAKERS</u>	1. Water Resources	Scott Lowe (Boise St Univ) & Jennifer Cuhaciyon (DOI-USBR)	2. Agriculture & Rural Issues	Gabrielle Roesch-McNally (USFS) & David Reidmiller (USGCRP)	3. Forests & Natural Resources	Charlie Luce (USDA-USFS) & Susan Aragon-Long (USGCRP)	4. Human Dimensions	Emily York (Oregon Health Authority) & Mike Chang (Makah Tribe)	5. Built Environment & Urban Issues	Sascha Peterson (Adaptation Intl) & Chris Avery (USGCRP)	6. Additional Topics, e.g., transboundary	Joe Casola (Univ Washington) & Meghan Dalton (Oregon State University)	<u>Geographic interest</u>	<u>FACILITATORS & NOTETAKERS</u>	1. Oceans & Coasts	Kris May & Gary Morishima	2. Western lowlands	Joe Casola & Emily York	3. Mountains	Jennifer Cuhaciyon (DOI-USBR) and Charlie Luce (USFS)	4. Inland Northwest	Gabrielle Roesch-McNally (USFS)
<u>TOPIC</u>	<u>FACILITATORS & NOTETAKERS</u>																								
1. Water Resources	Scott Lowe (Boise St Univ) & Jennifer Cuhaciyon (DOI-USBR)																								
2. Agriculture & Rural Issues	Gabrielle Roesch-McNally (USFS) & David Reidmiller (USGCRP)																								
3. Forests & Natural Resources	Charlie Luce (USDA-USFS) & Susan Aragon-Long (USGCRP)																								
4. Human Dimensions	Emily York (Oregon Health Authority) & Mike Chang (Makah Tribe)																								
5. Built Environment & Urban Issues	Sascha Peterson (Adaptation Intl) & Chris Avery (USGCRP)																								
6. Additional Topics, e.g., transboundary	Joe Casola (Univ Washington) & Meghan Dalton (Oregon State University)																								
<u>Geographic interest</u>	<u>FACILITATORS & NOTETAKERS</u>																								
1. Oceans & Coasts	Kris May & Gary Morishima																								
2. Western lowlands	Joe Casola & Emily York																								
3. Mountains	Jennifer Cuhaciyon (DOI-USBR) and Charlie Luce (USFS)																								
4. Inland Northwest	Gabrielle Roesch-McNally (USFS)																								
12:00	Participants self-serve lunch																								
12:15	WORKING LUNCH Break-out Session A (Topics)																								
12:50	Break-out Session B (Topics)																								

1:30	Break-out Session C (Geographies)	
2:10	<i>BREAK</i>	
2:25	Water Resources Read-out	
2:35	Agriculture & Rural Issues Read-out	
2:45	Forests & Natural Resources Read-out	
2:55	Human Dimensions Read-out	
3:05	Built Environment & Urban Issues Read-out	
3:15	Additional Ideas Read-out (need to add read-outs for 4 geographic areas)	
3:25	Oceans & Coasts Read-out	
3:35	Western lowlands Read-out	
3:45	Mountains read-out	
3:55	Inland NW Read-out	
4:05	Wrap-up & Next Steps	
4:30	ADJOURN	

4th National Climate Assessment
Northwest Regional Engagement Workshop

Thursday, March 23 (Boise, ID)

Objective: To gather input from a diverse array of stakeholders throughout the Northwest to inform the Northwest (and related) chapters of NCA4, and to make the stakeholder community aware of the process and timeline for the development of NCA4.

8:30	Registration opens
9:00	Introduction to workshop goals and brief introductions <i>David Reidmiller – Director, National Climate Assessment, U.S. Global Change Research Program</i>
9:15	What is the National Climate Assessment? <ul style="list-style-type: none"> • Mandate, timeline, structure, etc. of NCA4 • Main findings from Northwest chapter of NCA3, focused on risk framing • Areas of desired emphasis from public comments • Ways to stay involved • Q&A <i>David Reidmiller – Director, National Climate Assessment, U.S. Global Change Research Program</i>
9:45	Preliminary Author Thoughts on Northwest Chapter <ul style="list-style-type: none"> • Introduce chapter team of authors (photos for those not present) <i>(Charles Luce – USDA-USFS and Coordinating Lead Author of NCA4 Northwest chapter)</i> • Present notional chapter outline, sub-regional focus, & draft findings for Inland NW <i>(Gabrielle Roesch-McNally – inland NW; Jen Cuhacayin – mountains)</i>
10:15	BREAK
10:30	Stakeholder Perspectives Open discussion for questions on process or content; suggestions on additional areas to address (or avoid); suggestions of resources to use or case studies to highlight; etc. Potential guiding questions: <ul style="list-style-type: none"> ➤ What are the key attributes, assets and things of greatest value to the Northwest? ➤ And how are those things vulnerable to or at risk from climate change? ➤ Are there resources (reports, studies, etc.) or case studies we should be aware of? ➤ How have you used NCA3 in your own decision making and how can NCA4 be useful? to you?
11:00	Charge for Break-out Groups <i>David Reidmiller – Director, National Climate Assessment, U.S. Global Change Research Program</i>

Breakout sessions A and B will cover these topics for 40 minutes each. Participants may select any breakout group, and either stay during both sessions, or rotate to a different breakout group.

<u>TOPIC</u>	<u>FACILITATORS & NOTETAKERS</u>
1. Water Resources	Jennifer Cuhacyan (DOI-USBR)
2. Agriculture & Rural Issues	Gabrielle Roesch-McNally (USFS) & David Reidmiller (USGCRP)
3. Forests & Natural Resources	Charlie Luce (USDA-USFS) & Susan Aragon-Long (USGCRP)
4. Human Dimensions	Scott Lowe (Boise St Univ)
5. Additional ideas	Michael Chang & Chris Avery

- Introduce yourself (affiliation, area of expertise) and any role in previous NCAs
- For the given topic:
 - Are there new insights about observed changes that should be highlighted?
 - Which projected changes are important for this topic in the next 20-30 years and at the end of the century (i.e., projected change)?
 - What challenges, opportunities and success stories for addressing risk can be highlighted?
 - What are the emerging issues and/or research gaps on this topic?
 - Other issues / specific case studies to highlight?

11:15	Break-out Session A	
12:00	WORKING LUNCH Participants self-serve lunch	
12:15	Break-out Session B	
1:00	BREAK & Setup for Read-out	
1:15	Water Resources Read-out	
1:35	Agriculture & Rural Issues Read-out	
2:55	Forests & Natural Resources Read-out	
2:15	Additional Ideas Read-out	
2:35	Wrap-up & Next Steps	
3:00	ADJOURN	