

Strategic Planning Highlights

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Task	Lead, participants
Mission, vision and core values	Merritt , Mary Beth, Knut
Membership	Christa , Pat, Diane
Partnerships	Teresa , Elena, Eugenie
Stakeholders	Todd , Scott R., Scott G., Katie
Management structure	Jay , Ted, Helene, Jason, Jamie, Teresa
Ecological science	Michelle and everyone
Site and facilities management	Jamie , Roger, Karl, Samantha
Information management	Jason , Ted, Xanthe
Education and training	Katie , Elena, Christa, Pat
Arts-humanities-science integration	Mary Beth , Merritt, Samantha
Participation in networks	Ted , Jason, Vladimir

Information Management



- **Existing Management Plan Document**
 - Well defined data management protocols and workflows
 - Opportunity for more forward looking activities
- **Revitalization of “CORE DATA” Working Groups**
 - PI Responsibilities & Core data Hack-a-thons
 - Opportunities for Synthesis Activities & Signature Data Products
- **Identifying and Archiving of Other KEY Datasets**
 - Exciting BNZ Results Presented Yesterday & ???
- **Information Management Advisory Team**
 - Rotating Membership with Diverse Perspectives

Membership



Level 1 : Affiliate Members

- For anyone who wants to stay informed about Bonanza Creek activities.
- Benefits: mailing list, invitations to open meetings and symposia.
- Simple sign-up via webpage
- No obligations

Level 2 : Associate Members

- For those who need access to the site for their own activities, who need resources (e.g., use of ATVs), limited technical or other assistance
- Apply via link on website; reviewed by site manager and approved by Executive Committee
- Encouraged to participate in symposia, open meetings, etc.
- Required to archive published data, acknowledge BNZ LTER in publications, etc.

Level 3 : Full Members

- Engaged in the development and leadership of the BNZ LTER. Have access to funding, participate in proposal development, and help steer the overall program
- Have usually been associated with the BNZ LTER as associate members for at least 3 years. Are added through invitation by the executive committee and approval by all full members, normally at the start of a funding cycle
- Expected to participate in the annual symposium, monthly discussions, synthesis activities, site reviews, integrative activities, and to contribute to annual reports

Diversity, Equity and Inclusion



The BNZ LTER Program is committed to fostering a just and inclusive environment where all members feel valued and inspired to contribute to the program's success. We believe that a diverse and inclusive program leads to greater innovation and is essential to our excellence in science and its broader impacts. We recognize that some groups are currently underrepresented and actively plan for broadening participation across all levels, including leadership.

We recognize and value the many dimension of diversity, including but not limited to age, ability, ethnicity, gender expression and identity, language, marital or caretaker status, nationality, race, religion, sex, sexual orientation, career stage and socioeconomic status. To create a program where all members cooperate and collaborate to advance understanding of the boreal forest, we are committed to upholding the following principles:

- ❖ We will cultivate a safe and positive work environment that is free from bullying, discrimination, harassment, and prejudice.
- ❖ We acknowledge, respect, and appreciate individual differences and encourage the free expression of ideas.
- ❖ We believe in providing equitable opportunities and access for everyone to grow as individuals and to participate in our community.
- ❖ We will work to provide equity and access to science and scientific research in our program, and full inclusion of all including those from (but not limited to) members of different ability, cultural, ethnic, religious and economic groups.
- ❖ We welcome and encourage ideas and dialogue on how to make the BNZ LTER more accessible to all.

This statement was developed through active engagement of participants in the BNZ program. It reflects how we view our role at UAF, across our partner campuses, and in the world, and it guides how we act individually and as a group.

Partnerships



- **Formal relationships:** Involves federal, state, and local agencies that provide tangible things like money, personnel to work on core LTER functions, infrastructure, and logistical support. Some formal partnerships are more explicit in these relationships where we (as LTER) are providing a product, data, or support. These tend to be LONG-TERM in nature
 - **USDA Forest Service**
 - MOU between PNW and UAF
 - JVA provides approx 160K a year
 - Full-time research scientist
 - BCEF
 - **NADP, Active Layer Network, NEON, GLOBE, etc.**
- **Informal relationships:** Need to come up with a definition of what that means and what that encompasses. Should be defined in such a way to incorporate the more fluid nature of research, might only last one cycle of funding or one theme within a proposal. These tend to be more SHORT-TERM in nature
 - E.g. partnerships with state agencies, managers, artists, tribal councils, etc. that are particularly relevant when thinking about co-production and education and outreach.
 - USGS- personnel like D. McGuire
 - Some relationships provide intellectual capital

Education & Outreach



K-12

- Citizen Science Programs
- Fostering Science Camp
- Day trips or Field trips to BNZ or CPCRW
- RETs
- Teacher PD Workshops



Undergraduate

- REUs
- 1st Generation College Students Research Intensive*
- BNZ in undergraduate coursework**



Graduate students

- Grad Student research and mentoring
- BNZ graduate student orientation***



General Public

- Citizen Science Programs
- BNZ Communicator****



Mid Term Outcomes

- Increased inclusion of underserved youth and adults in the use of BNZ assets for learning and training.
- BNZ Research is in the hands of learners in an understandable form.
- Increased access to and use of BNZ data, land, and researchers for learning in undergraduate and K-12 classes.
- Increased K-12 and graduate student data literacy.
- Increased knowledge of the boreal forest and the process of ecology.
- BNZ identity and brand further developed.



Long Term Outcomes

- Students, teachers, and the public have increased access to and use of BNZ assets (e.g. personnel, sites, data).
- A greater diversity of people are included in receiving the benefits of BNZ assets (training opportunities, use of BNZ products, etc.)
- Alaskans have increased knowledge and appreciation of the boreal forest and how it is studied.
- Students are prepared for ecology careers.

New program ideas

* Add Rural and Technical college students

** Incorporate BNZ assets into Environmental Change Minor and Climate Scholar Program;

** Host mini workshop at BNZ symposium to plan out ways to use LTER data in courses

*** Annual new BNZ student welcome and orientation

****Dedicated BNZ science communicator for newsletters, social media, press, briefs

Arts-Humanities-Science Integration



Near/mid-term goals

- Expand the BNZ arts-humanities-science community (*Boreal Forest Stories* project)
 - Greater disciplinary diversity: visual and performing arts, writing, education, film, game design, BNZ scientists
 - Include organizations (e.g. Folk School, North Star Ballet, Book Arts Guild) to broaden impacts
 - Offer integrative workshops benefitting artists as well as scientists (interdisciplinary collaboration, boreal forest ecology, narrative structure, storytelling, science writing, etc.)
 - BNZ personnel: want to be involved but didn't sign up last summer? Contact me! mbleigh@alaska.edu
- Produce *Boreal Forest Stories* exhibit & book (May 2022) plus other events/products (literary readings, performing arts, film, live storytelling, etc.) produced by us and/or participants independently. Present locally, in virtual format, and on tour.
- Conduct research on the collaborative process and impacts on informal science learning (Lissy Goralnik, Michigan State University)
- Support the writing of a successful BNZ LTER renewal proposal through
 - increased interdisciplinary integration of future activities
 - well-designed conceptual diagrams
 - compelling narrative structure

Arts-Humanities-Science Integration



Long-term goals

- Achieve more extensive integration of disciplines across BNZ program activities (and in LTER network)
- Advance the field of environmental arts-humanities-science integration
 - Support creative activity in environmental arts and humanities
 - Enhance science with creativity and skills from the arts and humanities
 - Facilitate art-sci outreach and informal science learning. Engage local, regional, national, international public in boreal forest ecology through:
 - *Boreal Forest Stories* and future ITOC projects
 - ARcTic Fest - forthcoming Fairbanks-based annual art-science festival focusing on environmental science in Alaska (in planning stages) - BNZ could be a key feature.
 - Understand the nature and impacts of arts-hum-sci integration (Lissy Goralnik)
- Aspirational: help society solve challenging problems through transdisciplinary approaches

Mission Statement

The Mission Statement concentrates on the present; it defines the group, critical processes and describes what we want to do now. What is the purpose of all the science we are doing?

The Bonanza Creek LTER fosters discovery about the boreal forest and the interconnections between its plant, wildlife, microbial, and human inhabitants and the global climate system. We support long-term data collection, transdisciplinary inquiry, knowledge co-production, education, and outreach through the environmental sciences, arts, and humanities, to promote the health of boreal ecosystems and the communities who rely upon them.

Vision Statement

The Vision Statement focuses on the future; it is a source of inspiration and motivation. A vision statement is a clear, succinct depiction of where we are going and why, an articulation of the world we seek. It needs to be inspiring.

As individuals and communities, we work to discover, innovate, and promote stewardship of the boreal forest.