

RESEARCH PERSPECTIVE

My research is intended to appeal to multiple audiences including students, concerned citizens, producers, elected/appointed public officials; county, state and federal personnel; cooperative extension service personnel; and other academics regardless of discipline as consistent with my understanding of the Land Grant Mission.

My work to date is largely applied and almost exclusively focused on Wyoming data and issues. I intend the methodology to be widely applicable (regionally, nationally and even globally). The work has been, and must continue to be, policy relevant and policy neutral, free of advocacy. Furthermore, economic analysis should be conducted in such a fashion that it is conducive to cohering with biological and physical as well as other social sciences.

I see quantitative analysis to be founded upon qualitative and descriptive insights stemming from sound professional judgment while based on a sturdy conceptual foundation. I believe that economic analysis is a filter for comparing or even ranking projects/alternatives; however, it is not the ultimate solution to a policy/management problem. The latter resides with the decision maker whomever.

My work to date is varied and eclectic but I believe important and useful. As one peruses my CV it should reflect the above research elements. I have particularly fortunate in obtaining extramural and campus based funds as well as being able to work with distinguished colleagues. I have made a very concerted effort to disseminate my/our findings in a variety of venues both professional and other.

TEACHING PERSPECTIVE

I see the learning process in part as student and instructor sharing a key responsibility: the relationship is a voluntary arrangement based on motivation and curiosity. I foresee the goals of a student as learning for its own sake; learning so as to enhance the quality of one's life; learning to be a contributing citizen to the public good; and learning in order to garner a worthwhile occupation. It is my responsibility as an instructor to aid and abet the realization of these outcomes.

I trust in several techniques to fulfill my teaching responsibilities as follows:

Lectures augment reading, the latter as an essential student effort. Lectures are conducted via direct questions and student replies to peer statements leading todiscussion. I use concepts illustrated and connected to applications/examples with metaphor; repetition; synonyms and paraphrasing to permit many entries into the course material.

I have undertaken, I believe successfully, a range/breadth of class preparations indicative of the spectrum of examples and ideas I seek to share with students. I finally feel that a significant writing assignment should be (and is in my classes) required in every prep.

Most importantly I am enthusiastic about what I deliver and the prospect of “the light bulb” turning on in a particular student's face when the idea or application takes hold!

Below I offer three examples of project style courses that I have participated in or lead:

I have directed AGEC 4950 + 4960 AGEC Senior Seminar: an individual research effort based on a student determined topic meant to reflect student's knowledge of that topic; and discipline-based problem framing and subsequent solving. This I performed from 1995-2003 and again in 2004.

I have mentored, and then directed as an instructor, the Environment and Natural Resource ENR 4900/5900 capstone problem based group research effort for a number of given environmental/natural resource issues (annually with a few skipped years from 1996 -2009). This was a yearlong undertaking that required faculty research in the preceding summer as well as faculty recruitment to mentor the various 4-6 student research groups. The outcome was a class report fashioned after the Environment Assessment of NEPA origin. As with AGEC 4950-60, the ENR 4000/5000 and 4900/5900 (fall/spring sequence) included a very heavy writing and writing evaluation effort.

Research Methods (AGEC 5650 for AGEC MS candidates) is a sequence of readings, lectures and assignments that direct students toward elements and importance of thesis research. It is essentially a "how to initiate, organize and conduct" one's MS thesis. Again this was a writing intensive course requiring far more work for student and instructor than the one hour of credit indicated. I conducted this course annually from 2007-2012.

I have developed and delivered 14 new/different/unique preps including courses at the 1000, 2000, 3000, 4000, 5000 level. This wide-ranging experience is enriching and time consuming but useful for future preps and course innovation.

SERVICE PERSPECTIVE

Service is to offer public services to the academy, the institution, the public and to interested students. I have and intend to provide a venue for dissemination, interaction and debate as part of this effort. I value inclusivity and involving seasoned and fresh colleagues as well as student participation in research, team teaching and presentation both.

Service supports as well as enhances and invigorates the/our profession.

I have been described as a lead from behind person vis-à-vis participation and do so in editing, reviewing, deliberating in personnel issues, attending seminars/conference presentations for colleagues and students.

STUDENT RELATION PERSPECTIVE

I have moved more towards the Open Door for drop-in access of students. I point out often to students that I assist but not command, facilitate but not co-opt. Thus I advise but do not direct. When I take on mentoring I try to bear in mind the unique nature of UWy as the mix of UC Boulder + CSU or UWA + WSU. It is a hybrid land grant and general learning institution. I must recognize this circumstance in dealing with the variety of students here at Wyoming.

I hope that whether I converse with an undeclared, minor, major or graduate student that I convey the following: the importance of developing critical thinking, effective problem

identification, appropriate analytical strategies; obtaining insights from scholarly efforts and then to communicate/disseminate what one has arrived at.

Graduate student mentoring is a delicate maneuver between letting the student own the work and thus struggle with the various parts of research as opposed to providing enough structure such that the student does not drift or feel lost. I continue to hone my ability to combine structure with some measure of struggling in the graduate student learning and research process.