SUNY ESF: 100 Years and Still Going Strong

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Syracuse, New York
Faculty Barbeque 1914
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The State University of New York College of Environmental Science and Forestry (hereafter called the College) was founded in 1911 under Chapter 851 of the New York State Education Law. At that time it was the New York State College of Forestry at Syracuse University and the formation of a State University in New York was far in the future. However, by 1948 the College became a unit within the newly formed State University of New York and in 1972 the College name was changed to its present name: State University of New York College of Environmental Science and Forestry (SUNY-ESF). Over the last 100 years the state, the nation, and the world have changed and the College has kept pace with those changes. Responses to change are sometimes dramatic, sometimes slow and evolutionary, sometimes lagging behind a movement, and sometimes anticipating the future. The history of the College is the story of:

• programs (teaching, research, outreach)
• physical plant (buildings, properties, equipment)
• people (faculty, students, administrators, legislators)

Article 121 of the New York State Education Act (1911) directed the College to educate people in the management and use of the forest resource for the benefit of humanity. As the College evolved for its first 60 years it broadened the scope of its programs but all were centered around forestry, the forest, and its uses. Programs, faculty, and students all reflected the changing environment and broader scope of natural resources while embracing a wide definition of forests including the exploration of emerging environmental concerns. By the 1970s there were feelings that the College was not being recognized for its leadership in these broader environmental fields.
Accordingly, the name was changed to its present designation: State University of New York College of Environmental Science and Forestry.

The emphasis in this report will be on the last 25 years of College history. However, this can only be interpreted within the context of the College’s earlier evolution. The following three major histories of the College are referenced for the earlier history:

*Hoyle, R.J. and Laurie Cox, eds. The New York State College of Forestry at Syracuse University: A History of its First Twenty-five Years 1911-1936. New York State College of Forestry. Syracuse NY. 1936.*


More recent information has been gathered from the records of the Board of Trustees meetings, other College records, interviews with selected present and former faculty and staff, and the author’s own 50-year familiarity with the College.
A FORESTRY COLLEGE IS BORN: 1898 TO 1911

Professional forestry arose in the early 1800s in Europe, especially in England, France, and Germany. Foresters had been recognized as a part of the royal entourage since the Middle Ages but a recognized profession with formal education started in the 1800s. In 1873 Dr. Franklin B. Hough, a medical doctor from upstate New York, introduced a paper at the American Academy for the Advancement of Science on the impending lack of productive forests in the United States. Other reports and studies followed and the need for professionally trained foresters was recognized.

By the 1870s several American universities, notably Cornell, were offering forestry lectures. Material was patterned largely after European practices, especially those in Germany. In 1898, New York’s Governor Black requested a full four-year curriculum at Cornell University. Bernard Fernow, former chief of the U. S. Division of Forestry and a German forester, was selected to head the program. However, the fate of the Cornell forestry program became entangled in an ongoing controversy in the Adirondacks. Fernow, a strong advocate of European silviculture felt the best use of the Adirondack forest was to get rid of native hardwoods, where present, and replace them with planted softwood species (Norway spruce, red pine, Scots pine). His logging on the school forest in the region involved clearcutting and shipping hardwood to the Brooklyn Cooperage Company. Such unusual practices greatly upset the wealthy landowners of large tracts in the Adirondacks (Brandreth, Durant, Whitney, Huntington, Litchfield, etc.). As a result, they brought pressure on Governor Odell who vetoed the forestry school appropriation and effectively closed it in 1903. Fernow might have been justified on strict biological (i.e. silvicultural) grounds for his program but the strong social and political context in which U.S. forestry has always existed portended a different outcome.

Following the closure of the Cornell school, James Roscoe Day, Chancellor of Syracuse University, wanted a state-supported school at Syracuse University and considered starting a forestry school as early as 1905. In 1907 Dr. William Bray who had experience in forestry was added to the Syracuse University faculty and offered several courses in dendrology and forest ecology. Syracuse University also pushed for creating a state-supported College of Agriculture with two curriculums: agriculture and forestry. However, the creation of other agricultural education programs in the state led to modifications and only the forestry program was carried forward. In 1911 the College of Forestry at Syracuse University officially opened with 52 students and two faculty
members along with the dean, Dr. Hugh P. Baker. They were housed in the basement of Lyman Hall on the Syracuse University campus.

Opposition to the school was soon forthcoming from Cornell University interests who wanted to restart their own forestry program. In addition, there were arguments against having a state-supported school at a strongly religiously dominated university (Syracuse University was a Methodist-backed institution and its Chancellors until the middle of the 20th century were ordained ministers). These arguments were quelled when a subsequent bill was passed in the state legislature transferring authority to appoint the Forestry College’s Board of Trustees from Syracuse University to the New York Governor.

Heated arguments persisted and several public hearings were held. A major point of contention was funding for a new building. Chancellor Day enlisted the help of Louis Marshall, President of the College’s newly formed Board of Trustees to bring pressure on Governor Dix. Marshall was from Syracuse, the son of German immigrants, and a successful lawyer who had a strong love of the outdoors, served on several state commissions, and could influence legislation. Well known in the New York State capital, Marshall single-handedly got the governor to sign the construction bill. Another very significant player in the College’s creation was state Senator J. Henry Walters from Onondaga County. Senator Walters introduced the bill to create the College and also introduced further legislation providing for the College’s Board of Trustees. The new building, Bray Hall, was first occupied in 1917 with nine departments: Silviculture, Forest Technology, Forest Engineering, Forest Utilization, Forest Botany, Forest Entomology, Forest Zoology, City Forestry, and Forest Economics. Coincident with the College’s beginning was the formation of the New York State Ranger School at Wanakena, New York, in 1912.

The geographic orientation of Bray Hall was the subject of heated discussions between Chancellor Day and Dean Baker. Day wanted the building to face north as did most other Syracuse University buildings. Baker however, foresaw a larger campus with other buildings forming a quadrangle with Bray Hall at its head facing west. Reportedly, on the day the College Trustees were to inspect the site, Dean Baker arrived early and armed with hand tools, cleared the site of brush for a westerly facing building. The trustees were won over and the die was cast for much of the College’s present campus.
Moving from Lyman to Bray Hall c. 1917

Breaking ground for the New York State College of Forestry building on May 5, 1914.
Cornell University reopened its forestry program in 1910 as the Department of Forestry within the New York State College of Agriculture. Thus two forestry programs existed within the state. In the depression years, Dr. Harlan H. Horner, New York State Assistant Commissioner of Higher Education, studied the situation of two institutions within the state offering forestry education and recommended closing one. As a result Cornell agreed to discontinue professional forestry education with the last class graduating in June 1936. As a part of the Horner agreement, Cornell would continue teaching wildlife management although Syracuse could still offer courses in wildlife biology. It is well to note that over the years the Horner agreement and its provisions have been the subject of many interpretations. Today the agreement is largely considered to be set aside. Cornell offers some courses in forestry and is the location of the federally supported State Extension program in forestry since Cornell is the location of the federal land grant supported college in New York under agricultural laws.
THE EARLY YEARS: 1911 TO 1940

Academic Programs

The scope and content of both higher education programs and forestry, in particular, evolved in the 20th century. The classical liberal arts studies conflicted with the more applied professions such as engineering or forestry. The content of professional forestry programs came under scrutiny at several national Conferences of Forestry Schools. A “healthy tension” always existed between courses in necessary foundations (history, economics, mathematics, language, botany, geology, etc.) and applied or technical courses (such as surveying, timber measurements, forest roads and engineering, etc.). The general program adopted at the College was 135 to 140 credit hours with general education accounting for about 20 percent, and the remaining 80 percent divided equally among technical and science courses. A statement from Dean Baker in 1919 set forth what has long been a philosophy of forestry education at the College:

The College felt from the beginning that for too long forestry in this country has been understood as tree planting or production only...utilization of the forest from tree to finished product would be as much a part of instruction....included also would be the propagation of the wildlife, forest waters, and the recreational value of the forest.¹

Thus, while forestry remained the hallmark of the College for many decades, specialization and the broad scope of what was subsumed under the title was actively pursued.

A unique feature of the College from its inception was the inclusion of a required summer field session and other related off-campus experiences. Initially, in 1913, the summer camp was in the Catskills at the 100-acre estate of John R. Strong who generously offered his property for College use. In 1915 the summer camp was transferred to the Adirondacks with the acquisition of land at the eastern end of Cranberry Lake on Barber’s Point. This location offered better opportunities for instruction. All students attended with somewhat different courses of instruction for different majors.

In addition to the required summer camp other field trips, usually at the end of a semester, provided students with valuable hands-on experiences. Forest Utilization majors spent a week under the direction of Professor Nelson C. Brown touring the forestry and sawmill operations of the Emporium Forestry Company, a huge operation centered at Conifer, New York. Other trips took utilization students to operations in

Virginia and the Carolinas. By 1918 Professor Laurie Cox had organized a field trip for the Landscape Architecture group to inspect parks and arboretums. In 1920 the College added an undergraduate program in Pulp and Paper Manufacture, the first of its kind in the country. As part of that curriculum, Professor Clarence Libby took Pulp and Paper students on an extended trip to several pulp and paper mills. And by the 1930s Professor Svend O. Heiberg had instituted a southern trip for Silviculture students. In these early years all long-distance travel was by train and later by truck and car. Students often camped out at night and prepared their own meals.

The New York State College of Forestry at Syracuse University grew and programs were added and changed. However, emphasis remained on a strong professional forestry program. Foresters in the early part of the 20th century found employment mainly in public agencies such as the United States Forest Service, Park Service, and state forestry agencies. Timber harvesting, fire protection, and providing access to remote areas were among the main activities of foresters. One of the cogent comments on professional forestry education was offered by Dr. Henry S. Graves, Dean of the Yale School of Forestry in a 1925 report to the Society of American Foresters:

*The purpose of education ....is not accomplished by a march through a crowded curriculum.....It is far better for the graduate of the forest school to be thoroughly trained in a few things than to cover superficially a much larger field of knowledge.*

This statement fit well with the philosophy of the College and gave rise to further considerations of concentrating on principles and basic knowledge.

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By 1933, a new curriculum was approved at the College, developed with Professor Svend O. Heiberg as chair of the faculty curriculum committee. This curriculum was in large part a reaction to what was perceived as too much specialization and a tendency toward a trade school orientation rather than a professional program. As Dean of the College, Hugh Baker stated in 1931 in an address to the College trustees:

*It seems desirable and necessary that the work of the College should be kept always within the broad field of forestry with the understanding that the objective in the training of men...is a well rounded education and a sound foundation for the profession of forestry.*

The new curriculum contained two divisions: General Forestry and Forest Production, with a common freshman year. All students continued to attend a summer camp after their sophomore year although different for the two divisions. For the senior year there were nine areas of specialization: Forest Management, Forest Pathology and Entomology, Forest Zoology, Forest Botany, Park Engineering, Forest Recreation, Arboriculture, Wood Technology, Conversion and Distribution, Pulp and Paper. This curriculum reflected the changing role of foresters. While still finding employment with public agencies, the scope of activities had broadened. In New York State, replanting of abandoned farm lands was a major task that necessitated the emerging field of farm forestry, wherein foresters employed by public agencies provided advice to private forest owners. Private industry was recognizing the importance of sustained management of its lands and was hiring foresters to manage company lands.

Thus, programs at the College had expanded but the central orientation was always on forestry. The definition of forestry had changed somewhat over the years as had the social and political environment in which the profession of forestry found itself. Still, much of the quasi-military and Germanic roots persisted both in the professional forestry culture and in the forestry curriculum.

**Physical Plant**

The initial campus of the College is the present 12-acre tract adjacent to Syracuse University. However, College administrators acted quickly to acquire more properties for teaching, research, and public outreach. First was the acquisition of 1,800 acres of land near Wanakena in the western Adirondacks, cut-over forest land previously owned by the Rich Lumber Company. The property was an ideal setting for the New York State Ranger School, opening in 1912, as part of the College. In 1923 Charles Lathrop Pack, a wealthy ex-lumberman and friend of the College, acquired 900 acres at the eastern end of Cranberry Lake where the College summer camp was located and presented the land to
the College. This made it easier to expand the camp and erect permanent buildings. Pack also acquired over 2,000 acres of land around Warrensburg, New York, and presented this to the College. This property was to be used for research and demonstration of modern forest management. In the 1930s Mr. and Mrs. Archer M. Huntington presented 15,000 acres of land in the central Adirondacks near Newcomb, New York, to the College. This tract was to be used for research in wildlife biology and management. All these properties owned by the College within the Adirondack Park were actually deeded to Syracuse University in trust for use by the College. The arrangement eliminated the acquisition by the State of New York directly which would have resulted in complications with the “Forever Wild” clause of the Forest Preserve. It also simplified transfer of title between two private entities.

First Ranger School class arrived at the school in the fall of 1912.

Early Ranger School buildings as seen from the Oswegatchie River.
As the College grew through the 1920s and into the 1930s more academic space was needed on the Syracuse campus. In 1933 the Louis Marshall Memorial, now known as Marshall Hall, was dedicated. Two notable additions to the campus housed in Marshall Hall were the auditorium and library. Marshall Auditorium with 500 seats was the largest assembly hall on the Syracuse campus and offered a state-of-the-art projection booth and acoustics. The library, housed in the western end of the first floor and basement was named as “The F. Franklin Moon Memorial Library” in honor of former Dean F. Franklin Moon. This replaced a small library space formerly in Bray Hall and enabled the library to become one of the most complete forestry libraries in the world.

Because of the Depression, costs for building Marshall Hall were less than appropriated funds. Thus the College was able to use these surplus monies to construct a much needed pulp and paper laboratory, the one-story, factory-type part of the present Walters Hall. A small sawmill and dry kiln were later constructed. These facilities enabled the Pulp and Paper and Forest Utilization departments to have more space than the cramped quarters within Bray Hall. Also in 1928 the first permanent building with classrooms and dormitory space was constructed at The Ranger School.
People

Student enrollment in 1911 consisted of 52 students already enrolled at Syracuse University who declared forestry their major. The next year 132 students were enrolled in all four years. Enrollment grew to 515 students by 1940, all male. The first three women students at the College to earn degrees were Mildred Kocic, Ruth Worret, and Barbara Hennessey in the late 1940’s. They majored in Pulp and Paper, and Landscape and Recreational Management.

Camaraderie among students was high. In addition to similar curricula there were many clubs. The Forestry Club was organized in 1912 following the German heritage of a professional club to unite students. In 1928 Landscape Engineering students started the Mollet Club. Shortly thereafter each academic department had its own club. Additionally the College had its own Forestry Symphony Orchestra by the 1920s and the Saegerbund, a College Glee Club, was organized in 1934. Summer camp, fall barbeques, and a strong feeling among students that they were unique and special on the Syracuse University campus furthered the sense of College spirit. However, College students participated actively in many Syracuse University athletic sports and clubs. In 1923 nine forestry students from Syracuse University’s lacrosse team, along with the coach, Professor Laurie Cox, faculty member in Landscape Architecture, journeyed to England.

First women graduates, late 1940s
where the team won the World Lacrosse Championship. The University Outing Club was reputedly started and led by College students.

Faculty echoed the closeness and camaraderie. In these early years faculty, while specializing in some particular field, all felt part of a unified College. Some of this closeness was fostered by the required freshman course, Introduction to Forestry. All students took this course which was taught by the faculty of all departments allowing student exposure to every area of study. The annual fall barbeque always brought forth a faculty team to compete in the various events against teams from each class.

Striking a balance between teaching, research, and public outreach (service and extension activities) was always of concern. However, in the early years budgets and the need to secure outside funding were not the huge issues of the present 21st century. Many faculty members directed their work to producing bulletins for use by practicing foresters and those in industry or related fields. Indeed, during the earliest years of the College’s existence, public service was the second leading faculty activity after teaching. As time went on, more attention was devoted to research since from its original charter the College was to engage in teaching, research, and public service. However, up to the 1950s there was no separate research staff, and graduate students, while present, were relatively few in number.

Sawmill class
c. 1921
GROWTH AND CHANGE: 1940 TO 1985

Following World War II there was tremendous growth in college enrollment across the United States. Coincident with national and internal changes in the College was the formation of the State University of New York (SUNY) in 1948. Initially this had little effect on the College of Forestry and the name remained the same. Furthermore, SUNY had almost no influence on programs. New York State was in good fiscal shape and both operating and capital budgets were favorable. However, more importantly, during this period, were the changing social and cultural environments in the country, at the College, and in the forestry profession.

Academic Programs

The G.I. Bill enabled returning veterans to complete a college education. The College shared in this growth. The veterans mingled with the more typical undergraduates but tensions existed and older veterans questioned some of the courses and procedures. Foresters’ roles were also changing. Recreational use of forests exploded after World War II. Watershed protection as a use of forests rose in importance while private forest ownership became more and more dominated by non-farm owners as farm abandonment continued in the Northeast. Finally, the public was becoming more vocal in what they wanted from forest lands. Foresters were becoming land managers and change in the curriculum was inevitable. The immediate postwar Dean of the College, Joseph Illick, issued a comprehensive report in 1948 stating:

The growing independence of the different people of the world, the importance of fostering international understanding and cooperation, the need for training in responsible citizenship, the increasing emphasis on human relations in forestry, the broadening and deepening base upon which forestry is now operating, and the many new forestry functions and responsibilities that are required in an adequate program of forestry education require a rethinking of objectives in forestry education.

At that same time, the College’s enrollment committee issued a report stating that the demand for specialists in forestry and forest industry would be high in the future and that the College should consider several new curricula or options, including:

1. Recreation management
2. Forest extension
3. Forest education
4. Forest botany
5. Forest entomology
6. Forest zoology
7. Microbiology option in pulp and paper
8. Administration option in pulp and paper
9. Cellulose and plastics option in pulp and paper
Interestingly, some of these options especially those in the biological sciences were introduced with the new curriculum in 1958, but formal recognition of a recreation management program would wait for several decades. Forest extension and education have yet to be fully implemented as separate academic degree programs.

By 1961 there were five broad curricula within the College: General Forestry, Pulp and Paper Technology, Wood Products Engineering, Wood Chemistry, Landscape Architecture. These academic programs were organized into three major divisions: Biological Sciences, Resources Management, Physical Sciences but each curriculum offered its own specific majors and degree programs. The division level served to coordinate administrative matters although some division-wide program development was attempted with varying degrees of success from division to division. Coincident with this reorganization was a gradual withdrawal from ties to Syracuse University. The College offered more lower division courses and in-house student facilities expanded.

The new programs were viewed as along a continuum, with forestry still being the centerpiece of the College. However, viewed from the vantage point 50 years later, those new programs marked a major turning point for the College. Only students in land management-oriented programs attended summer camp. Within the broad land management category, students enrolled in the biological sciences took different courses
from their sophomore year onward with their orientation toward a particular science, and not to forestry as a professional area of study. Also, within forestry several areas of specialization appeared at the undergraduate level: world forestry, social sciences, forest measurements, and forest management.

Public outreach and forest extension increased with public lectures, short courses, radio, film, news releases, exhibits, and brochures. In the early years only one person was assigned to extension activities, but by the 1980s the staff had grown to five or six full-time staff with writers, film and video experts, and graphic layout artists.

Research and graduate study exploded in the post-war era and into the 1970s with the infusion of federal grants, added state monies and industry support. The College became one of the major forest and natural resources research centers of the world. Many areas were explored but all centered around forestry, the forest and its uses. The original Article 121 of the State Education Act of 1911 was still mandated; the College was to educate people in the management and use of the forest resource for the benefit of humanity. Passage of the national Multiple Use-Sustained Yield Act in 1960 gave further impetus to equal consideration of outdoor recreation, fish and wildlife, water, range, and timber resources of the forest as national policy. In 1958 the first institute at the College, the Empire State Paper Research Institute, was formed. The number of institutes, both for research and teaching, grew in the ensuing years. These were an important way of focusing attention on and getting funding for the many specialized areas in which the College was engaged.

In 1961 the general forestry program accounted for 45 percent of undergraduate enrollment. However, by the fall of 1970, Resources Management (the new name for the general forestry program) accounted for only 26 percent. These were the strong beginnings of a major shift away from the core of forestry, predicated partly by a desire to show the public and potential students the breadth of natural resources management opportunities at the College, and partly by the desire to have curricula not tied to professional forestry. The shift received further impetus by the expansion of research into the broader environmental arena. Faculty and graduate students who studied in these areas sometimes knew little of, and did not relate to, forestry as a field of study. Instead they related to their basic science discipline.
Under the leadership of Dr. Edwin C. Jahn, Dean of the College in the late 1960s, extensive academic planning took place. Among the questions raised by an academic planning committee was:

*Is there a definable natural resource understanding, a central resource core that all graduates of a Forestry College should have?*

The question would be answered in various ways throughout the next several decades.

Across the country in the late 1960s and early ’70s, academic institutions were actively developing programs in environmental studies. Within New York State, units of SUNY and private colleges were moving to become centers of environmental education. The Agricultural and Technical colleges of SUNY, notably Morrisville and Cobleskill, were developing forest technician programs. Dr. Edward E. Palmer (who became College president in 1969) and the College faculty became concerned that the College was not being recognized for its strong historical role in environmental issues. President Palmer recommended renaming the College and incorporating an Environmental Academy. The pros and cons of a name change were debated in faculty meetings, among alumni and students, and by the College Board of Trustees. There were strong feelings on both sides of the issue: changing the name or maintaining the status quo. Finally in January 1972, the name of the College was officially changed to the State University of New York College of Environmental Science and Forestry. For the first time in its history, the words “at Syracuse University” were not included in the official College title.

In 1978 the College moved to full upper division status accepting only junior transfers from other colleges. Enrollment declined initially then recovered. A strict upper division status remained in place until 1990 when freshmen were again accepted. The shift to upper division status was implemented to foster cooperation with other SUNY units, to combat what were seen as possible declines in enrollment, and to remove the pressure from lower division courses, many of which were taught at Syracuse University requiring a large accessory tuition cost to the College. This accessory instruction partnership with Syracuse University was always difficult for SUNY administration to fully understand.

World, or International Forestry, at the College increased in importance after World War II. Some faculty members held degrees from other countries, had traveled and conducted research or taught in other countries even before the war. Dean Shirley had a strong interest in International Forestry and the emphasis was in two areas:
graduate education and projects in tropical countries. A course in World Forestry was initiated and students interested in overseas forestry employment were allowed to substitute geography and international affairs courses for some otherwise required ones. In 1957 the College entered into a cooperative endeavor with the University of the Philippines. The College supplied faculty and other expertise to upgrade forestry education, develop a College forest, and help acquire new equipment. In the 1970s a similar project was undertaken with Burma. Through various funding sources faculty members were able to travel to Burma and conduct specialized studies in soils, forest inventory and measurements, and wood technology.

Physical Plant

Lack of space was a problem again after World War II. The large postwar enrollments led to evening and Saturday classes and the use of temporary war surplus prefab buildings at Syracuse University adjacent to Crouse College and in back of the stadium. However, these arrangements were far from satisfactory. The expansion in research, increases in faculty and graduate programs, and the need for new equipment further exacerbated the space issue. SUNY had envisioned a large postwar building program but that did not materialize until the 1960s. However, with strong leadership from the College administration, approval was finally given to construct a wood products laboratory and in 1957 Governor Harriman formally presented the Hugh P. Baker Memorial Laboratory to the President of SUNY, William S. Carlson.
Baker Laboratory housed the departments of Forest Chemistry, Forest Utilization, and Wood Technology. With the widespread use of computers starting in the early 1960s, the College utilized Syracuse University mainframe facilities and through research and graduate student programs was one of the major users of the early computing facilities. However, computers came into wider use, the College needed its own facilities and Baker Laboratory was selected to house an IBM 1620 in the late 1960s. The introduction of personal desktop computers necessitated different space for interactive student use. Faculty quickly incorporated computers into classroom instruction and space in Baker for computer labs was limited; eventually additional space was found in Moon Library.

The College administration moved ahead with other plans for a separate biological sciences building, massive additions to the pulp and paper facilities, expansion for all departments and service components, additions to The Ranger School, and additions to land holdings.

The Syracuse campus of the College took on a major change and achieved its present configuration with the addition of Illick Hall and Moon Library in 1968. Major landscaping accompanied this expansion. The tradition of keeping the grassy center of the quadrangle continued but walkways were added around its perimeter. In 1969 Walters Hall, the new home for the Paper Science department, was constructed. Unfortunately, architects from SUNY central appear to have incorrectly interpreted the overall campus layout resulting in massive steps on the north side of the connecting ramp from Bray Hall to Walters Hall leading nowhere. The famed Robin Hood Oak came under scrutiny with some advocating removal and others preservation. Its preservation produced a somewhat awkward moat and circular route around the tree which was subsequently redesigned in 2010 into a much more compatible set of roads, walkways, and green space.

The maintenance and overall operation of the College physical plant requires space and specialized areas. The headquarters were originally housed in the basement of Bray Hall with several outbuildings serving various purposes. In 1971 a building was erected with interior storage for many of the College vehicles, vehicle maintenance shop, mail and other receiving areas, and offices for expanded staff in all aspects of physical plant operation. However, several garages and small specialized buildings around campus are still used for various storage and special facilities.
People

Three people led the College during this period: Dean Hardy L. Shirley, Dean Edwin C. Jahn, and President Edward E. Palmer. Shirley and Jahn came from forestry or related backgrounds and tended to continue the previous College direction and programs. In the late 1960s the College Board of Trustees approved, in line with the SUNY policies, the change in name of the head of the College from dean to president. Dr. Edward E. Palmer was appointed the first President of the College in September 1969. He was also the first chief executive officer without a natural resource background but someone familiar with higher education and government. President Palmer’s background included tenure as a faculty member in political science at Syracuse University and Director of Overseas Academic Programs for SUNY at Planting Fields, Long Island. Unlike previous administrations, he felt SUNY was more a home and less of a constraint.

President Palmer foresaw the College as a leading environmental center with an Academy for Environmental Science. He proposed renaming the New York State College of Forestry at Syracuse University to the State University of New York College of Environmental Science and Forestry and establishing four schools within the College: School of Environmental and Resources Management; School of Environmental and Resource Engineering; School of Biology, Chemistry, and Ecology; and School of Landscape Architecture. Some faculty favored a reversal of the two name components to the College of Forestry and Environmental Science, while others supported the president’s naming. Debate ensued with rifts appearing among different departments. Many faculty and alumni were unhappy with the change and saw a loss of forestry as the College’s central focus. They felt that if the public did not understand what the College was, it should be explained rather than continue the misconception that forestry was a narrowly defined technical area. In the end, the Environmental Science and Forestry name prevailed. The Syracuse University designation was dropped due to confusion over the College’s identity and in recognition that it was a unit of SUNY.

Faculty grew in number and academic diversity (although gender and ethnic diversity would be further in the future). Many new faculty were hired for a particular specialty and having a forestry background was not considered essential. Under Dean Shirley a weekly bag lunch was instituted with department chairs attending where ideas were sought and subjected to the question, “What has this to do with forestry?” In the Palmer era one prominent chemistry professor working on polymers, when asked what
his work had to do with forestry, replied, “Absolutely nothing.” One might question the accuracy of his response but it demonstrates the changing mindset.

Early in the College history there was little pressure for faculty to conduct research or publish in scholarly journals. Faculty members were given annually 30 days of vacation and 30 days for self-improvement. As the pressure grew, there was more importance placed on research and journal publishing as requisites for promotion and tenure. Faculty responded; the level of research increased as well as the competition for funding. In addition, faculty tended to become individuals in their own specialty with department orientation secondary. This coupled with a diversifying student body led to some lack of cohesiveness within and among departments. The College became more specialized within and often students in different programs would find they had widely differing opinions on major environmental topics of the day. Whereas in the early years there had been great pride in students being considered “stumpies,” the term was now considered derogatory or relegated to a few forestry majors.
REINVENTION AND INTO THE 21st CENTURY:
1986 TO THE PRESENT

It has been said that nothing persists like change and that the only thing constant is change. A corollary seems to be that to survive an institution must change, or stated another way must “reinvent” itself. One of the hallmarks of success at the College over the last 25 years has been the differing abilities of various departments and other units to reinvent themselves to keep abreast of the changing wants and needs of society.

Dr. Ross Whaley became President of the College following the retirement of Dr. Palmer in April 1984. Dr. Whaley’s background was in both government service and academia with professional training as a forest economist. His management style was quite different from that of Dr. Palmer’s and different procedures were instituted. Whereas Palmer had a strong orientation toward SUNY, Whaley’s orientation was more toward professional areas. He continued his strong involvement with the Society of American Foresters serving as its president during his tenure as College president; he also chaired Governor Mario Cuomo’s Commission on the Future of Forestry in New York and later served as a member of the Governor’s Commission on the Future of the Adirondacks. These assignments brought visibility to the College and fit well with Whaley’s prior work where he had extensively explored emerging trends and the future as head of the Forest Economics Division within the USDA Forest Service.

Shortly after Dr. Whaley’s arrival he created a faculty committee to study ways to organize the College departments. Times had changed; budgets were limited; the central administration of the State University and SUNY Board of Trustees were taking active roles in specifying enrollment targets and other procedures, and student enrollments were in decline from the heady days of overcrowded classrooms of the 1970s. Dr. Whaley eliminated the schools and replaced them with eight “Faculties.” The move was designed to encourage cooperation and integration among units and to break down historic divisions that tended to surround a strong “Department” designation. Instead of “Department Heads” there were “Faculty Chairs.” The change was more than just in name; formerly department heads operated quite independently with strong decision-making authority. The new chairs were to operate in a collaborative and democratic, consensus-building mode. However, the shift did revert somewhat to earlier traditional divisions within the College. It was further envisioned that an individual faculty member might have joint appointments within two or more “Faculties.”
In 1989 President Whaley put forth four interdisciplinary themes for the College:

1. Biotechnology in Forestry
2. Environmental Systems Science
3. Polymer Science
4. Process engineering

He also gave three short term objectives for the College:

1. Restructure the undergrad program to address liberal education of professional students and acceptance of a restricted number of freshmen and recruitment of minorities and potential honor students.
2. Involvement of the College in the larger area of environmental issues. The increasing fragility of the environmental support system must become a focus of a College carrying the name Environmental Science and Forestry. This will include an evaluation of our undergraduate program in Environmental Studies.
3. Quality. It is good that we have been preoccupied with program growth and expansion. Now is the time that we focus on quality. This should be all pervasive, including the work of students, faculty, and support personnel. The College will prosper if we are known by all who come in contact with us as a quality institution.

In 1991 a codification of current practices was issued by the College administration. In it were contained eight institutional needs considered important for the College to be a leader in the next century:

1. Four endowed chairs
2. Minority scholarships
3. Merit based scholarships
4. Distinguished graduate fellowships
5. Summer program scholarships
6. Lecture series
7. Special equipment
8. Capital construction

These themes and objectives would take years to fully implement but they mirrored the changing times and yet reiterated what have been guiding principles of the College since its inception.

On October 23, 1998, at a College Board of Trustees meeting, Dr. Whaley announced plans to step down as president the following July. He agreed to continue until a new president was found and subsequently a nationwide search committee was formed. In May 2000 the Board of Trustees selected Dr. Cornelius B. Murphy, Jr., as the next College president. He was approved by the Chancellor of SUNY and took office in September 2000. Dr. Murphy has a chemical engineering and administrative background, most recently serving as the president of a large consulting engineering firm with headquarters in Syracuse. Early in 2001 President Murphy outlined a new strategic planning process for the College, raising several issues:
1. New academic programs—What kinds of things will be relevant?
2. Additional faculty units—Should there be a general education department? What about specialties in energy and technology?
3. Different administrative organization?
4. New physical facilities—North campus, student center, energy research lab, parking garage?
5. Additional Research Centers—?
6. Larger student body—maybe 3,000 students by 2020?
7. Larger faculty—perhaps 200?
8. Bigger endowment fund?
9. Increased sponsored research funding?
10. More royalties returning to ESF?
11. New areas of research—hydrogen economy, cellulosic material, biophysical economics, fuel cell membranes, ethnobiology?
12. Increased recognition of research?

During Dr. Murphy’s tenure to date several of the questions he posed have seen some forward movement. Research funding continues to increase. New areas of research and teaching are under way such as cellulosic materials and biofuels. Expansion of the College physical plant is under way with the construction of the ESF Gateway Building to house the Office of Undergraduate Admissions and expanded Outreach facilities, and completion of Centennial Hall, the first residence hall exclusively for ESF students. Both new buildings embody the latest technology in “green construction” being energy efficient and designed to meet the highest environmental standards.
Academic Programs

The shift to a strictly upper division undergraduate institution in 1978 fostered problems. Students who had transferred from other campuses did not identify fully with the College and a sense of camaraderie dwindled. Course deficiencies among incoming junior-level students left them ill-prepared to tackle rigorous upper-division advanced courses and transfer articulation arrangements with two-year community colleges in the SUNY system were continually under examination and change. The College decided to change back to a four-year undergraduate institution. However, this required a transition period to honor students already in a transfer arrangement and to permit other units to make adjustments in recruiting. In October 1988 SUNY administration approved a shift back to the four-year programs at the College but no funding was available for implementation during the 1989-1990 academic year. Additional funding was required to meet added accessory instructional costs at Syracuse University for introductory courses customarily taught there, and, in addition, some College faculty positions had to be reassigned to handle lower-division students. Finally by 1990 the College was again accepting freshmen.

For much of the College’s existence SUNY was a benign actor. However, as time evolved during the last 25 years, SUNY became a much stronger influence on the content of academic programs. In the early 1990s the SUNY Board of Trustees, in conjunction with the New York State Education Department, instituted a set of specific general education course topics to be included in each SUNY undergraduate program. At the College the initial reaction by faculty and administration was that many of these general education subjects were being taught as parts of various established courses. This was not met with approval by SUNY, forcing the College to develop specific courses and find ways to teach specific general education courses, mainly at the freshman and sophomore levels. The manner in which the College packaged courses and enrolled students did not measure up well to SUNY system metrics and budget guidelines. The College had smaller classes and proportionately larger graduate student enrollment; both of which led to more classroom time by faculty but fewer credit hours per faculty member.

Two routes were possible to meet SUNY’s general education requirements: use Syracuse University faculty and courses, or hire more internal faculty and develop courses in-house. Decreasing state funding and rising accessory tuition costs at Syracuse University made the first option unfavorable. Added to the problem was that SUNY
questioned the large accessory instruction fee paid to Syracuse University by the College. This charge did not fit into the regular funding and budgeting format for SUNY units, which was further exacerbated by the College being unique within the SUNY system. Therefore the College faculty and administration undertook development of many general education courses. English and introductory economics had been taught at the College for many decades as were some college level mathematics so these courses were expanded to accommodate more students. As space developed in the new Jahn chemistry building general chemistry and organic chemistry were taught in-house. This greatly reduced accessory instruction costs and credit hours taken at Syracuse University. A few humanities courses and American history courses were also developed but Syracuse University was still used for some general education requirements and for upper division and graduate specialized courses.

The eight faculties created by President Whaley’s reorganization were Chemistry, Environmental and Forest Biology, Environmental Studies, Environmental Resources and Forest Engineering, Forest and Natural Resources Management, Landscape Architecture, Paper Engineering, and Wood Products Engineering. Over the years these individual academic programs have evolved and added new dimensions. In 2007 the “Faculties” were renamed “Departments” in keeping with the usual academic structure prevalent throughout most of the United States. At present there are eight academic departments: Chemistry, Environmental and Forest Biology, Environmental Studies, Environmental Resources Engineering, Forest and Natural Resources Management, Landscape Architecture, Paper and Bioprocess Engineering, and Sustainable Construction Management and Engineering; plus an interdisciplinary program in Environmental Science.

Historically students entering the Chemistry department (called Forest Chemistry until 1986) were headed for graduate study if they wished to have a career in the field. Polymer chemistry was a hallmark of studies and research. With the wider emphasis on environmental subjects, the chemistry faculty found new opportunities to expand into areas of high current interest, especially water chemistry. The completion of a new separate chemistry building, Jahn Laboratory, heightened interest in and visibility of the program and many distinguished faculty and graduate fellows were attracted to the program. The historical orientation to polymer chemistry was maintained but new options including environmental chemistry and organic chemistry of natural products (graduate level only) were developed.
The Environmental and Forest Biology department has experienced the greatest growth over the last 25 years. Before the shift to environmental areas, the prior departments of forest botany, forest entomology, and forest wildlife served to complement the overall forestry program. With the creation of an integrated biology faculty, seven undergraduate programs were introduced focusing exclusively on different aspects of biology. Wildlife science with content also in management of wildlife was developed. Along with options in other areas such as conservation biology and natural history and interpretation, student enrollment soared. Today Environmental and Forest Biology students account for the largest share of the undergraduate student body (approximately 40 percent).

With the change in the College’s name in 1972, there were various thrusts to implement an Environmental Studies curriculum. The center of the activity lay in the Landscape Architecture department. Other departments collaborated but tensions grew and with the program being housed in Landscape Architecture, that unit had the final decision over content. In addition, with two related yet separate programs in one department, faculty divisions arose. The Landscape Architecture degree is a professional career-oriented program with a definite end. Instead, the emerging Environmental Studies program had a more general focus. When a separate Environmental Studies faculty was created by Dr. Whaley in 1985, it did not have any cadre of faculty of its own. Instead a faculty coordinator was assigned with a portion of other faculty members’ time and effort used to plan and implement programs. This unique approach was not without problems however, and by 1989 planning was underway to establish a separate faculty cadre that would be both integrative and interdisciplinary. Student numbers grew and the program at both the undergraduate and graduate level was successful. Students within Environmental Studies study both the biophysical and socioeconomic sides of environmental issues.

The Division of Environmental Sciences was created in 2003. This is an interdisciplinary program for undergraduate and graduate study concentrating mainly on the biophysical aspects of environmental issues and areas. There is no separate department but a Division Director coordinates and oversees all programs. Faculty are drawn from every academic department within the College and participate in advising and teaching specifically in the program on a voluntary basis with the approval of their respective department chair. At first the business of the program was conducted informally by correspondence and meetings among the various interested faculty. As time went on, a more formal appointment of a faculty member to the program developed.
The approach is still very interdisciplinary and many different faculty from widely differing departments participate jointly in setting program goals and designing curricula. Building on the general education core as set forth by State University of New York requirements, similar to all undergraduate academic programs within the College, many different options are available to students to pursue. The program grew rapidly after its introduction and as of 2011 is the third largest undergraduate academic program of the College. Students attracted to the program might have still come to the College without the visibility of a specific interdisciplinary program but the program does appear to have given greater visibility to the College as it seeks to develop a more complete environmental posture.

Environmental Resources Engineering originally was a spin-off from the former Forest Management department wherein courses and graduate study had developed in surveying, photogrammetry, and other aspects of forest measurements. Over the years the program evolved using more of an engineering approach and the name was changed first to Forest Engineering then to Environmental Resources and Forest Engineering. A traditional engineering approach was attempted with coursework in the four basic areas of statics, dynamics, mechanics, and thermodynamics plus an engineering design senior capstone. However, accreditation was needed to attract more qualified students and to compete with traditional engineering schools starting to offer environmental engineering. Over the years more faculty with engineering backgrounds were added and less reliance was placed on Syracuse University for courses. Accreditation for the Forest Engineering program was achieved in 1983.

Forestry was once the center of activity at the College and the present Forest and Natural Resources Management department houses the oldest program. As other programs developed, many remained related to forestry, yet specialized. Creation of four schools within the College under President Palmer placed Forestry under the heading of the School of Resource Management. However, this failed to give visibility to the professional field of forestry and confused students. The name was then changed to the School of Forestry and with President Whaley’s creation of faculties, became the Faculty of Forestry. Emphasis in the undergraduate program was on preparing students for professional employment as foresters and meeting accreditation standards set by the Society of American Foresters. A strong field component was maintained as in earlier years. A major link was established between the two year Associates Degree at The Ranger School based at Wanakena, and the College’s B.S. forestry program. Subsequently this boosted enrollment for both programs. However, by the beginning of
On the Quad
c. 1970
the 21st century enrollment was again shrinking and an additional Natural Resources Management major was developed along with changing the name of the department. The additional major prepared students for a broad array of management-related employment outside of those requiring a degree from an accredited forestry program.

Landscape Architecture has always tended to maintain its own identity often distinguished by its more humanities and artistic approach plus its unique studio approach to teaching. Over the years the program maintained its historical orientation to traditional landscape design for gardens and parks but added a new dimension in community development and planning with three foci: brownfield remediation, community design, cultural landscape preservation. These were seen as natural progressions for the unit and helped to boost enrollment. The new direction also gave the Landscape Architecture faculty and students many opportunities to interact with local communities. Students were given real-world situations to solve, dealing with the clientele. Visibility for the College increased. The semester abroad program (or “off-campus”) of Landscape Architecture was started in the 1970s and today, throughout the country, the College’s Landscape Architecture program is the only one to require a semester abroad.

Paper and Bioprocess Engineering was originally called Pulp and Paper. However, the program closely resembled traditional chemical engineering programs and with the reorganization in 1986, engineering was added to the title. Both in undergraduate and graduate education and in research, this unit received strong support from the paper industry. New York, a leading producer of both wood pulp and finished papers together with the Empire State Paper Research Institute supported many endeavors in the field. Undergraduate enrollment remained small but through funding, many faculty members were supported.

Sustainable Construction Management and Engineering evolved from its first identity as Wood Utilization then Wood Products Engineering and later adding Construction Management to its program. Traditional employment for students educated in wood-manufacturing processes was declining as was interest in, and enrollment in, the program. A former outreach endeavor, the Wood Utilization Service that had served many wood products firms across the Northeast was greatly reduced. Eventually the program incorporated more mechanical engineering courses and coincidentally interest increased in wood-based construction. This included many of the courses in the department such as wood finishes, engineering dynamics and strengths of wood, drying and machining. Additionally incorporating design-related courses from Landscape
Architecture set the stage for a Construction Management program within the department. An important part of the wood products areas at the College was microscopic study of wood and other organisms. The Electron Microscope and the related N. C. Brown Center for Ultrastructure Studies involved major activities related to wood products but the facilities operated quite independently.
Since its inception graduate education at the College has served several different groups of students. Some are looking for careers in research or teaching, others seek advanced professional training, while some want to shift to a different field. Accommodating these diverse interests with a single Master of Science (M.S.) degree became increasingly difficult. In forestry, a Master of Forestry (M.F.) degree was developed and used for many years but some students felt it might be a less prestigious degree. In the field of Landscape Architecture the Master of Landscape Architecture (M.L.A.) degree had long been recognized as a professional degree. In 1996 a new Master of Professional Studies (M.P.S.) degree was started for students who planned to finish with a master’s degree and not go into research. Some Faculty units opted not to use the degree feeling that it detracted from long standing graduate practices or that it would be difficult to offer both a thesis-based M.S. program and a non-thesis-based M.P.S. Other units adopted it in addition to the M.S. degree.

Research Programs

Research has always been an element of the three-part mandate for the College, as expressed in legislative documents and various mission statements. However, state-supported research monies were small and tended to be the first things cut from budget proposals. Passage of the federal McIntire-Stennis Act in 1962 changed the amount and character of research at the College. This legislation provided money to support research in forestry in every state with a very broad interpretation of the field. In most states the forestry education program is housed at the land-grant college in that state. In New York, Cornell is the location of the state’s land-grant college (under old legislation setting up the land-grant colleges in the 19th century) while the professional forestry program is housed at SUNY-ESF at Syracuse. As a result, McIntire-Stennis funds are allocated 75 percent to the College and 25 percent to Cornell University. New York State is one of the top ten states in amount of McIntire-Stennis funding since the formula is based in part on the amount of forest land, private forest ownership, and size of forest-based industry in a state. At present the level of annual funding is approximately $600,000. With the infusion of the McIntire-Stennis funds, research at the College greatly increased. Money was available to hire graduate students, to fund field work, to present research results at conferences, and to supplement faculty salaries for those on academic year appointments. Other funding sources developed over the years and by 2009 the annual research funding at the College had reached $14 million.
The Empire State Paper Research Institute, funded by the large paper industry in New York State, provided large amounts of funding to support research in new methods of wood pulping, strengthening papers, and many projects related to the paper industry. The College has held a prominent place in paper research and the related chemistry but within the last decade the paper industry in New York has undergone severe decline. (In 1963 there were 18 active wood pulp and paper mills operating in the state, by the beginning of the 21st century there are one or two, depending on how one determines production.) New sources of funding and consequent different thrusts for paper research have been taken. Instead of cellulose-based research, wood as a source of energy, specifically ethanol, has become a research focus at the College.

At first the College was unique among forestry colleges with the broad scale and size of its faculty and programs and the College held a commanding lead in many areas of research. However, over the decades, forestry programs grew at other universities with subsequent increases in their research programs and the College found itself in a much more competitive environment.

With the enlarged environmental thrust at the College, research took another turn. Research proposals were prepared and funding sought for a wide array of research projects covering all departments and faculties at the College. The more traditional forestry and wood utilization research was languishing as competition for funds were spread across a wider base. Several developments took place.

In 1971 the College acquired Governor’s Island in the St. Lawrence River as a donation from James and Lorraine Lewis. It was named for Lt. Governor Thomas Alvord who spent summers there in the mid 1800s. In 2000 the Lorraine E. Lewis Thousand Islands Biological Station was established on the island. Aquatic research is carried on at the site in conjunction with the St. Lawrence Seaway and the New York State Department of Environmental Conservation.

Although formed in an earlier period, (mid 1960s) the Applied Forestry Research Institute (AFRI) is best mentioned here since it represented a unique approach to research for the College. AFRI had its own staff, space, and research program, unlike the then-existing Empire State Paper Research Institute which was closely allied with the Pulp and Paper department. The objective of AFRI was to focus on applied research projects of direct benefit to New York State clientele. Several studies were done for the New York State Department of Environmental Conservation. However, conflict arose between the
institute and the established forestry and wood utilization departments. It was difficult to undertake joint projects between the institute and a faculty member in a specific department. As a result AFRI was disbanded in the 1970’s and the professional staff was absorbed into regular faculties.

Focus on applied forestry research continued however and in 1994 a proposal was submitted for a New York Center for Forestry Research and Development. This proposal resulted from collaborative efforts among several groups including the Empire State Forest Products Association, New York State Department of Environmental Conservation, and New York Forest Owners Association. Focus was on four broad themes:

1. Manufacturing, Marketing, and Trade
2. Forest Ecosystem Management and Productivity
3. Economic, Policy, and Management
4. Forest Health and Protection

The Center received $125,000 in startup funding in the state budget. Over the next several years the Center for Forestry Research and Development conducted several studies and cosponsored conferences. However, when New York State faced difficult financial times, funding for the Center ended.

Over the years many different “institutes” and “centers” have developed at the College. Such units usually engage faculty members in one or more departments to perform specific research or outreach activities. These institutes give visibility to specific areas of research and appeal to legislators and others looking for a dedicated place to get a particular research idea implemented.

Several factors specifically have affected the research character at the College over the last 25 years. The first was the retirement of faculty conducting a particular line of research with the replacement by another person whose interests may lie in a different area. This shift often reflects newer research areas, but also may lead to severing a potentially valuable line of long-term research.

The second factor was the shift in faculty appointments from a 12-month (calendar year) to a 10-month (academic year) appointment. The impact on the overall research program was slight but the character of research was affected. Faculty members wanted summer salary supplements to conduct research. Some funding agencies did not support faculty salaries, limiting the type of research. A few faculty members sought
other summer employment either teaching at the Forestry summer field session or the Cranberry Lake Biological Station, or obtaining their own private consulting funds.

The third factor, during the last 25 years, is the changing political and social scene in the state, nation, and world. Two examples serve to illustrate this. First was the well-funded yet short-lived research into the environmental effects of locating large nuclear power plants in various places across New York State. Argonne National Laboratory, with funding from the Nuclear Regulatory Commission, sought help from the College in the mid 1980’s to evaluate the impacts on water, atmosphere, plants and animals from building many nuclear power plants in selected sites across the state. Several faculty members devoted time and graduate students were employed in the endeavor. However, the program came to an abrupt halt when U.S. President Jimmy Carter decided that nuclear power was getting too much negative publicity and cancelled the funding. The second example is the rise of biomass research. The College was well positioned to take the lead in developing new wood-based feedstocks (the willow projects) and to investigate all aspects of increased use of wood and chemical derivatives for biofuels. Additionally biofuel efforts have spread into major activities in the College outreach programs.

Tied to biofuels research and the entire field of energy research has been funding from the New York State Energy Research and Development Agency (NYSERDA). This agency has funded various College research thrusts over the last decades and more recently its funding has embraced more public service and outreach activities.

Finally, research has been affected by the use of registered lobbyists. Those lobbyists used by the College gained much needed funding but research had to respond to legislators securing the member-item funding. This increased the research projects but impacted long-term continuous bench-mark studies. During the College’s formative years, state legislators were actively courted to garner support for the College. This was followed by a period largely devoid of direct legislative involvement. However, within the last 25 years legislative contact has once again increased. Several legislative briefings were held for the local Central New York state and federal delegations. Administrative staffs including the president, vice presidents, deans and associate deans have been active in this area. Some faculty members also interact with selected local, state or federal legislators.
Outreach and Public Service

In the years from 1985 to 2011, outreach and public service were expanded and diversified. Shortly after the College’s formation, a Department of Forest Extension was formed with responsibility for publicity, publications, and audiovisual equipment within the College. However with increased demand for professional shortcourses, distance learning attempts, and increased publicity, changes were needed.

In the 1970s with increased call for short courses and non-traditional learning, Continuing Education was split off to a separate unit. Still later, faculty members and the administration felt the need for improving teaching methods. An instructional and faculty development person was hired and a series of sessions for college faculty was developed. Related to this was a nationwide conference on teaching in forestry and natural resources held at the College in 1994. This conference paved the way for a continuing series of similar conferences held around the country every two years.

From 1983 until 1999 the College hosted several intense two- and three-week short courses for personnel in the United States Department of Agriculture Forest Service. Mid-career persons seeking to be Certified Silviculturists in the Forest Service were selected for updates and refreshment of basic knowledge in soils, meteorology, hydrology, technical writing, resource economics, and statistics. College faculty from various departments co-taught the sessions using classrooms during spring and summer breaks. The College was successful in winning contracts for almost every year of the program. In addition, a College faculty member served on the Forest Service certification examination board for ten years. The program ended with changes in Forest Service funding, and changes in Forest Service training. However, during its duration it brought to the College people for whom ESF previously was just a vague name.

Public school teacher training was a second thrust of expanded continuing education. A lucrative market developed especially with high school science teachers needing advanced courses towards their Masters degree for permanent certification. Several courses were developed and offered. The increased visibility, especially to teachers in the Central New York area, helped to spread the word about the College. Faculty members earned extra compensation for teaching in all these endeavors.

The ESF in the High School program developed in 1997. In conversation with school teachers, the College was not often mentioned. The Admissions Office had
participated in College Days for decades but increased visibility was seen as necessary. Two schools were involved in the program’s first year; currently the program in 2010 includes 40 schools across New York State. Two specific courses are offered: Global Environment and Writing and the Environment. Currently more than 500 high school students are enrolled who will receive college credits for course completions.

Instructional development initially focused on improving faculty teaching skills with workshops and seminars led by invited educational experts. Recently the emphasis changed to providing graduate teaching assistants with tools and skills for better teaching. A series of Graduate Assistant Colloquia on Teaching and Learning have been presented and were well received by graduate assistants.

One anomaly of the College is that for decades it may have been better known across the world than in the Syracuse community. President Murphy called for increased participation in local events and increased local publicity. Activities of the Outreach unit reflected this, and the Office of Communications’ (formerly News and Publications) increased work in website development, developing news articles and television segments for local distribution, and even billboard advertising along the highways.

Physical Plant

The College physical plant during the last 25 years has undergone significant changes from new buildings, shifts in program locations, and rehabilitation. A new College entrance sign and landscaping were developed by the Landscape Architecture faculty and approved by the College Board of Trustees in 1989. This was important because it represented a departure from previous design work which had been done by SUNY central staff. Now, the College was using its own expertise.

Almost since inception, the Wanakena campus housing The Ranger School was contained in one building which held classrooms, dormitories, storage areas, and dining facilities. Enrollment at The Ranger School was suffering and space was severely limited for utilizing modern teaching methods. A large capital improvement project was designed, and groundbreaking took place in May 2001. The new additions were completed in 2003 with more classrooms and improved dormitory space; the latter necessitated by more women students in programs and utilization of the Wanakena campus for the summer field program in forestry.
The forestry summer camp remained at Barber’s Point until the mid 1960s when it was moved to the College’s Pack Forest at Warrensburg, New York. This site had previously been used as the location of the forestry spring camp and had dormitory and classroom facilities. By the late 1980s the increased costs affecting all operations of the College necessitated a long-term look at being more efficient. The Ranger School facilities were unused during the summer and it appeared possible to transfer use of the Warrensburg property during the summer to the New York State Department of Environmental Conservation for one of their conservation education camps. In 1993 the forestry summer field program was moved to its present location at The Ranger School facilities located at Wanakena. On September 1, 1993, the Pack Forest Campus at Warrensburg was closed to the public. The property would still be available for research but buildings were closed and all maintenance handled through a property director at the Huntington Forest at Newcomb. Arrangements were made with the New York State Department of Environmental Conservation to use the Warrensburg property for one of the Department’s Conservation Education camps which finally occurred in 1998 and are still in operation during summers.

The original site of the forestry summer camp at Barber’s Point became a biological field station for students at the College and other SUNY units majoring in biological sciences. Access is still only by boat from Cranberry Lake village but improved facilities have allowed continued use of the property for instruction for almost 100 years.

The shifts in summer field programs and introduction of new techniques (for example, Geographic Information Systems and broadened environmental subjects) necessitated installation of different field laboratories and associated access for student use both at The Ranger School property and at Barber’s Point. Improvements were accomplished over the years but limited funding and other duties of faculty during the normal academic year slowed progress.

Over the life of the College the chemistry programs, both teaching and research, evolved and reinvented themselves. Located originally in the basement of Bray Hall, they moved to the new Baker Laboratory in the mid 1950s. However by the late 1980s Baker Lab was sorely in need of major rehabilitation. New regulations governing use of chemicals and the outdated physical layout of the building made it quite unsuitable for the expanding polymer chemistry and water-related chemistry studies. In 1993, SUNY approved capital funds for a new chemistry building and ground breaking took place in
the fall of 1993 with the inclusion of a time capsule in the cornerstone. The building was completed in 1997 and named the Edwin C. Jahn Laboratory in honor of former Dean Jahn who served from 1961 to 1966. (He was the last College CEO to serve with the title dean and the only College alumnus to serve in this role.) Prior to being dean, Dr. Jahn was Associate Dean for Physical Sciences and Research and had been on the forest chemistry faculty since 1938.
By 1990 it was evident that Baker Lab no longer met the needs of modern wood products engineering and construction, chemistry, or computing, for the College. A major rehabilitation was needed and in 1997 detailed plans were developed for eliminating asbestos, reconfiguring the wood products engineering areas in the one-story wing, updating and enlarging the computing clusters, introducing new state-of-the-art classrooms, and modernizing the overall arrangement of the four-story main building. The building was virtually gutted and rebuilt over the period of several years. The first phase involved construction of temporary office space in the one-story wing to house faculty and staff in wood products, technical services, and College computing displaced by construction in the main building. Second was removal of extensive asbestos and other hazardous waste (creosote and other chemicals) that had accumulated over the decades since initial construction in the 1950s. Third was a complete redesign of the entire main four-story building with modern offices, new classrooms, and meeting space. Finally, the one-story wing was redesigned. All work was completed by 2008 at a total cost of about $20 million. With the work extending over many years it became possible to incorporate new technologies and adapt initial plans to fit evolving needs. More emphasis was placed on sustainability and green construction. Baker Lab today is very different both in exterior façade and interior space from the original design. The stark cement block and bare walls and rectangular construction have been replaced with sweeping spaces of wood panels, open atriums, and viewing ports into the laboratories. It serves as a showcase of the 21st century face of the College.

President Whaley, when asked what were some of the major “headaches” he faced during his tenure as President, promptly responded, “smoking, parking, and air conditioning.” In October 1988 the College Board of Trustees adopted a formal policy of “no smoking” in College buildings except in designated areas. This led to a scramble to find suitable “smoking lounges” and to equip the sites with exhaust fans. A converted men’s bathroom in Illick Hall, and a fourth-floor storage area in Bray Hall were used. Many smokers among the students, faculty and staff chose to step outside for their smoke break. Several years later all smoking in College buildings was banned and smoking was permitted only outside. In the last few years all smoking near buildings has also been banned.

Throughout the years parking on all college campuses has become difficult; Syracuse University and the College are no exception. Parking and various solutions from the sensible to the ridiculous were offered at faculty meetings. The SUNY central
administration authorized campus units to charge faculty and students for parking on campus. SUNY had developed a target of $4 million to raise from parking fees across all SUNY units with the College’s target set a $24,000. This would have resulted in an annual fee of $132 per parking space if approved by the College Board of Trustees. The College Board of Trustees debated the issue at several meetings in the 1980s and at its May 1990 meeting received statements opposing parking fees from the Civil Service Employees Union (CSEA), United University Professionals (UUP), and the Public Employees Federation (PEF). Understandably the College faculty opposed the idea and interestingly the City of Syracuse Common Council also submitted a resolution in opposition. The proposed parking fee resolution was defeated by the College Board of Trustees.

Unusual weather events are a staple in upstate New York. Society, including the College adapted to cope with most occurrences. Closure of the campus due to heavy snows is very rare. Two events over the years have caused major disruptions: the microburst in the Adirondacks in 1995 and the Syracuse Labor Day storm of 1998.

On July 15, 1995, a series of thunderstorms, later categorized as a microburst traveled across northern New York. The summer field program was in full swing at Wanakena. Staff and students upon waking Sunday morning found roads blocked, power lines down, and communications disrupted. The normal teaching program was suspended and staff and students worked on clearing roads and power lines. Although it was impossible to continue the program that summer, nevertheless, valuable lessons were learned by the students. Other weather events occurred near the Wanakena campus and extreme cold is no stranger. In January 1998 Wanakena narrowly escaped a major North Country ice storm that ravaged parts of St. Lawrence and Jefferson counties. Fortunately, The Ranger School did not lose power. However, many residents across the North Country were without electric power and in danger of freezing in their homes. Ranger School students and faculty worked to salvage material from the 1995 microburst and loaded trucks with firewood for stranded homes.

On Labor Day, September 7, 1998, a terrific thunderstorm occurred in central New York. Summer thunderstorms are not a rare event; however, this one produced almost tornado and hurricane effects, much of it centering on the University Hill area of Syracuse. Trees were blown down, streets closed and massive power outages occurred. On campus, glass from greenhouses on top of Illick Hall scattered across the quadrangle and onto Hendricks Field adjacent to Baker Lab. Classes were suspended for a day but
cleanup took many weeks. Throughout Oakwood Cemetery (just to the south of campus) roads were blocked with fallen trees. Many specimen trees visited in laboratory sessions in the dendrology and plant material course were lost. The City of Syracuse consulted College faculty on ways to clean up.

**Students**

Over the last 25 years the number and character of both undergraduate and graduate students have changed. These changes manifest themselves both in curriculum shifts and new approaches to deal with student issues and problems. Undergraduate enrollment at the College’s 50-year anniversary (1961) was 617. By 1964, the first year enrollment was 866 with 28 women students. From there total enrollment and that by women increased. In 1975 the College reached a peak of undergraduate enrollment of 1792 students with 20 percent being women. From this peak enrollment dropped to 718 in 1988. However, enrollment increased both for women and men and as of the fall 2010 semester undergraduate enrollment was 1561 with 41 percent being women.

With the shift back to admitting freshmen in 1990, a specific freshman recruitment initiative was developed. However, state budgets kept shrinking and in October 1992 President Whaley reported to the College Board of Trustees that the planned freshman class of 100 had been reduced to 70. SUNY set enrollment caps for each institution in 1992. This was difficult for the College to accept with so many potential students expressing strong interest in environmental subjects. In January 1993 President Whaley again reported to the Board that the Freshman Initiative was going well in spite of the very poor fiscal times.

With the shift to a student body composed of both men and women changes were necessary in physical arrangements such as more bathroom facilities, but a much larger change was needed in faculty attitudes and language nuances (not referring to a student group as “men” or “you guys”). Women also found few role models to follow both at the College and in the professions of forestry and various environmental fields. The latter would have to take care of itself, but within the College steps were needed to create a better environment for both genders. Various attempts were made but the first large scale study was undertaken by a joint faculty and staff task force in 1991.

The task force report was criticized by some faculty saying, “I don’t do that,” or “It’s silly to make some of these changes, we don’t have gender specific things here anyway.” However, upon reflection many came to realize that unconscious actions or
seemingly innocent words could be seen as biased against women. Change took time but by the end of the 20th century the College was much more integrated. The hiring of many more women faculty in the last 25 years fostered a sense of total community and reduced much of any “we-they” mentality.

Trustee Robert L. Bendick, representing the New York State Department of Environmental Conservation (DEC) at a Board meeting in the 1990’s, commented that he had attended a recent meeting of the New York State Society of American Foresters and only one woman was present and no minorities. He asked the College to look into ways to increase women and minorities in forestry. A suggestion was made to set up internships within DEC. Interestingly, such internships had been set up in late 1970s and while women students were not specifically targeted, the first two students to be interns in their senior year were women. Both continued in careers with the DEC.

Students at the College have always been keenly interested in the natural world yet often passive about the local environment on campus. One exception is the long-held tradition of not using the quadrangle as a shortcut pathway. Sitting or lounging on the grass is acceptable with playing of Frisbee games seen as generally acceptable. In 1991 the student representative to the Board of Trustees presented the board with a student prepared brochure on the “Controversy Over the ESF Quad.” Contained within were complaints that the College was using unnecessary chemical fertilizers and related herbicides and pesticides. Some students were purposely walking across the quadrangle lawn to protest the use of chemicals, but in doing so they were seen in direct opposition to the “no-walking across the quad” environmental concern. The students persisted in their demands and adjustments were made. The College had to ensure that employees applying chemicals were trained and certified applicators, and very few are used today.
Faculty

For the first 50 years of its existence College faculty fully embraced forestry as the central mission. Many came from forestry backgrounds but if not they felt that forestry in a broad concept was the focus of their work. This was also a male dominated environment with almost no female faculty. During the next 25 years the College grew in faculty and support staff and with the change to a broader environmental mission the diversity of faculty increased both in gender and background. However, the greatest changes occurred during the last 25 years.

One notable change, albeit minor at the time, was the shift from a calendar (12 month) appointment to an academic (10 month) appointment. At first this shift merely meant that a few newer faculty hires could no longer be relied on to be on campus during the summer, and programs were little affected. However, by the late 1990s very few faculty members were left whose appointments were on a 12-month basis. The shift to academic-year appointments had different effects on each unit. One College-wide result was that no longer could committees meet, or graduate student theses and dissertation exams be held effectively, in the summer.

A second effect was the desire for those on academic appointments to seek extra employment during the summer. One major impact was the increase in research proposals and short course or other extra instruction offerings. Staffing for the Biological Field Station on Cranberry Lake and for the Forestry Summer Field program now required extra funding to pay for faculty; whereas previously these assignments were viewed as part of a faculty member’s normal work load. However, the College moved into a faculty appointment mode more similar to the average college faculty profile across the country.

Until the mid 1970s promotion and tenure decisions at the College were informal and under the direct jurisdiction of each department chairman. Faculty members were primarily teachers conducting some research and doing some outreach and public service work. A few notable exceptions were in chemistry where appointments were more tied to research. However, as research became more important in the College mission and the pressure increased for generating funds, promotion and tenure procedures became very structured. Faculty members were required to prepare detailed statements of accomplishments and in most instances much reliance was placed on publishing manuscripts in peer-reviewed or refereed professional journals.
In the mid 1980’s and later, increases in short courses and outreach activities began to affect faculty accomplishments. In addition, some faculty members with heavy teaching loads in general education (statistics, basic mathematics, introductory chemistry or English) found little time or support for any research. They suffered under a regime that favored scholarly publications. Change took time but gradually teaching and more public service and instruction has been incorporated into promotion and tenure policies.

Academic student advising has always been a hallmark of the College. Students have always praised the “small College atmosphere” at the College and the opportunity for “one-on-one” contact with faculty. With the advent of the new Freshman Initiative in 1990 certain faculty were chosen to be advisors specifically for freshmen and sophomores. The intent was to have faculty sensitive to an incoming student’s special needs for adjustment while being familiar with the complex lower division general education requirements and course offerings. However, this arrangement separated students from their lower division advisor after two years and as they had to be assigned to another upper division advisor. Faculty members asked for revision and a desire to keep students for all four years. Each department tailored advising to its own particular situation. However, in many units some faculty members were not utilized at all for advising.

The College Middle States Association of Colleges and University self-study report submitted in 1991 and the Accreditation team report addressed several faculty issues:

1. A balance must be struck among teaching, research, and public service and different standards and criteria for promotion and tenure are needed in different academic units.
2. Communication between administration and faculty, particularly regarding finances, is inadequate.
3. Faculty governance functions well but there is inadequate faculty involvement in budget decisions.
4. The College has made positive strides in improving the climate for women but needs to improve the diversity of the faculty.
5. Not all faculty are good advisors. Training and oversight of advisors needs to be improved.

The concluding comment was:

ESF, along with the rest of higher education finds itself in a threatening climate. Our challenge is to maintain our central strengths until better times. Our mission, however, is critical to the state, country, and world. We have an enthusiastic and talented faculty and relevant programs. If we pull together as a community we are going to emerge with strength.

This comment would have held many times over the last 100 years and is still relevant at the College’s 100-year anniversary.
Alumni and Development

The Alumni Association of the College dates from the 1920s. For many years it kept track of graduates and organized reunions at various locations around the country. Development as per fund raising was handled sporadically as donors stepped forth with money or property to donate. President Palmer saw the need for an organized fundraising effort and set up a specific Alumni Office and a Development Office. These efforts continued and expanded under President Whaley and more recently with President Murphy. The need for external funds increased greatly in the 1980s and continues into the 21st century. State funding has been reduced necessitating an increase in tuition, while student costs have risen dramatically due to the increases in tuition, room and board, books and other supplies. To attract and maintain high quality students, scholarships and other financial aid were necessary. Both the Alumni Office and the Development Office, operating in conjunction with the ESF College Foundation, took on major roles as fundraisers. These activities also increased the visibility of the College across a wide spectrum of the public.

The ESF College Foundation started in 1960 as a way to channel gifts and other donations to the College. It provided some modest support for scholarships and in 1963 had total assets of $14,000. With increased publicity and efforts by foundation staff the assets had grown to $208,000 by 1970. The foundation actively sought donors and granted more scholarships and by 1990 the endowment had grown to $1.9 million. As state budget support for the College shrank and costs increased, the need for more financial resources became apparent. Major efforts were undertaken to increase giving by alumni, corporate donors and others. Ten years later there was over $9 million in assets and as of 2010 total assets stand at $29 million. The Foundation assets are invested in conservative funds and the yields are used to support many College endeavors. Most notable recently is the funding for the new student residence building to open in the fall of 2011.

Trustees

The College Board of Trustees had various activities over the years. During the College’s formative years it was heavily involved in securing funding and monitoring programs. After formation of State University of New York a separate Board of Trustees was formed at the SUNY level. However, the College Board of Trustees remains and, although other units of SUNY have advisory boards, the College Board of Trustees is
unique within SUNY since it is the only unit maintaining a separate board. In 1989 President Whaley recommended that the College Board become involved in the New York State legislative process advocating increases in College funding.

In 1991 the New York State Comptroller issued a report highly critical of College expenditures and accounting. This further increased the need for Trustees and others to become more involved in state politics. Among the “errors” in this report that President Whaley conveyed to the Board of Trustees were:

1. The College was incorrectly compared to Arts and Sciences of other SUNY units whose activities were largely undergraduate education. Instead the College should be compared with Science and Engineering programs in SUNY doctoral granting institutions and other specialized colleges in the country.
2. Total cost of operation was divided by the number of students indicating cost per student with the College ranking extremely high. This formulation ignored the SUNY mandate, and the long held mandate of the College to have research, public service, and demonstration activities in addition to teaching.
3. The dollar cost used in calculations was 25% higher than the state appropriation. Thus the College was being penalized for active fund raising and a strong research program.

These problems have plagued the College from the formation of SUNY. ESF has always been unique within SUNY in several aspects:

- Heavy commitment to graduate teaching and research
- No dormitory facilities (except for The Ranger School which was considered separate and the new College dormitory to open in fall of 2011)
- Many faculty on a twelve-month appointment (until more recent decades)
- Reliance on accessory instruction and other services provided by Syracuse University.

Over the years many notable persons have served on the College Board of Trustees. Melvin Eggers as Chancellor of Syracuse University (SU) was an active member of the College Board of Trustees until his retirement in 1991. He was very sensitive to the College’s needs and personally renegotiated contracts between the College and Syracuse University and greatly facilitated the new Freshman Initiative. Referring to College students he said, “Your students are our students.” He embraced the College as part of the Syracuse University community and told the Board of Trustees, “The College and SU students must always live together in harmony.”
RAPP '38 AND RAPP '63
BOTH L. A. GRADS (see p. 2)

SUMMER, 1963
Vol. LXIII, No. 1.
A Unique Relationship with Syracuse University

A significant feature of the College since its beginnings is the special relationship with Syracuse University (SU). As noted in the introduction, the College would not be where it is without the hard work of early SU Chancellors and the dedication of Louis Marshall and others. Throughout its history, the College has been intertwined with Syracuse University while maintaining independence. This intertwining is reflected in courses taken by College students at SU and reciprocal courses taken by SU students at the College; joint graduation exercises; faculty appointments for some College faculty onto the SU faculty; SU library and gymnasium privileges for College students and faculty; a seat for a College representative on the SU faculty senate; joint graduate student thesis and advisory committees; cooperative security and other physical plant operations; and until recently use of SU dormitories by College students. This symbiotic relationship has benefited both institutions. SU can draw from the forestry and environmental leadership provided by its neighbor while the College has at its doorstep all that a large multidisciplinary university has to offer.
A TIMELINE OF SELECTED ESF EVENTS:  
THE FIRST 100 YEARS

1911 - Founded as the New York State College of Forestry at Syracuse University

1911 - Started in the basement of Lyman Hall with 52 students, two faculty members and one dean, Hugh P. Baker

1911 – Louis Marshall, first president of the College Board of Trustees is influential in getting funds for the College, including a separate building

1912 – New York State Ranger School opens at Wanakena on the Oswegatchie River on land acquired from the Rich Lumber Co.

1913 – First Summer Camp is held at the John Strong estate in the Catskills.

1915 – Summer Camp moves to Barber’s Point on Cranberry Lake

1917 – College moves into the newly constructed Bray Hall. Overall design of the campus set by orienting Bray Hall to face west

1917 – World War I reduces enrollment and faculty support as people enlist to fight the War

1920 – F. Franklin Moon becomes Dean of the College

1920 – The College Alumni Association is formed

1920 – An undergraduate program in Pulp and Paper Manufacture is added, the first of its kind in the United States

1923 – Charles Lathrop Pack acquires lands in the Adirondacks and presents them to the College for demonstration, instruction, and research in forestry

1923 – Nine students of the College are on the S.U. World championship lacrosse team coached by Landscape Architecture Professor Laurie Cox

1928 – Main building with first permanent classrooms and dormitory space completed at The Ranger School

1930 – Anna and Archer Huntington donate 15,000 acres of land in the Adirondacks to the College for research in wildlife biology and management

1930 – Hugh P. Baker is reappointed to the position of Dean of the College and services until 1933.
1932 – A one story factory-type building to house a pulp and paper laboratory, Libby Laboratory, is constructed in back of Bray Hall

1933 – The Louis Marshall Memorial, now known as Marshall Hall, is built on campus

1933 – Samuel N. Spring becomes Dean of the College

1938 – Greenhouses built to the south of Bray Hall

1940 – Undergraduate enrollment is 515 students, all male

1941 – World War II takes its toll on College enrollment as students and faculty leave for the War

1945 – Joseph S. Illick becomes Dean and the College begins a big post-war expansion

1946 – The first three women to enroll at the College graduate with degrees in Landscape Architecture and Pulp and Paper

1948 – State University of New York (SUNY) is formed and the College becomes a member of SUNY

1948 – Enrollment at the College surges throughout the 1960s and 1970s. Foresters are becoming general land managers as outdoor recreation, watershed management and other forest uses become important

1948 – The College acquires the Tully Forest as a transfer from the NYS Conservation Department and subsequently adds other land to this property

1951 – Hardy L. Shirley becomes Dean of the College.

1957 – Baker Laboratory is built giving much needed room for expansion of chemistry and wood utilization and computing space

1957 – International programs involving the College are expanded, notably agreements with the University of the Philippines

1958 – The Empire State Paper Research Institute is formed as the first institute at the College

1960 – The Syracuse Pulp and Paper Foundation (SPPF) is established to provide program and scholarship support to students in the Pulp and Paper Technology program

1960 – The ESF College Foundation is established to channel gifts and donations to a unified fund for scholarships and other College projects
1960 – Addition built on to the existing buildings at The Ranger School. The first women students enroll at The Ranger School.


1961 – The College celebrates its 50-year anniversary with special programs, governmental proclamations and visits from state and national personages.

1962 – The federal McIntire-Stennis research program gives a big boost to funding research at the College.

1964 – Undergraduate enrollment stands at 866, with 28 women enrolled.

1966 – The Applied Forestry Research Institute is formed with its own staff and research program focusing on projects of direct benefit to New York State clientele.

1967 – Edwin C. Jahn becomes Dean of the College; the only alumnus to become head of the College.

1968 – Illick Hall and Moon Library are built, giving room for expansion of biological sciences and a separate building for the library, formerly located on the first floor of Marshall Hall.

1968 – Forestry Summer Field Session moves from Barber’s Point on Cranberry Lake to Pack Forest at Warrensburg, Barber’s Point facility becomes Biological Station used by students in Environmental and Forest Biology.

1969 – Name of the College head changed from dean to president, Edward E. Palmer becomes first President of the College.

1969 – Walters Hall and the associated Libby Lab for pulp and paper is dedicated.

1969 – The undergraduate program in Environmental Studies is established as a four year BS degree option offered by the School of Landscape Architecture. The BLA degree in Landscape Architecture adds a required off-campus semester and a fifth year for degree completion.

1971 – New Physical Plant added at the west end of campus.

1971 – College acquires Governor’s Island in the St. Lawrence River. A biological station is established in 2000.
1972 – The name of the College is changed to State University of New York College of Environmental Science and Forestry

1972 – Four schools established within the College: Environmental and Resources Management; Environmental and Resources Engineering; Biology, Chemistry, and Ecology; Landscape Architecture, each headed by a Dean

1973 – The Applied Forestry Research Institute is disbanded and staff absorbed into other ongoing programs

1974 – The College establishes the interdisciplinary Graduate Program in Environmental Science. This complements a number of existing disciplinary graduate programs

1976 – Undergraduate enrollment peaks at 1,800 students; 1,400 men and 400 women

1978 – The College moves to full upper-division status, admitting only juniors after completion of two years at another institution. This arrangement remains in place until 1990 when freshmen are once again admitted

1982 – Undergraduate enrollment is 800 students

1983 – Forest Engineering program receives accreditation

1984 – Ross S. Whaley becomes President of the College

1986 – Schools eliminated and replaced with eight Faculties: Chemistry, Environmental and Forest Biology, Environmental Studies, Forest Engineering, Forestry, Landscape Architecture, Paper Science and Engineering, Wood Products Engineering

1986 – The BS program in Environmental Studies moves from the School of Landscape Architecture to a newly established Faculty of Environmental Studies that is led by its own chairman. This program is recognized as the College’s interdisciplinary degree for undergraduates

1986 – The College celebrates its 75th anniversary with a gala party and special seminars

1988 – The College Board of Trustees adopts a formal policy of no smoking in College buildings except in designated areas. The policy is later extended to ban all smoking in or near all College buildings

1988 – College undergraduate enrollment hits a low of 718 and then grows to 1561 with 40 percent women by 2010
1990 – SUNY Board of Trustees and NY State Education Department institute specific undergraduate general education courses required of all majors at all SUNY colleges

1991 – New faculty members are hired on an academic year appointment (9 months); previously most faculty members had been on calendar year (12 month) appointments

1991 – The College, faced with new general education requirements and shrinking state financial support to pay for accessory instruction to SU, hires additional faculty to teach more basic education courses in-house

1991 – A joint faculty and staff task force on women at ESF is commissioned. Its studies and report result in a much more equitable climate for both men and women

1993 – Forestry Summer Field Session moved to The Ranger School facilities at Wanakena to use those facilities in the summer

1994 – The New York Center for Forestry Research and Development is established and operates until funding ends in the mid 1990s

1994 – The College hosts a national conference on teaching in forestry and natural resources. This sparks new interest in helping faculty members improve their teaching, subsequently a specialist in instructional technology is hired

1996 – The College faculty approves the Master of Professional Studies, a non-thesis degree option open to students in selected units

1997 – The ESF in the High School program is developed involving two schools. The program grows to involve 40 schools across New York by 2010

1997 – Jahn Laboratory is completed, opening modern space for Chemistry. Major rehabilitation of Baker Lab is started, and completed in 2008

1998 – A major ice storm ravages much of northern New York but The Ranger School escapes without damage. Students and faculty at the school work to salvage firewood and send the wood to local homes that lost electric power

1998 – A terrific thunderstorm causes major damage on campus and forces the cancellation of classes for one day with total cleanup taking many weeks

2000 – Cornelius B. Murphy, Jr., becomes President of the College

2001 – Groundbreaking takes place for a major renovation of The Ranger School facilities. The building is completed in 2003
2003 – ESF Board of Trustees approves the College’s Vision 2020 Strategic Plan

2003 – An interdisciplinary Environmental Science program is established with a Program Director and participating faculty from many existing units

2004 – The William Munsey Kennedy Jr. $1.5 million Landscape Architecture endowment is announced

2007 – Faculties replaced with departments, names again changed to reflect emerging issues and new fields of study

2010 – Construction begins on Centennial Hall, ESF’s first student residence separate from Syracuse University; construction is completed in just over one year and students move into the hall in August 2011

2011 – ESF Gateway Building under construction with anticipated completion in 2012; it features a combined heat and power system with a wood pellet fuel source

2011 – The College celebrates its 100th anniversary
**COLLEGE BUILDINGS ON MAIN CAMPUS**

<table>
<thead>
<tr>
<th>BUILDING</th>
<th>DATE CONSTRUCTED</th>
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<tr>
<td>Bray Hall</td>
<td>1917</td>
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<td>Marshall Hall</td>
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<td>Greenhouse</td>
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<td>Maintenance &amp; Garage</td>
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<td>Baker Laboratory</td>
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<td>Illick Hall</td>
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<td>Moon Memorial Library</td>
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<td>Physical Plant</td>
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<td>Jahn Laboratory</td>
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**DEANS AND PRESIDENTS OF ESF: 1911-2011**

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<tr>
<td>Hugh P. Baker</td>
<td>1911-1917</td>
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<td>Cornelius B. Murphy, Jr.</td>
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