College of Natural Resources and Environment

Leadership Institute
2016-17 Student Cohort

Helping to Develop Tomorrow’s Leaders in Natural Resources and the Environment
Welcome to the College of Natural Resources and Environment’s Leadership Institute. When we began the institute in fall 2010, our vision was to create a unique opportunity that would help our students understand and experience leadership up close. We have succeeded well beyond that initial vision; the Leadership Institute has become a signature program in the college.

Now in its seventh year, 84 students have participated in the Leadership Institute to date, and I have seen their transformation firsthand. Those enrolled as seniors have leveraged this unique experience to help them secure their first job after graduation. Students enrolled as juniors return for their senior year with a different mindset and perspective about where their career can take them and how they can step up in their final year on campus and take charge of their own future.

The Leadership Institute is a national model for undergraduate engagement in a leadership experience. Perhaps more than any technical knowledge we can deliver, leadership means working with people to solve problems, create opportunities, and move programs, organizations, and people forward. Leadership is necessary and can happen at every level of every organization.

The current and future challenges and opportunities across the global landscape require a unique blend of scientific know-how and leadership. We want to equip our students with the skills and tools they need to solve critical problems facing society in the management and utilization of our natural resources and in stewardship of the environment.

Institute directors Brian Bond and Steve McMullin have poured tremendous energy and planning into this experience for our students. The fall semester is spent studying leadership styles and profiles, and assessing each student’s own personality type. During winter break, we travel to Charlottesville and Richmond to meet with state government, state agencies, and nongovernmental organizations (NGOs). We continue to Washington, D.C., to meet with federal agencies, NGOs, and members of Virginia’s congressional delegation. In a very busy week of travel, our students experience organizational, political, and agency processes, and leadership at all levels. During spring semester they work on group projects that require leadership to accomplish their goals.

We are able to offer this unique and signature student experience because of the generous support of our donors. We could not do it without you! Thank you and please know that your support is an investment in our future, the future of these wonderful students, and the future of our natural resources and the environment.

I hope you enjoy reading the profiles of students in the current Leadership Institute cohort. It won’t be long before this generation takes on major responsibilities in managing, protecting, and utilizing our natural resources and stewarding the environment. Leadership will be needed in the natural world, in the political arena, and in the public and private sectors. Our students are preparing to lead.

Warm regards,

Paul M. Winistorfer
Dean
Brian Bond  
Director, Leadership Institute

I grew up in Roanoke, Virginia, where I was an avid hiker and backpacker, greatly enjoying the surrounding mountains. I have always enjoyed the outdoors and became an avid rock/ice climber and mountain biker while in college. Coming from a family with a long history of engineers, I searched for a way to combine my interest in engineering and manufacturing with my love for nature and the outdoors, finding wood science the perfect fit. I completed my undergraduate degree in forest products at Clemson University and enrolled in an M.S. program at Virginia Tech. I remained at Virginia Tech to complete my Ph.D. in 1998.

I started my academic career at the University of Tennessee, where I was an extension specialist in the Department of Forestry, Wildlife, and Fisheries. In 2002, I joined Virginia Tech’s Department of Sustainable Biomaterials, where I have continued as an Extension specialist but also teach, mentor graduate students, and conduct research. I have spent my entire academic career teaching, researching, and expanding others’ understanding of the properties, manufacture, and use of the most significantly used renewable material — wood.

My scholarly work includes teaching a junior-level course, Wood House, focused on the manufacture of biomaterials used in both structural and non-structural applications. I advise graduate students working in the areas of wood processing, drying, and use. I spend a lot of my time traveling in Virginia and the region working with the wood products industry on solving processing issues and on ways to increase competitiveness. I write articles for several trade journals that focus on wood processing and have become a leading expert on hardwood lumber drying. Over the last few years, I have become more interested in the use of wood as a sustainable and renewable material for meeting society’s material and energy needs.

During my career, I have seen how effective good leadership can be, as well as the devastating effects of poor leadership. Therefore, for the last seven years, I have been striving to assist in developing tomorrow’s leaders, those who will drive the use and management of our natural resources.

When not working, I enjoy spending time with my family, hiking, mountain biking, and living in Blacksburg.
I grew up in Davis, California, a community in the Sacramento Valley that is a lot like Blacksburg — a small town with a major university as its focal point. Fishing became my favorite recreational pursuit in my teen years, and when I discovered that I could make a career in fisheries management, I was ecstatic. I began my undergraduate studies at the University of California at Davis, then transferred to the University of Idaho where I completed B.S. and M.S. degrees in fisheries science. I spent 10 years with the Montana Department of Fish, Wildlife, and Parks as a fisheries biologist, regional fisheries manager, and, finally, as chief of the Fisheries Management Bureau.

I left Montana in 1989 to get my Ph.D. and teach fisheries techniques at Virginia Tech, where I remained for 27 years, teaching classes in Human Dimensions of Fisheries and Wildlife, and Leadership and Communications for Natural Resource Professionals. I retired from Virginia Tech in June 2016 and now devote much of my time to teaching leadership and team building continuing education workshops for natural resource professionals (mostly with the U.S. Forest Service). I also serve the American Fisheries Society as president-elect and will become president of the society in August 2017. I love helping people realize their leadership potential through development of self-awareness and the self confidence needed to lead in one’s unique, individual style. I believe that leaders serve others and significantly influence outcomes regardless of their positions.

My wife, Leslie, and I split our time between southwest Florida and the Maine woods. I love to fly fish for just about anything, including trout, smallmouth bass, and saltwater fish. We have two children and four grandchildren. Our daughter, Emily, is an attorney living in Charlottesville. Our son, Kyle, is director of athletics at Christopher Newport University in Newport News.
Alexandria Cassell
anc13@vt.edu

Hometown: Waihiawa, Hawaii

Expected Graduation Date: May 2017

Majors: Environmental Resources Management and Environmental Informatics

Minor: Forestry

Honors and Awards:

GIS and Remote Sensing Research Symposium Poster Presentation Award, May 2016

President's Volunteer Service Award, July 2016

Treasurer, Virginia Tech Chapter of The Wildlife Society, 2016-17

College of Natural Resources and Environment Ambassador, 2015-17

Member, Xi Sigma Phi-Chi (Forestry Honor Society)

Member, Sigma Alpha Lambda (National Leadership and Honor Society)

Dean’s List, fall 2014-fall 2016

Alexandria Cassell
Environmental Resources Management and Environmental Informatics

I grew up in constant change. As part of a military family, we moved around the world, from Germany to Hawaii and many states in between. Early on, I developed the ability to adapt to the situations that we temporarily occupied. While faced with the difficult challenges of moving, I embraced the opportunity to learn about the various cultures of where we lived. I cherish the chance I got to explore, which now feeds into my passion for studying the environment and continuing to expand my own experiences.

Virginia Tech welcomed me in July 2013 for Summer Academy and will see me off in May 2017. While here, countless doors were opened to me, and I am content with the one I selected to the College of Natural Resources and Environment. Guided by the experienced professors here, I learned to put names to trees, identify wetlands, quantify forests, examine population impacts through GIS, turn data into manageable information, and communicate these findings to others. Through my courses, I developed skills in the field and in the lab, and enhanced my ability to communicate. My classes here changed how I view and interact with the world.

Embracing the experiences and chances to develop myself, I took part in any opportunity I could. I served the Student Chapter of The Wildlife Society as the conclave chair my junior year and continue as the treasurer in my senior year. One of my proudest involvements was helping as a teaching assistant for the dendrology lab my junior year. This past summer, I interned with the Virginia Big Tree Program. This wonderful experience helped me develop my ability to communicate with others and to manage the measurements from big trees across Virginia. I cherish giving time to the college and learning from these unique experiences.

Despite an ever-changing future, I know that what I learned has prepared me for it. I look forward to continuing my academic career by attending graduate school. My goal for my future career will combine my majors to work in the field, in labs, and communicate the information collected and analyzed.
Henry Cohen
Geography

I ran cross-country in high school just outside of Charlottesville, Virginia. Every spring we would have an annual “mountain run” that started in the school parking lot and ended 2,000 feet up the Blue Ridge Mountains on Skyline Drive. While most of my memories from that run are of burning lungs and aching legs, I do remember getting to the top and realizing for the first time how incredibly close I lived to one of the most beautiful places on Earth. While crossing the Appalachian Trail and connecting to the Blue Ridge Parkway, and I could look down and practically see my school and my house! I had grown up around nature, with lots of day hikes and summer car-camping adventures, but that mountain run was the first time I felt close to nature and absorbed by it. I was fighting it with every step up that steep fire road, but I was also falling in love with it.

Since then I’ve realized that I’m happiest when I’m working with and alongside nature. Along the way, though, I’ve also realized that nature is a lot more complex than the simple mountains behind my house. Nature was destroyed and preserved, it was politicized and argued about, and through all of this it usually had a mind of its own. Nature eluded simple explanations, so when I got to college to try to learn more about it, I didn’t even know where to start. From very early on, though, I met people who shared my same yearning to understand the world around them and who strove for the same goal of building a more sustainable future. The professors and students that I met my freshman year opened my eyes to a new world that was the College of Natural Resources and Environment.

I’m a geography major now, and I still don’t have all the answers, but I’m filling my box with tools that I know will be invaluable down the road. I still like to run, too. I joined a trail running club here at Virginia Tech and have run three trail 50Ks since my freshman year. I also play cello in the New River Valley Symphony and give campus tours as a Hokie Ambassador, as well as serve on the leadership team with Reformed University Fellowship, a local campus ministry.

Nature, like I realized on that first mountain run, is closer than you think, and being able to see it from both the classroom and the trails has given me a new perspective on life. That nature is meant to be loved, and lived in, and wrestled with. That ecosystems and cities and families and friends are all interconnected. That the best conservationist conserves life itself. And that the best runner leaves no tracks.
Growing up in a neighborhood on 10 acres almost completely covered by woods, I would typically spend my days in the woods at a small creek for hours on end. I found salamanders, toads, and turtles all the time; I always loved them, but the rest of my family thought I was a little weird. Little did they know, these experiences would foster my lifelong passion for herpetology.

In addition to playing in the woods, my dad, uncle, and great uncle introduced me to fishing and hunting. While I loved fishing, I gravitated more to hunting. Eventually I began to bow hunt, which allowed me to see interactions among deer and other wildlife that I had only seen in videos or read about in books. After that, I saw wildlife more for its intrinsic value.

However, owing to my skills in math and science, I started as an engineering major at Virginia Tech. Despite succeeding in the program, I felt out of place. I could not stand working inside — I loved the outdoors and knew that I wanted to work outside for my career. The end result was that I changed my major to wildlife conservation. Since then, I have never found myself bored or out of place; I had made my way back to my roots.

I have volunteered and collected salamanders for Professor Carola Haas’ study. I also volunteered with the Virginia Department of Game and Inland Fisheries, extracting lymph nodes as part of their ongoing chronic wasting disease work, and I recently started working in Professor Bill Hopkins’ lab, aiding in the ongoing wood duck project that looks at the effects of incubation temperature on certain behavioral aspects of wood ducklings. I look forward to what I will learn from the Leadership Institute.

After Virginia Tech, I plan on going to graduate school and focusing in herpetology or mammal game species. From there, I hope that one day I will work with a state or federal agency, but for now, I will just wait to see where life takes me.
It all began when I was in kindergarten. I would find myself looking at songbirds, catching bugs, and only ever wanting to read about animals. My interest grew throughout middle and high school as I volunteered as a junior docent at the Norfolk Virginia Zoo, where I educated children and adults about the zoo animals and the environment. I loved working with people to educate them on current environmental problems and how to make better decisions to benefit nature. I even traveled to Costa Rica with my zoo family to volunteer under the organization Kids Saving the Rainforest (KSTR). I worked for a week on the rehabilitation center, which had marmosets, squirrel monkeys, and even a one-armed sloth. This experience sealed my need to work with animals, whether it be directly or through education about them. With this interest in animals, I assumed my only option was to become a veterinarian, so I came to Virginia Tech for its impressive pre-vet program.

By the middle of my sophomore year, I found myself wanting more. I wanted to learn more about all animals as opposed to the limited scope of agricultural and pet animals, so I started talking to the wonderful people of the College of Natural Resources and Environment. They helped me realize my passion to work with wildlife, especially in the field of conservation and with threatened and endangered species. With my switch to wildlife conservation, I have found myself much more interested and challenged in my coursework.

I am always looking for new experiences and in doing so I have found myself volunteering in Professor Marcella Kelly’s lab, which uses camera trapping to estimate the population size and density of big cat species, volunteering for a graduate student of Professor Bill Hopkins who studies the effect of incubation temperature on the behavioral phenotype of wood ducks, and working a summer job for the Conservation Management Institute doing office and field work in Blacksburg and in several other states. Most excitingly, I am participating in the Leadership Institute, which will allow me to realize my full potential of my interactions in the field of natural resources and to become a leader at every level of every organization I participate in.

I am a member of the Virginia Tech Student Chapter of The Wildlife Society and of Xi Sigma Pi, an honor society for forestry and related majors. These two organizations have exposed me to many of the opportunities in the field of natural resources. I currently do not have a set career in mind; however, I am confident that through my participation in a wide variety of experiences, especially the Leadership Institute, I will soon find something that I am very passionate about.
Margaret Goetz
Environmental Informatics

Don’t be afraid to fail, but don’t ignore the signs either. I was in engineering through fall of my sophomore year. I then realized engineering wasn’t for me — the extensive studying and constant hard work wasn’t paying off, so I switched to environmental informatics due to the data modeling and analytics. So far, it has been so much more enjoyable and rewarding. I can cater the classes to my interests and I get to take a lot more physical geography and hydrological-related classes while still retaining an analytical mindset.

In summer 2016, I interned with Peter Sforza in the Center for Geospatial Information Technology, working on the 3-D mapping of campus. The experience involved working with ArcMap and ESRI software, which I enjoyed tremendously and look forward to using in the future. GIS modeling and software is the future — we are able to model possible futuristic scenarios so we can prepare for anything and everything, or map disaster scenarios to try to figure out the extent of the damage or contamination. Environmental data analytics can also be applied to almost anything — transportation, remediation, research. I am so excited to be in this new major and learn become an environmental problem solver. Now entering my junior year, I have decided to add a minor in watershed management and am honored to have been accepted into the Leadership Institute.
Tristan Jilson
Wildlife Conservation

Looking back at my childhood, it doesn’t add up that I’m in the College of Natural Resources and Environment. My exposure with the natural world was limited. As a child I came home from school and watched television or played video games, but those habits changed as got older. In high school, I found an affinity for photography and reading National Geographic. If I would have to attribute anything to my sudden interest in the natural world, it would have to be those two things.

I accepted my admission to Virginia Tech without ever visiting campus, so I had no idea what to expect when I came to Blacksburg my freshman year. However, I got involved with Freshmen Leadership Experience (FLEX), a branch of the Student Government Association, and quickly realized I made a good decision by coming here. One of the best things I got to do as a student is work with New Student Programs as a Hokie Camp Counselor and Orientation Leader, in which I served the school and welcomed new students to Virginia Tech.

As a wildlife conservation major, I have noticed that when I tell relatives about my major, they usually relate it to charismatic mega fauna. There is something about the underdog species that don’t get their spotlight as a stuffed animal or animated protagonist that interests me. I want to be able to change the perception of wildlife conservation to one that is inclusive of all species of wildlife, no matter how ugly a species might be, by highlighting the contribution that misunderstood species bring to the world. People can easily gain an appreciation for nature and for those animals that are commonly overlooked by having the proper people relaying information to the public. With a minor in peace studies and violence prevention, I hope to work out the interdisciplinary issues within the field of human-wildlife interaction.
Sustainability has always been a passion of mine since I learned the significant impact it can make on the biosphere. The very practice of sustainability can be implemented in multiple disciplines, anywhere from science to business models. Throughout my studies at Virginia Tech, I have been able to truly understand the importance of practicing sustainability and the role it plays in ensuring a stable environment for future generations to enjoy. The broad scope of sustainability made selecting a professional avenue to get involved with a challenge. However, with the guidance of the professors in my program along with several internship experiences, I have solidified my decision to get involved with sustainability from a policy standpoint.

During my undergraduate career, I have continued to stay informed and involved with sustainability initiatives at Virginia Tech through my contributions as president of the Society of Renewable Resources and vice-president of the Recreational Society. I also have been a member of the Packaging Systems and Design club. All of these roles have led to my current position as a student ambassador for the College of Natural Resources and Environment.

On the policy side, I have resided as a team captain for the student grassroots organization called Students on Capitol Hill. This opportunity allowed me to meet with policymakers and their staff members to understand what efforts they are promoting to encourage sustainable initiatives in their congressional districts.

When I graduate I hope to be a staff member for a Virginia Congressman, specifically Senator Mark Warner or Representative Donald Beyer. In my final year at Virginia Tech, I look forward to getting further involved with sustainability initiatives throughout the Hokie community!
The first time I said I wanted to be a veterinarian, I was only two years old. I did not know what it meant at the time, I just knew it involved working with animals. The older I got, however, the more I realized sitting in an office day in and day out could never be enough for me. I enjoyed being outside, fishing and hiking and just exploring the natural world too much. It was not until halfway through my first year at Virginia Tech that I fully accepted my childhood dream was just that — a dream. I can distinctly remember the turning point, when I knew studying veterinary medicine for the next eight years was not what I wanted. I was on the island of San Cristobal in the Galapagos, sitting in a little room listening to a researcher talk about sea turtle mortality. He had been conducting research on turtle migration as well as traditional boat paths. He realized the two paths intersected, which was responsible for the high rates of turtle death. He then used his results to pass legislation forcing boats to change their shipping paths. He had made a difference in his community, something I have always strived to do. As soon as I came home from my study abroad in Ecuador, I switched my major to wildlife conservation. I also added a second major in environmental resources management and minors in forestry, environmental economics, and biological sciences.

Since then, I participated in a Costa Rican study abroad that focused on sustainability. In addition, I volunteered on habitat restoration projects in New Orleans and Queensland, Australia. Being a part of these projects has helped me focus my career goals and really delve into what interests me. After graduate school I would like to work in project management, primarily on projects that help to restore habitat for threatened and endangered species. I am very excited to be a part of the Leadership Institute, as I believe it will help me develop the skills necessary to excel in my future career.
Matt Lacey
Wildlife Conservation

I grew up in the suburbs of Columbus, Ohio. This may seem like a strange environment to foster a passion for the outdoors; however, from a very young age I would visit the Columbus Zoo and Aquarium on a weekly basis. A summer vacation to Yellowstone National Park opened my eyes to the possibility of a career in the field of wildlife biology. Since that trip I’ve focused all of my efforts on accomplishing this goal. While in high school I participated in a two-year Zoo School program where I conducted research and gained insight into the responsibilities of a zookeeper.

I was drawn to Virginia Tech by the beautiful scenery of Southwest Virginia and the reputation of the College of the Natural Resources and Environment. Coming into college, I was extremely passionate about predatory mega fauna — wolves, bears, and mountain lions. My time here at Virginia Tech has helped open my eyes to other interests. I am now also interested in broader issues involving environmental policy, land management, and global climate change.

Since entering college I have had the opportunity to engage in undergraduate research. I spent the past summer working as a wildlife ecology intern at The Wilds, a conservation science center in southeastern Ohio. I also assisted with camera trapping and data entry for the Wildlife Habitat and Population Analysis Lab here at Virginia Tech. I’m currently serving as the camera trapping chair for the Student Chapter of The Wildlife Society.

I have become increasingly interested in the interface between scientists and government officials. It has always been my goal to make a lasting impact on this planet by conserving wildlife species and their habitat. I believe the best way to make this impact may be through a career as a leader in a natural resources agency, either a nonprofit or at the federal level. I hope to develop my leadership skills and make lasting connections that will aid me in the pursuit of my goals.
I grew up in Chesterfield, Virginia, and moved to Blacksburg when I was in seventh grade. I spent all of my free time outside, running through the woods, playing in the creek, and doing whatever else my imagination took me to. My dad is a geologist, so I also grew up surrounded by rocks and mineral hunting. He would teach me little things about our Earth and the foundation for what we see today, so it was no surprise when I decided I wanted to major in geology.

The only school I applied to was Virginia Tech. I watched my brother, sister, two cousins, and boyfriend come to Virginia Tech and love every minute of it. I could not wait to be a Hokie and start my career in geology. After fall semester in my sophomore year, I realized that geology was not for me. I felt like geology was just tearing apart the Earth, and I wanted to save it. I jumped blindly into wildlife conservation. I had never taken a class in the College of Natural Resources and Environment before, but I followed my heart and could not be happier.

Through my experiences working with a few forestry professors, I am really enjoying looking at the big picture. Instead of focusing just on animals, I have been able to focus on the ecosystem as a whole. I am hoping to work for the National Park system in my future, and I cannot wait to see what other experiences I will get to enjoy in my last year of college. Becoming a wildlife conservation major and being able to study the animals I grew up loving while learning to conserve our natural surroundings has made me very excited for my future. Participating in the Leadership Institute will only help me feel more prepared and excited for my future.
Lindsay Wentzel
Wildlife Conservation and Fish Conservation

Coming to Virginia Tech was one of the best last-minute decisions I ever made. During my college search, I was dead set on studying environmental science at a small northern school. Fearing out-of-state tuition, my dad convinced me to drive to Blacksburg, where I was introduced to the College of Natural Resources and Environment. Sitting in Cheatham Hall, I remember Professor Dean Stauffer flipping to the wildlife conservation slide of the program presentation and I was immediately sold. There was a picture of a student cradling a small bear cub. I knew instantly that I had to join the Hokie Nation so that I would have the chance to take advantage of the incredible programs and opportunities.

I have always had an interest in wildlife, stemming from my mom rehabbing squirrels and birds during my childhood. My real passion, however, is large mammals. Through my work and research at Virginia Tech's Black Bear Research Center, I participated in a yearlong black bear pseudopregnancy study. I was also granted funding to pursue my passion as an intern at the Smithsonian Conservation Biology Institute in Front Royal, Virginia.

With the recent addition of my second major in fish conservation, I am thrilled to be given the chance to study another one of my passions and am incredibly anxious to dive into the fish world. I am excited for what's in store and am extremely happy with where I am in my college career.

Aside from my research and studies, the college has allowed me to foster a second passion of mine: mentoring. Through my roles as a First Year Experience Peer Mentor and CNRE Ambassador, I have realized that I truly love serving my college and its students. My goal is to be a university professor of wildlife reproductive biology. My professors are my greatest role models. Following their example and serving future undergraduates would be my greatest aspiration.
Kirsten White
Geography

Coming into college as a geography major, I was interested in learning about the world in a broad sense — including both the physical and human forces affecting it as well as major issues facing humans and ecosystems today. I began to delve deeper into my classes and studied conservation biology and sustainability in Australia and New Zealand through Virginia Tech’s remarkable Hokie’s Abroad program, where I had the opportunity to experience the natural world’s immense beauty embodied in places like the Great Barrier Reef and geothermal wonders of Rotorua, New Zealand.

As a result, my focus narrowed to the topics of sustainability and water, and I picked up minors in sustainable natural environments and watershed management in addition to geographic information science. This combination provides me with a solid foundation with the potential to pursue several different fields since I have not yet discovered what specifically I am most passionate about within these topics.

I am so excited to be enrolled in the Leadership Institute this year! Good leadership is an important quality to have in all stages and roles of life, but it is especially crucial for young adults emerging in the professional world wanting to excel. I hope to gain both a deeper knowledge of myself as well as methods for conducting myself efficiently and effectively in collaboration with others to help make a difference in water resources and sustainability.
2016-17 Student Cohort – Front row (left to right): Kelsey Krum, Wildlife Conservation and Environmental Resources Management; Jessica Fitzpatrick, Wildlife Conservation; John Connock, Wildlife Conservation; Catherine Jucha, Packaging Systems and Design; Alexandria Cassell, Environmental Resources Management and Environmental Informatics; Emily Newton, Wildlife Conservation; Kirsten White, Geography

Back row (left to right): Brian Bond, Director; Steve McMullin, Associate Director; Margaret Goetz, Environmental Informatics; Tristan Jilson, Wildlife Conservation; Matt Lacey, Wildlife Conservation; Lindsay Wentzel, Wildlife Conservation and Fish Conservation; Henry Cohen, Geography; Paul M. Winistorfer, Dean
| 2015-16 Student Cohort – Front row (left to right): | Brian Bond, Associate Director; Cassidy Williams, Wildlife Conservation; Maria Elisa Vollmer, Environmental Policy and Planning; Paige Crane, Wildlife Conservation; Rachel White, Geography; Michaela Wenger, Natural Resources Conservation; Catherine Steentoft, Geography; Olivia Jancse, Meteorology |
| Back row (left to right): | Steve McMullin, Director; Davis Gilbert, Geography and Multimedia Journalism; Alex Pelletier, Fish Conservation; David Tilson, Wildlife Conservation; Allison Moser, Wildlife Conservation; Hunter Hatcher, Fish Conservation; Paul M. Winistorfer, Dean |

| 2014-15 Student Cohort – Front row (left to right): | Brian Bond, Associate Director; Ashley Weston, Fisheries Science and Biology; Kaylyn Duda, Meteorology and Geography; Chandler Eaglestone, Wildlife Conservation; Eliza Demere, Natural Resources Conservation; Samantha Hannabass, Wildlife Conservation; Ilia Donner, Forestry; Charles Aquilina, Geography and Environmental Science |
| Back row (left to right): | Steve McMullin, Director; Benjamin T. Poling, Forestry; Brendan Little, Natural Resources Conservation; Page Clayton, Packaging Systems and Design; Sterling Pino-DeGale, Wildlife Conservation; Matthew Cunningham, Geography; Paul Winistorfer, Dean |
2013-14 Student Cohort – Front row (left to right): Mohamed Mwinyi, Geography; Sierra Steffen, Geography; Emily Ronis, Wildlife Science; Zachary Shiner, Wood Science and Forest Products; Kelly Summers, Forestry and Natural Resources Conservation; Brian Bond, Associate Director
Back row (left to right): Steve McMullin, Director; Kelley Anderson, Forest Resources Management; Alex Garrestson, Wildlife Science and Theatre Arts; Juan Botero, Wildlife Science; Britney Kreiner, Fisheries Science; Katy Battle, Wildlife Science; Paul Decker, Natural Resources Conservation and Environmental Resources Management; Jeremy Withers, Wood Science and Forest Products; Paul M. Winistorfer, Dean

2012-13 Student Cohort – Front row (left to right): Brian Bond, Associate Director; Stephen Perkins, Wildlife Science; Ally Rodgers, Natural Resources Conservation; Claire Helmke, Wildlife Science; Lisa Trapp, Wildlife Science; Carol Anne Nichols, Wildlife Science; Keegan Mobley, Wildlife Science; Katie Abelt, Geography and Spanish
Back row (left to right): Steve McMullin, Director; Matt Layman, Geography; Morgan Brizendine, Fisheries Science; J. Turner Crawford IV, Forestry; Josh Hertzler, Wood Science and Forest Products; Ryne Noska, Meteorology and Geography; Paul M. Winistorfer, Dean
2011-12 Student Cohort – Front row (left to right): Helen Tripp, Wildlife Science; Scott Riley, Fisheries Science; Lorelai Mackenzie, Environmental Resources Management; Kara Dodson, Environmental Resources Management; Lauren Cabral, Environmental Resources Management; Megan Cochran, Geography; Addie Jones, Geography; Steve McMullin, Director
Back row (left to right): Brian Bond, Associate Director; Jandir Santin Jr., Wood Science and Forest Products; Kalena Comer, Wildlife Science; Paul Ngo, Wildlife Science and Biological Sciences; Roxzanna Dalton, Wildlife Science; Kyle Dingus, Forestry; Paul M. Winistorfer, Dean

2010-11 Student Cohort – Front row (left to right): Kathy Hixon, Wildlife Science; Lydia Eggleston, Geography; Brittany Schultz, Natural Resources Conservation; Kelly Merkl, Natural Resources Conservation; Hannah Lee, Environmental Resource Management; Kenneth Erwin, Wildlife Science
Back row (left to right): Steve McMullin, Director; Cari Lynn Squibb, Wildlife Science; Walker Baldwin, Geography; Patrick Trail, Geography and International Studies; Charles Turner, Wildlife Science; Mitchell Kern, Wildlife Science; Adam Christie, Forestry; Paul M. Winistorfer, Dean
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Center for Leadership in Global Sustainability
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