Forest Ecosystems and Society

Department Meeting

Wednesday, October 17, 2018

Richardson 115

In Attendance:

Dawn Anzinger	Katy Kavanagh	Stacy Rosenberg
Jessica Bagley	Bev Law	Darrell Ross
Matt Betts	Misty Magers	Dave Stemper
Badege Bishaw	Ian Munanura	Chris Still
Janean Creighton	Mark Needham	Steve Strauss
Ashley D'Antonio	Michael Nelson	Juliet Sutton
Michelle Day	Melora Park	Dana Warren
Lisa Ganio	Klaus Puettmann	
Troy Hall	Bill Ripple	

Updates and Announcements from the Department Head, Troy Hall

- Building updates: Advanced Wood Projects Building and Peavy are both moving forward. There is a plan for replacing the remaining defective panels in Peavy. No official occupancy date has been released, but teaching will probably start in Spring 2020.
- Fundraising/Development cycle will be picking up this year, but there is no specific news yet. We haven't yet replaced the assistant development director (after Brian Pecor left).
- Leadership: The Provost has decided to move forward with and external Dean search, likely in winter or spring. He is open to thoughts/suggestions about the qualities and skills we seek in a Dean. Anthony Davis is officially interim dean until a new Dean is appointed.
    - o Katy Kavanagh is now Associate Dean for Research
    - o No decision has been made on the FERM department head search; Anthony is still developing a strategy, and he has met with the FERM faculty and college leadership.
- Budget: The new budget model for OSU is being implemented. As has been noted in recent years, this likely means CoF will have changes in revenues, but the implications aren't fully clear yet. Anthony is trying to get a handle on the overall college budget.
- Enrollment numbers: up 3% for CoF overall, 20 new MNR students this Summer and Fall. The BS in NR and MNR programs continue to account for the majority of students (and growth) in the College. The BS NR is up to 611 students this quarter.
- Michelle Day – update from RSF: The RSF call for proposals for professional development funding is open, with a deadline of Nov 15.
    - o http://rsf.forestry.oregonstate.edu/call-proposals-college-forestry-research-support-faculty-professional-development-fund
    - o The RSFC may be changing the administrative memo describing their mission and composition, and they welcome comments

- Research Office Update (Melora Park): the FWHMF program call for concept papers is open; they are due Nov 15
    - http://www.forestry.oregonstate.edu/research/funding
- There will be a special FEC meeting about Elliott State Forest possibilities and concerns, Oct 30 11am in Richardson 107. The Dean's office sent around a short overview document.
- Computer Help Desk: Jerri retired recently, and Ken West is retiring in November. Terralyn will be doing a survey of users in November, so now is a good time to make your computing needs known.
- Safety reminder: Richardson Hall should always be locked on weekends and graduate students should have an after-hours pass; undergraduates are not allowed keys. If you encounter someone waiting to get into the building on weekends, ask to see their pass. If they don't have one, tell them you are not authorized to provide access.
- Labs in Richardson and Oak Creek were all inspected over the summer, with minor problems that were then addressed.
- Please let the Troy/FES office staff know when you are travelling. A good place to send that info is FES.Workbox@oregonstate.edu
- Travel reimbursements: This fall there have been several overdue claims needing approval. Please remember to submit reimbursement requests on time. Late is more than 60 days. Troy will be maintaining a log of late reimbursements and a second late request will not be granted.
- Implementing teaching reviews this academic year: The FES teaching review policy says that junior faculty should be reviewed twice prior to promotion/tenure, and all faculty must have a teaching review every five years.
    - If this policy needs tweaking please give Troy feedback. We have several faculty who will be undergoing review this year, and that likely means that faculty will be tapped to assist.
    - eSET scores are required in university dossiers but they are currently not required for students to complete. Last year, response rates were very low (<30%). Strategies for getting higher feedback numbers were discussed, including giving bonus points to all students for a high completion rate in the class. (Ashley described how she does this in her classes, and it seems to work well – talk to her for details.)
- Graduate Student Tuition: Over the past 18 months, the department heads and office managers have worked with the Dean to develop a formal policy for assigning TAs to classes. The new policy corrects major inequities in how TAs had formerly been assigned.
    - The policy is available for review. Key points:
        - 40 students in a 3-credit lecture class = 0.3 FTE for a GTA, and there is a sliding scale for increasing support for larger enrollments.
        - Each lab section will be assigned a 0.30 FTE TA
    - FES spent $108,000 last year in tuition for TAs, and $180,000 is projected for this year.
    - FES spent more on cost-shared tuition for grants last year than we spent on TAs
    - FES pays the difference in ecampus tuition costs when our graduate students take Ecampus classes, so consider that when your students want to take Ecampus courses. The department will not cover costs for "elective" courses that are not in a student's program of study.

Discussion of new graduate student requirements, Lisa Ganio

- The summer email vote resulting in both proposed changes to the graduate curriculum passing with approximately 2/3 majority. The new requirements are:
    - All graduate students must take FES 520
    - All graduate students must take a new "interdisciplinary problem solving" course (under development, with instructors TBD)
    - All graduate students must take 1-3 terms of a new 1-credit seminar course focused on presenting research proposals (under development, with instructors TBD)
- Next steps: developing syllabi for courses, then CAT II process of approval
    - Deadline of May 1 for CAT II process, so syllabi should be developed and submitted in November
- If interested in teaching or developing courses get in touch with Lisa

Priorities for the year, all department members

- Suggestions were written on note cards anonymously, which were collected at end of meeting. Small groups to discussed individuals' ideas, then the major ideas written on board and discussed by the whole group
- Categories <u>written on the board</u> are as follows:
    - Operations/Communication
        - Improve transparency, input re: positions/policies, timely postings/info share
    - Academic programs/students
        - Review the college's recruitment plan
        - Address the decline in grant funding for grad students
        - Develop alternative models and a strategic approach for recruitment
        - Address the need for PhD students to gain teaching experience
        - Provide mechanisms for graduate students to gain experience writing and securing grants
        - Work on ways to build community for online undergrad and grad students
        - Work on process for student tracking, jobs after graduation
        - Review courses offered via Ecampus and on-line for consistency C
        - Market our courses effectively
    - Address international activities
        - Engagement
        - Teaching/research
    - Address financial issues
        - Work on development of $ for FES discretionary; Innovation/incentivizing
        - Address indirect cost recovery and how to get funds back to units/faculty
        - Explore models to help secure research grants
        - Develop major interdisciplinary research grants
        - Develop transparent process for spending departmental discretionary funds
    - Discuss and clarify expectations for different appointment types (12 vs 9 month, .75. etc)
    - Develop a staffing plan

- Ensure consistency in safety plans, especially non wet labs (including fieldwork)
  - Share "what works"
- Are we producing graduates who have skills to be effective citizens? (balanced understanding of societal/NR interactions)
- Teaching/academic programs
- Explore "our" identity
- Engage extension faculty in research more effectively

Additional ideas <u>submitted on cards</u>:

- Teaching/academic programs/students
  - Identify marketing/promoting opportunities for FES instructors to help promote FES programs and degrees to school districts in Portland and elsewhere.
  - Explore social media ways to promote courses
  - Build the TRAL degree
  - Focus on development and teaching of new grad student seminar/proposal course
  - MNR grad student residency
  - Explore different models for advising MNR students
  - Emphasize the NR and TRAL programs – these are major initiatives at the local and federal levels and we are falling behind. Incentivize action to spur growth.
  - Are there ways to streamline the programmatic burdens on grad students and mentors – these seem to increase every year
  - Develop college and departmental plans to strategically increase the number of graduates to capitalize on the new university funding model
  - Consider ways to transition undergraduate NR students into SNR and MNR
  - Find consistent, stable ways to obtain funds to support graduate students
  - Have graduate students submit one grant/year
  - Increase grad student involvement with EECB seminar and FES seminars; more interdisciplinary involvement
- Research
  - Develop an internal process for possible research development funds
  - Share grant accomplishments and publications more widely
  - Submit 3-5 major interdisciplinary research grants (such as NSF Macrosystems or CHNS) showcasing the interdisciplinary faculty in the department/college
  - Leverage existing co-op funding into competitive external awards
  - Time demands for administering research and grants consumes too much time – takes away from science
  - Develop incentives for transdisciplinary collaboration on proposals
- Financials
  - What is FES doing to get new money from external sources like endowments, awards, etc?
  - Are we missing opportunities for fundraising and "friends-raising" because we don't have a departmental narrative?
  - Develop a policy for supporting international travel

- o   Return some grant F&A to faculty (have a policy for this)
- o   Work with development staff on priorities
- o   Develop policy for tuition remissions
- o   Find funds for shared/split FRAs. Partial support from CoF or FES would help.
- Operations
    - o   Work on diversity, equity, and inclusion
    - o   Need less top-down and more bottom up management in CoF and FES
    - o   Staffing plan: how will we grow and in what areas? How are we planning for retirements?
    - o   Peer review of teaching policy – merging university guidelines for review of online teaching with the FES review policy
    - o   DH should spend more time on departmental growth and initiatives
    - o   Develop a policy for review of administrators (FES, CoF)
    - o   Have a discussion about changing the college name
    - o   Staff morale
    - o   Regular communication of department strategic direction
    - o   Increase consistency in safety standards, especially for non wet labs (those without EHS oversight). Include safety as part of annual reviews.
    - o   Better college-level communications
    - o   Be intentional about welcoming new faculty and staff in FES and in CoF
    - o   Become more environmentally sustainable as a department and college, including the C footprint of our activities.
    - o   Have a more transparent articulation of reward systems
    - o   Develop a plan for encouraging applications from under-represented groups
- Increase international engagement

<u>"Top Priorities" as identified individually at end of the meeting:</u>

- Operations
    - o   Increase **transparency** of decision making to facilitate broader input
    - o   Sort out expectations for part-time vs. full-time faculty
    - o   Departmental strategic plan
- Academic programs
    - o   Recruitment of grad and undergrad students
    - o   Review courses offered via Ecampus and on-line for consistency
    - o   Increase grad enrollment – address issue of faculty who are not bringing graduate students – are alternative funding mechanisms beyond grants needed?
    - o   Create more **community for on-line grad students**
- Financial
    - o   Provide/obtain development **funds to support grad students** and research
    - o   Explore **different models to secure funding**
    - o   Have the FES Fellowship and Scholarship committee take a more active and strategic approach to graduate student funding

- o   Find ways to incentivize growth and innovation
- o   Develop **interdisciplinary research projects**
- Engage more effectively with Extension faculty
- **Staffing plan** – develop a coherent vision for future staffing and disciplinary development (e.g., how do undergraduate programs influence our future?). Address both FES vision for research and teaching needs.
- **Safety**