

Annual Academic Report, 2012-13
College of Forestry/Oregon Forest Research Laboratory
September 1, 2013

The College of Forestry achieved a number of strategic priorities supporting academic, research and teaching excellence in our first year under the leadership of Dean Thomas Maness. Most importantly, we have developed the college's 5-point strategic plan, which sharply focuses our wide range of disciplines on healthy forest landscapes. It identifies the initiatives that will lead us closer to our vision of becoming the top education and research institute in the world focused on the relationship between healthy ecosystems and healthy communities, people and businesses. Developing our strategic plan has brought us together as a college, and we have created a new energy and excitement about the future.

To achieve our objectives, we restructured the Dean's office responsibilities and hired a new group of college leaders. For the first time the College of Forestry has an Associate Dean of Graduate Programs, whose focus is on ensuring high quality graduate education, recruiting top students from around the world, and creating international research opportunities for our students. A new Associate Dean for Undergraduate Studies is leading a major recruiting initiative, and creating a new cooperative education program. With a new Forest Ecosystems and Society department head expected to be hired this fall, all three of our department heads will be in their positions less than two years.

In addition to new administrative leaders, the College has hired six assistant professors that bring new energy and creativity to our work, and has two faculty position searches underway. An additional five retirements will occur in 2014. Coupled with the new faculty positions brought to us with new program funding, this means we will have more than 16 new faculty hires by 2015—one fourth of the tenure track faculty in the college.

We've also undertaken a long overdue review of college policies. We've developed a new college-wide teaching policy, aimed at dramatically increasing education quality and capacity for enrollment, and a new policy for managing Ecampus classes and programs to ensure high quality distance education.

The college experienced continued success in private fundraising, raising more than \$8.1 million in FY13 and exceeding by more than \$2 million our \$48 million fundraising goal for The Campaign for OSU—the first unit on campus to do so. We have also repurposed our Board of Visitors to be the driving force for new private investment in the college, and have embarked on an ambitious program to build a Forestry Student Experience Fund. The fund's goals include modernizing and expanding our facilities, creating opportunities for international internships, funding new scholarships for diversifying the college, and building a new learning center in our research forest. The BoV is on board and excited about creating these opportunities.

This year also saw the creation of the newly appointed Forestry Education Council, established by the State of Oregon in 2012 to advise the CoF Dean and manage harvest tax revenues for investment in the professional forestry degree programs at OSU. We have worked closely with the Education Council to completely redesign our professional forestry program based around experiential education and strong field based learning. The new program starts in fall 2013. In its first year, the council proposed and the legislature passed a harvest tax package that will allow us, with the University match, to secure funding for two much-needed professorial positions in Forest Economics and Forest Management, an instructor in Forest Harvesting, a cooperative education program coordinator, and annual financial support for Forestry Field School and the cooperative education program. This is a huge vote of confidence in our college and our new programs.

2012-13 Programmatic Achievements

a. Student engagement and success

Initiatives focused on innovations in the curriculum, growing enrollment, connecting students with research, and fostering students' professional development.

Academic program innovation

- The new Professional School for the new BS Forestry degree and the existing BS Forest Engineering degree programs was approved, and welcomes its first class in fall 2013. These changes were motivated by a desire to streamline, update, and grow our professional forestry degree programs. The new Professional School model will make us **the** place to go for professional forestry education in the Pacific Northwest, in the western United States and Canada.
- A 2-week Forestry Field School was developed as a required course for all juniors entering the professional school in Forestry or Forest Engineering. A pilot version of the Field School was taught in September 2012 to a small group of students who offered feedback, and the official version will begin in September 2013.
- The College of Forestry offered an Ecampus Industrial Hemp course in spring 2013, making OSU the first university to offer a college level for-credit course on Industrial Hemp. The course contained contributions from 26 of the world's top hemp researchers presenting on a wide range of hemp related topics. Enrollment was limited to 40 and the course filled very quickly. It will be offered each term in 2013-14, with an increased enrollment of 100.
- Forest Ecosystems and Society is developing a new undergraduate degree program to prepare students for a range of careers, including policy, management, and ecosystem science. It will integrate knowledge around social, philosophical, political and ecological frameworks and improve students' abilities to help solve future natural resource problems. It will be available both on campus and through Ecampus.
- An innovative experiential learning course brought together students from OSU and Akita International University (Japan) to study *Resilient Rural Communities* in the two countries. Working in multi-disciplinary, bilingual, cross-cultural teams, five OSU and five Akita students spent six weeks examining the challenges and opportunities that globalization and demographic change bring to rural communities. The students found the course transformative, and faculty report renewed confidence in undergraduates' capacity to tackle complex issues.

Growing Enrollment

- Enrollment in the College of Forestry continues to grow, with enrollment in the Renewable Materials undergraduate program growing 41% from 2012 to 2013. Enrollment and graduation numbers in Forest Engineering, Resources and Management are growing, nearly doubling the number of graduates over the past three years, and Forest Ecosystems and Society program enrollments remain strong, with more than 600 graduate and undergraduate students enrolled on the Corvallis campus, through Ecampus, and at OSU-Cascades.
- With support from the Provost's office, our industry partners, and state government, we have increased our marketing and recruitment efforts to reach potential students. We have tasked two new associate deans—one for undergraduate studies and one for graduate and international programs—to focus on outreach, engagement and program development for both student populations. We have active recruitment committees and have increased our social media presence across departments.
- An interdisciplinary study abroad program in Scandinavia examining the housing industry from multiple perspectives addressing regional sustainability has been converted to an OUS-wide course this year and will be taken by students from OSU, U of O, Portland State and OIT. A New Zealand/Australia study abroad course has also been developed and will be offered for the first time in summer 2014.

Connecting students with research

- Graduate students provided key leadership in organizing an outstanding Western Forestry Research Symposium illustrating their breadth of research activities in presentations and posters. For the first time, this symposium was co-offered by graduate students across all three College of Forestry departments, and invitations for presentations extended to other universities in the Pacific Northwest. It was a huge success, and will be repeated in 2014. These types of activities are bringing our college together.
- Paul Ries, an Urban Forester with the Oregon Department of Forestry (ODF) and a CoF Courtesy Faculty member, has been teaching online urban forestry courses at OSU, and ODF and OSU are cooperating on a Regional Urban Forestry Strategy for the Portland-Vancouver area. This one-of-a-kind project is supported by a CoF graduate student who is conducting an ecosystem analysis and community needs assessment, and is one of many examples of student-faculty research partnerships.

Fostering students' professional development

- A major effort has been undertaken to provide experiential learning opportunities to undergraduates. We've grown opportunities for students to work on projects with faculty and are providing internships with industry partners. Our Renewable Materials faculty instigated OWIC (Oregon Wood Innovation Council) Innovation Days, with the aim of providing students with opportunities to meet and interact with industry, leading to 23 interns serving in 12 different companies in summer 2013.
- We've increased enrollment in the Leadership Academy, our partnership with the College of Agricultural Sciences, which provides opportunities for students to work with faculty mentors to evaluate their leadership skills and set goals for leadership development, and identify professional development activities to grow their skills.
- We've increased our number of Writing Intensive and Baccalaureate Core Courses, increasing access to core courses within the natural resource majors.

Research and its impact

The CoF and OFRL are known nationally and internationally for research that brings both discovery science and real solutions to issues facing forest landscapes and forest industries, agencies, and other partners. Many collaborative research efforts are underway that involve CoF faculty, partners across the University, industry and agencies.

- CoF faculty obtained **\$11,205,731** in extramural funding in FY 2013: \$9,445,271 from 94 grants and agreements and \$1,760,460 from research cooperative dues (representing 74 cooperators.)
- **Emerging Woody Biomass Markets:** The centerpiece of this research effort is funded by a \$37.5 million multi-University 5-year USDA/NIFA project that explores the feasibility of a liquid fuels industry in the Northwest United States using forest residues as feedstock. The OSU College of Forestry component, led by Greg Johnson of Weyerhaeuser, examines elements of the woody biomass supply chain and involves several CoF faculty: logistics (John Sessions, Kevin Boston, Glen Murphy), forest management and silviculture (John Bailey, Doug Maguire), yield projections and market supply of feedstock (Darius Adams), and ecosystem analysis (Matt Betts). This emerging new industry has the potential to accomplish many good things in the NW region including: stimulating economic activity in the rural economies that have been hit hard by changes in federal forest policy in recent decades; supplying woody material for renewable energy generation; and providing financial incentives for restoration treatments on federal land where forest fire fuel accumulations set the stage for large forest wildfire that is very costly, if not impossible, to control.
- **Forest Watershed Management and Science:** A major forest watershed research effort has reached a milestone this year. The Watersheds Research Cooperative (WRC) was established in 2002. Under the

directorship of Arne Skaugset, paired watershed projects have been launched in three sites for the purpose of development of new knowledge about the interface between intensive forest management practices, regulated under the Oregon Forest Practice Act, and water-related values associated with fisheries and aquatic habitat. The first of the three projects, Hinkle Creek located on Roseburg Forest Products land east of Roseburg, Oregon, involved two timber harvest entries since 2002 in the treatment watershed. Data collection on an array of water and aquatic habitat quality indicators was completed in 2011. Key findings were reported in a WRC Paired Watershed Conference in April 2013, and will appear in a special issue of *Forest Science*. The two other projects, located in the Alsea and Trask watersheds, are expected to close in 2017. The WRC represents a significant public/private partnership with the study sites located on land owned by Roseburg Forest Products, Weyerhaeuser Company, Plum Creek Timber Company, Oregon Department of Forestry, USDI Bureau of Land Management, and the USDA Forest Service. The College of Forestry continues to build our research presence in forest watershed management and science.

- **Remote Sensing, LiDAR, and Unmanned Aerial Systems.** Remote sensing and LiDAR applications have long been research strengths in the College of Forestry and we have moved to build on that strength with the hire of two new assistant professors. Thomas Hilker comes to us from the NASA Goddard Space Flight Center where his research program involved remote sensing and satellite imagery of carbon, water, and vegetation. He published 11 refereed journal articles on these topics and was PI or co-PI on 11 grant proposals ranging from small (\$12,000) to quite large (\$9 million) in 2012. Michael Wing, who is director of the Aerial Information Systems (AIS) Laboratory in CoF, is taking a major role in making OSU a leader in the area of Unmanned Aerial Systems (UAS) applications in remote sensing. Michael is exploring UAS remote sensing applications in search and rescue, wildfire management and monitoring, and inventorying forest vegetation and structure using digital imagery and LIDAR (light detection and ranging) sensors. Michael recently led OSU's first international UAS flight in Turkey.
- **Genetic markers in Douglas-fir:** Glenn Howe developed the ability to analyze genetic markers in Douglas-fir at a genomics scale that will allow breeders to use a new marker-based approach to tree breeding, and forest biologists to better understand the ecological genetics of Douglas-fir. He is working with the Northwest Tree Improvement Cooperative, and others in Canada, Europe, and New Zealand to implement genomic selection in Douglas-fir breeding programs.
- **Adhesion science – less toxic adhesives:** Kaichang Li and his research partners discovered and applied for a patent on a new use of a binder system making strong, moisture-resistant sand molds from sugar. It should cost less than existing binders, is completely renewable and should not have toxicity concerns. Li's soy based adhesives have also garnered attention, including innovations in adhesives for sticky notes.
- **Wood densification:** Fred Kamke developed and patented a process for wood densification (viscoelastic thermal compression wood) and is working on industry partnerships for this technology.
- **Technology for species identification:** Working with students and faculty across campus and outside collaborators, Matt Betts developed an algorithm that can automatically identify bird species by song, providing an effective means for studying bird populations, which say much about the health of ecosystems. At present, the OSU Bioacoustics Group is using 16 microphones in the H.J. Andrews Experimental Forest in order to capture birdsong recordings, and would like to expand the study over a larger area.

Outreach and engagement, including international-level activities

The College of Forestry takes its outreach and engagement mission seriously. We implemented numerous community outreach initiatives, engaging with regional, state, local and campus communities to educate people on forestry and how they can interact with forests to benefit themselves and their surroundings. Faculty, staff, and students in the college and the related Extension Service bring the latest knowledge and technology from the classrooms, laboratories, and research forests directly to the users. College of Forestry and Forestry & Natural Resources Extension faculty and staff engaged in outreach activities that communicated research, experiential, and decision-support information to policy makers, professionals,

woodland owners, the public, and K-12 teachers and students. For example:

- The FNR Extension Program conducted 140 educational events across Oregon and the Western United States, as well as nationally and internationally. These events provided nearly 1,150 hours of instruction and reached more than 4,600 individuals. The FNR Extension Program worked with 52 partner organizations in the past year, and generated over \$107,000 in program revenues.
- Women Owning Woodlands Network (WOWnet) continues to provide relevant peer-learning opportunities for this emerging landowner group. There are more than 350 members of the WOWnet program in Oregon who attend sessions, participate in the email listserv, use the WOWnet website and Facebook page. WOWnet is also a national program, led by OSU. Three regional train-the-trainer events occurred in Oregon, Arkansas, and Pennsylvania in 2012. The national Women Owning Woodlands provides monthly content themes, with 15 author contributors from around the country. <http://womenowningwoodlands.net>.
- The Ties to the Land Initiative, designed to foster family forest owners' ability to plan for the intergenerational transfer of land, continued to expand nationally to California, Maine, and Mississippi. Workshops were held in 13 states, with more than 600 landowners attending. They gained awareness and skills that will positively influence the future of the 122,109 acres they own.
- Eighty-four Master Woodland Manager (MWM) volunteers reported 496 individual activities, including 17,067 contacts through 5,260 hours of unique activities with the public, family forestland owners, youth, watershed councils, and various other organizations in 2012. This service is valued at \$99,151 in time invested alone. They reported being better able to manage their 34,071 acres of forestland due to MWM training. MWM volunteers attended 691 hours of continuing education in forestry, wildlife and leadership topics.
- The Oregon Master Naturalist Program graduated its first class of Master Naturalist Volunteers, a total of 13 coastal participants who completed required online and Oregon Coast Ecoregion courses. Willamette Valley and East Cascades Ecoregions launched as well. 42 people participated, and of these, 33 graduated as Oregon Master Naturalist Volunteers. Four Master Naturalist volunteers have reported to date, with a total of 286 hours of volunteer service, reaching 542 individuals in education programming. Other service activities were conducted, including bird monitoring, riparian area plantings, and serving on local natural resource committees.
- The Oregon Wood Innovation Center (OWIC), a collaborative OFRL/FNR Extension initiative, fostered the competitiveness of Oregon's wood-products industry through testing, technical assistance and market assessment projects for small Oregon businesses. OWIC has now completed three publications in the Wood-based Entrepreneurs Toolkit: Strategic Marketing, Communicating Effectively with Your Customers, and Public Relations. In addition, three publications in a new series titled Executive Innovation Briefs have been developed. More than 30 undergraduate Renewable Materials students have been directly involved in the Center's research and development activities.
- The Oregon Natural Resources Education Program (ONREP) prepares K-12 educators to actively engage students in the study of Oregon's diverse natural resources and ecosystems through relevant, meaningful, and place-based learning. In 2012-13, more than 1,000 educators attended workshops, institutes, and courses that provided hands-on, interactive, and investigative strategies and curriculum that promote the development of the critical thinkers and creative problem solvers. These educators reach a potential of 67,000 students each year.
- The Northwest Fire Science Consortium is recognized as the regional education delivery system for the national Joint Fire Science Program, covering Oregon and Washington. During 2012-13, the Consortium launched a website with a searchable database for fire science related publications, webinars, and instructional events. In April 2013, the Consortium sponsored a successful Summit focusing on restoring and managing mixed-conifer forests in the Northwest. The event was attended by 95 individuals from

federal and state agencies, federal forest collaborative groups, NGO's, and universities. FireScience.org recently named Forestry professor and OSU Extension Specialist Janean Creighton one of the top eight fire science educators in the Pacific Northwest.

- The National Indian Forest Resources Management Act of 1991 mandates periodic independent assessments of the status of over 18 million acres of Indian forest land and its management. The third assessment was completed in 2013 by a team of 10 independent forestry experts selected by the Intertribal Timber Council at the request of the Secretary of the Interior. John Sessions co-chaired the team and John Bailey served as the forest wildfire and silviculture expert.
- The Oregon State University Extension Service's "Ask an Expert" program, since its debut on the OSU Extension website in March 2011, has fielded 3,425 questions from across the state and country and even from overseas. Coordinator Jeff Hino ensures that answers come within two working days from OSU's 131 faculty experts and more than 30 Extension-trained Master Gardener volunteers. Although OSU's Ask An Expert began only about a year ago, it is already the fourth busiest in the national program for that time period.
- Scott Leavengood successfully offered a new course on Quality Control in Wood Products Manufacturing to 21 participants in the fall. The course included a number of 'hands-on' opportunities to use QC tools and a variety of Excel-based tools developed by Scott. Participants said: "...if it wasn't for the wood products QC course last November, I would have missed a lot of improvement opportunities at our mill." (b) "I think last year's course was an inspiration for me to pitch ideas to [company VP] and our Plant Managers that we need to make some changes... As a result, our vendors have made improvements and we have eliminated a major concern with our customers."

Community and diversity enhancement initiatives

The College of Forestry continues to demonstrate a strong commitment to diversity, and build on our outreach efforts to underserved populations.

- The College of Forestry's Strengthening Education and Employment for Diverse Students (SEEDS) Program supports students from underrepresented populations throughout their academic career, through academic advising, personal and career counseling, fostering a SEEDS community, and supporting paid mentored work experiences. In 2012-13 we connected with more than 40 student participants. Mentored work experiences are in high demand and selection is competitive—we had 20 students participate this year, including 5 1st-year or transfer students. We also continue to partner with the Louis Stokes Alliance for Minority Participation Summer Bridge program to encourage traditionally underrepresented students in forestry. Three Forestry students received OSU Open Pathways scholarships, two Forestry students are participants in LSAMP's 2013 Summer Bridge, and one SEEDS student received a full scholarship to attend the 2013 Rocky Mountain Science and Sustainability Academy.
- The college's Graduate Student Council initiated Forest GUMP (Graduate-Undergraduate Mentorship Program), which pairs graduate and undergraduate students in order to develop and support mutually beneficial relationships.
- Wood Science & Engineering faculty were awarded \$191,000 from the USDA National Institute of Food and Agriculture for their proposal titled "Multicultural Scholarships to Develop Professionals in Renewable Materials." The funding will be used to increase the diversity of the undergraduate student population in the RM program, and reduce the disparity among underrepresented and underserved populations entering our program and the workforce. Recruiting commenced in May and seven scholars will begin their studies in renewable materials in fall 2013.
- K-12 education programs plant the seeds for our next generation of forestry professionals. This year we held our first STEM Academy for high school students in our College Research Forest, where twelve students spent a week in a STEM-based ecological restoration class. Through our faculty and students on our Hummingbird Research Team and their NSF-funded research, we have engaged in a citizen science effort that recruits fifth-grade students to monitor hummingbird activity. This year, eight schools and

more than 250 children are involved with this work. The Wood Magic program was again successfully offered to 3rd and 4th grade students from schools in the Corvallis (1033 students) area in the fall and Portland (841 students) in the spring. Several Title One schools attended the Portland Wood Magic event, as well as a Spanish immersion school.

2. Brief assessment of unit's efforts: what worked; areas that need improvement; major barriers

- Major efforts to pull the college together have worked. We now have college-wide student orientation programs, have consolidated student services and advising at the college level, and our college-wide efforts at strategic planning and policy development have paid off.
- Major efforts to pull our diverse constituency groups together have also worked, but we still have great opportunities in this area. We hosted a major public forum on Community Forestry in Portland and Corvallis in partnership with Ecotrust. We have presented a consistent message in promoting healthy landscapes to all constituencies. The Dean has made a major effort to reach out to public agencies and non-governmental organizations.
- Enrollment continues to climb steadily, with significant growth in both undergraduate and graduate enrollment. We've increased course availability and advising, particularly for our undergraduate students. We shepherded proposals for a consolidation of degree programs and implementation of professional programs for the new BS Forestry and BS Forest Engineering through the curriculum review process. Our first Pro School class will begin its junior year in fall 2013, and our cooperative education program is under development.
- Our researchers and research cooperatives continue to address significant applied research questions. Many continue to garner strong support from cooperators, while others have continued their work despite reduced levels of contributions. Co-ops provide an important long-term funding stream to address applied research questions, and additional opportunities exist for development of new and innovative cooperatives that help broaden the college's base of stakeholders. We are looking for new ways to initiate true interdisciplinary research and produce results that have policy relevance and impacts.
- Our Extension faculty continue to be highly productive and to add value to the college on campus and off. On campus, they contribute to a variety of service functions and, off campus they are our ambassadors, our eyes and ears to the rest of the state. We need to continue to find new ways to engage more on-campus faculty in workshops and programs offered by our extension faculty. There are also opportunities to engage more with the general public. We believe that the Master Naturalist program will offer new opportunities that extend beyond traditional forestry-focused efforts.
- Faculty and staff are pulling together to make things move as smoothly as possible during a challenging time of change. While change is good and exciting, faculty and staff turnover and new positions have meant an increase in workload for faculty and staff involved in recruitment and hiring efforts, which will continue in 2013-14. Retirements and other potential opportunities will allow the college to reinvest in strategic areas of research and instruction. Areas that go beyond traditional forest management concerns and extend to climate change, collaborative land use, invasive species proliferation and the synergistic effects among these stressors are possible given the current and potentially future makeup of college faculty members. We are looking to the future to build strengths needed to maintain our stature as a leader in development and dissemination of information needed to address contemporary and pending environmental problems.
- Our efforts to diversify our faculty have not worked to our satisfaction. A major barrier is the lack of diversity in the available candidate pool. Although we have had some recent success, we are rethinking our strategy to attract more diverse candidates.

3. Major faculty and student awards

| | |
|---------------|---|
| Gary Batliner | Society of American Foresters OSU Outstanding Student Award |
| Storm Beck | Best Student Communication Award, Council on Forest Engineering Information |
| Max Bennett | Honorable Mention Award, Western Regional Extension Directors |

| | |
|--|---|
| Todd Bertwell | President's Commencement Dinner Student Speaker |
| Matt Betts | OSU Phi Kappa Phi Emerging Scholar Award |
| Hailey Buckingham | USDA Excellence in Technology Transfer Award |
| Stephen Fitzgerald | Technology Transfer Award, Society of American Foresters Honorable Mention Award, Western Regional Extension Directors |
| Jeff Hatten | Best Paper of Session, Soil Science Society of America Annual Meeting |
| Loren Kellogg | Fulbright Specialist Award, Queensland, Australia |
| Jeff Morrell | Mary Rellergert Forestry Education Award, Oregon Board of Forestry |
| Lech Muszynski | George G. Marra Award, 1 st Place, Society for Wood Science and Technology L.J. Markwardt Wood Engineering Award, Forest Products Society |
| Paul Oester | Extension Forester of the Year, Forest Landowners Association |
| Mark Reed | Watershed Steward Award, Mary's River Watershed Council |
| Rhianna Simes | Honorable Mention Award, Western Regional Extension Directors |
| Mary Sisock | Family Forests Education Award, National Association of University Forest Resources Programs (NAUFRP) & National Woodland Owners Association |
| Eric White | Certificate of Appreciation, Sweet Home Ranger Dist., Willamette National Forest |
| OSU Student Chapter, American Water Resources Association | National Outstanding Chapter Award |
| OSU Student Chapter, Society of American Foresters (SAF) | 2 nd place, SAF Student Quiz Bowl, National Convention |

4. Key initiatives to leverage E&G and other base resources and to improve administrative efficiencies

The College of Forestry has outstanding performance leveraging our E&G dollars. The total college budget in FY13 was \$25.45 million for an E&G investment of \$3.57 million. Therefore the College of Forestry leverages every E&G dollar with \$6.14 in earned income from our activities.

Here are some highlights from FY13:

- \$12.18 million in expenditures on grants, contracts, and co-op dues.
- \$2.91 million in SWPS funding for the Forestry Research Laboratory.
- \$3.12 million in Harvest Tax Funding for the Forestry Research Laboratory that covers faculty and administration salaries. This is more than a 1:1 direct match on SWPS funding.
- Our private endowments generated \$835,000 that pays for faculty chairs and professorships.
- The federal Macintire-Stennis funds provided nearly \$1 million in research funds.
- Ecampus revenues were \$722,000 and growing.

Our key initiatives to increase our E&G leveraging in FY 13 were:

- The College of Forestry raised \$8,100,069 in private giving in FY13, becoming the first college to meet its campaign goal, and exceeding it by more than \$2,000,000 by fiscal year end.
- The College of Forestry worked closely with the forest sector to create a new private funding source of \$350,000 annually in harvest taxes to support forestry education at OSU.

Our key initiatives to increase administrative efficiency included:

- Reorganization of the Dean's office to handle undergraduate and graduate student services at the college level instead of in each department office.
- Development of a new college research office to provide strategic planning and pre-award support for college faculty, and to work closely with the Business Center.
- Elimination of the Executive Associate Dean position as a result of more hands-on management by the current dean. The Dean has bi-weekly performance reviews with each direct report.
- Alumni Relations and Continuing and Professional Education duties added to the Associate Dean for Extension position.

Oregon State University
College of Forestry
 Annual Academic Program Review 2012-13

PART 1

| | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | % Change '11 - '13 |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------------|
| Faculty FTE | | | | | | | | | | | | | | |
| Professional | 83.1 | 86.8 | 79.5 | 78.1 | 80.1 | 78.0 | 63.9 | 58.5 | 62.7 | 63.2 | 65.0 | 62.8 | 70.4 | 8.3% |
| Non-Professional | 107.1 | 119.3 | 109.8 | 112.3 | 114.7 | 122.1 | 134.4 | 133.2 | 123.6 | 123.8 | 121.1 | 119.4 | 104.9 | -13.4% |
| Total Faculty FTE | 190.2 | 206.1 | 189.3 | 190.4 | 194.8 | 200.1 | 198.3 | 191.7 | 186.3 | 187.0 | 186.1 | 182.2 | 175.3 | -5.8% |
| E&G Tenured/Tenure Track | - | - | 6.0 | 8.2 | 4.6 | 8.9 | 10.0 | 9.5 | 14.0 | 11.2 | 9.9 | 11.7 | 14.7 | 48.5% |
| Faculty Headcount | | | | | | | | | | | | | | |
| Professional | 88 | 94 | 86 | 84 | 86 | 81 | 69 | 65 | 67 | 68 | 69 | 67 | 74 | 7.2% |
| Non-Professional | 113 | 116 | 117 | 120 | 122 | 130 | 144 | 140 | 130 | 131 | 128 | 124 | 111 | -13.3% |
| Total Faculty Headcount | 201 | 210 | 203 | 204 | 208 | 211 | 213 | 205 | 197 | 199 | 197 | 191 | 185 | -6.1% |
| E&G Tenured/Tenure Track | - | - | 6 | 10 | 6 | 10 | 11 | 10 | 15 | 12 | 10 | 12 | 18 | 80.0% |

| SCH (Academic Year) | | | | | | | | | | | | | | |
|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Undergraduate | 8438 | 8187 | 8090 | 7406 | 7673 | 8379 | 7977 | 8550 | 9180 | 9605 | 9525 | 9176 | 9365 | -1.7% |
| Lower Division | 2213 | 2278 | 2086 | 2134 | 2294 | 2440 | 2054 | 2270 | 2284 | 2252 | 2420 | 2520 | 2702 | 11.7% |
| Upper Division | 6225 | 5909 | 6004 | 5272 | 5379 | 5939 | 5923 | 6280 | 6896 | 7353 | 7105 | 6656 | 6663 | -6.2% |
| Graduate | 4970 | 4959 | 4894 | 4981 | 4866 | 5282 | 4911 | 5336 | 4551 | 4097 | 4316 | 4548 | 4244 | -1.7% |
| First Professional | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| TOTAL SCH | 13408 | 13146 | 12984 | 12387 | 12539 | 13661 | 12888 | 13886 | 13731 | 13702 | 13841 | 13724 | 13609 | -1.7% |

| Fall Enrollment by Major | | | | | | | | | | | | | | |
|---------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| Undergraduate | 382 | 353 | 350 | 362 | 387 | 453 | 458 | 586 | 652 | 732 | 779 | 809 | 821 | 5.4% |
| Graduate | 154 | 140 | 136 | 146 | 157 | 167 | 149 | 153 | 150 | 134 | 148 | 173 | 186 | 25.7% |
| First Professional | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| TOTAL Enrollment | 536 | 493 | 486 | 508 | 544 | 620 | 607 | 739 | 802 | 866 | 927 | 982 | 1007 | 8.6% |

* In 2007, seventy-seven (77) from the Natural Resources degree in the College of Agricultural Sciences were reallocated to the College of Forestry.

Oregon State University
College of Forestry
 STRATEGIC PLANNING METRICS 2012-13

PART 1

| | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | College Targets 2012-13 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------------------------|
| Goal 1. Provide Outstanding Academic Programs 2004-05 Themes: Increase research and outreach. Increase diversity. | | | | | | | | | | | | |
| 1.2 Invention Disclosures | 2 | 5 | 2 | 2 | 4 | 3 | 0 | 3 | 4 | 6 | 1 | |
| 1.3 % of Faculty, Staff, Students Comfortable with Climate for Diversity. | - | 68.3% | - | - | - | - | - | - | - | - | - | |
| 1.4 % of US Minority Students of Total Enrollment | 7.1% | 5.7% | 5.5% | 7.3% | 7.2% | 7.3% | 7.5% | 7.0% | 7.7% | 8.3% | 9.2% | |

| | | | | | | | | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|
| Goal 2. Improve the Teaching and Learning Environment 2004-05 Themes: Improve student success and retention. Increase diversity. | | | | | | | | | | | | |
| 2.1 First Year Retention Rate (College/University) | 75.0/ 80.0 | 69.4/ 86.1 | 70.5/ 81.8 | 63.3/ 73.5 | 66.7/ 82.2 | 61.8/ 83.6 | 67.3/ 86.5 | 65.2/ 73.9 | 80.0/ 82.2 | 74.4/ 79.1 | | |
| 2.2 6-Year Graduation Rate (College/University) | 37.7/ 59.0 | 41.2/ 56.9 | 46.8/ 68.1 | 52.5/ 62.5 | 55.2/ 69.0 | 62.5/ 72.5 | 44.4/ 72.2 | 56.8/ 70.5 | 28.6/ 49.0 | 46.7/ 60.0 | | |
| 2.5 Seniors Participating in Student Engagement Activities (% /Respondents) | - | 75.0/ 8 | 93.3/ 15 | - | 80.7/ 62 | - | - | 69.0/ 65 | - | - | - | |
| 2.6 Student to Faculty FTE Ratio (Primary Majors/ Course) | 14.1/ 10.2 | 13.0/ 9.0 | 14.3/ 9.3 | 21.1/ 12.9 | 20.5/ 11.7 | 27.7/ 15.7 | 22.0/ 13.0 | 24.0/ 13.1 | 38.1/ 20.5 | 30.7/ 17.1 | 26.7/ 13.7 | |

Oregon State University
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PART 2

| | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | % Change '11 - '13 |
|---|------------|------------|-------------------|------------|------------|------------|-----------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|--------------------|
| Resources (Fiscal Year) | | | | | | | | | | | | | | |
| E&G - Initial Budget (\$) | 2,182,101 | 2,204,568 | 2,351,353 | 2,263,151 | 2,575,008 | 2,764,595 | 2,834,320 | 3,209,935 | 3,251,980 | 3,443,308 | 3,427,316 | 3,692,857 | 5,196,711 | 51.6% |
| Total R&D Expenditures (\$) | | | | | | | | | | | | | | |
| 1.1 | | | 18,270,617 | | | | | 20,577,088 | 23,892,923 | 22,784,030 | 23,761,160 | 25,178,487 | Feb_2014 | - |
| Awards from Grants and Contracts* (#) 3.1 | 153 | 140 | 149 | 168 | 161 | 157 | 138 | 125 | 118 | 160 | 110 | 113 | 68 | -38.2% |
| Awards from Grants and Contracts (\$) 3.1 | 11,751,300 | 10,136,827 | 8,101,750 | 14,074,018 | 11,566,572 | 12,814,264 | 9,488,854 | 10,830,135 | 12,170,824 | 14,568,574 | 11,570,817 | 10,968,426 | 9,445,270 | -18.4% |
| Private Giving (\$) 3.2 | | | | | | | | 4,163,291 | 1,725,537 | 1,893,782 | 4,943,720 | 4,439,197 | 4,439,197 | 134.4% |

Strategic Planning Metrics 2012-13

| | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | College Targets 2012-13 |
|---|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------------------------|
| Goal 1. Provide Outstanding Academic Programs 2004-05 Themes: Increase research and outreach. Increase diversity. | | | | | | | | | | | | |
| 1.1 Total R&D Expenditures | see APR data above | | | | | | | | | | | |
| 1.x.1 External Funds Generated per State Dollar Invested in Statewide Public Services (FRL) | 6.25 | 6.80 | 6.81 | 6.63 | 6.02 | 5.31 | 5.59 | 5.98 | 6.47 | 6.79 | 6.00 | |
| Goal 3. Increase Revenues | | | | | | | | | | | | |
| 3.1 Awards from Grants and Contracts (# / %) | see APR data above | | | | | | | | | | | |
| 3.2 Annual Private Giving | see APR data above | | | | | | | | | | | |

* From 2000-01 to 2007-08, the number of grant/contract awards is based on the accounting transactions from the College's award index, rather than the actual number of awards received by the college.

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PART 3

| | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | % Change '11 - '13 |
|--------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------------|
| Degrees (academic year) | | | | | | | | | | | | | | |
| Bachelor | 83 | 81 | 88 | 83 | 65 | 80 | 106 | 123 | 132 | 140 | 171 | 163 | 179 | 4.7% |
| Master | 28 | 35 | 38 | 31 | 34 | 35 | 29 | 30 | 29 | 27 | 17 | 28 | 29 | 70.6% |
| Doctorate | 13 | 15 | 16 | 17 | 14 | 10 | 16 | 11 | 24 | 13 | 16 | 9 | 10 | -37.5% |
| First Professional | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - |
| Total Degrees | 124 | 131 | 142 | 131 | 113 | 125 | 151 | 164 | 185 | 180 | 204 | 200 | 218 | 6.9% |

Strategic Planning Metrics 2012-13

| | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | College Targets 2012-13 |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------------------------------|
| Goal 2. Improve the Teaching and Learning Environment | | | | | | | | | | | | |
| 2004-05 Themes: Improve student success and retention. Increase diversity. | | | | | | | | | | | | |
| 2.3 Undergraduate Degrees Awarded | 88 | 83 | 65 | 80 | 106 | 123 | 132 | 140 | 171 | 163 | 179 | |
| 2.4 Graduate Degrees Awarded | 54 | 48 | 48 | 45 | 45 | 41 | 53 | 40 | 33 | 37 | 39 | |