Appendix

College of Agricultural Sciences Proposal for 2014-15 Provost’s Hiring Initiative: Advancing Student Success Through the Lens of Equity, Diversity, and Inclusion

The College of Agricultural Sciences (CAS) appreciated the opportunity on July 17th to discuss our proposal: Faculty positions Allocated for Student Success and to provide additional details of our plans to move the entire College forward in support of OSU’s Strategic Plan 3.0. As articulated by the Provost’s Hiring Initiative, “Our commitment to success for all students requires hiring, retaining, and developing faculty to mentor and educate students from entry through graduation and beyond. “OSU’s Strategic Plan 3.0 speaks to how we will work on that goal:

“Enhancing diversity, stewarding our resources and recognizing technology as a strategic asset are all essential to the success of this strategic plan. These initiatives are integral to each of the plan’s three goals and their respective strategies.”

“Enhancing the diversity of the Oregon State community is essential to attaining excellence in our educational, research and outreach endeavors and to preparing our students to succeed in a globally connected world. We will:

- Increase the diversity of faculty, staff and students through new hires and enhanced retention efforts.
- Develop more comprehensive work-life balance initiatives for all employees.
- Pursue inclusive excellence - equity in student success and quality learning.”

1. Brief summary of what is in place with respect to advancing and equalizing undergraduate and graduate student success:

The College of Agricultural Sciences has a demonstrated commitment to advancing and equalizing undergraduate and graduate student success. The College successfully recruits and graduates a diverse student population. Our undergraduate cohort retention and graduation rate of underrepresented students by cohort has increased substantially over the past 5 years and continues to improve. Our graduation rate of Pell eligible students is significantly higher than the overall University rate. The College of Agricultural Sciences also admits a large number of community college transfer students, including a number of Pell eligible and minority students. These student numbers are included in the enrollment rates shown in Goal #4 of our proposal but are not reflected in University cohort statistics. The addition of these numbers supports our significant progress in student diversity at both the graduate and undergraduate level.

In addition to the new resources and actions the College will be pursuing to advance and equalize undergraduate and graduate student success as listed in our proposal document on pages 10-11. We provide a brief list of current demonstrated commitments:
A. The College of Agricultural Sciences established its Assistant Dean for Academic Program position in the Fall of 2007; subsequently, considerable effort has been invested in both the recruiting and retention of underrepresented students. The details provided in section III. Student Success Metrics 2014-2020 (p.5-7) underscores the commitment and resources dedicated under this college position to advance student success.

B. The importance of Science, Technology, Engineering, and Mathematics (STEM) training at the K-12 and collegiate level has become the focus of a national movement to reform education. The National Science Foundation and U.S. Department of Agriculture (USDA) have provided strategic funding for programs that target undergraduate students, students from underrepresented backgrounds, as well as honors students’ research experiences with STEM scientists at institutes of higher education. The Association of Public and Land-Grant Universities (APLU study specifically recommends the creation of “AG*STEM Programs to enhance the teaching of agricultural, natural and related sciences within broad science, technology, engineering and mathematics (STEM) throughout the education system. Strengthen pre-collegiate preparation and encourage pre-collegiate high school students to pursue and complete a baccalaureate or higher degree in the food and agricultural sciences.”

Recognizing the role of agricultural and natural resource sciences as STEM fields and the impact of STEM programs on advancing student success, the College of Agricultural Sciences has dedicated resources (financial; leadership and participation of faculty, staff, student support) to the following:

i. Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) National Society. The National MANRRS Society offers students opportunities to enhance leadership, organizational, and public speaking skills and to experience professional critique of scholarly work in a “user friendly” environment and provides a framework for the academic, professional and social development of underrepresented students within the fields of agriculture, forestry, natural resources, life sciences, and related fields through mentorship, leadership, scholarship, research, community service, and professional development activities.

*Action: The College financially supports two GTA positions for MANRRS and the faculty advisor, as well as operating funds and dedicated funds for conferences, recruiting events and travel.*

ii. Multicultural Scholars Program (MSP): Mentoring program funded by H. Summers Endowment and Scholarship program funded by USDA.

*Action: The College has received continued grants from the USDA-MSP since 2009 for scholarships and mentoring.*
iii. Society for Advancement of Chicanos and Native Americans in Science (SACNAS): SACNAS is a society of scientists dedicated to fostering the success of Hispanic/Chicano and Native American scientists—from college students to professionals—to attain advanced degrees, careers, and positions of leadership in science. SACNAS is committed to growing the society. SACNAS fosters the success of Hispanic/Chicano and Native American scientists, from college students to professionals, by: encouraging and supporting SACNAS society undergraduate and graduate students in pursuing and attaining advanced degrees; encouraging and supporting SACNAS society postdocs and professionals in attaining successful careers and positions of leadership in science; informing and advocating for public policies and governmental funding that support the advancement of Hispanics/Chicanos and Native Americans and lead to the building of a large and diverse U.S. STEM workforce.

Action: The College MANRRS advisor works closely with SACNAS, as a sister organization, and funds student and advisor travel to conferences and recruiting events.

iv. College Assistance Migrant Program (CAMP): Federally funded program designed to support students from migrant and seasonal farm worker backgrounds during their freshmen year in college. Focuses are on academic assistance.

Action: The College provides funds for student scholarships to participate in the summer CAMP program; faculty and student/mentor participation is supported.

v. Lois Stokes Alliance for Minority Participation (LSAMP): dedicated to increasing the quality and quantity of traditionally underrepresented students successfully completing science and engineering baccalaureate degree programs. At the same time, LSAMP is working to increase the number of students interested in and qualified for graduate level studies. The LSAMP program at Oregon State seeks to integrate students into the academic life of their institution and into their chosen discipline in a way that will foster growth and success. Students are provided with financial, academic, social, and professional support in a coordinated effort to help them achieve their academic and professional goals. The LSAMP Summer Scholars program is a bridge program for incoming underrepresented minority students (URM) enrolling in a STEM related major at OSU. LSAMP is focused on increasing the retention rate of these students and getting them engaged in their academics at OSU as well as creating a community of diverse scholars.

Action: The College is a critical partner in the both the LSAMP summer bridge program and in the new LSAMP Academy. The College supports the program through funds, faculty and student/mentor participation, and provided facilities for hands-on learning. In 2014 the Assistant Dean of Academic programs received an LSAMP Campus Collaborator Award on behalf of the College.
vi. Improving Undergraduate STEM EDUCATION: IUSE is new NSF grant opportunity focusing on diversity, retention, and persistence to graduation of students in STEM disciplines, specifically in the colleges of Science, Engineering, and Agriculture.

Action: College of Agricultural Sciences, College of Science and College of Engineering jointly submitted a grant which has been approved for funding in 2104. In this program we employ research proven methods to accomplish our goals, providing integrated, developmentally appropriate STEM experiences through small, cohort-based STEM orientation seminars, upper-class peer mentoring, cohort-based workshops, and faculty-mentored undergraduate research in the late freshman/early sophomore years and immediate post-transfer year for community college students. Our plan includes a novel, two-credit U-Succeed First Year Experience course that focuses on STEM-specific knowledge and skills, development of STEM “cultural capital,” and prepares them for STEM undergraduate research. Peer mentors serve to smooth integration of students into laboratories and provide important support and points of contact between the program coordinator and participants. OSU is a recent recipient of an NSF WIDER grant and our new grant will integrate with that effort.

C. The College is developing a STEM website which will detail additional OSU opportunities for faculty and students and provide an interactive search tool for students interested in agricultural and natural resources fields related to STEM.

D. The College is participating in the NSF OREGON STATE ADVANCE grant; the goal of this proposal is to transform the University’s climate and practices to enhance faculty success and job satisfaction in STEM disciplines. Special focus is on women, people of color, LGBT faculty, faculty with disabilities, and faculty from economically disadvantaged backgrounds. Success in this project will increase the recruiting, retention, and success of similar student populations.

E. Individual units have also undertaken to provide all students with access to assistance. For example, the graduate students in Botany and Plant Pathology, created the BUDS (Bolstering Undergraduate Development and Success) program (http://gsa.bpp.oregonstate.edu/buds) in which the purpose is to strengthen community and academic excellence throughout the BPP department. Organized by the graduate students, it provides mentoring to undergraduates.

F. In 2013, the College became the sponsor of the newly created International Agriculture Club; this club is open to all OSU students interested in the topic of international agriculture and food production. This provides a venue for both domestic and international students to share their interest. The Club will host the I
International Association of students in Agricultural and related Sciences (IAAS), the global parent organization for the OSU International Club, USA National Summit Meeting on campus in 2015.

2. **Plans to work on College culture/climate**

We greatly appreciate the additional resources being made available by the Provost for four tenure-track faculty lines because these will enhance the work underway within the college to ensure equal access and success for our students. Inherent in the Mission of the College of Agricultural Sciences and consistent with the University as a Land-Grant Institution is that “Equity, inclusion, and civil discourse are highly valued within the college. It’s worth remembering that the legislation that established the nation’s land-grant university system was intended to educate all the people, not only the privileged class. That original intention has grown within the college where, today, diversity and excellence go hand-in-hand.” [OSU College of Agricultural Sciences: Strategic Intent and 2020 Vision http://agsci.oregonstate.edu/sites/default/files/cas_strat_2020_full_v16.pdf].

Our Values describe our commitment to advancing equity, inclusion, and diversity by the following:

- *We are responsive* to the needs of those we serve;
- *We are a reliable source* of credible, evidence-based information and education;
- *We partner* with individuals, organizations, businesses, and stakeholders beyond OSU;
- *We collaborate* with colleagues to tackle complex problems with integrated ideas;
- *We include diverse perspectives* in our research, outreach and educational efforts;
- *We foster mutual respect* among ourselves and the broader community;
- *We are accountable* for stewardship of resources and for fulfillment of our missions.”

During the development of the CAS Strategic Intent and 2020 Vision, twelve conversations were convened; those are provided as Appendix B: Operations and Actions toward Strategic Intent. Part I: Fulfill the land-grant mission articulates how we will fulfill the mission of equity and inclusion (1.4). In Part II: we summarize our conversations on how we will ensure faculty success in research, teaching, and outreach (2.1), and expand our international footprint (2.4).

We will take the opportunity provided by the Provost’s leadership in “Advancing Student Success” to change the focus of how we deliver the message to both new faculty hires and existing faculty about the importance of equity, inclusion, and diversity in both student and faculty success.

The College has had a Priority Staffing Process (http://agsci.oregonstate.edu/node/368/) by which all tenure-track or recurring fixed term faculty positions are filled. In the Factors Influencing Staffing Decisions, the following has been an expectation since 2004:

**Relevance**
- Provides present value to the people of Oregon: economic, environmental and social.
- Capitalizes on an opportunity to increase the future value of education or research for the people of Oregon and beyond.
- Promotes and enhances diversity.
• Reflects or anticipates the direction of contemporary science.
• Contributes to integration across the College’s mission areas, disciplines, and geographic locations.
• Has political or economic support from outside the University.

And within the application process, a cover memo from the unit leader is required that must include “how you intend to promote and enhance diversity in the search process.” The majority of the 36 positions proposed had detailed descriptions of the actions that would be taken. These are instructive in regards to how the units are viewing this responsibility.

The College’s Principles and Practices (http://agsci.oregonstate.edu/node/261) embrace behaviors supportive of a diverse faculty and staff and therefore, students. Particularly important to the goal of diversity and inclusivity are these practices:

<table>
<thead>
<tr>
<th>Be on each other's side</th>
<th>Manage each other's reputation. Be supportive and helpful. Be inclusive, invite people who may have an interest or may want to contribute. Look out for the interests of our group and our University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledge and appreciate each other</td>
<td>Look for what can be acknowledged: tell people what you appreciate, and what they have done. Practice acknowledgement frequently. Be authentic.</td>
</tr>
<tr>
<td>Be aligned on our strategic intent and current projects</td>
<td>If we are not aligned, communicate. If progress slows or stops, acknowledge it. Keep resources and energies focused. Always be looking to stop low-impact programs and activities.</td>
</tr>
<tr>
<td>Transparency and sharing information</td>
<td>Ask for what you need. Anticipate what others in the group might want to know. If asked for information, share everything you know.</td>
</tr>
</tbody>
</table>

3. **Description of the recruitment process.** As detailed in Section II (page 4) of our original proposal, the College has a set of new requirements for all priority-staffed positions filled, including those mandated by the Provost. The College has been very pro-active in encouraging faculty and unit leaders to participate in the Search
Advocacy Training; as a result of our initiatives, there are three additional off-campus sites for which training is now planned (Newport, North Willamette, and Hermiston). Over 25 faculty and staff trained this summer alone.

As College position descriptions are updated, language will be added to detail the expectation that all faculty will be contributing to “student success”. New faculty, for which this language will be explicitly included in both the original Position Announcement and subsequent Position Description, will be joining a cadre of experienced faculty who acknowledge the importance of this commitment.

4. A set of clearly articulated metrics (with targets or goals).
The College of Agricultural Sciences has delineated a set of metrics and goals for the next 3 and 5 years which will assist in advancing equity and student success for both graduate and undergraduate students in Section III of our original proposal. The initial series of steps undertaken to move the College forward is outlined on pages 10-11 of our proposal. In addition, the metrics will be reviewed annually as data is collected. If additional metrics and/or refinement of data to measure metrics is needed those adjustments will be made. An annual report, addressing the student success metrics will be submitted by the Assistant Dean of Academic programs to the Dean of the College, shared throughout the College, and a forum held each year for general discussion of the metrics and data by faculty and staff.

5. Position Description (including qualifications): Including the language
Qualifications: Faculty at Oregon State University are committed to undergraduate and graduate student success. We seek faculty who have evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning. Oregon State University’s commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. Our Strategic Plan (http://oregonstate.edu/leadership/strategicplan/phase3) articulates the strategies we believe critical to advancing and equalizing student success. As part of this commitment, OSU has established a hiring initiative for 2014-15 that is designed to support these strategies. In alignment with this initiative, the College of Agricultural Sciences seeks to fill four positions:

Provost Initiative Positions:

A. Stream Ecologist: Fisheries and Wildlife
ASSISTANT PROFESSOR, TENURE TRACK

Join Us
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**REQUIRED QUALIFICATIONS:**
- PhD or equivalent advanced degree in ecology, fisheries, conservation biology, zoology, or a related biological discipline;
- Strong interest and enthusiasm for undergraduate and graduate teaching. Faculty at Oregon State University are committed to undergraduate and graduate student success. We seek faculty who have evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning;
- Experience conducting ecological research in lotic ecosystems;
- Strong record of peer-reviewed and refereed publications, appropriate for the level of experience;
- Ability to identify significant natural resource problems;
- Strong collaboration, communication and organizational skills;
- Commitment to promotion and enhancement of diversity as demonstrated by recruitment or mentorship of students from backgrounds underrepresented in the discipline.

**PREFERRED QUALIFICATIONS:**
- Post-doctoral or post-graduate professional experience;
- Demonstrated research relating to one of the following areas of stream and river ecology: populations, community, ecosystem or restoration ecology, hydrology or landscape ecology;
- Demonstrated excellence or significant potential for excellence in teaching of undergraduate and graduate students;
- Demonstrated capacity for collaboration and outreach;
- Success in obtaining extramural funding through grants or contracts;
- Experience supervising and mentoring undergraduate and graduate students.
For full consideration, applications must be received by TBD

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B. Human Dimensions of Fisheries and Wildlife: Fisheries and Wildlife

**POSITION DESCRIPTION**

**POSITION:** Human Dimensions of Fisheries and Wildlife (9-month, 1.0 FTE)
**ADMINISTRATIVE DEPARTMENT:** Fisheries and Wildlife
**LOCATION:** Corvallis, Oregon

**GENERAL PURPOSE OF THE POSITION**

Oregon State University’s commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. Our Strategic Plan (http://oregonstate.edu/leadership/strategicplan/phase3) articulates the strategies we believe critical to advancing and equalizing student success. As part of this commitment, OSU has established a hiring initiative for 2014-15 that is designed to support these strategies. In alignment with this initiative, the College of Agricultural Sciences seeks to fill 4 positions. The Fisheries and Wildlife Department invites applications for a tenure track Assistant Professor in Human Dimensions of Fisheries and Wildlife Management. We seek an energetic, enthusiastic colleague to complement our existing strengths in teaching, research and service, and help expand our nationally and internationally recognized programs in wildlife, fisheries and conservation biology. Come and share the great diversity of Oregon’s environment and natural resources, including the Pacific Ocean, the deepest lake in the United States, extensive networks of rivers and streams, progressive urban and agricultural areas, mountains and high deserts. We invite you to visit the application web site (TBA) for further details about the position and information on how to apply.

This is a full-time tenure track position with responsibilities for teaching, advising, research and outreach in the human dimensions of fisheries and wildlife conservation.

- Qualifications: Applicants should have a PhD degree in sociology, anthropology, or natural resource field at the time of appointment. Significant expertise in social or behavioral sciences as related to fish and wildlife conservation and expertise in natural resources policy, planning, and/or management is expected. The ability to identify significant natural resource problems and communicate and collaborate with resource managers, administrators, other decision-makers, and multiple stakeholders is essential. Faculty at Oregon State University are committed to undergraduate and graduate student success. We seek faculty who have evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad
opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning. Knowledge or experience with multicultural perspectives in natural resources management and distance delivery of educational programs is desirable.

General Responsibilities: The appointee annually will be expected to teach three undergraduate classes annually and one graduate course or lead an undergraduate group project on an alternate year basis, and advise undergraduate and graduate students. Research should relate to understanding the attitudes, values, ethics, and roles of diverse publics associated with complex fish and wildlife resource issues. Teaching and research collaborations with faculty in Fisheries and Wildlife and other departments in the Division of Earth Sciences is expected. Participation in and leadership for outreach activities relating to public involvement in natural resource decision-making is anticipated. The faculty member will have a demonstrated record of working with racial/ethnic minority students and faculty, and a demonstrable commitment to promoting and enhancing diversity.

**Instruction, Advising and Other Education Duties—50%**

1. Annually teach three undergraduate courses integral to the degree requirements for Fisheries and Wildlife Science majors. These will include FW 340 *Multicultural Perspectives in Natural Resources* and FW 439 *Human Dimensions of Fisheries and Wildlife Management*. The additional course may include FW 435/535 *Wildlife in Agricultural Ecosystems*, FW 485/585 *Consensus in Natural Resources*, FW 489 *Effective Communications in Fisheries and Wildlife Science*, or FW 415/515 *Fisheries and Wildlife Law and Policy*.

2. Participate in graduate education, including teaching of a graduate course, leading graduate seminars, special topics courses or other educational experiences on an alternate year basis.

3. Provide academic advisement for 30-40 undergraduate majors annually.

4. Mentor graduate students and serve on graduate committee inside and outside the Department.

5. Participate in curriculum and program review and development, as well as personal professional development. Contribute to scholarship of teaching as appropriate.

**Research and Integrative Scholarship - 40%**

1. Maintain an active, externally-funded research program on the human dimensions of fisheries and wildlife management. This will include investigations to seek effective means to engage private citizens in fish and wildlife resource decision processes. The work of graduate students will be a major portion of this program, so quality mentorship of these students is essential.

2. Collaborate with other scientists in the University, as well as with tribal, state and federal agencies, in planning and conducting scholarly studies. Leadership in providing liaison between
the Department of Fisheries and Wildlife and other social scientists and social science units is expected. Research emphases that create cross-departmental collaborations in the College of Agricultural Sciences, such as human-wildlife interactions and land-use planning in agricultural systems are particularly encouraged.

3. Publish the results of original research and teaching in peer-reviewed journals, reports, and other outlets intended for peer scientists and other natural resources professionals. Will periodically publish integrated studies such as articles, book chapters, or other outlets. Validation of scholarship will mainly be through sustained publication in national, peer-reviewed scholarly journals. Oral presentations about current research findings at regional and national conferences are essential. Publication of instructional materials may validate creative approaches to quality teaching, both resident instructional and extended education.

**Outreach and Service - 10%**

1. Periodically communicate technical and non-technical information to natural resource professionals, Extension agents, educators, and the public – orally and in writing. Will cooperate with Extension Specialists and other educators to support educational programming for professionals and life-long learning for the public.

2. Will assume an equitable share of governance and committee duties in the department, college, and university. Will show initiative and cooperative spirit in carrying out obligations as a member of academia, a state employee, and member of the human community.

3. Participate in professional societies.

   C. Economics of Sustainable Development: Applied Economics

**Position Description**

Position Title: Assistant/Associate Professor, Applied Economics, Economics of Sustainable Development 9 month, 1.0 FTE tenure-track appointment (60/40 split)

**Position Responsibilities**

Teaching, and research/outreach-related appointment with an expectation for scholarly accomplishment appropriate to the position focus and responsibilities. The successful candidate will teach undergraduate courses with a focus on sustainable development in food and resource systems and graduate courses in the Applied Economics (AEC) program. Teaching load is approximately 3 courses per year.

College of Agricultural Sciences faculty are committed to enhancing student success by engaging students in quality academic, research, internships, global studies, and other experiential learning opportunities

**Position Summary**

Sustainable Development is now recognized internationally as the hallmark of humankind’s advancement in economic, environmental and social dimensions of development. This position in Applied Economics is designed to advance teaching and research in this critical and rapidly evolving area, and to contribute to the field of Sustainable Development and Trade in the Applied Economics graduate program. It will complement
the Department’s historical strengths in environmental and resource economics, agricultural economics, economics of technology and productivity measurement, economic policy, climate change, rural/regional economics, and forestry and marine economics. Among peer graduate programs, we are uniquely positioned to provide quantitative, applied training in sustainable development linked with food, environment, and resource challenges. For undergraduates, the opportunities associated with sustainable development and changing global food and resource demands have never been greater. Given the visibility and focus worldwide on sustainable development by major foundations, governments and intergovernmental organizations, this position will also enhance the Departmental and College goals to increase external grant funding for international education, experiential learning and applied research.

**Responsibilities:** This position includes responsibilities for research and for teaching in the graduate and undergraduate programs. The Assistant/Associate Professor will be expected to:

a) Develop an integrated research and education program focusing on sustainable development as it pertains to food and is impacted by resource constraints (water, energy, climate) and other external factors including regulations and technologies.

b) Provide leadership for integrated efforts with peer institutions that are developing comparable and complimentary sustainable food systems hubs and centers.

c) Provide classes and experiential learning opportunities at the graduate and undergraduate levels on core applied economic competencies and in field areas.

d) Supervise graduate research, and serve on interdisciplinary graduate committees.

e) Participate in grantsmanship and scholarly interdisciplinary efforts on campus and with our research peers and donors on all aspects of sustainable development.

f) Work with interdisciplinary teams on and off-campus, drawing upon expertise in agricultural sciences, engineering, forestry, water-energy and other areas within the CAS and OSU, to analyze the costs and benefits of alternative sustainable development pathways.

**Position Duties**

55% -- **Teaching and Related Advising Activities**

Teaching responsibilities will include three courses per year, consisting of one-two undergraduate courses and one-two graduate courses in core and field areas. Faculty member would also advise and mentor undergraduate students and be engaged in experiential learning opportunities; he/she would supervise graduate research, and serve on interdisciplinary graduate committees. The faculty member is committed to undergraduate and graduate student success.

40% -- **Research and Outreach**

Independent and interdisciplinary research and scholarship as appropriate to the position. This could include work with interdisciplinary teams on and off-campus, drawing upon expertise in agricultural sciences, engineering, and other areas at the CAS, CEOAS, and OSU, to analyze the sustainable development and food systems (including food security, production). Actively seek external support and partnerships.

5% -- **Service**

- Cooperate with agencies and organizations statewide and other relevant locations,
- Serve on College, Departmental, and University committees as appropriate.
- Maintain active membership and involvement in professional organizations.

**Describe Scholarly Outcomes for Position**

40 % of the assigned duties are expected to result in scholarly outcomes. Appropriate types of scholarship for this position include, but are not limited to:
- Teaching, discovery, creativity, integration, research, and application that are communicated and validated through refereed and reviewed publications, as appropriate.
- Communication and validation of scholarship through presentations at professional meetings.
- Validation of scholarship through competitive grants and external support.
- Work with graduate and undergraduate students to publish their scholarly works and further help to ensure their student success.
- Innovative educational materials, including on-line teaching materials and web-based seminars.

**Required Qualifications**

- Ph.D. in applied economics, economics, resource economics
- Research relevant to economics of sustainable development, trade, sustainable food and systems analysis
- For a more senior level appointment: significant record of achievement that merits appointment at that rank
- A commitment to promoting and enhancing diversity
- A commitment to undergraduate and graduate student success in support of OSU’s stated policies and strategies:

  *Faculty at Oregon State University are committed to undergraduate and graduate student success. We seek faculty who have evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning. Oregon State University’s commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation.*

  *OSU’s Strategic Plan ([http://oregonstate.edu/leadership/strategicplan/phase3](http://oregonstate.edu/leadership/strategicplan/phase3)) articulates the strategies that are critical to advancing and equalizing student success. As part of this commitment, OSU has established a hiring initiative for 2014-15 that is designed to support these strategies. In alignment with this initiative, the College of Agricultural Sciences is seeks to fill four positions of which this is one.*

D. Ecohydrology: Biological and Ecological Engineering

**Tenure-track faculty position in Ecohydrology**

The Department of Biological & Ecological Engineering at Oregon State University invites applications for a tenure track position in the field of Ecohydrology, with an emphasis on plant-water interactions and the biological mediation of hydrological processes. An ideal candidate will be prepared to work across multiple scales, ranging from the scale of individual sites, to plant-water interactions at landscape scales, to regional analyses of biophysics and biogeochemistry, such as the improvement and application of earth system models.

Research in this area will contribute fundamental knowledge on the Earth’s “critical zone,” the layer that extends from the top of vegetation down into the groundwater, where water, atmosphere, ecosystems, soil, and rock interact. The faculty member is expected to advance a number of related fields through field studies and through numerical and biophysical modeling. Examples of primary topics include biomass production, food security and sustainable agriculture, plant-soil system sustainability, and feedbacks
between vegetation and climate change. The successful candidate will be joining a dynamic and collaborative water resources community, which includes recent hires in remote sensing and large-scale climate modeling, as well as a large group of faculty at OSU with research emphasizing the hydrology of rivers, the subsurface, and land surface.

The appointment includes expectations for research and teaching. Courses could include: Ecohydrology at the undergraduate and graduate levels, Undergraduate Ecohydraulic Engineering, in addition to courses on emerging issues.

Candidates must possess a Ph.D. in Civil Engineering, Water Resources Engineering, Agricultural Engineering, Biological Engineering, or related field and have experience in field measurements and numerical modeling of soil, plant, and hydrologic processes. Other required qualifications include: evident commitment to cultural diversity & educational equity; evidence of good judgment and the ability to work independently; commitment to working in multidisciplinary teams; and excellent oral and written communication skills.

It is anticipated that the appointment will be at the assistant professor level, but higher-rank appointments may be considered in exceptional circumstances.

To review posting and apply, go to http://oregonstate.edu/jobs Posting #0012123. You will be required to electronically submit a resume/CV that includes the names and phone numbers of at least three professional references, a cover letter including a statement on your philosophy and/or evidence of commitment to mentoring and advancing diversity, 1-page teaching philosophy, and 1-page research statement. Contact John Bolte at 541-737-6303 or john.bolte@oregonstate.edu with questions. Closing date is May 1, 2014.

OSU is committed to a culture of civility, respect, and inclusivity. As an Affirmative Action/Equal Opportunity employer, OSU values diversity in our faculty and staff regardless of their self-identity; to that end, we particularly encourage applications from members of historically underrepresented racial/ethnic groups, individuals with disabilities, veterans, women, LGBTQ community members, and others who share our vision of an inclusive community. Absolute respect for the equal rights of all colleagues and students is essential in this position, in this department, and at this university.

The Department of Biological & Ecological Engineering (BEE) offers B.S., M.S., and Ph.D. degrees, with approximately 100 undergraduate majors in the first ABET-accredited Ecological Engineering BS in the nation, as well as 15 graduate students in the department and 17 students advised in the Water Resources Graduate Program.

The candidate selected for this position will have the following verbiage included in the final Position Description: Faculty at Oregon State University are committed to undergraduate and graduate student success. This position is committed to educating and mentoring a diverse group of learners, which may include sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning. Oregon State University is committed to student success through hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. The OSU Strategic Plan (http://oregonstate.edu/leadership/strategicplan/phase3) articulates the strategies we believe critical to advancing and equalizing student success. This position is part of this commitment for which the College of Agricultural Sciences will fill four positions during 2014-2015.
APPENDIX B: CAS Strategic Intent and 2020 Vision

http://agsci.oregonstate.edu/about/strategic_intent