1. Brief Summary of College Efforts in Place

In recent years, the College of Forestry has strengthened our commitment to **student success and diversity** through a variety of initiatives. Four fully funded professional faculty are directly responsible for driving student success from different directions across all programs: David Zahler, Experiential Learning and Diversity Program Manager; Kira Hughes, Manager of Student Services; Brittany Goltry, Manager of Undergraduate Recruitment; and Nicole Kent, Head Advisor. Together, they provide resources, direction, and support for student success across our departments. In addition, the college has six professional academic advisors serving approximately 500 students, as well as a part-time program coordinator working specifically with students from under-represented populations.

All of the **undergraduate degree programs** we offer has been revised in the past four years or is currently in the process of revision. Improvements include the development of more field and experiential education (e.g., a 2-week forestry Field School), incorporation of current pedagogical best practices, new international courses, and intensive one-on-one student advising. (The College of Forestry advisors received the highest ranking across the university in the 2014 undergraduate exit survey report.) In 2014, the college strategically realigned funding priorities to support internal competitions for improvements in undergraduate, graduate, and international opportunities. This resulted in 27 outstanding proposals ranging from individual courses, to professional development for advisors, to new international programs in Australia and France. In addition to that program, the college invested $75,000 into year-long part-time paid work experiences for undergraduates.

**International experiences** can be life-changing for students and help develop the perspectives and skills needed in today’s natural resource workplaces. College faculty are committed to expanding such opportunities, and new programs have been offered in Australia, Spain, and Japan, and new programs in Peru and Europe will be offered in 2015. Efforts by our college’s International Programs staff have led to a tripling of the number of students annually engaged in an international learning experience. Since Spring, 2014, the college has granted 32 awards to undergraduate and graduate students as part of our International Travel Scholarship program.

Our efforts to foster student success have been strategically informed by engagement with our external **stakeholders**. These include a 6-month work requirement in many of our undergraduate degree programs, which provides students with hand-on opportunities to develop workplace skills and connect with potential post-graduation employers. In 2014 we conducted a major survey of students and employers (more than 400 employers and 250 student respondents to date; alumni survey on-going). The survey explored the importance of nearly 50 workplace knowledge areas and skills and assessed our performance. Results are presently being used to develop new courses and other learning opportunities for students.

Other notable opportunities for student success include the following:

- Graduate students in CoF participate in the popular and successful Graduate-Undergraduate Mentoring Program (Forest GUMP), organized by our Student Services Office. Graduate students also organize and coordinate the annual Western Forestry Graduate Research Symposium; last year more than 35 students presented oral talks and 40 delivered posters. These activities serve
to cultivate professional skills of our graduate students, while also enhancing the experience of undergraduates.

- The College of Forestry’s Strengthening Education and Employment for Diverse Students (SEEDS) Program engages and supports students from under-represented populations throughout their academic careers. With personal and career counseling, community-building activities, and paid mentored work experiences, these students have been extremely successful in completing their degrees and obtaining employment. In 2013-14, we had more than 40 students in the SEEDS program, of whom 13 participated in mentored work/research experiences. Additional opportunities for under-represented groups are created through the Board of Visitors grant program (for undergraduate research) and CoF faculty participation in the Louis Stokes Alliance for Minority Participation Summer Bridge program.

- CoF faculty and staff are involved in many efforts to cultivate a passion for science through field-based opportunities for K12 students. In 2014, for example, we hosted our second STEM Academy for high school students on our college research forest. Each year, hundreds of other students are exposed to natural resource management and science through field days, courses, and research at the world-renowned HJ Andrews Experimental Forest.

- We are moving forward with plans to completely renovate Peavy Hall. This will bring up-to-date laboratories, advanced technology, and collaborative learning spaces; all students will benefit from the improved learning environment and new resources.

- The Department of Wood Science and Engineering submitted a successful USDA-NIFA proposal for a Multi-cultural Scholars Program in Renewable Materials. Funding has supported recruiting, engaging, mentoring, and training the scholars and to support a number of experiential learning activities including involvement in guided team-based research projects, internship placement individually adjusted to the career goals of each scholar and participation in professional meetings, conferences and outreach events.

- The College awarded $500,000 in scholarships to students in the 2013-14 academic year, making it the largest per capita scholarship program of all colleges at Oregon State University.

- The Office of Graduate and International Programs in the College (established in 2013), has developed a Student success Support System, with investments at every stage from recruitment through mentoring and degree completion. Activities include hosting a 2-day, All-College New Graduate Student Orientation retreat off-campus at the start of fall quarter; development of a Graduate Student On-line Survival Guide.

2. Plans to Improve Culture and Climate to Align with Institutional Objectives

The College of Forestry has initiated several strategies to improve the culture and climate of our workplace to align with the university’s new strategic plan and the goals of the Provost Hire initiative. Several of these efforts are internal to the college, while others are university-wide initiatives.

Within the college, all new hires will be expected to contribute to student success. This has been affirmed with the college’s Teaching Policy, adopted in 2014, which requires all faculty to engage in teaching and mentoring students. New hires will be expected to meet with the college’s student-success professional faculty within their first three months to learn about programs available to support teaching, mentoring of undergraduate students, and opportunities to engage with colleagues around campus and outside the university.
Presently, the College of Forestry has no policy for mentoring new faculty. We have begun conversations about development of such a policy, and mentoring committees will be formed for all new faculty. These are likely to include an institutional mentor, a teaching mentor, and a mentor from the individual’s scientific discipline. Such mentoring committees are vital to ensuring faculty success and thereby improving student success. Details of the College’s policy will be finalized by December, 2015.

College of Forestry leadership team is discussing having annual PROF reviews for all tenured/tenure-track faculty include discussion and evaluation of each faculty member’s contributions to student success and diversity. For all new faculty, duties related to enhancing and equalizing student success will be explicitly described in faculty position descriptions. Given the importance of instruction to student success, the college leadership team will develop and implement a process for peer evaluations of teaching for all new hires, based on a successful process followed in the Department of Wood Science and Engineering. Where deficiencies are noted in teaching, faculty will be required to participate in professional development activities.

We will continue social activities that indirectly contribute to an inclusive and team-oriented culture in the college. For instance, our new fall college barbeque and alumni tailgater events were wildly successful and provided opportunities for students and faculty to mix and celebrate our collective identity.

The Associate Deans for Undergraduate and Graduate programs in the college will work with our Experiential Learning and Diversity Program Manager to initiate annual focus groups with self-identified identity groups across the college. The purpose of these sessions will be to understand factors leading to unequal success and develop strategies to equalize student success. The findings will be shared with faculty and students.

Outside the college, CoF faculty and staff will participate in several university-wide programs. For example, in 2015 the new Forest Ecosystems & Society Department Head will devote two weeks to the new NSF-funded ADVANCE workshop, gaining knowledge and skills to promote the success of women in STEM fields; the Wood Science & Engineering Department Head serves on the internal advisory council for the ADVANCE grant. Additionally, the college has committed funds for our two new Provost Hires to participate in the DPD summer seminar series. To extend the impact of these experiences, faculty will be expected to report back to the College through seminars or brown bag lunches.

3. Description of Adjustments to Recruitment Process

We are making strong efforts to ensure that all faculty and staff are aware of OSU’s institutional objectives and the importance of addressing them in all faculty searches. Until recently, the College of Forestry had only two trained Search Advocates. In the past year, one Department Head has become a Search Advocate, and another Department Head plans to take the training this winter. The Search Committee Chairs for both CoF Provost Hires have also been trained as search advocates. All future searches in the college will have a trained Search Advocate.

Search Advocates play a critical role not only by ensuring that positions are written to be inclusive of diverse perspectives and life experiences, but by sharing on-going information and research from the
Office of Equity and Inclusion with colleagues around the college. This is already creating a climate in which it is second nature to check our words and actions for unintentional and subtle biases.

All future faculty recruitment will include hiring qualifications specifically related to student success. For instance, in our current announcement for a Provost Hire, the following language is included:

“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 innovative pedagogies such as hybrid or online learning.” This is reflected in the minimum qualification for candidates to have a “demonstrable commitment to promoting and enhancing diversity and student success.”

The Dean or Department Head will meet with each search committee at the initiation of each search to ensure that committees understand that searches will continue until we have achieved a high quality, diverse pool of applicants that meets the mission and needs of the College. Department Heads will be personally engaged in targeted recruiting, by canvassing peer programs and social networks to identify and contact potential hires who contribute to our institutional goals. Job postings will be circulated to organizations involved with under-represented minorities, such as MANNRS.

During the hiring process (as part of application materials and/or interviews), candidates will be asked about their commitment to and experience working with diverse student populations, as well as high-impact teaching practices.

Our commitment to diversifying the faculty is demonstrated in our recent hiring of new faculty who bring a culturally pluralistic perspective to the college. These include individuals from recognized minority groups, parts of the world where the forestry profession is quite different from North America, and several women, including two women Department Heads.

4. Metrics to Assess Change

The college has selected several metrics by which we will evaluate our progress toward achieving institutional objectives.

- The number of students in graduate and undergraduate courses.
- The percentage of students from under-represented groups in CoF degree programs.
- The percentage of students engaged in high-impact extra-curricular activities (internships, work experiences, service-learning, and field- or lab-based instruction) per year.
- The number of students mentored by faculty in SEEDS or other similar programs.
- The number of graduate students supported on external funds.
- First year retention rate for undergraduates.
- Six-year graduate rate for undergraduates.
- The percentage of graduate students completing degrees on time (2 years for MS; 4 years for Ph.D.)
- Undergraduate student performance in key indicator classes, such as math or statistics.
- The number of workshops, webinars, trainings or other professional development activities focused on teaching or mentoring taken by faculty.
5. Position Descriptions

See attached
## Position Information

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<tr>
<th>Position Title</th>
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### Position Summary

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/strategic/plans/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 Department of Forest Ecosystems and Society in the College of Forestry seeks to fill an Assistant Professor of Fire Ecology position. This is a 9-month, 1.0 FTE, tenure-track position.

This position will establish and lead an innovative extramurally funded research program in fire ecology that is relevant to human use of forested landscapes, biodiversity conservation and global change. The incumbent will be responsible for the delivery of two undergraduate courses in both the 'Forest Landscape Processes and Management' option within our Forest Management degree and a new interdisciplinary undergraduate degree program focusing on interactions among biophysical and social systems. The incumbent will also teach an additional graduate course in her/his area of expertise. This position is part of a larger commitment by Oregon State University to hire, retain, and develop diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation.

The Department of Forest Ecosystems and Society (FES) brings together students, staff and faculty with interest and expertise in forest ecology and social science to tackle some of the most pressing environmental challenges facing us today (http://fes.forestry.oregonstate.edu). Our faculty are world leaders in a wide range of disciplines, including restoration ecology, forest social science, tree physiology, climate change and carbon dynamics, natural resource economics and policy, wilderness resource management, silviculture, wildlife ecology, and remote sensing.

We also have living laboratories used for classes and research that include the 11,500 acre McDonald-Dunn Forest, just 20 minutes from the Oregon State University campus, the H.J. Andrews Experimental Forest in the Cascade Mountains (a National Science Foundation Long-term Ecological Research site), and a wide variety of cooperating public and private forest lands including a new Institute for Working Forest Landscapes. This position offers substantial potential for collaborative efforts with co-located science agencies such as the U.S. Forest Service Pacific Northwest Research Station, the United States Geological Survey (USGS) Forest and Range Ecosystem Science Center and the U.S. Environmental Protection Agency.

The FES Department has a large and diverse student body both on campus (>200 undergraduates/80 graduates) and online (530 undergraduates/60 graduates); thus, the incumbent must have an interest and commitment to teaching and innovation in both classroom and online education.

### Position Duties

- **45% RESEARCH AND INTERDISCIPLINARY SCHOLARSHIP**
- Maintain an active, externally funded research program in fire ecology at multiple spatial scales including the role of fire in both social and ecological systems.
- Publish results of original research in peer-reviewed journals, reports, and other outlets intended for peer scientists and natural resource professionals.
- Present current research findings at regional, national and international conferences.
- Collaborate with scientists from other disciplines, particularly at the interface between policy, management and ecological science.
- Supervise graduate students.

45% TEACHING AND ADVISING
- Teach two undergraduate courses: 'Wildland Fire Ecology' and 'Terrestrial Ecosystem Ecology' as well as one graduate course annually.
- Contribute to the design of the development of the new FES undergraduate curriculum.
- Mentor graduate students and serve on graduate committees inside and outside of the department.

10% SERVICE AND OUTREACH
- Participate in committees at the departmental, college and university levels.
- Serve on public committees and advisory boards, as appropriate.
- Participate in activities of professional organizations.
- Review manuscripts for scientific journals.
- Engage in extension and public outreach efforts.

Position Duties (continued):

Working Conditions/Work Schedule:
This position requires field teaching and research which involves hiking in rough, steep, brushy forest terrain while carrying a pack weighing 30 lbs or less in all weather conditions.

Travel is required via OSU Motorpool vehicle and/or personal vehicle to meet with stakeholders and for field trips.

Minimum/Required 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.

Ph.D. in a discipline relevant to disturbance and/or fire ecology.

Demonstrated potential to develop a high-quality academic research program in fire ecology.

Commitment to promoting and enhancing diversity as it relates to teaching and mentoring students.

Excellent communication skills.

This position is designated as a critical or security-sensitive position; therefore, the incumbent must successfully complete a Criminal History Check and be determined to be position qualified as per OSU Standard 576-055-0000 et seq. Incumbents are required to self-report convictions and those in Youth Programs may have additional Criminal History Checks every 24 months.

This position requires driving a University vehicle or a personal vehicle on behalf of the University; therefore, the incumbent must successfully complete a Motor Vehicle History Check, possess and maintain a current, valid driver's license in their state of residence, be determined to be position qualified and self-report convictions (as per Voluntary and Compulsory Driver Standards OSU Standard 125-155-0200) as per OSU 576-055-0000 et seq.

Preferred (Special) Qualifications
Experience in fire ecology research conducted at multiple spatial scales.

Evidence of research productivity.

Evidence of capacity to link basic and applied research.

Experience with interdisciplinary research (particularly between social and ecological sciences).

Record of obtaining external funding.

Relevant graduate and/or postdoctoral experience in teaching within and/or across disciplines.

Experience in fostering diversity in teaching and mentoring (e.g., supervising underrepresented groups in research).

Evidence of fostering undergraduate success (e.g., sponsoring student research or internships, developing study abroad opportunities).

Experience with natural resource management applications.
Scholarly Outcomes for Position (academic faculty only)

45% - Develop or discover new knowledge and/or creative solutions to problems related to fire ecology. Communicate new knowledge or creative solutions by publishing in refereed journals, peer-reviewed publications, and by presenting information at local, regional, national, and international meetings, conferences, and congresses. Demonstrate peer validation through critical peer review and adoption. Maintain an active, externally funded research program.

Indicate how you intend to recruit for this search: Competitive / External - open to ALL qualified applicants

Posting Date
12-19-2014

For Full Consideration Date

Closing Date
01-30-2015

Recommended Full-Time Salary Range
Salary is commensurate with education and experience.

A demonstrable commitment to promoting and enhancing diversity is:
A required qualification

Special Instructions to Applicants

When applying you will be required to attach the following electronic documents:

1. A full-length curriculum vitae (CV);

2. A cover letter addressing your qualifications and aspirations as they relate to the specific duties and responsibilities described in the position description;

3. A two-page teaching philosophy that specifically addresses the candidate’s commitment to fostering student success and enhancing diversity; (Upload as Other Document)

4. A two-page research statement; (Upload as Other Document 2)

5. Up to four peer-reviewed publications; (Upload combined pdfs as Other Document 3)

6. The names and contact information (email, telephone and mail) of three referees who may be contacted by the search committee; (Upload with CV)

For additional information please contact Matthew Betts, 541-737-3841, matthew.betts@oregonstate.edu

OSU commits to inclusive excellence by advancing equity and diversity in all that we do. We are an Affirmative Action/Equal Opportunity employer, and particularly encourage applications from members of historically underrepresented racial/ethnic groups, women, individuals with disabilities, veterans, LGBTQ community members, and others who demonstrate the ability to help us achieve our vision of a diverse and inclusive community.

Preview of Posting Specific Questions

Posting Number
0013480

Quicklink for Posting
jobs.oregonstate.edu/applicants/Central?quickFind=65273

Close Window
Faculty 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 Department of Wood Science & Engineering seeks a creative and innovative faculty member for a position as Assistant Professor of Architecture and Wood Design. The position will become available July 1, 2015. This is a 9-month, tenure-track position. The incumbent is encouraged to increase his/her base appointment/salary by seeking supplemental funding through other activities outside of their approved position description.

Responsibilities  
**Research and Creative Work:** Candidates are expected to pursue a well-defined research and creative practice agenda with a commitment to sustained inquiry into emerging issues in the field. These may include, but are not limited to applications of new wood products, innovative design, design of mass timber buildings, development of specialty products and building elements, innovative uses of mass timber products and promotion of an understanding of renewable materials in buildings.

**Teaching:** The teaching responsibilities of the position include approximately three courses per year, two undergraduate and one graduate, distributed over three quarters. The successful candidate will have the freedom to design their coursework in cooperation with the department head.

**Service:** Candidates are expected to connect with their professional community and serve on committees at the College and Department levels as needed.

Salary  
Minimum starting salary is expected to be $70,000/year

Qualifications  
We are seeking individuals with the ability to collaborate across disciplines to bring the tools of architecture to bear on research questions regarding wood design, engineering, and applications for new products. The successful candidate need not have any background in wood science, although knowledge of recent developments in the field of engineered wood products and their applications is preferred.

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.

Minimum Required Qualifications
Professional degree in architecture and an advanced degree which may be in architecture or a related field.

Demonstrated ability or significant potential for teaching in classroom, outreach, or other settings, and developing and leading a research program relevant to architecture and wood design.

Demonstrated ability or significant potential to collaborate with people in other disciplines.

Excellent verbal and written communication skills.

Demonstrable commitment to promoting and enhancing diversity and student success.

Preferred Qualifications

PhD in architecture or related field.

A vision for how to draw upon expertise in other disciplines to build an integrated research and education program that operates at the interface between architecture and wood science.

Ability to direct undergraduate and graduate students.

Potential for adjunct faculty status in the University of Oregon School of Architecture and Allied Arts.

A strong commitment to the use of renewable materials in the built environment.

The Department

The Department’s diverse faculty offers course work covering the full spectrum of renewable materials science, design, processing, and business. We are a collegial and energetic community that cares deeply about teaching, learning and supporting new research and practice.

The College of Forestry is developing a National Center of Excellence for Advanced Wood Products Manufacturing and Design, in collaboration with the OSU College of Engineering and the University of Oregon’s School of Architecture and Allied Arts. It will include construction of a new, state-of-the-art laboratory. This new center is expected to provide significant new research opportunities for the Department. We are a small program with a family-like atmosphere, where senior faculty actively collaborate with and mentor junior faculty. The Department is recognized as an international leader in wood science. Our faculty members come from a wide range of backgrounds, from basic sciences to engineering to business and this is reflected in the breadth of research they conduct (for more insight please see: http://woodscience.oregonstate.edu/research-community/research-programs). The Department offers a BS degree in Renewable Materials and MS and PhD degrees in Wood Science.

OSU is located in Corvallis, a vibrant college town of 54,000 in the heart of western Oregon's Willamette Valley. OSU is an affirmative action/equal opportunity employer.

To Apply

Applications should include a detailed cover letter outlining how the applicant meets the qualifications outlined in the position description, a vitae/resume, summary of research interests, statement of teaching interests and experience, names of 3-5 professional references, and e-mail/phone contact information. For more details please go to
http://woodscience.oregonstate.edu/ or view the posting and apply at http://oregonstate.edu/jobs (Posting 0013122). See full posting for details. Screening of candidates will begin December 1, 2014 and will continue until the position is filled.