

SFR Strategic Planning Tasks for 2011–2012 [At September 2011 planning retreat, participants reaffirmed ongoing objectives and goals from 2008–2011 plan and developed nine additional strategic tasks for 2012 in light of identified transition issues (ABB, Advancement, Capacity, Students, Restructuring Research/Outreach)]

Task #1: Complete an assessment of the ESRM curriculum that addresses the quality, capacity, and efficiency of core courses, capstones, and options.

Are we producing the core competencies required of today's and tomorrow's graduates? Can current resources support an enrollment of 400 undergraduates? Assess costs/benefits of capstones and determine if capstones should continue to be required of all students. Can capstone opportunities be increased through the expanded use of staff and graduate students? Identify and provide resolution for bottleneck points in enrollment or graduation. Assess options: are they optimally organized; should low enrollment options continue?

Who: Curriculum committee

By When: End of academic year 2011–2012 **[STATUS: ON TARGET]**

Task #2: Develop a collaborative center structure, as defined under new Institute of Forest Resources legislation, that promotes functional, informational, financial and administrative interaction and efficiency.

The proposed structure or structures must address the following criteria: a) provide flexibility to address changing research issues and opportunities as they arise; b) promote internal efficiencies while simultaneously retaining the support of external stakeholders who identify with a specific research program; c) increase our ability to respond to RFP's in a timely and effective manner, i.e., build research capacity; and d) minimizes administrative overhead. In carrying out this task, provide a portfolio of active and potential research strengths of SFR researchers. Consider the use of some McIntire Stennis funds as "incubation" funds to test the effectiveness of the model and provide a platform for a later request for state funds. Consider the use of Foster School faculty/students to gain fresh perspectives.

Who: Ad hoc committee, chaired by Bruce Bare; members (Anderson, Ettl, Edmonds, Reichard)

By When: By March 1, 2012 **[STATUS: ON TARGET]**

Task #3: Complete an assessment of instructional delivery methods that could increase SFR's efficiency, enrollments, and SCH, and resolve bottlenecks, while at the same time ensuring quality.

Identify the full suite of options available today, including those used by other CoEnv units. Consider both technological options and options that employ nontraditional instructors and nontraditional means. Provide best practices associated with each option. Consider whether on-line degree/course options are feasible for SFR. Review the structure and functioning of the Western Governors University.

Who: Ad hoc committee, chaired by Dean Glawe; members (Allan, Bare, Bura, Campbell, Fridley, Franklin, Harrison, Hodgson, McLaughlin, Reichard)

By When: End of academic year 2011–2012 **[STATUS: ON TARGET]**

Task #4: Conduct faculty portfolio analysis.

Include in the analysis the following: justify future needs in teaching, research, and outreach, identify likely future societal challenges; review what other institutions are doing; understand student interests/preferences. Along with "futuring," the analysis should also include an inventory of current faculty resources. Vet to external constituents.

Who: Ad hoc committee, chaired by Gordon Bradley; members to be determined

By When: End of Autumn Quarter 2011 **[STATUS: ON TARGET]**

SFR Strategic Planning Tasks for 2011–2012

Task #5: *Establish SFR's fundraising goals and alumni/friend engagement activities and synchronize them with Advancement's annual plan.*

SFR having reaffirmed its commitment to long-term engagement with friends and alumni at its 2011 annual meeting, identify engagement opportunities for this group and coordinate them with Advancement's calendar. Ensure that other planned fundraising activities and goals are coordinated with Advancement's calendar. Survey alumni to determine program affinity. Conduct a fund-raising portfolio analysis throughout SFR to gather current needs. Provide opportunities for Advancement staff to meet with faculty, staff, and students for information exchange as needed.

Who: Ad hoc committee, chaired by Tom Hinckley; members (Anderson, Greulich, Paul, Reichard/Hoyt, Smith, Trudeau, West)

By When: End of Autumn Quarter 2011 **[STATUS: MOST TASKS ON TARGET; ALUMNI SURVEY DATE AND MECHANISM TBD]**

Task #6: *Conduct staff portfolio analysis to determine critical functions that could be performed by additional staff support.*

In the manner of the faculty portfolio analysis, develop an inventory of current staff resources by area, title, and FTE and survey program leaders regarding future needs and their justifications. Review what other units and institutions are doing with regard to staffing. Identify positions that would be particularly helpful to ABB metrics.

Who: Ad hoc committee, chaired by Beverly Anderson; members to be determined

By When: End of Winter Quarter 2012

Task #7: *Continue to advance the argument with the CoENV dean and others that under current ABB plans outreach provides unfunded value to the UW and its units.*

Who: Director and others, as opportunities arise

By When: Throughout A/Y 2012, as opportunities arise

Task #8: *Continue building a coalition of universities to push agencies to pay reasonable overhead.*

Who: Director and others, as opportunities arise (including Bare at SAF/NAUFRP meetings)

By When: Throughout A/Y 2012, as opportunities arise

Task #9: *Provide tools and training to PIs on various funding vehicles that improve research cost recovery.*

Provide a "white paper" and/or training to researchers regarding the various funding instruments available with the Forest Service and other low-overhead agencies; and existing UW and federal rules for directly charging for support activities. Review what other units/institutions are doing, particularly SAFS, who deals with some of our same issues.

Who: SFR Financial Services Office

By When: March 1, 2012

	Transition Issue: ABB			Transition Issue: Capacity			Transition Issue: Students			Transition Issue: Advancement			Transition Issue: Restructuring the research/outreach enterprise		
	Task	Dots	Table	Task	Dots	Table	Task	Dots	Table		Dots	Table		Dots	Table
30+	If ABB doesn't include outreach, explore with Dean/Provost alternative administration of outreach programs [Outreach and ABB]	36	G	Carry out audit to determine current staff functions/tasks that are important to maintain or are needed in future and that best serve ABB metrics [Faculty/staff functions to improve ABB metrics]	36	F	Increase capstone opportunities to maintain quality of UG education – consider using staff (e.g., UWBG, PACK) and grad students [Efficiency measures in instructional support]	36	B	Provide diverse engagement opportunities and coordinate activities with Advancement calendar [Alumni/friend relationships]	37	E	Compile scope and range of research being done in School	45	H
	Provide tools and training/workshops to PIs on various funding vehicles that improve research cost recovery and on rules for directly charging for support activities (e.g., administrative personnel, computer staff, student support); consider partnering with SAFS. [0%/low overhead grants]	34	A,K,G	Conduct faculty portfolio process and include in process: justify future needs in teaching, research, and outreach, vet to external constituents, identify future societal challenges; review what other institutions are doing; understand student interests/preferences [Identifying future faculty areas of focus]	30	D, F				When priorities are determined, synchronize SFR's fundraising goals with Advancement's annual plan [Implementing SFR's strategic fundraising goals and objectives]	35	E	Seek opportunities for collaborative grant writing that links several (all) centers	44	C
	Continue building a coalition of universities to push agencies to pay reasonable overhead [0%/low overhead grants]	32	A										Seek a collaborative center structure that promotes interaction (overlapping circles of programmatic activity)	38	C
20-29	Have other units buy SFR faculty to teach, releasing \$ to be used strategically with respect to ABB [Collaboration under ABB]	26	A				Increase flexibility of course choice within options or eliminate options with low enrollments [Efficiency measures in instructional support]	28	J	Reaffirm SFR's commitment to long-term engagement with friends and alumni [Alumni/friend relationships]	26	E	Establish benchmarking: *Incubation Team; *Institute for Sustainability at Portland State University	22	H
							Explore professional master's degree (online?) to boost grad numbers [Quality vs. quantity in enrollment numbers under ABB]	23	J						
	Outreach units support students to do outreach for pay or for credit (e.g., outreach practicum; ?continuing education have SFR link like WSU has? Have outreach be a class. [Outreach and ABB]	9	A,K	Evaluate costs of capstone – prep, planning, faculty advising and determine if all students should do capstone [Student numbers serviceable with current resources/workloads]	19	F	Create a “mega course (with dynamic lecturer, potentially from outside) taught in class and on-line [Efficiency measures in instructional support]	16	J	Have Advancement staff meet with faculty, staff, and students for information exchange as needed [Implementing SFR's strategic fundraising goals and objectives]	19	E	Seek administrative organization of SFR centers that builds research capacity	16	C
	Appoint committee to pursue available options to share SCH; explore more MOUs [Collaboration under ABB]	7	G, A	Challenge UW on ABB; where are metrics for quality and diversity [Student numbers serviceable with current resources/workloads]	17	D	Consider on-line delivery of “bottleneck” core courses [Efficiency measures in instructional support]	15	J	Survey alumni to determine program affinity [Alumni/friend relationships]	15	E			
	Protect junior faculty from ABB so they can focus on research and get tenure [ABB wild card]	5	K	Assess core competencies and instructional means to achieve them [Student numbers serviceable with current resources/workloads]	13	D	Learn about effective alternatives in classroom teaching to encourage student involvement and active learning and apply it, especially to gateway courses [Diversity: Recruiting, retaining, and serving]	13	B	Hold all-School meeting (in Spring) to build priorities for fundraising [Implementing SFR's strategic fundraising goals and objectives]	15	E			
	Investigate certification/recertification opportunities and provide paying programs to meet them. [Outreach and ABB]	4	A	Survey recent (5 years out) grads to see if they are satisfied with their UG education [Identifying future faculty areas of focus]	11	F	Explore on-line course instruction for place-based students [Diversity: Recruiting, retaining, and serving]	11	J	Make concerted effort to get current email addresses from alumni and friends; postcard survey? [Alumni/friend relationships]	6	E			

Transition Issue: ABB				Transition Issue: Capacity			Transition Issue: Students			Transition Issue: Advancement			Transition Issue: Restructuring the research/outreach enterprise		
Task	Dots	Table		Task	Dots	Table		Task	Dots	Table		Dots	Table		
Establish goal that each faculty teach a certain # of SCH; use the ABB \$ for Tas [ABB wild card]	4	K		Explore use of post-docs, grad students, and lecturers for teaching, including capstones [Faculty/staff functions to improve ABB metrics]	10	F		Explore on-site/satellite opportunities [Diversity: Recruiting, retaining, and serving]	6	J		Schedule (twice-yearly) Advancement staff check-in meetings with SFR Director's Council [Implementing SFR's strategic fundraising goals and objectives]	3	E	
Create subaccounts for research across units to ensure research cost recovery to SFR [Collaboration under ABB]	3	A		Examine 3/2 and non-thesis options for graduate students [Student numbers serviceable with current resources/workloads]	10	F		Increase gateway courses, especially number of times 200, 201, and 300 are taught [Efficiency measures in instructional support]	5	B		Continue monthly meetings – Niklison and SFR Director [Implementing SFR's strategic fundraising goals and objectives]	0	E	
Install UW-wide tax to support outreach [Outreach and ABB]	3	A		Evaluate ESRM (a la BSE) with eye toward streamlining, partnerships, and efficiency [Student numbers serviceable with current resources/workloads]	8	F		MS and PhD (not MEH or MFR) students should be admitted only with funding from fellowships, TAs, or RAs [Quality vs. quantity in enrollment numbers under ABB]	4	B					
Require that grants be more than 0%, but if low overhead require something related to ABB (e.g., grad student support) [0%/low overhead grants]	1	A		Define our niche; what do we want to be? [Student numbers serviceable with current resources/workloads]	6	F		Assess capacity of capstone and core courses to accommodate enrollment increase to 400 UG [Quality vs. quantity in enrollment numbers under ABB]	3	J					
Provide transition time and support for outreach programs to become self-sustaining [Outreach and ABB]	1	G		Survey employers – are our graduates prepared? [Identifying future faculty areas of focus]	3	F		Use peer TAs [Efficiency measures in instructional support]	2	J					
Appoint committee to determine criteria for allowing 0% overhead [0%/low overhead grants]	0	G		Examine capstone/core classes to assess if they are roadblocks to greater student numbers [Student numbers serviceable with current resources/workloads]	2	F		Get away from faculty teaching a scheduled course each quarter, which leads to proliferation of small courses; provide incentives for teaching large courses (e.g. 1/2(?) BIOL 220) [Efficiency measures in instructional support]	2	B					
Document and demonstrate that outreach is supported by research grants [Outreach and ABB]	0	K		Explore capacity to write grants and process them through UW [Faculty/staff functions to improve ABB metrics]	1	F		Provide instructor tips on getting higher enrollment and attracting students from outside SFR [Efficiency measures in instructional support]	2	from the floor?					
				Director appoint committee to set minimum and target enrollments [Student numbers serviceable with current resources/workloads]	1	D		Do more recruiting at local county natural resources workshops [Diversity: Recruiting, retaining, and serving]	2	J					
				Do we need recruiters/other kinds of support staff [Faculty/staff functions to improve ABB metrics]	0	F		Reduce number of required classes so that outside students can double major [Efficiency measures in instructional support]	0	from the floor?					
								Start or partner effectively with a Gear-Up program and provide incentives [Diversity: Recruiting, retaining, and serving]	0	B					

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