FOLLOW-UP REVIEW OF THE
GRADUATE PROGRAMS IN
THE DEPARTMENT OF FISHERIES AND WILDLIFE
November, 2009

On November 19, 2009 the follow-up review team of Alix Gitelman and Darlene Russ-Eft (members of the original 2007 review team) met with Dan Edge, Department Head of Fisheries and Wildlife. Dr. Edge prepared a Progress Report document enumerating the Department’s response to/implementation of recommendations from the original program review, and this document served as the basis for our discussion (it is appended to this report).

First, it should be noted that the original Program Review by the Graduate Council in 2007 reflected quite positively on the Department of Fisheries and Wildlife. To quote the original Program Review document:

The review teams (Graduate Council team, and Cooperative State Research, Extension and Education Service—CSREES—of the U.S. Department of Agriculture team) found the Department of Fisheries and Wildlife (hereafter, the Department) to be well functioning and very well respected within the University as well as regionally, nationally and internationally. The external reviewers concluded that the Department was among the top such Departments nationally in terms of quality, breadth and depth of research and faculty expertise. The diversity of expertise among the faculty enables them, and their graduate students, to address virtually any major issue pertaining to natural resources. Furthermore, the close links between the Department and many state and federal agencies afford graduate students access to both relevant problems and potential employers. The Department benefits from the strong leadership of the Department Head, which is acknowledged by faculty, staff and graduate students. Graduate students are well-qualified, extremely dedicated to their research programs and also very loyal to the Department.

Second, the follow-up team found that the Department has responded to, and where appropriate, implemented recommendations from the original review. The remainder of this document highlights these responses.

- Develop a plan for recruiting minority graduate students.

A diversity enhancement plan is being prepared and it is expected by the end of The ’09-'10 academic year.
- **Ensure and enhance communications between on- and off-campus graduate students and faculty.**

  The Department has increased its use of polycom systems to communicate with Hatfield Marine Science Center (HMSC) and two experiment stations; three graduate courses are now taught at HMSC and locally in Corvallis.

- **Further evaluate “slash” courses**

  Revisions to the curriculum resulted in some courses being taught only at the undergraduate level and two new graduate-only courses. The hope is to add 3 more graduate-only courses, but faculty are limited. All “slash” courses now have distinct learning outcomes for the two groups.

- **Try to increase teaching opportunities for graduate students**

  The Department’s distance education program has provided substantially more teaching opportunities for graduate students, albeit of the distance education variety. The Department has approximate 3 FTE for on-campus GTAs each year, and approximately 8 FTE for distance education GTAs each year.

- **GTA’s assigned to “slash” courses should not grade papers of their peers**

  Done.

- **Be clear about financial support and length of program**

  Department faculty have these conversations with students at the time a graduate research assistantship is offered. While some of the length of time to degree issues have not been resolved, the increase in distance education GTA FTE and the Oregon Laurels block grant have helped to bridge gaps in research funding.

- **Continue annual performance reviews of graduate students**

  Done.

- **Continue to involve graduate students with department governance and operations**

  Done.

- **Continue to conduct surveys of recent graduates**

  Data are collected through these surveys every three years.