

**OSU College of Forestry**  
**McDonald-Dunn Research Forest Faculty Planning Committee Meeting #3**  
**25 October 2022, 1:30-3:00pm**  
**316 Peavy Forest Science Center and Online (via Zoom)**

Faculty Planning Committee Members present: Holly Ober (chair), John Bailey, Tiffany Garcia, Mark Kerstens, Dave Lewis, Ian Munanura

College of Forestry research forest staff present: Jenna Baker, Brent Klumph, Carli Morgan

## **I. Overview of recent and upcoming events**

The group looked at the [planning website](#) to view the list of upcoming meetings and events and the variety of information being posted for each of the past meetings and events (agenda, presentation, video recording, meeting summary).

The next event will be a Community Listening Session in Peavy Forest Science Center the evening of November 7. The topics of discussion will be values provided by the forests, ideas on how to expand learning opportunities, and ideas on how to address changing conditions.

## **II. Discussion of desired forest conditions for facilitating research, teaching, & outreach**

The group revisited the 3 missions of the Research Forests, and then provided input on several topics.

First, they brainstormed a list of topics of contemporary interest that could be addressed on the McDonald-Dunn Research Forests:

- Wildfire risk; fuels research
- Demonstrate how to adapt forest management to climate change
- Demonstrate how to manage forests for sustainable and inclusive recreation for multiple user groups
- Species conservation and response to forest management
- Demonstrate how to promote biodiversity in managed forests
- Demonstrate cultural values of forests:
  - cultural and spiritual connections
  - implement Traditional Ecological Knowledge
- Holistic approach to integrating ecosystem management at a landscape scale, taking into account connectivity
- Pairing traditional inventory techniques with new remote sensing approaches
- Pairing biodiversity inventory with molecular and genomic approaches
- Heighten experiential learning opportunities for OSU undergraduates
- Invasive species management
- Utilizing cutting edge technology in designing harvesting systems
- Utilizing innovative approaches to structural design of harvest (e.g., LiDAR, drones)
- Reforestation research and vegetation management
- Silviculture research
- Carbon sequestration
- Water storage; hydrology

- Managing forests in the wildland-urban interface
- Revenue generation; ensuring plan is economically sustainable/flexible
- Research on how to communicate with the public on forest management (social science research; education theory)
- Community engagement
- Innovation on what to measure and monitor, and how to be cost-effective
- Demonstrate restoration
- Cross-disciplinary and cross-ecosystem collaborative research
- Demonstrate conflict management in forest management

Next, the group revisited suggestions received to date on themes and zones, and elaborated on opportunities and constraints associated with each.

- A climate adaptation theme – could fit into existing themes rather than being a new one, or adjustments could be made to a new or existing long-term research project (e.g., CIPS); either way, be sure to investigate the economics. Examples of how climate change might be addressed:
  - Plant Douglas-fir from other climatic zones
  - Vary spacing of Douglas-fir
  - Encourage multi-species stands that include Douglas-fir
  - Plant species other than Douglas-fir
- A restoration theme - Examples of how restoration might be addressed:
  - Oak savannas
  - Aquatic ecosystems (ponds, streams, riparian zones – invasive species treatment, weir)
  - Prairies & meadows
  - Fire
- A WUI theme - Examples of how WUI concerns might be addressed:
  - fuel reduction
  - recreation demand
  - shaded fuel breaks
  - invasive species control
  - impacts on wildlife
  - maintenance of vegetation treatments in WUIs
  - maintaining connections/communications with neighbors
- A mature forest theme - Examples of how mature forest might be increased:
  - Intent of growing more old forests that could move into reserve status
- Discussion of changing terminology regarding 'themes' and 'zones' or decoupling themes from spatial restriction to particular zones
  - Decoupling would enable more spatial randomization of treatments, which would mean less pseudo-replication
  - Would enable more flexibility in the allocation of management treatments
  - An explanation was provided of how there's a protocol for getting information on publications resulting from research conducted on the forests, but workforce capacity limits the ability to maintain these efforts. There's also a GIS database accompanying the research and a list of sites used frequently for teaching. However, the location of teaching changes over time because forest conditions are not static and course topics change over time.

\* Note that some of the suggestions above might require requesting exemptions from ODF

Then the group revisited suggestions received to date on changes in management that could increase forest use for research, teaching, and outreach, and elaborated on each.

- Increase lead time on planned management activities, to aid in planning of R/T/O
- Create competitive funding opportunities to support research, teaching, outreach on the forests; earmark some for undergraduates
- Increase availability of environmental data (e.g., add instrumentation, create a database viewable by others)
- Create opportunities for citizen science
- Build collaborative research teams across the university
- Plan a recurring event where researchers could showcase existing research, answer questions, and discuss opportunities for future collaborations
- Make it easy to find information on the expectations of researchers/instructors wanting to initiate work in the forest; perhaps have a form on the website?

Next the group revisited suggestions received to date on changes that could enable a better ability to track use of the research forests, and elaborated on each.

- To track use by OSU students, faculty, and staff for R/T/O: require a question when checking out vehicles from Motorpool
- To track External school use: Place QR code at primary entrances to solicit data upon entry
- Expand communications with large school groups – special use permit
- Monitoring use (e.g., use trail cameras, car counts, consider new technology); carefully consider what information is of greatest use so as to not collect unneeded data; implement systematic/periodic surveys of recreational use
- Put information on research into a spatial database (GIS layer); consider making this available for others to view; make it free but require names of anyone requesting the information

Lastly, the group discussed the third mission of the forests, which is to ensure we are supporting social and cultural values of forests, enhancing the wellbeing of local communities, Tribal communities, and our broader citizenship.

- Raise awareness of cultural resources, while still protecting them
- Education for k-12 groups on cultural resources
- Encourage research on the cultural resources
- Create opportunities for those connected to specific cultural resources
- Encourage those with connections to specific resources to be engaged in the surveying of those resources
- Build in periodic assessment of management methods of cultural resources by those who are connected with them (accountability)

### III. Next steps

- We'll meet again in 2 weeks; an agenda will be sent a few days beforehand