

Request for Tenure Track Faculty

Program: Forestry and Natural Resources

Initiator(s): Tim Baker

1. Program(s) Supported by the Discipline:

- a. *Forestry and Natural Resources Technology, Associate degree*
- b. *Forestry Technology, Certificate of Achievement*
- c. *Geomatics, Certificate of Recognition*

2. Job Description. Separate requests are required for each position sought. Please indicate if this request is site specific and the location(s).

Full-time Tenure track Forestry and Natural Resources faculty position for the Eureka campus. This person will be responsible for teaching a full-range of Forestry and Natural Resources courses that include but not limited to: Timber Harvesting and Forest Operations, Introduction to Remote Sensing, Introduction to Geographic Information Systems, Spatial Analysis, Introduction to GPS, and Introduction to Wildland Fire.

Preferred qualifications include: a Master's degree in forestry or natural resources with at least one degree from an SAF-accredited institution.

Degree requirements: Bachelor of Science in Forestry, Natural Resources, Wildlife Biology, or related disciplines,

3. Please check ONE of the following categories: Faculty Replacement Position, Growth Position or New Program/Discipline. Provide related information. (0-5 Points)

Faculty Replacement Position (check one)

- Stable or growing discipline or program needs replacement for FT faculty who have left within this academic year
- Stable or growing discipline or program needs replacement for FT faculty who have left within 1-2 years
- Stable discipline or program needs replacement for FT faculty who have left within three-four years

Stable discipline or program can justify replacement for FT faculty who have left within five years or more

Outside accreditation is at risk without FT hire

Provide justification and documentation. Include when the position became vacant and the incumbent to be replaced.

Growth Position (checkone)

Enrollment data over past two years indicate program is *growing*

Enrollment data over past two years indicate program is *stable*

Enrollment data over past two years indicate program is *declining*

Independent marketing or other data indicate growth potential

Provide justification and documentation.

There are a number of reasons for hiring an additional full-time FNR faculty position to grow the FNR program including the requirement of outside accreditation (Society of American Foresters), the lack of available associate faculty and limited availability of outside-the-classroom access to content experts by students.

Accreditation for the FNR program is through the Society of American Foresters which accredits all 2-year and 4-year forestry and natural resource programs in the U.S. One of the key requirements for the 2-year program accreditation is a minimum of 2 full-time faculty with the appropriate qualifications. So while the curriculum is focused on meeting accreditation requirements, the lack of sufficient faculty precludes us from gaining this accreditation. It should also be noted that support for this position from outside the College is long-standing and was specifically mentioned in a comprehensive program review done in 2006 by the Statewide Agricultural Advisory committee for the Chancellor's Office. The local forest industry representatives on the Forestry Advisory Committee have also long pushed for this position because of the importance of gaining SAF accreditation for the program. The only currently accredited 2-year program in California is at Reedley College in Fresno.

The College Philosophy statement, as well as the purpose of CTE programs, is to provide training and leadership in the cultural and economic development of the North Coast region. The Forestry and Natural Resources (FNR) program continually evolves with the changing natural resource needs of our region. FNR is a science-based, conservation orientated, land and watershed management themed program that will continually serve the economic and training needs of our region. Even though some sawmills have been shut down over the past years because of changing economic structures others remain open and Humboldt bay has been used for log and chip exports in addition to the remaining mills in the region. The need for Forestry and Natural Resources continues to be a need across our region and throughout the country as demand for wood products remains strong and this region has some of the highest rates of tree growth in the world. Forestry practices common to meeting these needs are a central part of our

curriculum. Currently there are 130+ declared FNR students and in Fall 15 there was only 1 open seat in all the combined Eureka FNR courses on the first day of class with waitlists and over-enrollment common in some courses to try and meet demand.

Additionally, there is the opportunity for expansion of our geospatial offerings to include core courses required for an AD-T for Geography if we can revamp the current geospatial sequence to include introductory concepts courses similar to the pattern at HSU.

Finally, given the natural resources of this region and the continued importance of the forest products sector to the legal export economy of Humboldt county (currently highest value timber production from any county in California), as well as the importance of natural resource tourism and federal and state agencies managing extensive holdings in the regions, it would make sense to use a growing and expanded FNR program as a center-piece marketing tool for the College. However that would be difficult to accomplish with current staffing levels.

New Program/Discipline Position

- Program Initialization process complete
- State curriculum approval complete
- Program has grown significantly without FT faculty
- Independent marketing data suggests viability of new program

Provide justification and documentation.

4. FT/PT Ratio: Indicate which statement/s are confirmed by the data: (0 -5 points)

- Program has no full-time faculty
- FT/PT ration below 50/50 percent
- FT/PT ratio below 60/40 percent
- FT/PT ratio below 75/25 percent
- FT/PT ratio results in critical lack of effective oversight for associate faculty
- Reliable pool of well-qualified associate faculty is unavailable

(In the case of non-teaching faculty positions, the criteria will be the deviation from norms obtained from like institutions)

Provide justification and documentation.

Because of the lack of available, qualified adjuncts, we cancelled full-sections of FNR 65 in SP 14 and F15, delayed offering FNR 58 until SP 15, cancelled FNR 10 in F15 and would've cancelled FNR 67 F14 and F15, and FNR 77 S15 except current full-time faculty agreed to an overload so the courses could be offered. This list doesn't include the previous occurrences of cancelled offerings of FNR 58, 60, and 77 in past years on the Eureka campus because of the lack of available associates.

Student success and persistence is probably hindered in the FNR program somewhat by the lack of available expertise outside the classroom. Because there is no other full-time faculty member, instructional support staff, or specialized tutors, the only available source is the one current full-time faculty who is currently teaching an overload on top of the responsibilities of running an equipment-intensive program and hence has limited availability for students beyond morning office hours. Some of the courses are difficult for the majority of students without outside support in some form which we currently lack. This has been noted in assessments of course learning outcomes, particularly in FNR 51, 52, and 54.

5. Program/Student Outcomes (0 – 5 points)

Provide a narrative justifying need for full-time faculty in order to maintain and/or improve program and student learning outcomes (one-page max), based on the following: (0 – 5 points)

- Demonstrate a clear need for FT faculty in order to maintain program outcomes
- Justification demonstrates a clear need for FT faculty in order to achieve student learning outcomes

***Narrative:** Students are currently unable to complete the FNR degree in a timely manner because of the number of FNR-major courses that were not offered because of a lack of associate faculty, hence, inconsistent reporting of program outcomes has occurred. If this pattern continues, 2012-2013 will be the last year of course data from the following courses to include in the PLO assessment: FNR-10; FNR-58; FNR-65. Since we began extensive outcome assessment, FNR-77 was never been assessed until SP 15 when the full-time faculty taught the course on overload. The courses named are mapped at some level to all the program outcomes and those outcomes are:*

- 1 Discuss the history, policy, economics, and management of natural resources including how society utilizes forests and other natural resources.
- 2 Acquire, analyze, and interpret quantitative data about natural resources.
- 3 Identify and describe species and environmental factors in forest ecosystems, and use ecological knowledge about natural resources to analyze predicted outcomes of management.
- 4 Acquire, analyze, and interpret geospatial information about natural resources.
- 5 Understand and use safe practices in the field.

In addition, the lack of consistent course offerings and assessment results has meant the Program Learning Outcomes for the Geomatics Certificate have never been adequately assessed.

Because assessment reporting results are the rational for future planning, the forestry program anticipates lack of data to help guide long-term planning of program needs and resource requests.

An even larger concern with the lack of finding associate faculty, is that students already are expressing frustration in not being able to complete their degree and/or certificate. This leads to a concern that the program, which has very good enrollment numbers, will begin to see a decrease in student enrollments and thus a decrease in declared Forestry and Natural Resources Technology degree seekers.

A number of course level outcomes have not been adequately assessed due in part to the itinerant nature of the majority of FNR associates – they teach one course and move out of the area and don't follow through on completing the assessments or because the courses have not been offered in a timely fashion. Currently we have only out-of-date course level assessments for FNR 10, FNR 58, FNR 65, FNR 66 and only 1 cycle of assessment for FNR 77 (SP 15). Because FNR 58, 65, and 66 constitute half the Geomatics certificate, the program outcomes have only been partially assessed.

REDWOODS COMMUNITY COLLEGE DISTRICT

RUBRIC FOR PRIORITIZING FULL-TIME FACULTY POSITIONS

<p>Faculty Replacement Position</p> <ul style="list-style-type: none"> • Stable or growing discipline or program needs replacement for FT faculty who have left within this academic year • Stable or growing discipline or program needs replacement for FT faculty who have left within 1-2 years • Stable discipline or program needs replacement for FT faculty who have left within three-four years • Stable discipline or program can justify replacement for FT faculty who have left within five years or more • Outside accreditation is at risk without FT hire 	<p>Points (0-5):</p>
<p>OR</p>	
<p>Growth Position</p> <ul style="list-style-type: none"> • Enrollment data over past two years indicate program is <i>growing</i> • Enrollment data over past two years indicate program is <i>stable</i> • Enrollment data over past two years indicate program is <i>declining</i> • Independent marketing or other data indicate growth potential 	
<p>OR</p>	

<p>New Program/Discipline Position</p> <ul style="list-style-type: none"> • Program Initialization process complete • State curriculum approval complete • New program has shown significant growth without FT faculty • Independent marketing data suggest viability of new program 	
<p>FT/PT Ratio</p> <ul style="list-style-type: none"> • Program has no full-time faculty • FT/PT ration below 50/50 percent • FT/PT ratio below 60/40 percent • FT/PT ratio below 75/25 percent • FT/PT ratio results in critical lack of effective oversight for associate faculty • Reliable pool of well-qualified associate faculty is unavailable <p>(In the case of non teaching faculty positions, the criteria will be the deviation from norms obtained from like institutions)</p>	Points (0-5):
<p>Program/Student Outcomes</p> <ul style="list-style-type: none"> • Narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes • Narrative justification demonstrates clear need for FT faculty in order to achieve student learning outcomes 	Points (0-5):
<p>Other (Shared Interest)</p> <ul style="list-style-type: none"> • Shared interest determined by the Faculty Prioritization Committee. Scoring rubric will be mutually agreed and will be based on the nature of the shared interest. 	Points (0-5):
TOTAL	