Standing Our Ground: The Meaning of SAF Accreditation

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History of SAF Accreditation

• Began in 1935
  o Focus on program quality
  o Programs rated to distinguish graduates who had knowledge to be eligible for SAF membership versus those who needed more on-the-job experience to qualify

• Defining “Forestry Education”
  o Ongoing challenge since the beginning
  o Journal of Forestry
  July 1935: Recreational Forestry = branch of forestry or separate profession
SAF Definition of Forestry

- “The profession embracing the science, art, and practice of creating, managing, using, and conserving forests and associated resources for human benefit and in a sustainable manner to meet desired goals, needs and values”
  - **Urban Forestry**: “… art, science, and technology of managing trees and forest resources in and around urban community ecosystems for the physiological, sociological, economic, and aesthetic benefits trees provide society”

- “…broad field of forestry consists of those biological, quantitative, managerial, and social sciences that are applied to forest management and conservation including such specialized fields as agro-forestry, urban forestry, industrial forestry, non-industrial forestry, and wilderness and recreation forestry.”

Helms 1998
History of SAF Accreditation

- Defining “professional forestry education” an ongoing challenge still
  - What distinguishes a *forestry* program?
    - SAF definition of Forestry
  - What distinguishes a *professional* program?
    - Knowledge of parts PLUS the ability to fit the parts together to form a functioning (to the best of our knowledge) whole
      - Example – knowledge of parts of a clock, but also having the ability to put the parts together so the clock will tell the correct (to the best of our knowledge) time

- SAF Accreditation processes and standards are periodically reviewed and revised
  - Approximately every 10 years
  - Assure professional foresters continue to meet contemporary needs
History of SAF Accreditation

• **1980’s**
  Proliferation of highly diverse BS & MS degree options within Forestry Programs
  - 1988: curriculum only accredited if it met a relatively rigid set of SAF standards for an education in forestry

• **Late 1990’s**
  Increasing demands on the profession and higher education institutions → need for higher degree of flexibility in accreditation standards

• **1998 - 2003**
  Task Force to evaluate SAF accreditation standards

• **2004 – 2005 Academic Year**
  New Standards implemented
Educational Policy Review Committee

• Established by SAF Council in 2003

• Monitor all aspects of professional forestry education including SAF accreditation standards and procedures

• Make recommendations on such matters to the SAF Council

• 2004-2005 academic year – new standards

• 2007: Special Standards for Urban Forestry

• 2009: Current Task Force considering special standards for “terrestrial ecosystem management”
Specialized Accreditation - Why Do It?

- Helps students meet professional licensing standards
- Helps bolster reputations, credibility, and attract more highly qualified faculty
  - protects investment in programs
- Helps ensure that basic standards of quality are being met despite diversity within curricula
- Assure quality improvement
- Accountability and self-responsibility

Eaton 2009, Kelderman 2009
SAF Accreditation – What is it?

- Non-governmental, peer-reviewed voluntary process
- Recognized by Council for Higher Education Accreditation
  - CHEA Goals: Advance academic quality, demonstrate accountability, encourage scrutiny and planning for change and for needed improvement
    - Continually evaluating the process
      - Is peer review the best way? So far, yes
  - SAF is up for review by CHEA this year – includes a request for change of scope to include forest technology accreditation
SAF Accreditation – What is it?

- Usually a 10-year Accreditation Cycle
  - Substantive change reports
- Curricula are accredited, NOT institutions or degrees
- Separate standards for Forestry, Urban Forestry, Forestry Technology Programs
- Standards provide flexibility for institutions’ and programs’ rights and obligations for initiative, experimentation, and variation
  - Outcome-based versus course- or credit-based
  - NOT one-size-fits-all
SAF Accreditation – What is it?

- **2-Year Technical Degree Curricula (AS)**
  - Have separate accreditation standards
  - Assessed by separate accreditation committee
  - 5 accredited and 8 conditionally accredited programs

- **Forestry 4-year Degree Curricula (BS)**
  - 49 Institutions have accredited curricula(um)

- **Graduate Degree Curricula (MS, MF, MNR)**
  - Intended only for graduate students who do not have a BS degree from an accredited undergraduate program – professional degree not research program
SAF Accreditation – Urban Forestry

- **Urban Forestry Option**
  - Has been accredited curriculum under Forestry Standards for many years
  - Some outcomes related to wildland forestry difficult to apply to urban settings

- **New Specialized Urban Forestry Standards**
  - Virginia Tech only accredited curriculum
  - Number of other schools are considering it
  - Urban forestry option under Forestry Standards may be phased out
    - Educational Policy Review Committee will need to discuss
SAF Accreditation - Objectives

• Improve overall quality of professional forestry education
  ○ Periodic program self-evaluation and peer review by qualified educators and practicing foresters

• Foster integrity and excellence
  ○ Development, use, and periodic review of Standards for Accreditation to assess the educational environment and effectiveness of forestry programs

• Assure students, employers, the general public, and other organizations and agencies that SAF accredited programs
  ○ Have educational objectives consistent with professional standards
  ○ Have the resources to accomplish those objectives
  ○ Are expected to continue to offer a quality forestry education
SAF Accreditation Policy

- **Recognizes no two institutions are alike**
  - Each program is evaluated independently on its own individual merits

- **Recognizes the need for diversity**
  - Encourages rich learning environment composed of student, faculty and external constituents and representing both genders and a variety of ages, cultures, experiences, and viewpoints

- **Relies on Regional Accrediting bodies for ensuring quality of the overall institution**
  - Parent institutions in which the forestry program is housed must be accepted and accredited by its regional accrediting agency
SAF Accreditation – Process

• Extensive Self-Evaluation
  o Address standards, including assessment
  o Documentation and evidence of quality

• On-Site Visit by outside reviewers
  o Test veracity of the self study, look for areas of potential improvement
  o **Visiting Team:**
    (1) Chair: Forestry educator with academic administrative experience
    (2) one member from nonacademic sector
        often a practitioner representative of an employment sector important to the graduates of the program being reviewed
    (3) One member from the COA

• Visiting Team Report
SAF Accreditation – Process

- SAF Committee on Accreditation
  - Assessment and recommendation based on self-evaluation report, analysis by visiting team, professional judgment
  - Decisions based on assessment of the total program and its environment for stimulating intellectual professional development and growth

- Responsibility to entire profession and higher education community to maintain a responsive accreditation program
Current Standards

• **Standard I: Forestry Program Mission, Goals, and Objectives**
  o Forestry as an interdisciplinary profession
  o Needs of constituencies the program seeks to serve
  o Sensitivity to the role of professional foresters in meeting diverse and changing social, cultural, economic, and environmental needs and values
  o Professionalism and ethical behavior necessary to manage and use forest resources for the benefit of society

• **Standard II: Curriculum**

• **Standard III: Forestry Program Organization and Administration**
  o Includes program planning and outcomes assessment (critical to evaluation process)
Current Standards

- **Standard IV: Faculty**
  - Academic and professional competency

- **Standard V: Students**
  - Recruitment, retention, advising

- **Standard VI: Parent Institution Support**
  - Funding and other support to allow the program to attract and retain highly qualified faculty, staff, and administrators
  - Resources critical to learning environment for professional foresters
Standard II: Curriculum

- Describes outcomes-based competencies that reflect
  - Students have necessary background to function as forestry professionals
  - Appropriate and effective *assessment* tools

- Not based on courses, not based on credits
  - *Reasonable balance* across competency areas is expected

- Sequence of courses leading to a degree that prepares an individual for entry into the forestry profession

- Includes all courses and prerequisites that constitute the professional forestry degree
Standard II: Curriculum

- **General Education**
  - Often delivered by Arts and Sciences units
  - Written and oral communication
  - Biological, physical, chemical sciences
  - Mathematics
  - Social Sciences & Humanities
  - Computer Literacy
    - Not in Gen. Ed. (1/1/2010)

- **Professional Education**
  - Distance Education?
Professional Education

- In-depth and integrated coverage
  - Forest Ecology and Biology
  - Measurement of Forest Resources
  - Management of Forest Resources
  - Forest Resource Policy, Economics & Administration

- Should foster analytical and critical reasoning skills
  - Systematic problem solving and decision-making
Professional Education

- Awareness of historical and current issues and policies affecting resources management and conservation
- Should provide variety of educational experiences
  - Lectures, discussions, simulations, computer applications, individual and group projects, capstone/integrated type projects, laboratories and field experiences
  - Goal = enable students to apply scientific methodologies necessary to attain an array of beneficial forest products, services and conditions
### Document B-1: Forestry Education Summary – Required Courses

**Institution Name:** ________________________________  **Academic Year:** __________

**Official Degree Program Title:** ________________________________

**Official Option Title:** ________________________________

<table>
<thead>
<tr>
<th>Required Courses # &amp; Title</th>
<th>Credit Hours in SAF-Required Areas of Study</th>
<th>Course Contains Significant Content in (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ecology and Biology</td>
<td>Field Work, Ethics, Oral and Written Communications, Integrated Resource Management</td>
</tr>
<tr>
<td></td>
<td>Measurement of Forest Resources/Urban Forests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management of Forest Resources/Urban Forests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policy, Economics, and Administration and Law</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours**
What Makes a Forester a Forester?

- Has biological and ecological knowledge of forested ecosystems
- Can design, collect, analyze forest ecosystem inventory data
- Can use their understanding of forest biology and ecology along with inventory analyses to develop and apply prescriptions appropriate to specific management objectives
- Can evaluate economic, environmental and social consequences of different management alternatives
- Can use the above information to develop management plans that
  - Are sustainable, with specific multiple objectives & constraints
  - Include market & non-market considerations
  - Include valuation of consumptive & non-consumptive forest products
  - Integrate technical, financial, human resources
  - Project future forest conditions
Quality Assurance

• How does accreditation assure quality with a learning outcomes-based model?

Assessment!
Assessment!
Assessment!

• Real assessment is critical to the process
  ○ Currently the weakest part of most self evaluation documents
SAF Accreditation: Inclusive or Exclusive?

- **Exclusive**
  - Focus is on forestry and urban forestry as a profession distinct from other professions
  - Interdisciplinary versus specialized training typical of forest “…ologists”
  - Not meant to accredit highly specialized or advanced training in narrower disciplines

- **Inclusive**
  - Diversity of ways institutions can meet accreditation standards
  - Focus is on *all* forest resources – not just timber
What Is *Not* Accredited?

- Curricula that do not reflect interdisciplinary nature of forestry are generally *not* accredited
  - Specialized Curricula focused only in:
    - Development of Forest Policy
    - Timber Management
    - Wildland Fire Fighting
    - Geospatial Analysis
    - Soil and Water Conservation
    - Wildlife Biology

- It is expected that *all of the above topics* are reflected to some degree in an accredited curriculum
What *Is* Accredited?

- Curricula that meet professional education standards can differ greatly in their focus:
  - GIS & Ecological management with less emphasis on timber extraction
  - Forest Industry Land Management
  - Management of Conservation/Trust Lands
  - Public (USFS, BLM, NPS) and State Lands Management
  - Management of Family Lands
  - Watershed Management
Diversity of SAF Accredited Curricula Within BS Degree Programs

- Environmental Management
- Environmental Conservation
- Forestry
- Forest Biology
- Forest Ecosystem Management
- Forest Engineering
- Forest Fire Science
- Forest Hydrology
- Forest Science
- Forestry, Wildlife, and Forest Environmental Resources
- Forest Operations Science
- Forest Management
- Forest Resources Management
- Forest Resources Management and Ecological Restoration
- Industrial Forest Management
- Natural Resources Management
- Natural Resource Conservation
- Natural Resources Recreation
- Outdoor Recreation Resources Management
- Recreation, Parks and Tourism Resources
- Urban and Community Forestry
- Urban Forestry
- Watershed Management and Hydrology
- Wildlife Management
- Wildland and Fuels Management
Conclusions

- Forestry is, by nature, a conservative profession.

- The profession has changed and adapted over the years, and so has SAF accreditation.

- But, SAF accreditation has, and should remain, a professional accreditation focused on forestry.
Questions?

Discussion?

References