Unit Mission
Research, teaching, and outreach programs of the Department of Forestry at the University of Kentucky will effectively enhance sustainable economic, ecological, and social benefits of forests and related natural resources in Kentucky and beyond. Our programs will elevate the quality of life by:
• enhancing the integrity, stability, and health of forests and related biotic communities; and
• increasing the long-term value, sustainable income, and sustainable flow of services from forests and natural resources.

Unit Objective
FOR Objective 1.1 Recruit and retain students with high academic and professional potential.

Related Goals/Metrics
FOR Goal 1. Prepare Students
Forestry Metric 1-1: Maintain a retention/graduation rate for forestry students (sophomore to graduation) in excess of 66%
UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Related Mission Area
Education

Strategies
Revise the curriculum of the B.S. degree in Forestry with emphasis on producing ‘society-ready’ B.S. graduates capable of dealing effectively with the complex economic, ecological, and social issues involving forest resources today.
Enhance scholarship funding to recruit and retain students with high academic and professional potential.
Support student organizations in their efforts to enhance professionalism and support student involvement in professional and scientific activities and organizations.
Emphasize learner-centered, experiential activities in which students are engaged in service learning and other issues where they can help provide solutions to current forest resource challenges while learning through ‘hands on’ experiences.

Assessment Method
Using UK Office of Institutional Research, Planning & Effectiveness annual data, the first fall to second fall department retention rates will be tracked to see whether or not the forestry department reaches 66 percent by 2014.

Actual Results

Data Tables
Descriptive Results

Year 1
Baseline data for the 2007-2008 academic year for Forestry Department student retention was 64.3 percent. The retention rate for the 2008 fall semester to 2009 fall semester fell to 52.6 percent.

Year 2
The retention rate for fall 2008 to fall 2009 rose slightly to 53.3 percent.

Year 3
The retention rate for the 2009-2010 academic year rose to 83.3%.

Year 4

Year 5
<table>
<thead>
<tr>
<th>Analysis of Results and Reflection</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
</tr>
<tr>
<td>The 2007-2008 retention rate fell 11.7 percentage points compared to the 2006-2007 baseline year. In fall 2009, the revised forestry curriculum was implemented. We anticipate the revised curriculum will help retain students in the forestry program.</td>
<td>A designated member of the Forestry Department will meet with students leaving the Forestry program to understand why they left and what may have helped them stay in the program. This information will then be used by the Forestry Department to take proactive steps to retain students in the forestry program.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td>The Forestry undergraduate retention rate rose slightly by 0.7 percentage points in 2008-2009. In Fall 2009, the revised forestry curriculum was implemented. We anticipate the revised curriculum will help retain students in the forestry program. Due to the transition to a new chair, a designated member of the Forestry Department has not met with students leaving the program. However, other steps have been taken to help retain students. For example, information on scholarship opportunities is regularly sent to students. The forestry student organization (Student Chapter of the Society of American Foresters) is fully supported and involved in local, state, regional, and national forestry professional meetings. In several forestry classes, students are engaged in service learning or experiential activities.</td>
<td>We are hopeful that the increased awareness in scholarship opportunities, full support of the student forestry organization, and experiential learning opportunities will help retain our forestry students. We are in the process of developing a system to track forestry students throughout their time in the program. This will help provide an accurate measure of the retention of all forestry students throughout the forestry program.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>The retention rate for 2009-2010 rose by 30.0%. It is unclear at this time if this is an actual increase in the retention rate or a modification to the analysis of the UK Office of Institutional Research, Planning &amp; Effectiveness annual data. We continue to ensure that forestry students are aware of scholarship opportunities, active in the student forestry organization, and participate in experiential activities. The Academic Coordinator will continue to develop a system to track students that leave the forestry program and get a better understanding of why students leave the forestry program.</td>
<td>It is too early to tell if our retention strategies are working. We will continue to monitor the student retention rates. Beginning in fall 2012, we plan to meet with students leaving the program to determine their reasons for leaving the forestry program and what may have helped them stay in the program. This information will then be used by the Forestry Department to continue to take proactive steps to retain students in the forestry program.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
</tr>
</tbody>
</table>
Unit Objective
FOR Objective 1.2 The learning environment in the Department of Forestry will be rigorous and highly relevant to career opportunities for graduates. The teaching program will be focused and structured to prepare graduates for success.

Related Goals/Metrics
FOR Goal 1. Prepare Students
Forestry Metric 1-2: Maintain a graduating student placement rate in excess of 75%
UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Related Mission Area
Education

Strategies
Effectively communicate job announcements.
Develop mechanisms to maintain contact with Forestry alumni, to engage them in our recruiting, teaching, and placement programs, and to track the employment and job responsibilities of our graduates.
Increase opportunities for students to participate in cooperative education and student internship programs.
Increase teaching-related cooperation and interaction with federal and state agencies, landowners, non-governmental organizations, and private industry.

Assessment Method
Using forestry department data (i.e., exit interviews and alumni survey data), the graduating student placement rate (employment in forestry or related professions or graduate school) will be tracked to see if graduating placement rates are in excess of 75 percent by 2014.

Actual Results

Data Tables
Descriptive Results

Year 1

Baseline data for 2009 graduating student placement rate (employment in forestry or related professions or graduate school) was 83%. The 2010 data for graduating student placement rate decreased to 73%.

Year 2

The May 2011 graduating student placement rate increased to 90%.

Year 3

The December 2011 and May 2012 graduating student placement rate decreased to 71%. Five of seven graduates (71%) are working in forestry related positions.

Year 4

Year 5
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The graduating student placement rate is slightly below the goal of 75 percent. Of the three students that are not employed in forestry-related professions or graduate school, two are hoping to get a job with state or federal forestry agencies and the third individual's employment status is unknown at this time.</td>
<td>Exit interviews and alumni survey data will be used to closely track where students go once they graduate with a forestry degree. In 2011, the forestry department will begin a forestry employer survey to understand the current needs of the forestry employers. The results of these surveys will give faculty advisors and students the range of potential employment options for recent forestry graduates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The graduating student placement rate for review year 2 is well above the goal of 75 percent. The one student not currently employed in forestry-related professions or graduate school recently lost her job in a forestry-related position at a university because the grant funding for the project ran out. Due to time constraints an employer survey has not been developed at this time. However, the department has implemented other strategies to help improve the graduating student placement rate. Job announcements are regularly emailed to students and posted in the forestry building. Faculty and staff maintain contact with forestry alumni and other forestry stakeholders. These alumni and stakeholders regularly let our faculty and staff know about job openings. We have also increased our efforts in identifying and publicizing internship opportunities for our students.</td>
<td>The department will continue to collect placement data and monitor the progress of the student placement efforts. Although the undergraduate student placement rate is on target, it is too early to tell if this is an upward trend. We will continue to publicize announcements, maintain contact with forestry alumni and stakeholders, and identify internship opportunities for our students. In fall 2012, a new course on professional development and communication for forestry majors will explore the different forestry career opportunities. This course will also help prepare forestry students for the job market by teaching them about preparing effective cover letters and resumes, networking, and interview skills. Our intention is to provide students with additional guidance on career placement that will successfully engage them in rewarding careers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The graduating student placement rate is slightly below the goal of 75%. We continue to publicize job announcements, maintain contacts with forestry alumni and stakeholders, and identify internship opportunities for our students.</td>
<td>In fall of 2012, a new course “Communication and Professional Development in Forestry” and an Undergraduate Student Seminar Series were created to inform students about careers in forestry and natural resources. The class and seminar series allows students to make valuable contacts and learn more about professional opportunities, professional development, and leadership. We hope that providing students with additional guidance in career placement will help successfully place our students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Improvement Actions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Improvement Actions</th>
</tr>
</thead>
</table>
Unit Objective
FOR Objective 1.3 Increase support for teaching-related activities.

Related Goals/Metrics
FOR Goal 1. Prepare Students
FOR Goal 3. Development
Forestry Metric 1-3: Maintain an operating budget for teaching equipment purchase, upkeep, and repair
UK Goal 1. Prepare Students for Leading Roles in an Innovation-driven Economy and Global Society.

Related Mission Area
Education

Strategies
Increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, greenhouses), and other teaching-related facilities and resources to enhance student learning.
Effectively communicated funding and other needs for support relating to teaching within the College and University to key partners and constituents with an interest in our undergraduate and graduate teaching programs.
Continue work with the Development Office to increase endowment funding related to teaching in the Department of Forestry and communicate with faculty and others regarding development funding targets and progress that are teaching related.

Assessment Method
Using forestry department budget data, the operating budget values for teaching equipment purchase, upkeep, and repair will be tracked to see if operating budget values for teaching equipment purchase, upkeep and repair are maintained at a minimum of $2,000 by 2014.

Actual Results
Data Tables

Descriptive Results
Year 1
Baseline data for the 2008-2009 forestry department operating budget for teaching equipment purchase, upkeep, and repair was $2,000. The 2009-2010 operating budget for teaching equipment purchases, upkeep, and repair increased to $6,360.

Year 2
The 2010-2011 operating budget for teaching equipment purchases, upkeep, and repair decreased to $4,280.

Year 3
The 2011-2012 operating budget for teaching equipment purchases, upkeep, and repair increased to $6,720.

Year 4

Year 5
### Analysis of Results and Reflection

#### Year 1
The 2009-2010 operating budget for teaching equipment purchases, upkeep and repair increased to $6,360. This increase is the result of a $50 lab fee assessed for certain classes in the 2009-2010 academic year. The department receives 80% of the total of lab fees collected.

#### Year 2
The 2010-2011 operating budget for teaching equipment purchases, upkeep, and repair decreased to $4,280. This decrease is the result of lower enrollment in classes assessed a $50 lab fee in the 2010-2011 academic year. The department receives 80% of the total of lab fees collected. We continue to use university facilities such as Robinson Forest and the Wood Utilization Center to enhance student learning. Funding and other needs related to teaching are discussed with the college and our forestry stakeholders. The department chair is working with the Development Office to increase endowment funding related to teaching.

#### Year 3
The 2011-2012 operating budget for teaching equipment purchases, upkeep, and repair increased to $6,720. The operating budget for teaching equipment purchases, upkeep, and repair is tied to lab fees. Strategies to increase enrollment seem to be working and, therefore, more lab fees were collected. We continue to look for other sources to help ensure that our teaching equipment is comparable to other nationally competitive forestry degree programs.

#### Year 4

#### Year 5

### Improvement Actions

The operating budget for teaching equipment purchases, upkeep, and repair is currently tied to lab fees and thus may fluctuate with student enrollment numbers. As such, we will continue to monitor the operating budget to ensure a minimum of $2,000 is maintained each year.

Although the operating budget remains on target, we will continue to monitor the budget amounts. Since the current operating budget is tied to enrollment in forestry courses, we continue to investigate other funding sources to ensure our teaching equipment is consistent with other nationally competitive forestry degree programs.

Currently, the operating budget for teaching equipment purchases, upkeep, and repair is on target. However, we continue to monitor the progress of our enrollment and assessed lab fees. The department chair continues to work with the college and forestry stakeholders on funding for equipment purchases, upkeep, repair, and other needs related to teaching.
Unit Objective
FOR Objective 2.1 Continuously improve the quality, relevance, and effectiveness of the Department’s research program.

Related Goals/Metrics
FOR Goal 2. Promote Research
  Forestry Metric 2-1: Maintain extramural funding at no less than $100,000 per year per research faculty FTE
  UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.

Related Mission Area
Overall

Strategies
Develop and sustain highly collaborative relationships with individuals, institutions, agencies, and organizations that enhance the quality, capacity, and relevance of our research and scholarly activities.
Adhere to College of Agriculture guidelines for McIntire-Stennis research project proposals.
Continue to seek innovative and effective means of sharing and applying research developments and results.
Continue work with the Development Office to increase endowment funding supporting research in the Department of Forestry and communicate with faculty and others regarding development funding targets and progress that are research related.

Assessment Method
Using forestry department budget data, the extramural funding will be tracked to see if extramural funding is maintained at no less than $100,000 per year per research faculty by 2014. Using data from forestry faculty CVs, the number of refereed publications will be tracked to see if refereed publications are at no fewer than three per year per research faculty by 2014. Using forestry department internal data and USDA’s Current Research Information System (CRIS), formula funded projects will be tracked to see if all forestry department research faculty with 25% or higher research DOE have a formula funded project by 2014. Using the UK Office of Institutional Research, Planning & Effectiveness annual data, Master’s degrees awarded will be tracked to see if the forestry department maintains Master’s degrees awarded at five per year for a three year running average by 2014. Using forestry department internal records, the number of departmental assistantships will be tracked to see if the forestry department doubles the number of departmental assistantships by 2014.

Actual Results
Data Tables
Descriptive Results

Year 1

1. For calendar year 2009, the Forestry Department had $134,101 in extramural funding per research faculty.  
2. For calendar year 2009, the number of refereed publications per Forestry Department research faculty was 2.6.  
3. For 2010, 100 percent of Forestry Department research faculty with 25% or higher research DOE had a formula funded project.  
4. From 2007-2008 to 2009-2010, 5.7 master's degrees were awarded for the three year running average.  
5. For the 2010 fiscal year, two departmental assistantships were awarded.

Year 2

1. For calendar year 2010, the Forestry Department had $155,216 in extramural funding per research faculty, compared to $132,039 in extramural funding per research faculty in 2009.  
2. For calendar year 2010, the number of refereed publications per Forestry Department faculty was 3.6, compared to 2.6 for calendar year 2009.  
3. For 2010, 100 percent of Forestry Department research faculty with 25% or higher research DOE had a formula funded project.  
4. From 2008-2009 to 2010-2011, 5.3 master’s degrees were awarded for the three year running average, compared to 5.7 master’s degrees awarded for the 2007-2008 to 2009-2010 baseline data.  
5. For the 2010 fiscal year, four departmental assistantships were awarded.

Year 3

1. For calendar year 2011, the Forestry Department had $172,429 in extramural funding per research faculty, compared to $155,216 for 2010.  
2. For calendar year 2011, the number of refereed publications per Forestry Department research faculty was 2.1. For calendar year 2010, the number of refereed publications per forestry department faculty was 3.6.  
3. For 2011, 100 percent of the Forestry Department research faculty with 25% or higher research DOE had a formula funded project.  
4. From 2009-2010 to 2011-2012, 7.3 master’s degrees were awarded for the three year running average, compared to 5.3 master’s degrees awarded for the 2008-2009 to 2010-2011 data.  
5. For the 2011-2012 fiscal year, four departmental assistantships were awarded.

Year 4

Year 5
## Analysis of Results and Reflection

### Year 1

1. Although there was a decrease in extramural funding from 2008 ($198,068) to 2009 ($134,101), extramural funding for 2009 is still above the goal of $100,000 per research faculty per year.  
2. There was a decrease in the number of refereed journal articles per research faculty from 3.2 in 2008 to 2.6 in 2009. There are two relatively new faculty members that are still growing their research program. We anticipate the number of publications per research faculty will increase as the new faculty’s research programs mature.  
3. All of the research faculty with 25% or higher research DOE have a formula funded project.  
4. Although there was a decrease in the number of master’s degrees awarded (5.7), the number of degrees awarded is still above the goal of five per year for a three year running average.  
5. We hope to increase the number of assistantships offered by the department.

### Year 2

1. There was an increase in extramural funding from 2009 to 2010. The extramural funding for 2010 remains above the goal of $100,000 of funding per research faculty per year.  
2. There was an increase in the number of refereed journal articles per research faculty from 2.6 in 2009 to 3.6 in 2010.  
3. All of the research faculty with 25% or higher research DOE have a formula funded project.  
4. Although there was a decrease in the number of master’s degrees awarded (5.3), the degrees awarded is still above the goal of five per year for a three year running average.  
5. We have doubled the number of assistantships offered by the department by effectively utilizing endowment resources to the department. We will continue to work toward increasing the number of assistantships offered by the department.

### Year 3

1. There was an increase of $17,213 in extramural funding from 2010 to 2011. The extramural funding for 2011 is above the goal of $100,000 of funding per research faculty per year.  
2. There was a decrease of 1.5 in the number of refereed journal articles per research faculty from 2010 to 2011. We have three relatively new faculty and it takes time for new faculty to establish new programs, apply for grants, attract graduate students, conduct research, and publish the research. We anticipate the number of research publications will increase as our new faculty establish and grow their research programs.  
3. All of the research faculty with 25% or higher research DOE have a formula funded project.  
4. The three year running average for graduate

## Improvement Actions

### Year 1

1. Although the extramural funding per year per research faculty is on target, we will continue to monitor the extramural funding amounts to make sure the budget remains on target.  
2. A Research Committee has been established within the department to strengthen research partnerships among faculty and mentor new research faculty. We anticipate this committee’s collaboration and the maturation of the new faculty’s research programs will help increase the number of refereed publications.  
3. The number of formula funded projects is currently on target. However, the department will closely monitor to ensure that new research faculty with a 25% research DOE have a formula funded project.  
4. Although the number of master’s degrees awarded for a three year running average is on target, it is too soon to tell if this trend will continue to track upward.  
5. We are currently seeking places in the budget to tighten certain expenses to create room for at least one more departmental assistantship. We are also proactively seeking opportunities for minority students, which increases the likelihood of assistantships from outside sources.

### Year 2

1. Our faculty continues to maintain collaborative relationships with individuals, institutions, and organizations to help obtain extramural funding. In this difficult budget climate, it may be too soon to tell if these collaborative relationships improve the amount of funding per research faculty.  
2. The research faculty continues to sustain collaborative relationships to help enhance research and scholarly activities. We will continue to monitor the number of refereed journal articles per research faculty to ensure there are no fewer than three refereed journal publications per research faculty.  
3. As new faculty enter the department, we continue to stress the importance of adhering to the College of Agriculture guidelines for McIntire-Stennis research project proposals.  
4. Although, the number of master’s degrees awarded for a three year running average is on target, it may be difficult to attract new graduate students due to limited budgets.  
5. We are proactively seeking opportunities for minority students (which increases the likelihood of acquiring funding from outside sources) and through funded collaborative efforts with industry partners.

### Year 3

1. It is too soon to tell if the extramural funding per year per research faculty is on target or just an upward trend in the data.  
2. The department will stress the importance of preparing and publishing refereed journal articles to faculty and will closely monitor this during 2012. The research committee seeks to find innovative and effective means of sharing and applying research developments and results.  
3. This summer a new faculty member will begin an appointment as Assistant professor. The department chair will stress the importance of adhering to the College of Agriculture guidelines for McIntire-Stennis formula funds.  
4. While budget cuts may negatively impact funding for graduate student assistantships, the department will continue to recruit graduate students and
degrees awarded increased significantly in 2011/2012. The average increased by two awarded graduate degrees and remains well above the goal of 5. The department maintained four assistantships from 2010-2011 to 2011-2012 by effectively utilizing endowment resources. The department continued to work toward increasing the number of assistantships offered by the department by applying for a Graduate School Academic Year Fellowship. The department did not receive this fellowship and we continue to seek additional funds for our students. Because of the current budget climate, it is challenging to obtain funding and increase endowments.

Year 4
Year 5
Unit Objective
FOR Objective 2.2 Obtain additional support for research.

Related Goals/Metrics
FOR Goal 2. Promote Research
Forestry Metric 2-2: Maintain refereed publications at no fewer than three per year per research faculty FTE
UK Goal 2. Promote Research and Creative Work to Increase the Intellectual, Social, and Economic Capital of Kentucky and the World beyond its Borders.

Related Mission Area
Research and Creative Work

Strategies
Develop and sustain highly collaborative relationships with individuals, institutions, agencies, and organizations that enhance the quality, capacity, and relevance of our research and scholarly activities.
Continue to seek innovative and effective means of sharing and applying research developments and results.

Assessment Method
Using data from forestry faculty CVs, the number of refereed publications will be tracked to see if refereed publications are at no fewer than three per year per research faculty by 2014.

Actual Results

Descriptive Results

Year 1
For calendar year 2009, the number of refereed publications per Forestry Department research faculty was 2.6.

Year 2
For calendar year 2010, the number of refereed publications per Forestry Department faculty was 3.6.

Year 3
For calendar year 2011, the number of refereed publications per forestry department research faculty was 2.1.

Year 4

Year 5

Jan 8, 2013 1:37 PM
### Analysis of Results and Reflection

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was a decrease in the number of refereed journal articles per research faculty from 3.2 in 2008 to 2.6 in 2009. There are two relatively new faculty members that are still growing their research program. We anticipate the number of publications per research faculty will increase as the new faculty’s research programs mature.</td>
<td>There was an increase in the number of refereed journal articles per research faculty from 2.6 in 2009 to 3.6 in 2010.</td>
<td>There was a decrease of 1.5 in the number of refereed journal articles per research faculty from 2010 to 2011.</td>
</tr>
</tbody>
</table>

### Improvement Actions

A Research Committee has been established within the department to strengthen research partnerships among faculty and mentor new research faculty. We anticipate this committee’s collaboration and the maturation of the new faculty’s research programs will help increase the number of refereed publications.

The number of refereed publications per research faculty is on target, so no improvement action if needed at this time.

The department will stress the importance of preparing and publishing refereed journal articles to faculty and will closely monitor this during 2012.
Unit Objective
FOR Objective 3.1 Enhance the Department’s national and regional prominence and the impact of its research, teaching, and outreach programs.

Related Goals/Metrics
FOR Goal 3. Development
Forestry Metric 3-1: Hire faculty to fill all vacant positions
UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

Related Mission Area
Overall

Strategies
Fill faculty positions with the most highly qualified individuals identified through nationwide search processes.
Develop a strong cadre of adjunct faculty members following Departmental, College, and University guidelines to leverage our capacity in research, teaching, and outreach programs.

Assessment Method
Using forestry department internal records, the number of vacant faculty positions will be tracked to see if the department has filled all vacant positions by 2014.

Actual Results

Year 1
As of December 2010, one faculty member was hired to fill the vacant department chair position.

Year 2
As of summer 2011, one faculty member was hired to fill the vacant Forestry and Natural Resource Management position and one faculty member in Forest Biometrics resigned from the position.

Year 3
As of April 2012, two vacant faculty positions remain unfilled in wildlife and forest biometrics.

Year 4

Year 5
<table>
<thead>
<tr>
<th>Analysis of Results and Reflection</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
</tr>
<tr>
<td>In July 2010, Terrell Baker (Professor) filled the vacant department chair position.</td>
<td>The Forestry Department is currently in the process of hiring a Forest and Natural Resource Management faculty member. The closing date for this position is January 7, 2011 and has an anticipated start date of July 1, 2011.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td>In Summer 2011, Marco Contreras (Assistant Professor) filled the vacant Forestry and Natural Resource Management faculty position, and Songlin Fei (Assistant Professor) resigned from his Forest Biometrics faculty position.</td>
<td>The Forestry Department is currently in the process of hiring a Stream and Riparian Ecology faculty member for the open wildlife position. The closing date for this position is October 15, 2011, and has an anticipated start date of July 1, 2012.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>In summer 2012, Steven Price (Assiastant Professor) will fill the Stream Ecologist faculty position. The Forest Biometrics position and Wildlife faculty position have not been filled due to budget constraints.</td>
<td>Due to the university budget cuts, no new faculty members can be hired at this time.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
</tr>
</tbody>
</table>
Unit Objective
FOR Objective 3.2 Continuously improve the quality, effectiveness, and relevance of the Department's research, teaching, and outreach programs.

Related Goals/Metrics
FOR Goal 3. Development
Forestry Metric 3-2: Fund faculty salaries at all levels, particularly full professor, to at least 90% of benchmark institutions
UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

Related Mission Area
Overall

Strategies
Department Chair will share benchmark institutions’ salary information with the Dean.
Set faculty salary goals that are consistent with maintaining excellence.
Increase funding for endowed chairs and professorships and incentives and other policies that help retain superior faculty will be developed.

Assessment Method
Using internal salary information and national salary data, the salary levels will be tracked to see if the forestry department has funded faculty salaries at all levels, particularly full professor, to at least 90% of benchmark institutions by 2014.

Actual Results

Data Tables

Descriptive Results

Year 1
The 2009-2010 mean faculty salaries for all levels remained the same.

Year 2
The 2010-2011 mean faculty salaries increased for all levels to an average of $69,850 for Assistant Professors, $85,858 for Associate Professors, and $96,004 for Full Professors.

Year 3
Raises were issued in July 2011.

Year 4

Year 5
<table>
<thead>
<tr>
<th>Analysis of Results and Reflection</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong>&lt;br&gt;Due to several difficult budget years, no raises have been given to faculty.</td>
<td>Once the budget environment improves, we hope to increase faculty salaries.</td>
</tr>
<tr>
<td><strong>Year 2</strong>&lt;br&gt;Small raises were given to faculty and staff in 2010-2011.</td>
<td>Raises were issued in July 2011 and these values will be reflected in review year 3 data.</td>
</tr>
<tr>
<td><strong>Year 3</strong>&lt;br&gt;The 2011-2012 mean faculty salaries increased for all levels to an average of $70,350 for Assistant Professors, $86,858 for Associate Professors, and $97,004 for Full Professors due to raises in July 2011.</td>
<td>With a nearly $20 million cut in the 2012-2013 university budget, future salary increases are unlikely.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
</tr>
</tbody>
</table>
Unit Objective
FOR Objective 3.3 Maintain a distinguished faculty committed to the Department's core purpose and values, and dedicated to achieving the Department’s mission through high quality research, teaching, and outreach activities.

Related Goals/Metrics
FOR Goal 3. Development
Forestry Metric 3-3: Create and increase annually a permanent endowment for the department
UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

Related Mission Area
Overall

Strategies
Continue to work with the Development Office to increase the endowment funding relating to teaching in the Department of Forestry and communicate with faculty and others regarding development funding targets and progress that are teaching related.

Assessment Method
Using internal forestry department materials such as committee reports and faculty/staff meeting minutes, the progress toward developing a permanent endowment for the department by 2014 will be tracked.

Actual Results

Data Tables
### Descriptive Results

**Year 1**

Discussions have taken place with individuals and university officials to create a permanent endowment for Forestry Department operations.

**Year 2**

Discussions continue with individuals and university officials to create a permanent endowment for Forestry operations. This is in addition to the one recently set aside by the department chair, and James Graham Brown Professor of Forestry, for graduate student stipends.

**Year 3**

Discussions continue with individuals and university officials to create a permanent endowment for Forestry operations.

**Year 4**

**Year 5**

### Analysis of Results and Reflection

#### Year 1

One of the new department chair’s objectives is to begin working with stakeholders throughout the state to create a permanent endowment for the department. Meetings between the department and those stakeholders have already taken place.

#### Year 2

Forestry has communicated with university administration the importance of establishing a permanent endowment related to Robinson Forest to create a sustainable source of operations, graduate student funding, and partial faculty FTEs. The department chair was appointed to the James Graham Brown Endowed Professorship of Forestry and funding was used to increase graduate student stipends in the department.

#### Year 3

Discussions continue regarding endowment funding for Robinson Forest. James Graham Brown Endowment funding remains on hold until investments improve. Conversations have recently taken place with multiple stakeholders about creating an endowment recognizing the death of a noted member of the KY forestry community; those discussions continue. We are also exploring the creation of an endowment through contributions from forestry alumni.

#### Year 4

#### Year 5

### Improvement Actions

| Year 1 | The new department chair will work with stakeholders to identify appropriate expertise and funding sources for endowment. |
| Year 2 | The department chair will continue to work with university administration to pursue Robinson Forest endowment funding. James Graham Brown Endowment funding has suffered due to losses from university-level investments; funding for graduate students was suspended for the upcoming year until the endowment investment problem is resolved by the university. |
| Year 3 | The department chair will continue discussions with university officials regarding the Robinson Forest endowment. The department has placed on hold any expenditures beyond those already committed from the James Graham Brown Endowment. Discussions continue relative to the Pete McNeil Memorial Forestry Scholarship. |
Unit Objective
FOR Objective 3.4 Improve recruitment, retention, and remuneration of technical, clerical, and professional staff to help ensure the highest quality of support for all programs.

Related Goals/Metrics
FOR Goal 3. Development
Forestry Metric 3-3: Create and increase annually a permanent endowment for the department
Forestry Metric 3-4: Find, use and purchase/access significant forest acreage close to Lexington for Teaching/Research/Extension Activities
UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

Related Mission Area
Overall

Strategies
Increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, greenhouses) and other teaching-related facilities and resources to enhance student learning.
Increase the use of University facilities (i.e., Robinson Forest, Wood Utilization Center, UK Herbarium, Griffith Woods) and other physical resources and facilities in research and scholarly activities.
Continue improving the resources, infrastructure, facilities, and equipment operated by or made available to Departmental faculty and staff.

Assessment Method
Using internal forestry department materials such as committee reports and faculty/staff meeting minutes, the progress toward finding, using, and purchasing/accessing significant forest acreage close to Lexington for Teaching/Research/Extension Activities by 2014 will be tracked.

Actual Results

Data Tables

Descriptive Results

Year 1
Property close to Lexington has been identified for purchase and funding is reportedly being made available.

Year 2
Property close to Lexington has been identified for purchase and funding is reportedly being made available.

Year 3
No forest acreage near Lexington was purchased in 2011-2012 to date.

Year 4

Year 5
<table>
<thead>
<tr>
<th>Year</th>
<th>Analysis of Results and Reflection</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>A 200+ acre property has been identified. The department is awaiting funds apparently made available before purchase can be made.</td>
<td>The new department chair will work with faculty in the department to confirm the need for acreage and work with college and university administration to formalize purchase if needed.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>The department continues to work with university officials to finalize the purchase of the 200+ acre Canoe Creek tract in Garrard County, KY within the next year.</td>
<td>Lack of clarity on responsibilities and requirements for purchasing and managing the Canoe Creek property stalled the acquisition. Additional conversations and strategy development will take place to clarify responsibilities and obligations under the terms of the funding.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>The department chair worked with funding agencies (KY Transportation Cabinet and Heritage Land Conservation Fund) to identify responsibilities and obligations associated with purchase and acquisition of the proposed property. It was not clear whether this property would result in financial obligations to the department and College of Agriculture beyond the funding provided by the agencies. The effort to acquire the property was suspended and funding agencies and advocates were notified that acquisition was terminated.</td>
<td>The department will no longer seek to purchase the Canoe Creek Tract in Garrard County, KY, but will continue to work toward identifying other more appropriate properties for purchase and/or donation.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Objective
FOR Objective 3.5 Create and update annually a faculty mentoring handbook.

Related Goals/Metrics
FOR Goal 3. Development
Forestry Metric 3-5: Create and update annually a faculty mentoring handbook
UK Goal 3. Develop the Human and Physical Resources of the University to Achieve the Institution's Top 20 Goals.

Related Mission Area
Overall

Strategies
Ensure effective mentoring and professional development of all faculty.

Assessment Method
Using internal forestry department data such as committee reports and faculty/staff meeting minutes, the progress toward creating faculty mentoring handbook by 2014 will be tracked.

Actual Results

Data Tables

Descriptive Results

Year 1
No progress has been made toward creating a faculty mentoring handbook.

Year 2
No progress has been made toward creating a faculty mentoring handbook.

Year 3
The faculty mentoring handbook was not created in 2011-2012.

Year 4

Year 5
<table>
<thead>
<tr>
<th>Analysis of Results and Reflection</th>
<th>Improvement Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
</tr>
<tr>
<td>While no progress has been made on a mentoring handbook, a formal mentoring effort has been initiated for the newest faculty member in the department. From this effort, an outline of the handbook will be created. Also, a departmental Academic Coordinator has been hired who will work with two new committees to help formulate the new Faculty Handbook.</td>
<td>An outline of the faculty handbook will be created and assigned sections will be written by appropriate departmental personnel.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td>Due to time and resource constraints, no progress has been made on a mentoring handbook. However, a formal mentoring effort has been initiated for the newest faculty members in the department.</td>
<td>We are still considering the idea of a faculty handbook, but do not have the resources at this time to complete the faculty handbook. Formal mentoring efforts continue for our newest faculty members.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>In view of existing mentoring efforts, the need for a mentoring handbook has been questioned. Other new faculty mentoring activities/resources have been developed, including assigning a formal faculty mentor to each new faculty member, a monthly mentoring lunch for new and senior faculty, and scheduled meetings to discuss new faculty progress between mentors, mentees, and the department chair. These activities/resources have been used in lieu of the proposed mentoring handbook.</td>
<td>The newly developed faculty mentoring activities/resources (assigning a formal faculty mentor to each new faculty member, a monthly mentoring lunch for new and senior faculty, and scheduled meetings to discuss new faculty progress between mentors, mentees, and the department chair) will continue to be employed and evaluated. The department will examine the need for a mentoring handbook at an upcoming faculty meeting given the formal inclusion of the aforementioned activities.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Unit Objective
FOR Objective 4.1 Develop and implement actions that will result in a more diverse student body, faculty, and staff.

### Related Goals/Metrics
- FOR Goal 4. Promote Diversity and Inclusion
  - Forestry Metric 4-1: Maintain or increase undergraduate female enrollment at a minimum of 15%
- UK Goal 4. Promote Diversity and Inclusion

### Related Mission Area
Overall

### Strategies
Work with the College’s Assistant Dean for Diversity, the Office of University Engagement and Multicultural Affairs, to develop an action plan for fostering the Department’s diversity. Report on actions and progress in developing a more diverse student body, faculty, and staff and modify recruitment and retention strategies for best results.

### Assessment Method
1. Using the UK Office of Institutional Research, Planning & Effectiveness annual data, the undergraduate female enrollment will be tracked to determine whether the Forestry Department maintains undergraduate female enrollment at a minimum of 15% by 2014.
2. Using the UK Office of Institutional Research, Planning & Effectiveness annual data, the graduate student enrollment will be tracked to determine whether the Forestry Department maintains diversity of gender and ethnicity among the master's student population by 2014.
3. Using forestry department staff data, the staff composition will be tracked to determine whether the Forestry Department maintains and enhances the gender/ethnic diversity among departmental staff by 2014.

### Actual Results

### Data Tables
Descriptive Results

Year 1
1. The 2009-2010 undergraduate female enrollment was 21.3%, compared to the 2008-2009 baseline year of 17.3%.  
2. The 2009-2010 master’s student gender and ethnic diversity percentages were 14.3% female and 85.7% white, compared to 23.5 and 82.35 white for 2008-2009.  
3. The gender and ethnic percentages among Forestry faculty members were 20% female, 93% white, and 7% Asian in 2009-2010, compared to 21% female, 93% white, and 7% Asian for 2008-2009.  
4. The gender and ethnic diversity percentages for Forestry staff for 2009-2010 were 36% female, 91% white, and 9% Asian, compared to 38% female, 95% white, and 5% Asian for the 2008-2009 baseline year.

Year 2
1. The 2010-2011 undergraduate female enrollment was 13.6%, compared to 21.3% for 2009-2010.  
2. The master’s student gender and ethnic diversity percentages for 2010-2011 were 12.5% female and 93.7% white, compared to 14.3% female and 85.7 white for 2009-2010.  
3. The gender and ethnic percentages among Forestry faculty members for 2010-2011 were 20% female, 100% white, and 0% Asian, compared to 20% female, 93% white, and 7% Asian in 2009-2010.  
4. The 2010-2011 gender and ethnic diversity percentages for Forestry staff for were 39% female, 94% white, and 6% Asian, compared to 36% female, 91% white, and 9% Asian in 2009-2010.

Year 3
1. Undergraduate female enrollment for 2011-2012 was 14.5 percent, compared to 13.6 percent for 2010-2011.  
2. The 2011-2012 master’s student population was 23.5% female and 76.5% white. In 2010-2011, the master’s student population was 12.5% female and 93.7% white.  
3. The faculty gender and ethnic diversity percentages for 2011-2012 are 14.3% female, 92.9% white, and 0.0% Asian, compared to 20% female, 100% white, and 0% Asian in 2010-2011.  
4. For 2011-2012, the staff gender and ethnic diversity percentages are 46.7% female, 93.3% Caucasian, and 6.7% Asian, compared to 39% female, 94% white, and 6% Asian in 2010-2011.

Year 4

Year 5
### Analysis of Results and Reflection

#### Year 1

1. In 2009-2010, the number of females in the undergraduate program increased from 17.3% to 21.3%, an increase of 4%. 2. The diversity of gender among master's students fell slightly by 1.8% in 2009-2010, while ethnicity rose by 3.4%. 3. The gender and ethnic diversity of the Forestry faculty remained virtually unchanged from 2008-2009 to 2009-2010. 4. In 2009-2010, the percentage of female staff remained unchanged, while the percentage of white staff fell by 4% and the percentage of Asian staff rose by 4%.

#### Year 2

1. In 2010-2011, the number of females in the undergraduate program decreased from 21.3% to 13.6%, a decline of 7.7%. In December 2010, an Academic Coordinator was hired to help improve the diversity of the undergraduate program. Recruiting efforts have targeted high school students at 4-H and FFA events, although there may be lag time as sophomores and juniors in high school become freshmen in college. 2. In 2010-2011, the gender diversity among master's students declined by 1.8% for females, while the percentage of white graduate students increased by 8%. Due to restricted budgets, it is difficult to recruit a large number of students to the graduate program. 3. In 2010-2011, the percentage of female faculty members in the department remained constant, while the percentage of white staff rose by 7% and the percentage of Asian staff fell by 7%. 4. In 2010-2011, the percentage of female staff within the Forestry Department rose by 7.7%, while the ethnic diversity remained virtually unchanged. As faculty and staff retire or resign, the department will recruit candidates from diverse backgrounds.

#### Year 3

1. The 2011-2012 the undergraduate program female percentage increased by .9% from 2010-2011 to 2011-2012. We continue to expand our recruiting efforts to increase the diversity of our undergraduate population. The Academic Coordinator is working to increase awareness of the forestry program in a variety of locations on and off campus. 2. The percentage of female master’s students nearly doubled from 2010-2011 to 2011-2012, while the percentage of white graduate students fell by 17.2% from 2010-2011 to 2011-2012. It remains difficult to recruit a diverse master’s student population due to limited graduate assistantship funding. However, as assistantships become open, efforts are made to recruit from diverse backgrounds. 3. There was a 5.7% decrease in the gender diversity of faculty, while the percentage of white faculty decreased by 7.1%. The percentage of Asian faculty members remained unchanged. Due to budget cuts, it is difficult to hire new individuals at this time. 4. There was little change in the gender and ethnic diversity of staff, with the exception of the number of female staff members which increased by 7.7%. Again, with budget cuts it is difficult to hire new staff at this time.

#### Year 4

#### Year 5

### Improvement Actions

1. Although the number of female undergraduate students is on target, we will continue to monitor the number of females in the undergraduate program. 2. The Department of Forestry will actively strive to increase gender and ethnic diversity of students within the master's program by working with the College of Agriculture Office of Diversity. 3. & 4. As faculty and staff retire or resign, the department will actively recruit outstanding candidates from diverse backgrounds.

1. An Academic Coordinator has been hired and is working to increase the diversity of gender and ethnicity in the undergraduate program. Recruiting efforts will continue at high school 4-H and FFA events and recruiting materials will continue to be distributed in a number of locations on campus. We continue to monitor our recruiting activities. 2. Due to a decrease in the number of female graduate students and graduate students from diverse backgrounds, the department will redouble its efforts to actively recruit those students. 3. As faculty positions become open, the department will diligently strive to increase the number of female and ethnically diverse faculty members. 4. While the number of female and staff members are at present nearly equal, the department will endeavor to increase the number of ethnically diverse staff personnel as current staff resign or retire.

1. The number of female undergraduate students is slightly below the minimum enrollment target of 15%. The Academic Coordinator continues to work to increase the diversity of gender and ethnicity in the undergraduate program. In fall of 2012 efforts will begin to recruit a diverse student population. The Academic Coordinator and department chair will continue to meet with the college's diversity office to explore additional opportunities to recruit diverse students. 2. Attracting diverse graduate students to the program continues to be a priority. As department assistantships become available, we will actively recruit a diverse graduate student population. 3. With two vacant faculty positions unfilled, the Forestry Department will continue its efforts to recruit diverse candidates and increase the gender and ethnic diversity of the faculty. 4. The department will renew its efforts to increase the diversity of the staff with each hire. Maintaining and enhancing the gender and ethnic diversity of our departmental staff remains a priority. However, due to budget constraints it is difficult to hire new individuals at this time.
### Unit Objective

FOR Objective 5.1 Ensure that our research, teaching and outreach programs are highly relevant to important environmental and economic issues involving the forests and related natural resources of Kentucky.

### Related Goals/Metrics

FOR Goal 5. Quality of Life
- Forestry Metric 5-1: Total sustained direct and indirect contacts over 10,000 per extension faculty, associates, and specialists FTE
- Forestry Metric 5-2: Programs that will sustain or increase dollars saved/earned by forest industry (including logging) and woodland owners
- Forestry Metric 5-3: Programs that result in sustainable impacts to forests, open lands, and forest resources and the habitats and wildlife that they sustain
- Forestry Metric 5-4: On-going production and distribution of education, awareness, and training resources including electronic, video, and hardcopy materials
- Forestry Metric 5-5: Educational, awareness, and training programs/presentations developed and conducted for woodland owners, natural resource professionals, forest industry, youth, and the general public

UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.

### Related Mission Area

Service

### Strategies

- Work with the KY Woodland Owners Association, KY Division of Forestry, county agents, and others to establish county-level forestry organizations who will disseminate up-to-date knowledge and information affecting Kentuckians and their forest resources.
- Be innovative in our use of electronic and other media in Extension outreach, as well as in developing new mechanisms for reaching Kentuckians with information relating to forests and related natural resources.
- Provide Extension education, training programs, and materials to teachers, youth, general public, woodland owners, county agents, timber harvesting and wood-based industries professionals, and foresters and natural resource professionals.

### Assessment Method

The Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, total sustained direct and indirect contacts over 10,000 per extension faculty, associates, and specialists FTE. 2. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, sustained or increased dollars saved/earned by forest industry (including logging) and woodland owners. 3. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, programs that result in sustainable impacts to forests, open lands, forest resources, and the habitats and wildlife they sustain.

### Actual Results

Data Tables
Descriptive Results

Year 1

1. The Forestry Department had 146,470 total sustained direct and indirect contacts for 2009-2010, which is over 18,000 contacts per faculty, specialists, and associates. 2. In 2009-2010, the Forestry Department had programs that resulted in 38.3 million dollars saved/earned by primary wood industries and 109 million dollars in income for woodland owners. 3. In 2009-2010, the Forestry Department had programs that resulted in 297,617 improved or enhanced acres and 853 perennial streams and 2,352 intermittent streams that provided environmental protection.

Year 2

1. The Forestry Department had 119,430 total sustained direct and indirect contacts for 2010-2011, which is over 14,000 contacts per per faculty, specialists, and associates. 2. In 2009-2010, the Forestry Department had programs that resulted in 74.8 million dollars saved/earned by primary wood industries and 111 million dollars in income for woodland owners. 3. In 2009-2010, the Forestry Department had programs that resulted in 297,617 acres improved or enhances, 853 perennial streams, and 2,352 intermittent streams that provided environmental protection.

Year 3

The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric. The two reports will not be available until January 2013. Expect completion by January 31, 2013.

Year 4

Year 5
Analysis of Results and Reflection

**Year 1**

1. In 2008-2009, the total sustained direct and indirect contacts were 126,470. In 2009-2010, there was an increase in total sustained direct and indirect contacts to 146,470. 2. The amount saved/earned by primary wood industries increased to 38.3 million dollars in 2009-2010 and the amount of income for woodland owners decreased from 212 million dollars to 109 million dollars. 3. There was an increase in sustainable impacts from the baseline year to the 2009-2010 reporting year. The sustainable impacts were measured by the number of acres improved or enhanced (359,065 acres), perennial streams (874,) and intermittent streams (2,410) provided environmental protection.

**Improvement Actions**

1. The total sustained direct and indirect contacts per extension faculty, associates, and specialists is currently on target. However, we will closely monitor the direct and indirect contacts to ensure our goal is met. 2. Although the programs continue to save/earn the forest industry and woodland owners, it is too early to tell if this is a trend; more monitoring is needed. 3. The programs that result in sustainable impacts to forests, open lands, forest resources, and the habitats and wildlife they sustain is currently on target. Since it is too early to determine if this is a trend, we will closely monitor our program impacts to ensure our goals are met.

**Year 2**

In 2009-2010, there were 146,470 total sustained direct and indirect contacts. In 2010-2011, the number of total sustained direct and indirect contacts decreased to 119,430. 2. The amount saved/earned by primary wood industries was 38.3 million dollars in 2009-2010 and the amount of income for woodland owners was 109 million dollars. In 2010-2011, the amount saved/earned by primary wood industries increased to 74.8 million dollars and the amount of income for woodland owners increased to 111 million dollars. 3. For the 2009-2010 reporting year, sustainable impacts were measured by the number of acres improved or enhanced (359,065 acres), perennial streams (874), and intermittent streams (2,410) that provided environmental protection. In 2010-2011, the sustainable impacts decreased slightly as measured by the number of acres improved or enhanced (297, 617 acres), perennial streams (853), and intermittent streams (2,352) that provided environmental protection.

**Year 3**

Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.

**Year 4**

Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.
Unit Objective
FOR Objective 5.2 Our Cooperative Extension Service faculty and staff will effectively deliver knowledge, insight, and solutions that address forest-related challenges affecting the quality of life of Kentuckians.

Related Goals/Metrics
FOR Goal 5. Quality of Life
Forestry Metric 5-4: On-going production and distribution of education, awareness, and training resources including electronic, video, and hardcopy materials
Forestry Metric 5-5: Educational, awareness, and training programs/presentations developed and conducted for woodland owners, natural resource professionals, forest industry, youth, and the general public
UK Goal 5. Improve the Quality of Life of Kentuckians through Engagement, Outreach, and Service.

Related Mission Area
Overall

Strategies
Make easily available electronically, through our website and other online outlets, departmental Extension publications and related information. Be innovative in our use of electronic and other media in Extension outreach, as well as in developing new mechanisms for reaching Kentuckians with information relating to forests and related natural resources.

Assessment Method
1. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, on-going production and distribution of education, awareness, and training resources including electronic, video, and hardcopy materials.
2. The Annual Renewable Resource Extension Act Reports and the Cooperative Extension Service Reports of Interest data will be used to determine whether the Forestry Department has, by 2014, educational, awareness, and training programs/presentations developed and conducted for woodland owners, natural resource professionals, forest industry, youth, and the general public.

Actual Results

Data Tables
Descriptive Results

Year 1

1. The Forestry Department produced 24 educational, awareness, and training resources related to forestry and wildlife in 2010-2011.  2. In 2010-2011, the Forestry Department developed and gave 235 presentations and programs.

Year 2

1. The Forestry Department had 24 educational, awareness, and training resources produced that related to forestry and wildlife in 2010-2011.  2. In 2010-2011, the Forestry Department had 235 presentations and programs developed and presented.

Year 3

The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results for this metric. The two reports will not be available until January 2013. Expect completion by January 31, 2013.

Year 4

Year 5
Analysis of Results and Reflection

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Improvement Actions</strong></td>
</tr>
<tr>
<td>1. In 2009-2010, the Forestry Department had on-going production and distribution of 38 educational, awareness, and training resources including electronic, video, and hardcopy materials. 2. In 2009-2010, the Forestry Department continued to have educational, awareness, and training programs/presentations for woodland owners, natural resource professionals, forest industry, youth, and the general public. There were 185 presentations and programs developed and presented in 2009-2010.</td>
<td>1. The on-going production and distribution of educational, awareness, and training resources continues. We continue to monitor our innovative use of electronic and other media in Extension to ensure we are meeting our goals. 2. Educational, awareness, and training programs/presentations continue to be developed and conducted. We continue to provide Extension education training programs and presentations for diverse audiences and will monitor our programs to make sure our goals are met.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td>1. In 2009-2010, the Forestry Department had on-going production and distribution of 38 educational, awareness, and training resources including electronic, video, and hardcopy materials compared to 24 on-going production and distribution of educational, awareness, and training resources including electronic, video, and hardcopy materials for 2010-2011. 2. In 2009-2010, the Forestry Department had 185 educational, awareness, and training programs/presentations for woodland owners, natural resource professionals, forest industry, youth, and the general public. In 2010, the number of presentations and programs developed and presented increased to 235.</td>
<td>1. The Forestry Department continues its on-going production and distribution of educational, awareness, and training resources. We continue to be innovative in developing new mechanisms for providing Kentuckians with information relating to forests and natural resources. 2. The department continues to develop and conduct educational, awareness, and training programs and presentations. We continue to provide education and training programs to teachers, youth, the general public, woodland owners, county agents, and forest industry professionals.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
</tr>
<tr>
<td>Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.</td>
<td>Data not available as of October 31, 2012. The Annual Renewable Resource Extension Act Report and the Cooperative Extension Service Reports of Interest are used to determine the results of this metric, but will not be available until January 2013. Expect completion by January 31, 2013.</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td></td>
</tr>
</tbody>
</table>