



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF FORESTRY

forestry
university of british columbia

strategic plan

2012



Situated in Vancouver, Canada, one of the true Pacific gateway cities in North America, the UBC Faculty of Forestry is recognized globally for forest-related education and research. Originally conceived as a school of forest engineering, and with the first forestry courses offered in 1918, it has evolved over the past 94 years, becoming a full-fledged Faculty in 1951. Today the UBC Faculty of Forestry has three Departments, covering Wood Science, Forest Sciences and Forest Resources Management, and two official centres: the Centre for Advanced Wood Processing and the Centre of Applied Conservation Research.

The Faculty's research and teaching covers a broad range of topics, extending far beyond what has traditionally been recognized as "forestry" in North America. Undergraduate students can take programs in forest resources management, forest operations, forest sciences, natural resources conservation and wood products processing.

The Natural Resources Conservation Program is divided into 'Science and Management' and 'Global Perspectives' majors, and the Forest Sciences program offers a specialization in international forestry.

It is possible to take a Minor in Commerce in either the Forest Operations or the Wood

Products Processing programs. Internships and co-op options add to the diversity of experiences that are offered. Our commitment to providing enhanced educational experiences means that new possibilities are continuously being offered.

The Faculty has a number of research areas recognized as being of world class standard, and our ability to provide innovative solutions to pressing problems exceeds that of many larger institutions, whether university-based, quasi-autonomous



governmental establishments or independent. The unique education provided by the Faculty creates people capable of solving a wide range of problems related not only to natural resources but to many other issues as well. This is reflected in the diversity of research interests amongst our



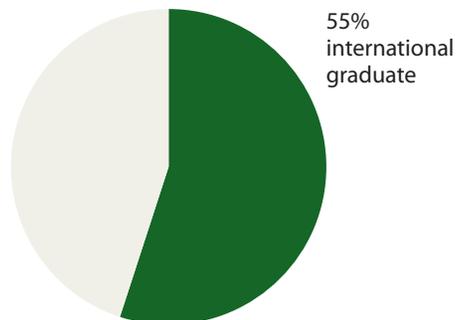
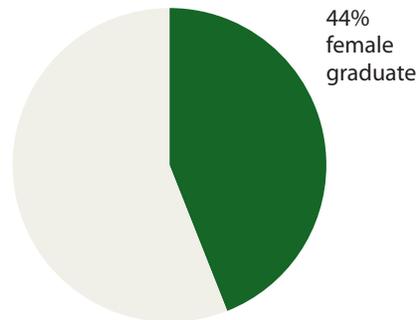
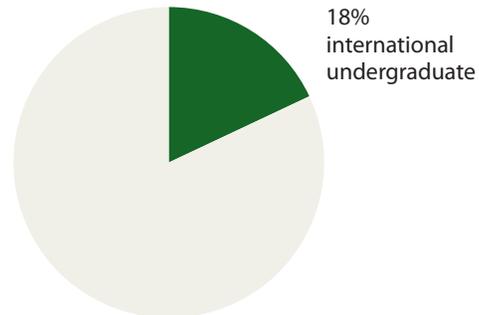
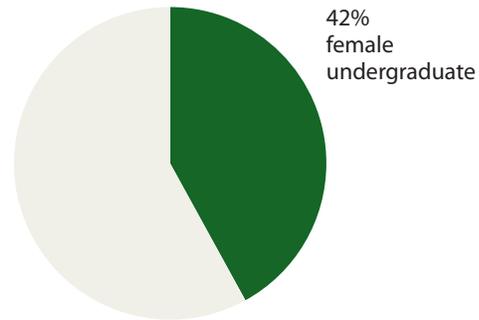
Faculty members.

Much of the research undertaken by the Faculty is applied, and two of our undergraduate programs are professionally accredited, so our links to the forest and natural resource communities are strong. Over time our communities have broadened and deepened, as have our research and teaching topics. While the BC forestry sector remains an important partner, we now produce graduates capable of engaging in forestry, natural resources conservation and wood products processing around the world. This has dramatically increased the diversity of communities we engage with, both in terms of subject matter and geography. At the same time, we have deepened our capacity to engage with Aboriginal communities within British Columbia and elsewhere, and this will be an important future focus for the Faculty.

With research projects around the world, and faculty and students from within and outside of Canada, we are truly a Faculty with global scope.

about the faculty

- 680 undergraduate students in 2011 (42% are female), including 124 international students
- 240 graduate students (44% female, 55% international)
- 54 full-time equivalent tenure track faculty members
- 50 postdoctoral fellows and related academic staff
- 110 administrative and research staff including research assistants and technicians
- 102 undergraduates and 58 graduate students were awarded UBC degrees in 2011, including 21 doctoral degrees
- Faculty members include 1 Fellow of the Royal Society of Canada, 4 IUFRO Scientific Achievement Award winners, 1 Life Sciences BC Leadership Award winner, 4 Canada Research Chairs
- Research revenues at the Faculty totaled \$10.9 million from government, corporate and not-for-profit sectors in 2011/12



vision

The vision of the Faculty of Forestry is driven by and supports that of the University: "As one of the world's leading universities, the University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world".

The Faculty of Forestry is recognized internationally as the institution of choice for outstanding individuals wishing to study all aspects of

forest ecosystems, terrestrial landscapes, and the goods and services that they provide. The learning environment extends to the conservation of natural resources, the appropriate utilization of wood and wood products, and the welfare of individuals and communities that depend on or interact with trees and forests.

We do more than meet the needs of society: we create opportunities for a more sustainable society.



Conducting interviews in Malawi researching links between HIV/AIDS and forest resources.

values



Doctoral candidate Andrea Norris studying cavity-nesting birds in Argentina.

- The Faculty of Forestry is committed to meeting and promoting the values of the University:
- Academic Freedom: We are independent and cherish and defend free inquiry and scholarly responsibility
- Advancing and sharing knowledge: We support scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seek every opportunity to share them broadly
- Excellence: Through our students, faculty, staff, and alumni, we strive for excellence and educate students to the highest standards
- Integrity: We act with integrity, fulfilling promises and ensuring open, respectful relationships. In so doing, we encourage the highest standards and incorporate these in everything we do
- Respect and equity: We value and respect all members of our community, each of whom individually and collaboratively makes a contribution to create, strengthen and enrich our environment
- Public interest: We embody the highest standards of service and stewardship of resources and work within the wider community to enhance societal good and well-being.

definitions

Aboriginal

The term “Aboriginal” is adopted in the spirit of its use in section 35 [2] of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities. The term “Indigenous” is used to refer to similar peoples in international contexts. In many instances where we use the term Aboriginal, we mean both Aboriginal and Indigenous peoples as described above (Aboriginal Strategic Plan)

Community Engagement

Community Engagement is the respectful and genuine collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of democratic partnership and reciprocity. (Talloires Declaration on the Civic Roles of Social Responsibilities of Higher Education; cited in UBC Community Engagement Discussion Paper)

Community Service Learning

A form of learning that has three key elements: classroom learning; volunteer work that responds to community-identified priorities; and structured reflection activities that challenge students to make connections between what

they are studying and their experiences in the community (Strategic Plan for the Advancement of Community-Service Learning and Community-Based Research at UBC Vancouver)

Conservation

The management of biotic and abiotic resources in a way that restores, enhances, protects and sustains species and ecosystem conditions for present and future generations. Conservation is specifically concerned with the judicious use (both consumptive and non-consumptive) of resources such that they are available to both present and future generations.

Engagement

Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. (Bloomfield and CIC 2005, p 2 Adopted by the US Council of Independent Colleges in collaboration with the National Association of State Universities and Land Grant Colleges in 2002) (Cited in UBC Community Engagement Discussion Paper)

Forestry

Strictly defined, it is the profession including the science, art and business of creating, maintaining, conserving and managing forested landscapes. The work done in the UBC Faculty of Forestry extends far beyond this narrow definition, although there is a unifying theme associated with forested landscapes, their associated ecosystems and the products derived from them. Our work covers a broad range of biological, managerial, engineering and social sciences applied to forests, forested landscapes, the products from such landscapes and the human communities associated with them.

Sustainability

Strictly, sustainability has been defined as the ability of an ecosystem to maintain ecological processes and functions, biological diversity, integrity and productivity in perpetuity and within the context of human use¹. However, it is now used much more loosely to refer to the long-term health, productivity, diversity and integrity of a system, including both natural and anthropogenic systems.

¹ This definition, and several others used here, is based on the Dunster, J. and Dunster, K. 1996. Dictionary of natural resource management. CABI International, Wallingford.

commitments, goals and strategic actions

We fully and whole-heartedly support the University's commitments to student learning, research excellence, community engagement, Aboriginal engagement, alumni engagement, intercultural understanding, international engagement, an outstanding work environment and sustainability. Our own aims under these commitments are described below.

In the following, we have taken each of the University's commitments and identified a number of Faculty-specific goals under each. Most of these goals are based on the University's strategic plan, although some are unique to the Faculty of Forestry. These goals represent our aspirations and we fully recognize that we will not be able to meet them all. However, they form the basis for our more detailed planning now underway.

Associated with each goal are a number of strategies and actions. Some are already underway; others will need to be initiated. Some are outside our direct control, but they are included as an indication of our commitment to seek positive change in the University and beyond. Some represent relatively small steps, others are much more significant. More will likely be added over time as we adapt to changing circumstances.



commitment 1a education and student learning: undergraduates

Our Commitment: We provide exceptional educational opportunities for the undergraduates in our programs. We prepare students for a variety of outstanding careers with a range of employers, including industry, government, non-governmental organizations and academia.

Enhance the quality and impact of teaching/learning for all students

- Provide an intimate and transformative learning experience.
- Provide flexibility that will allow students opportunities to pursue some specialty areas of interest to them and which will enable them to interact with other disciplines.
- Improve the communication skills of our undergraduate students.
- Expand the international component of our undergraduate programs and the international nature of our student body.
- Significantly increase the “forestry” content within the first year of all of our programs.
- Use the latest technology for delivering course material.
- Expand the range of subject area expertise within the Faculty’s instructional staff.
- Ensure that our undergraduate programs are of the highest quality, consistent with those expected in a world class university.

Expand educational enrichment opportunities, including research, a first year small class experience, international learning, community service learning, and co-op/ practicum/ internship opportunities

- Create an atmosphere and a structure within which many of our undergraduate students choose to partake of a variety of enhanced educational experiences.
- Provide a good mix of classroom and field-based instruction, fully utilizing the potential of our Research Forests for field instruction.

Support student well-being, personal development, and positive affiliation with the Faculty through outstanding campus life programs and service excellence

- Develop and enforce a culture of safety throughout the Faculty.
- Support a Student Learning Plan with an integrated system of advising by Student Services staff, Program Advisors and mentors.

commitment 1b

graduate education and post-doctoral development

Our Commitment: As a world leader in forestry, natural resources conservation and wood products processing, we provide students and post-doctoral scholars with the training they need to assume expert and leadership positions around the world.

Enhance the quality, impact and effectiveness of graduate and post-doctoral education and research

- Provide the breadth and depth of graduate-level courses, seminars and workshops to ensure a comprehensive and interdisciplinary graduate learning experience.
- Foster a culture that sees our graduate students and post-doctoral fellows as “agents of change and innovation”.
- Ensure that graduate students complete their degrees in a timely fashion.
- Improve the communication skills of our graduate students.
- Establish a leadership training program.

Enhance the Faculty’s profile as an international leader in forest-related training

- Increase recruitment of outstanding graduate students and post-doctoral scholars from around the world.
- Establish a Course-Based Master’s program in Sustainable Forest Management.

- Establish a Course-Based Master’s program in International Forestry.

Create an outstanding graduate and post-doctoral scholar education experience

- Make it easier for graduate students and post-doctoral scholars to learn more about pedagogy and provide opportunities to allow them to practice teaching.
- Facilitate career planning and development for graduate students and postdoctoral fellows.

commitment 2

research excellence

Our Commitment: We conduct research that leads and defines the field, and solve problems in society and the world in a dynamic learning environment.

Increase the quality and impact of the Faculty's research and scholarship

- Develop and implement a research portfolio appropriate for a world class Faculty.
- Foster a rigorous and engaged intellectual community within each Department and within the Faculty as a whole.
- Without compromising individual strengths, create unifying perspectives to provide some level of coherence within each Department and across Departments.
- With the UBC Pulp and Paper Centre, create a development and demonstration facility for innovation and education of emerging forest bio-products.

Be a world leader in knowledge exchange and mobilization

- Partner with civil society, speak directly with policy-makers in BC and beyond.
- Establish FACT (Forests and Communities in Transition) as a significant contributor to the development of resilient and livable forest-dependent communities.
- Establish a Cultural exchange program for international cultural awareness
- Establish the Asia FIRST (Asia Forest Innovation, Research, Science and Technology) centre of excellence
- Take advantage of our Research Forests to promote and conduct outreach associated with our research.

Develop innovative research

- Ensure a considered mix of user-driven and curiosity-driven research.
- Develop research into non-traditional products.
- Make full use of the opportunities provided by our Research Forests.
- Develop/Promote research in Aboriginal and Indigenous Traditional Knowledge.
- Develop relationships with non-traditional industries that might use forest-derived materials.
- Create a major presence in bioenergy, and form partnerships with companies working in this area.
- Form partnerships with companies seeking innovative uses of solid-wood products.
- Create a major presence in forest resources policy, and form partnerships with agencies working in this area.
- Promote research that can create an improved quality of life or a better world.

commitment 3

community engagement

Our Commitment: We engage with our communities. We strive for a strong presence in communities to promote sound resource use and economic, social and cultural well-being.

Dedicate Faculty resources to public understanding of societal issues and stimulate action for positive change

- Promote the participation of all constituents in the Faculty – faculty, staff, students, and alumni – in its engagement with external communities.
- Promote awareness of the close connections among healthy environments, healthy communities and healthy economies.

Be a leader in fostering student, faculty, staff, and alumni engagement within the wider community

- Enhance undergraduate and graduate learning experiences that contribute to students' education as informed citizens, experts and leaders.
- Strengthen relationships with bodies such as the International Forestry Students Associations.

Help to create an exceptional learning environment that fosters global citizenship for both undergraduate and graduate students

- Provide learning experiences in a variety of off-campus community settings that enable students to apply their knowledge, skills and talents to real-world issues while engaging with and learning from the people and issues they encounter.

Make a demonstrable contribution to the advancement of a civil and sustainable society by applying the intellectual and human resources of the Faculty to important community issues, priorities and needs

- Identify and address opportunities and challenges facing society and integrate that learning into the Faculty's teaching, research and service.
- Create a hub for public education about forests and forested lands, linking in to the opportunities provided by our Research Forests.

commitment 4

aboriginal engagement

Our Commitment: We work with Aboriginal peoples interested in partnerships, including First Nations, Métis and Inuit in Canada, and Indigenous peoples from around the world, to help solve challenges associated with the conservation and management of forests and the goods and services they provide.

Expand educational opportunities for Aboriginal people and widen opportunities for all students to learn about Aboriginal issues, perspectives and culture

- Ensure that our curricula and research accurately represent and include Aboriginal cultures, histories, and systems of knowledge, and are relevant to Aboriginal communities and their needs and concerns.
- Ensure that students are knowledgeable about the rights of Aboriginal people, and develop consultation/negotiation/dispute resolution skills and leadership abilities.
- Contribute to the cogeneration of knowledge.
- Continue support for the Haida Gwaii Semester in Natural Resource Studies

Increase the amount of research being undertaken in collaboration with Aboriginal communities

- Focus on pursuing social and economic sustainability of Aboriginal communities.
- Establish community lead research initiative to support research by Aboriginal communities.
- Establish long-term (>10 years) research partnerships relevant to Aboriginal forestry.

Encourage an increase the enrollment of Aboriginal students in the Faculty

- Develop relationships with schools with high Aboriginal enrolment.
- Create and support programs that support recruitment of aboriginal students including laddering programs at regional colleges and technical schools and direct involvement in community-based forest training initiatives.
- Increase participation with forest sector organizations promoting education and development of forest sector human resources.
- Provide an Aboriginal student support framework.

Increase engagement with Aboriginal communities in mutually supportive and productive relationships

- Create a global centre of expertise for forested landscapes under Aboriginal/Indigenous management.
- Identify and address opportunities and issues related to Aboriginal communities and integrate that learning into the Faculty's teaching, research and service.
- Explore the use of alternative learning opportunities.

commitment 5

alumni engagement

Our Commitment: Our alumni are an important part of our community.

Enrich the lives of graduates through opportunities to sustain a deeper connection to the Faculty and to help the University achieve its vision

- Build on the strong personal relationships that our Alumni make at UBC, within a small, close-knit Faculty.

Increase alumni commitment to the Faculty through an expansion of opportunities for lifelong engagement

- Establish meaningful opportunities for alumni to advance the vision, mission and goals of the Faculty.
- Maintain mechanisms for Faculty members and staff to learn from Alumni of all ages.
- Form partnerships with alumni who are in a position to promote the importance of the work we do.
- Explore opportunities to engage our alumni in activities undertaken at our Research Forests.

commitment 6

interpersonal understanding

Our Commitment: We provide students, faculty and staff with the best possible conditions for learning, researching and working, in an environment that is dedicated to excellence, equity and respect. We establish employment and educational practices that respect the dignity of individuals and make it possible for everyone to work, and study in a positive and supportive environment characterized by respect, civility, diversity, opportunity and inclusion.

Increase awareness and experience of the benefits of intercultural learning

- Ensure responsible freedom of expression and freedom of inquiry as central tenets of the Faculty's mission.
- Eliminate Faculty division by adopting a transparent culture in which faculty, students, postdoctoral fellows, and staff are treated with respect, civility and inclusion.
- Foster and establish an environment that supports the successful integration of a range of backgrounds and perspectives.
- Promote the respectful exchange of information, ideas, beliefs and opinions, including dissemination and discussion of controversial topics and unpopular points of view.
- Teach students the value of critical thinking, open-mindedness, debate, and peer review.

Remove barriers to greater cultural and intellectual diversity within the Faculty, including those faced by historically disadvantaged groups

- Provide an environment that protects and promotes the human rights and affirms the dignity of all persons, including those of diverse backgrounds, orientations, and needs, and that provides equitable access to opportunities for working and learning.

commitment 7

international engagement

Our Commitment: As one of the leading Faculties of Forestry in the world, we are committed to engaging in global forest research, education and outreach.

Strengthen the Faculty's presence as a globally influential Faculty

- Raise the profile of the Faculty internationally so that we become the destination of choice for study, research and international partnerships.
- Foster and formalize relationships with international research organizations, universities and other key international institutions dealing with forests and forested landscapes.
- Encourage faculty members to hold posts with international research organizations, universities and other key international institutions dealing with forests and forested landscapes.
- Focus some of our research and poverty alleviations efforts in the global forestry 'hotspots' of Africa, Asia and Latin America.
- Encourage and support faculty in presenting key research results at international conferences.
- Communicate international opportunities to faculty, staff, students, and alumni on a regular basis.
- Appoint at least three new international scholars in the faculty, particularly in tropical and developing world issues of interest to the faculty.

Increase the capacity of the Faculty to engage internationally

- Seek research funding from international sources or that has an international focus.
- Continue to build connections with Chinese forestry universities, and establish targeted partnerships based on expertise at UBC and in China.
- Pursue other formal relationships in east and southeast Asia, with a focus on India.
- Build formal links with selected forestry institutions in Europe and the United States.
- Pursue mutually beneficial opportunities for teaching and research exchanges around the world.
- Build Faculty's capacity to offer mid-career and professional short-term training programs.

Provide increased opportunities for international undergraduate and graduate student exchange

- Offer every UBC Forestry student the ability to have a true international experience through partnerships with other universities.
- Explore opportunities for international co-op placements and internships in a variety of international settings.
- Continue to expand and appropriately service our 2+2 and 3+2 programs.
- Increase the international mobility of graduate students through funding support.
- Increase the number of research-based international graduate students, with a focus on developing economies.

commitment 8

outstanding work environment

Our Commitment: The Faculty of Forestry provides a supportive and safe working and learning environment.

Be the place of choice for outstanding faculty, staff, post-doctoral scholars and students

- Provide faculty and staff with the means, professional development opportunities and inspiration to fulfill UBC's vision, values, and commitments
- Maintain open, transparent and inclusive administrative procedures and operations.

Be a healthy, inspiring workplace that cultivates well-being, resilience and commitment, and be responsive to the family and personal needs of faculty, staff, post-doctoral scholars and students

- Ensure that the limited space within the Forest Sciences Centre is allocated equitably and, if necessary, seek to develop new space to allow for our growing programs.
- Stimulate intellectual collegiality and interdisciplinarity.
- Increase support for healthy workplace initiatives; encourage wellness activities at all levels – faculty, staff, researchers and students
- Consistent with our culture of safety, ensure that our laboratories and field sites provide safe working environments

commitment 9

sustainability

Our Commitment: We promote sustainability in everything that we do, and take steps to make our activities more sustainable.

Foster sustainability through teaching, research and community engagement that promote vibrant human interaction and community cohesion

- Work with communities and community-based organizations to create a deeper understanding of how social sustainability can be achieved locally and globally.
- Ensure that sustainability remains central to all programs taught in the Faculty, recognizing that sustainability involves finding a complex balance between social, economic and environmental issues.
- Establish and promote relationships with business and economic departments at UBC for improved understanding of economic pillar of sustainability.
- Promote ongoing development of a suite of sustainability courses and programs.

Ensure the Faculty's economic sustainability by aligning resources with University vision and strategic plan

- Implement a budgeting framework that allocates resources based on strategic goals, including enrolment, with accounting simplification to improve financial control and cost-effectiveness.
- Develop the economic sustainability of the faculty by implementing the strategies outlined in this plan.

Make the Faculty a living laboratory in environmental sustainability

- Establish a widely shared baseline of the Faculty carbon footprint, moving towards carbon neutrality in our operations and ensuring recognition of the importance of our Research Forests in UBC's carbon neutrality goals.
- Strive to improve energy efficiency in research and teaching by reducing waste, minimizing travel distances and using local resources such as UBC Farm and Totem Field.
- Promote sustainable practices (recycling, power conservation, etc.) among faculty, students and staff.

references

This Strategic Plan for the Faculty of Forestry builds on a number of underlying initiatives. In structure, it closely follows the Place and Promise: The UBC Plan, which sets out the nine major commitments for the university. It also builds on the vision and values laid out in the UBC Plan. Additional documents and reports have been used to develop the content of this Strategic Plan, including the individual plans that have been prepared by UBC for each of the commitments, the 2011 University of British Columbia Communications Review, the results of departmental reviews undertaken in 2011, input for the Faculty Advisory Council and Faculty First Nations Council of Elders, Faculty input from a retreat held in spring 2010 and the 2006 Faculty Review and Faculty response.

Mid-level plans consulted:

Student learning	No plan available
Research excellence	UBC Research Strategy
Community engagement	UBC Community Engagement Discussion Paper
Community engagement	Strategic Plan for the Advancement of Community-Service Learning and Community-Based Research at UBC Vancouver
Aboriginal engagement	Aboriginal Strategic Plan
Alumni engagement	Alumni Affairs Strategic Plan
Intercultural understanding	Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC
International engagement	UBC International Strategic Plan
Outstanding work environment	No plan available
Sustainability	The Sustainability Academic Strategy



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