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THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC

Walter C. Koerner Library
1958 Main Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 4948
Fax 604 822 3134

Provost and Vice President Academic

November 19, 2012

To: Senate
c/o Christopher Eaton, Associate Registrar & Director, Senate & Curriculum Services

From: David H. Farrar
Provost and Vice-President Academic

Re: Change of Name Request from the Department of Forest Sciences to the Department of Forest and Conservation Sciences

Recommendation:
I recommend that Senate approve the change of name from the Department of Forest Sciences to the Department of Forest and Conservation Sciences, effective January 1, 2013.

Rationale:
The new name more accurately reflects the broader mission of the department. It captures the broader range of forest and conservation sciences within the department, regardless of ecosystem or scale and addresses the external perception of the department as expressed in the 2011 departmental external review. The new name will bring greater attention to the wide range of sciences and their application practiced in the department, positioning UBC as a dynamic institution undertaking teaching and research in the broad domain of Forest and Conservation Sciences.

The proposed name change was presented, discussed, and approved by the Faculty of Forestry. Enclosed is a summary of information submitted for consideration.

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Forestry
Office of the Dean
2424 Main Mall
Vancouver, B.C. Canada V6T 1Z4
Tel: 604-822-3542
Fax: 604-822-8157
e-mail: john.innes@ubc.ca

MEMORANDUM

TO: **Anna Kindler, Vice Provost and Associate Vice President Academic**

CC: **Jola Holt, Executive Assistant to the Vice Provost & AVP Academic Affairs & Resources**
John Richardson, Head of Forest Sciences Department

FROM: **John Innes, Dean of Forestry**

DATE: **November 15, 2012**

Subject: **Senate submission for the Department of Forest Sciences name change request**

Enclosed please find the following documents for the proposed name change request of the *Department of Forest Sciences* to the *Department of Forest and Conservation Sciences*:

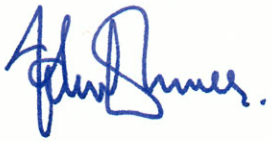
- A letter from the Dean requesting the name change;
- A letter from John Richardson (Head of the Forest Sciences Department) to John Innes (Dean of the Faculty) including the rationale for the name change;
- Report from the Evaluation Committee of the 2011 External Review of the Department of Forest Sciences;
- Record of consultation with relevant units that may have interest in/be affected by the change - these are:
  - A letter from Dr. Murray Isman (Dean) of Faculty of Land and Food Systems;
  - A letter from Dr. Sarah Otto (Director) of the Biodiversity Research Centre;
  - Emails from Drs. M. Hassan (Dept.Geography), B. Milsom (Dept.Zoology), and L. Samuels (Dept. Botany);
- Record of consultation with students (includes explanation about how the name-change conversation proceeded among students) – two emails from students:
  - Ira Sutherland, Natural Resources Conservation program
  - Andrea Haas, Natural Resources Conservation program;
- Record of consultation with Professors Emeriti and external organizations that might have a vested interest in name of department – two emails from:
  - Dr. John McLean (Professor Emeritus)

- Dr. Mary Mes-Hartree (Director General, National Capital Region, Natural Resources Canada);

- Formal approval by the Faculty Meeting – section 6 of minutes from May 3rd (2012) Department meeting;

Thank you for reviewing the documents. Please advise if additional information is required prior to the submission to the Senate Secretariat.

Best Regards,



John, Dean Faculty of Forestry

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THE UNIVERSITY OF BRITISH COLUMBIA

The University of British Columbia
Faculty of Forestry
Dean's Office
2005 - 2424 Main Mall
Vancouver, BC, V6T 1Z4
Phone 604 822 6761
Fax 604 822 8157
John.Innes@ubc.ca
www.forestry.ubc.ca

November 14, 2012

Dr. Anna Kindler
Vice Provost and Associate Vice President
Academic Affairs and Resources
Office of the Vice President Academic
University of British Columbia
1958 Main Mall, Room 640
Vancouver, BC V6T 1Z2

Dear Dr. Kindler:

Re: Request to change *Department of Forest Sciences* to *Department of Forest and Conservation Sciences*

The 2011 External Review of the Department of Forest Sciences recommended a name change in order for the department to "reflect its broader mission". The reviewers noted that "The teaching and research mission of the department extends to a wide range of ecosystem science and management issues that include but are not limited to forested systems". The department has since presented me with their proposed name change and rationale (attached herein), and I share their opinion that the new name will not only benefit the Department, but also the Faculty and the University.

I hereby request a name change for the *Department of Forest Sciences* to the *Department of Forest and Conservation Sciences*, and am seeking your support to advance the proposal to the Senate Academic Policy Committee for resolution.

With best regards,

Dr. John L. Innes
Professor and Dean

Encl: Department of Forest Sciences name change request

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THE UNIVERSITY OF BRITISH COLUMBIA

Department of Forest Sciences
Faculty of Forestry
3041 – 2424 Main Mall
Vancouver, B.C. Canada V6T 1Z4
Phone 604 822 6586
Fax 604 822 9133
john.richardson@ubc.ca

Dr. John S. Richardson
Head and Professor

Professor John Innes
Dean, Faculty of Forestry
University of British Columbia
Vancouver, BC, V6T 1Z4

11 June 2012

John

Dear Professor Innes,

Our department has unanimously concluded that we wish to change our name. The name, *Department of Forest Sciences*, has served us well over the decades, but no longer reflects the wide range of activities in Conservation Sciences in other ecosystems carried out in our department. Attached you will see our explanation for why we wish to change our name to the *Department of Forest and Conservation Sciences*. The proposed name reflects our continuing excellence in the field of Forest Sciences, but extends it to better indicate the true range of our conceptual domain beyond the forest. We hope you will agree with us that this is an appropriate time to pursue renaming our department.

Sincerely

Dr. John S. Richardson
Professor and Head
Associate of the Peter Wall Institute for Advanced Studies

***The Department of Forest and Conservation Sciences* in UBC's Faculty of Forestry**

We wish to change the name of our department to more closely reflect the teaching and research strengths of our group. While the *Department of Forest Sciences* has been a useful moniker for many years, the breadth of scientific research in our department now includes alpine, grassland, freshwater and ocean environments, as well as forests and the interactions that link environments at a variety of scales up to the landscape and globally. In each environment, our faculty and student researchers now consider questions at many scales, from the genetics and genomics of individuals and populations within a species, to the ecology, persistence and function of whole ecosystems. Our researchers often use similar methods of inquiry regardless of venue. A strong and persistent theme of almost all research undertaken within the department is an emphasis on the application of research results. For instance, our science is often applied to pressing questions on the population genetics of endangered plant and animal species, the production and protection of crop trees and unmanaged forested ecosystems, the design and management of nature reserves, the management of animal harvest and ecosystems, the development of restoration practices, landscape conservation, and much more. These are the topics we teach to undergraduate and graduate students, and these are also the issues for which our research products are most often cited regionally, nationally and internationally.

Our graduate students and post-doctoral fellows from around the globe join our department because of the world-class science we produce in forest and conservation sciences, building on our long legacy of scientific study of forest ecosystems. Our departmental name should reflect both our history of excellence and the rapidly changing research and educational landscape. Conservation Sciences, whether applied to forested or other ecosystems, have a similar conceptual basis. The nature of our research has been to develop and apply these conceptual ideas to the practical conservation of our natural heritage.

The largest of our Faculty's undergraduate programs, Natural Resources Conservation, which we co-manage with the Department of Forest Resources Management, continues to grow. Our informal censuses of student opinion suggest that many find the current departmental name confining given their interests in the conservation of ecosystems in addition to the forested systems. Many of the students canvassed in upper-level courses within our Department suggest they would also prefer to be associated with a departmental name that is more inclusive of the range of interests and research demonstrated by our faculty, graduate students and post-doctoral fellows. Such a name change was also suggested by our external review committee in 2011.

Overall, a name change to the *Department of Forest and Conservation Sciences* would be advantageous to our department, the Faculty of Forestry and the University of British Columbia. Our proposed change captures the broader range of forest and conservation sciences within our department, regardless of ecosystem or scale, and addresses the external perception of our department as expressed in our 2011 departmental review. The new name will bring greater attention to the wide range of sciences and their application practiced in our department. This will show the University of British Columbia as a dynamic institution with an outstanding faculty undertaking research in the broad domain of *Forest and Conservation Sciences*.

"To generate and disseminate innovative scientific understanding about forests and associated ecosystems, and species within them, to promote their conservation and sustainable use." – department's mission statement 2011

Evaluation of the

Department of Forest Sciences

University of British Columbia

Final Report of the Evaluation Committee

Vancouver, 9 - 11 May, 2011

Victor Lieffers, Chair
Su See Lee
Lisa Graumlich
Brenda McComb

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1 Preamble

Strengths. -- The Department of Forest Sciences at UBC is a research intensive unit of forest biologists with an international reputation, including genomics, below-ground ecosystems, and biodiversity conservation. The Program Directors for two undergraduate programs reside in the Department. One program (Forest Science) is designed to prepare students for graduate studies and the other (Natural Resources Conservation) is the most rapidly growing undergraduate program in the Faculty of Forestry. There generally is a friendly atmosphere in which decisions are made collectively with efforts made to inclusiveness, with rare exceptions. The faculty in the department are supportive of the leadership demonstrated by their current Department Head, Robert Guy, and are optimistic about the future of the Faculty of Forestry under the leadership of Dean John Innes. The facilities are new and outstanding. As a general statement, the Forest Sciences Department is excellent in many respects and we want to emphasize the strength of the department in undergraduate and graduate programs, research programs, campus-wide leadership through their university service activities, and engagement with other research units on campus and with national and provincial research organizations. The faculty is also engaged in opportunities related to aboriginal relations and international activities.

The teaching and research mission of the department extends to a wide range of ecosystem science and management issues that include but are not limited to forested systems. We view this as a positive step toward a more holistic approach to ecosystems science and suggest that the department consider changing its name to reflect its broader mission. It may be more appropriate to consider changing the name of Department rather than the entire Faculty of Forestry given the political implications of changing program names at this time.

But in our view there is room for improvement, so we point out a number of suggestions that will need to be prioritized collectively by departmental members, including the faculty, staff and students. We briefly highlight a few of these main points here, but provide more detail below.

Issues. --Our first concern addresses the review report provided to the Department in 2003. This 2003 report provided 30 recommendations, and although a number of recommendations have obviously been addressed, many issues are still relevant from the older report. Indeed we identified 13 recommendations that in our opinion are still valid, and we suggest that the faculty revisit the 2003 report and agree on which suggestions are still valid and which are no longer valid or have been addressed adequately.

By taking an ecosystems perspective in their research and teaching mission the Department can be viewed as a leader in sustainability issues. Information generated from their research is easily extended to address issues of sustaining ecosystem services in the face of the synergistic effects of large scale ecosystem stressors (such as climate change, land use, invasive species, pollutants, disease, etc.). We suggest that the Department be more proactive in highlighting their work as it

relates to local sustainability issues, for instance through weekly news updates posted to their website and shared widely, because the Department's contributions are essential to addressing sustainability issues on campus, in the urban ecosystem of Vancouver, in the Province and around the world. These outreach efforts are critical to ensuring that the department is seen as integral to and an important part of the Faculty of Forestry and the University. Indeed we suggest that the department consider hiring an urban ecosystems faculty member who can engage in research and teaching in the Vancouver urban area.

As Robert Guy returns to the faculty ranks the Faculty of Forestry and the Department have a unique opportunity to engage a new leader for the department to help promote their success and vision. We suggest that the Dean and Department give serious consideration to finding the best person for this position from within or external to the university.

The ecosystems science perspective is a 'glue' to provide greater intellectual cohesion around a common paradigm. By taking this approach in their teaching mission it may also provide an opportunity for including an optional and more holistic capstone experience that would bring together interdisciplinary teams of students from all undergraduate programs together to address real ecosystem management issues through a hands-on and community service learning approach.

Communication needs to be improved at all levels of the department and Faculty to ensure that individuals are aware of what others are doing, what opportunities might exist for collaboration and the development of a functional intellectual community, and even about the purpose for this external review.

The department will need to refocus its efforts on seeking funds to support its research and graduate training efforts. As provincial support has been drastically reduced the faculty will either need to refocus their work in other areas where resources do exist, and some of these may be international efforts, or they may need to restructure their positions to invest more effort into teaching and less into research. It is our view, however, that international partnerships and programs could be a fruitful avenue to increase competitive research funding while at the same time addressing the internationalization of their research and teaching missions. As the faculty transitions to new research areas, a one-semester in-house sabbatical may be considered to facilitate development of these new programs.

Finally we suggest that the department be sensitive to their relevance to the university priorities around instruction, research and other aspects of their strategic plan. It is clear that small, specialty undergraduate programs, though highly valued by students and faculty, may become viewed as untenable to upper administration as funding models are driven by student headcounts or student credit hours.

General recommendations

- Revisit the 2003 review report and reassess where continued effort is needed to address suggestions that are still relevant.
- Take an ecosystem science and management perspective to provide intellectual cohesion among faculty, and position the department to be a leader in sustainability issues locally, regionally and globally. Hire an urban ecosystems scientist.
- Improve communication among members of the department and to the outside world on campus, to stakeholders, and the general public.
- Develop strategies to adapt to fewer opportunities for external grant and contract support for research, or be proactive in seeking collaborations with others inside and outside of BC to enhance funding opportunities for faculty, post docs and students.
- Ensure that the outreach efforts of the department clearly address priorities outlined in the university strategic plan and the funding models being used to resource units on campus.

2 Departmental Community

Strengths. -- The Review Team sees that the Department of Forest Sciences is a friendly group of forest biologists that have few internal conflicts for space and resources. This is a very good starting point for building future collegiality within the faculty. The research programs are strong and faculty are humble and have been described as good-natured.

Issues. Faculty members have been described by one senior member as being rather complacent and rather non-demanding of change at a Departmental level. This may arise from a focus on individual research programs rather than Department community. Secondly, from discussions with graduate students, PDFs and RAs, the review committee detected issues of lack of intellectual community within the Department. Research groups appear to have strong internal structure, but Departmental intellectual collegiality appears to be limited except where there are formal alignments. There apparently is limited contact among lab or research groups, and apparently only limited efforts to generate it through Departmental seminars and other means for formal or informal interactions. Indeed, for some research groups there appears to be a much stronger intellectual community outside of the Department (e.g. Biodiversity Research Centre or Applied Biology – Land and Food Systems) than within the Department. While it is desirable to have strong research linkages across the university, it is also important to maintain a Departmental vision – the 'glue' that holds the unit together. This lack of community may be a threat to the Department and Faculty in that staff might be more interested in developing new thrusts in teaching and research outside of the Faculty than within

it. The Department and Faculty may lose its identity and reason for existence as a separate entity from the other Departments on Campus. Secondly, there are missed opportunities for providing an excellent learning experience for graduate students and PDFs if they do not have meaningful interactions with the people working on the same floor of their building.

Recommendations

- Find mechanisms to encourage Departmental and Faculty collegiality, including but not limited to strategic conversations about the identity and future of the unit.
- All faculty, students, and staff should have input into decision-making regarding the direction of the Department.
- The Dean and Head should encourage collaborative research across disciplines within the Department and Faculty. One possibility is an internal competition for seed money to facilitate new avenues for interdisciplinary activities.
- Find places for students to meet for coffee and informal meetings.
- Develop more research discussion groups both within and especially across-disciplines.
- Continue seminar series and develop a culture that this cross linkage is an important part of Departmental collegiality – having faculty attend the seminars is a critical step.

3 Student learning—undergraduate programs

Strengths. -- The Department of Forest Sciences plays a critical role in delivering part or all of three undergraduate programs in the Faculty of Forestry. The Faculty should be commended for increasing the quality and retention of students. The significant number of shared core courses in the first and second year curricula contribute to a strong esprit du corps and a breadth of understanding. The curricula emphasize field- and lab-based experiential learning which is highly valued by students and results in skill sets that are relevant to future employers. The rapid growth in enrollment in the Natural Resources Conservation (NRC) program (i.e., 70% increase in 5 years) reflects a strategic initiative on the part of the Faculty of Forestry which taps increasing student interest in sustainability-related fields as well as the positive reputation of the program, at home and abroad. The positive trajectory of student numbers is particularly important at this time as UBC adopts a new budget model in which undergraduate student enrollment drives investment of new revenues at the level of the Faculty. The Faculty of Forestry has also moved strategically to increase the enrollment of international students through targeted recruitment and new options in the curriculum (e.g., Global Perspectives Major within NRC). This too will position the Faculty of Forestry for future growth as the new UBC budget model provides substantial flow of money back to the Faculty from tuition from international students.

Issues. Relatively low enrollments and flat trajectories in four of the five undergraduate programs (i.e., BSF Forest Resource Management, BSF Forest Operations, BSc Forest Science, and BSc Wood Products Processing) may give the impression that the Faculty of Forestry's undergraduate programs are not relevant to the larger mission and financial sustainability of UBC. The relatively complicated program requirements appear to be not aligned with the UBC strategic action to "simplify and streamline program requirements and course prerequisites whenever possible to enhance flexibility and self-directed learning."

Increasing numbers and changing demographics of students pose challenges to all aspects of learning from pedagogy to student advising and career services. Increasing NRC majors will further stress a system of advising and mentoring students that is already stretched thin. Increasing scope of enriched educational opportunities will place further demands on Student Services.

Increasing numbers of international students for whom English is not their native tongue create a variety of challenges. Successfully integrating international students into the undergraduate programs will require attention to ensuring that students have adequate English skills as well as more general orientation to student life at UBC.

The Faculty of Forestry has untapped potential to deliver environmental science and sustainability learning opportunities to the larger campus.

Recommendations

- Consolidate undergraduate programs from five to two by combining 1) BSF Forest Resource Management, BSF Forest Operations, and BSc Wood Products Processing and 2) BSc Forest Science and BSc Natural Resources Conservation. Simplify requirements and look for further efficiencies in the delivery of the curriculum. Ensure that marketing, including naming of degree program, reflects readily understandable characterization of the content and careers associated with the undergraduate programs.
- Bolster student-advising services with professional staff members. Work with faculty to ensure that all students have a faculty advisor/mentor, utilizing faculty resources beyond the program director. Provide for regular assessment of the overall student experience, including exit interviews and alumni feedback. Assist students to find opportunities for learning abroad.
- Enhance student services for international students. Pair each incoming student with two mentors: one domestic student to provide advice on student life and learning and one international student, preferably from the student's home country, to provide targeted advice regarding adjustments to life at UBC.
- Broaden undergraduate course offerings for non-majors building on success of such courses as Visualizing Climate Change and others with wide appeal.

4 Research and Graduate Training

Strengths. –The department is widely recognized both inside and outside of UBC for its strength in research activity and training of graduate students. The faculty are very successful in competing for grants through NSERC and other federal programs and they have developed collaborative relationships with other agencies to enhance their research effort. Indeed the "Co-op" type of arrangement that the Department has with Environment Canada and others is a model based in part on the US system of research cooperatives, but which leverages intellectual and fiscal resources into a win-win situation for federal and university scientists. We feel that these efforts should be maintained and grown, if at all possible. The Department has effectively developed research clusters that allow them to develop depth in their research programs and subsequent international reputations in areas such as genomics and population genetics, below ground systems, and aquatic-riparian ecosystems.

The faculty have used their grant-writing capabilities to secure external support for graduate education as well. We were very impressed with the departmental philosophy of only accepting students when faculty can support them financially. The four-year fellowships that have been acquired from University sources are significant additions to the NSERC and other funding sources for students and we encourage the faculty to continue to be aggressive in seeking these funds for their students. Students expressed a high degree of satisfaction in their programs and interactions with faculty, though several suggestions were made for improvement.

Issues. --Unfortunately as provincial support for research has fallen off drastically, support for graduate training in some disciplines has also declined. In addition, restrictions on graduate student support from NSERC grants further limits the funding support for students. Consequently there is a high expectation that both research funding and graduate student enrollments will decline in the near future. The reliance of faculty on provincial sources of funding was identified as an area of risk in the 2003 review. That risk has been realized. Some of the faculty not aligned with genomics work funded by NSERC and Genome Canada or those who have connections to other federal sources, will need to refocus their research efforts. It remains unclear how they will be able to rebuild their research programs. Interdisciplinary and international collaborations offer avenues for future research support. Similarly development of new research cooperatives joint with federal, provincial (unlikely at this time), industry, or other universities (nationally or internationally) could allow access to funds and infrastructure that would leverage the intellectual expertise held in the Department.

Teaching assistantships are another aspect of supporting graduate students while enhancing undergraduate experiences and providing graduate students with experience in teaching. We heard from a number of faculty that more TAs are needed for a variety of reasons that we highlight here but we recognize this is only a short list of reasons for enhancing TA opportunities.

- Lab Safety – many field labs now typically include from 25-50 students and simply from a safety standpoint the student/instructor ratio should be such that if there were an emergency then there would be a sufficient number of trained instructors able to cope with that emergency.
- NSERC funding – because NSERC provides only 1 year for a MSc degree student and 3 years for a PhD, then additional assistantship support is needed to ensure funding for incoming students. TA-ships not only provide funding for the student but also provide the student with valuable teaching experience that could help them should they decide to pursue an academic career. Concomitant with this issue, however, is the need to provide training for TAs in teaching pedagogy.
- Undergraduate experience in classes – by including trained TAs in classes then the higher student instructor ratios allow more direct connections to undergrads during field laboratories and in other settings were instructors can easily be overwhelmed with questions from many students.
- Faculty burnout – work-life balance is a significant issue for several highly productive faculty who are working much more than 60 hours per week. Having TAs available to assist with marking papers, assisting with labs, and in lecture preparation can ease the burden on faculty of both genders who realize that reduced hours per week would allow them to realize a more healthy life.

We did hear some suggestions that perhaps the name of the Graduate Program could be changed to be more inclusive of the variety of forestry, ecosystems, and social science research conducted in the Faculty of Forestry. The negative connotations at times ascribed to the word "Forestry" could be circumvented by moving to a more holistic and less value-laden term for the program.

In the 2003 external review, time to completion of graduate degrees was mentioned as a point of concern. That concern remains and should be addressed. It is not clear if the Graduate School or Forestry program has a continuous enrollment policy, but enacting such a policy may provide a negative financial incentive for students to complete their degrees in a timely manner.

Although development of a non-thesis MS program could raise revenue for the department, there is an understandable reluctance to move in that direction among faculty with a strong history in research excellence. Development of such a program could be especially beneficial if new faculty/instructors were hired to oversee this program. Therefore the energies of existing faculty would not be redirected significantly to such a program except through increased enrollments in graduate courses. Students graduating from a program such as this carry with them the UBC label into their careers and become the management connections to resource issues that will need to be addressed in future research agendas. Such a network of UBC alumni in the management workforce should allow avenues of communication regarding research opportunities, internships, and employment of graduates into the future.

Research Associates and Postdoctoral Fellows expressed a concern that they be more engaged as peers by the faculty. Several individuals felt isolated and many expressed a need for a higher degree of intellectual engagement through discussions, seminars and similar avenues for allowing communication. Indeed graduate students also expressed a concern that faculty seemed to be uncommitted to attending departmental seminars and other discussion sessions where cross disciplinary information can be shared and discussed.

Recommendations

- Explore interdisciplinary, interagency, inter-university and international collaborations as avenues for future research support.
- Match Teaching Assistantship allocations to courses to meet goals of safety, undergraduate training, and faculty workload.
- Develop policies or guidelines that address the issue of time to completion for graduate degrees.
- Consider a College investment in a non-thesis MSc program administered by a newly hired instructor or Faculty member; income from the program could pay for the director's salary.
- Develop a culture of a faculty commitment to attending seminars and discussion groups in a manner that will create a cohesive intellectual community.

5 Safety

Strengths. --There appears to be an overarching policy on campus that identifies lab and field safety as a priority for the university and there are Departmental and Faculty (e.g., as in Forestry) safety committees in place that have the means to enforce these policies.

Issues. --Several graduate students expressed concerns that the rules and protocols for safe operations of labs and field operations were not always being followed. This may relate to the Departmental culture of not rocking the boat and 'disturbing' another lab group's operations. If there are valid issues around lab and field safety, however, the Head and Dean must address these.

Recommendation

- The Dean or Head should establish a safety review with the goal to assure compliance to current rules and regulations.

6 International Initiatives

Strengths. --The international initiatives being undertaken by the Faculty, i.e. the training of Indian Forestry staff and recruitment of international undergraduate students, particularly from China, show promise and peril. Both of these initiatives will contribute new sources of funding to the Faculty, and the latter, to increased undergraduate enrolment, thereby partially alleviating the concern that the Faculty of Forestry is over-resourced.

Issues. The faculty buy-in into these international initiatives is relatively low and they do not appear to be fully engaged with the Dean's Office on these initiatives. There appears to be apathy on the part of most faculty members to the international initiatives.

Apart from a few members of faculty, the majority of the members are not internationally oriented or conduct research/work outside North America.
In the Committee's opinion, the Indian program involves little intellectual exchange; while it is no doubt interesting for the Indian students to learn about BC forestry practices, one wonders how they can relate this experience to their home systems.

The Committee is of the opinion that there is a critical lack of depth in certain fields of research and teaching, especially tropical forestry.

More can be done to improve intercultural understanding. There appears to be a 2-culture operation among the foreign (mainland Chinese) and Canadian students.

Recommendations

- Explore other avenues of international engagement such as international collaborative research, membership in international task forces and committees, ENGOs, etc.
- Explore non-Canadian and international funding opportunities for international collaborative research.
- Create a small number of collaborative research partnerships that might also involve undergraduate and graduate student exchange.
- Provide joint co-support faculty positions between UBC and its collaborative partners e.g. Nanjing Forestry University, to facilitate faculty exchange for both teaching and research.
- Appoint at least 2 to 3 new international scholars in the faculty, particularly in tropical and developing world forestry.
- Partner domestic English speaking students/seniors and mentors with new international students to help them better integrate into their new environment.
- Explore opportunities for collaborative research with the professional Foresters who participate in the Indian Forestry Training Program.

7 Aboriginal Engagement

Strengths. The 2003 Summer Forestry Camp for First Nation Youth seemed to successfully encourage increased enrolment of aboriginal students in the subsequent years. In addition, the First Nation Initiative undertaken by the Faculty of Forestry has increased trust and communication with the aboriginal community. The idea of developing a Centre of Excellence for Indigenous Forestry is commendable.

Issues. The funding and energy focussed on the Aboriginal program has been inconsistent. In recent years there has been a fall-down in recruitment of aboriginal students in Forestry.

The desired outcomes of aboriginal engagement, other than increased enrolment of aboriginal students, are not clear.

Social science aspects which are highly relevant and important to the aboriginal community do not appear to be covered by the subjects taught in this department.

There appears to be a lack of research on aboriginal issues related to forestry in the department.

Recommendations

- Ensure sustained funding for the Summer Forestry Camp for First Nation Youth to generate and maintain interest among the community to pursue studies in forestry and natural resources.
- Engage aboriginal students from the Faculty of Forestry and other Faculties on campus as a bridge to build further connections to the aboriginal communities.
- Establish and strengthen linkages to colleges outside of UBC for recruitment of students.
- Explore other means to link the Faculty of Forestry with aboriginal communities.
- Prioritize recruitment of local students relative to international development (e.g. Centre of Excellence for Indigenous Forestry).
- Increase research on aboriginal issues.

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THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Land and Food Systems
Office of the Dean
248 - 2357 Main Mall
Vancouver, BC Canada V6T 1Z4

Phone 604.822.1219
Fax 604.822.6394
www.landfood.ubc.ca

September 20, 2012

Dr. John S. Richardson, Head
Department of Forest Sciences
University of British Columbia
Vancouver, BC V6T1Z4

Dear John:

I apologize for the very tardy response to the proposed name change of your Department from *Forest Sciences* to *Forest and Conservation Sciences*. I think your rationale behind this change make perfect sense to me, and hopefully to a wider campus constituency.

I directly surveyed my Associate Deans and Program Directors on the proposed name change, and solicited comments from Land and Food Systems faculty and staff on two occasions. To date I have not heard nor received a single negative comment or concern.

As such I feel that I can speak on behalf of the Faculty of Land and Food Systems in providing our full support for the proposed name change to the *Department of Forest and Conservation Sciences*.

With best regards,

Murray B. Isman
Dean