

WORKSHOP ON THE FUTURE OF FORESTRY EDUCATION

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Forestry Education at UW-S

- ▣ 1935 BSF degree in forest management
- ▣ Dramatic transformation in 2003
 - Low enrollments in forest management, wild land conservation, wildlife science, environmental horticulture, paper science and engineering, forest engineering, and sustainable resource science
 - Reduced budgets, loss of faculty positions, loss of space, and a threat to eliminate, reduce or consolidate existing programs with other university units

Forestry Education at UW-S

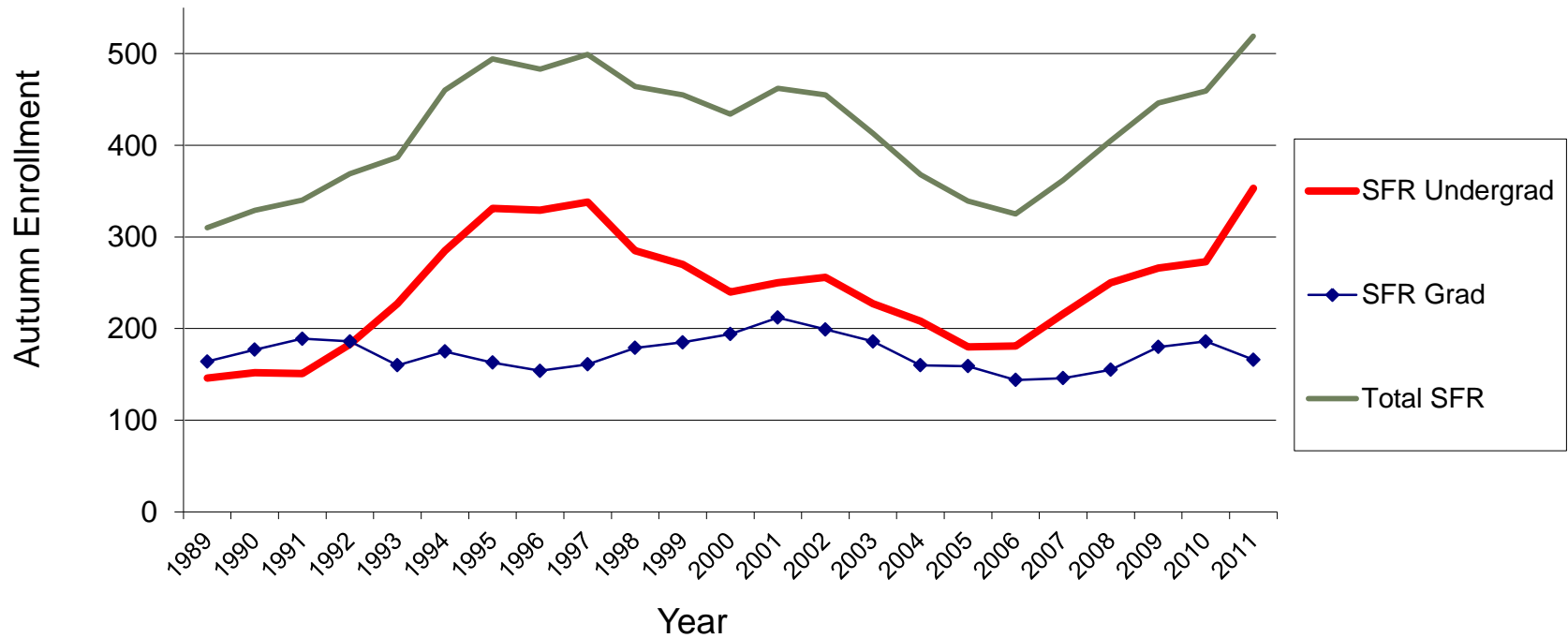
- ▣ Faculty elected to retain paper science and engineering curriculum without major changes (restructured as Bioresource Science and Engineering)
- ▣ Consolidated the six undergraduate curricula into a new major - Environmental Science and Resource Management (ESRM)
- ▣ ESRM - a broad introduction to natural resource management and environmental science

Design of ESRM Curriculum

- ▣ First two years devoted to general education
- ▣ Courses in School that focus on ecological, social and economic aspects of sustainability
- ▣ 30 or more free electives
- ▣ 35 credits of restricted electives in one of four degree options
 - landscape ecology and conservation
 - restoration ecology and environmental horticulture
 - wildlife conservation
 - sustainable forest management (SFM)

Enrollment Trends

UW SFR Autumn Enrollment Data



Master's Degree Rationale

- ▣ Student demand for the SFM option was low
- ▣ Free and restricted elective courses -- could not guarantee that all students would fulfill SAF's accreditation requirements in their four required subject areas
- ▣ To retain maximum degree of flexibility, students not required to elect an option
- ▣ Principle reason – wished to begin offering our first professional forestry degree at the graduate level

UW's MFR in Forest Management

- ▣ Professional Master of Forest Resources in Forest Management was accredited by SAF in 2006
- ▣ Closely integrated with the SFM option of the ESRM undergraduate curriculum -- qualified students may receive both degrees in five years

Master's Degree Rationale

- ▣ UW-S is a non-land grant research university located in a large urban area with a well-educated and environmentally conscious population
- ▣ Washington State retains a robust forest products industry across rural areas
- ▣ Increasing complexity of natural resource management issues as a result of increasing human populations and a shrinking forest land base
- ▣ Changing demands of society for sustainable forest practices and products

Professional Graduate Education

- ▣ Other disciplines promote professional graduate education
 - Business
 - Law
 - Engineering
 - Medical

Professional Graduate Forestry Education

- ▣ Eight universities offer an SAF-accredited professional master's degree;
- ▣ Five have both accredited BS and master's degree programs (Auburn, Maine, Michigan Tech, SUNY - Syracuse, and OSU)
- ▣ Two have accredited master's-only degree programs (Yale and Duke)
- ▣ One (UW-S) has an accredited master's degree and a non-accredited forestry BS degree program
- ▣ In addition, some schools offer non-accredited professional master's degree programs

Historical Lineage

- ▣ Dana and Johnson (1963) cite the 1911 and 1920 conferences on forestry education where the idea of a five-year program was discussed
- ▣ Graves and Guise (1932) concluded that five years was desirable for a full professional education
- ▣ David Mason (1937) stated that, it is agreed that a minimum of five years of collegiate work is required

Historical Lineage

- ▣ Hosmer (1938) stated that the Society should undertake the serious consideration of a shift in forestry curricula to a five-year program
- ▣ H.H. Chapman (1942) concluded that the advantage of a fifth year to the student for specialization in any line, based on sound professional instruction, is obvious

Recent Commentary

- ▣ Foil (1978) and Tombaugh (1998) place the evolution of forestry education within the context of the changing university environment as well as broader changes taking place within society
- ▣ Duncan, Skok and Richards (1989) observe that current curriculum demands might require a five-year professional program
- ▣ Bentley, Larson and Ashton (1991) conclude that this stage of education will be most able to accommodate the predicted roles of the professional resource manager

Recent Commentary

- ▣ Sample et al. (2000) conclude by that many of the skills employers consider important, particularly management and problem-solving skills, should be gained through graduate education or continuing education

Conclusions

- ▣ Over time the profession will place increased value on professional graduate education
- ▣ Future success depends on the advocacy of the SAF, university faculties, and employers
- ▣ Hopefully, society will recognize the importance of our forests for a sustainable society and properly rewards future forest land managers who pursue a graduate education