



Urban Forestry Education in Canada:
Chances and challenges, past and future

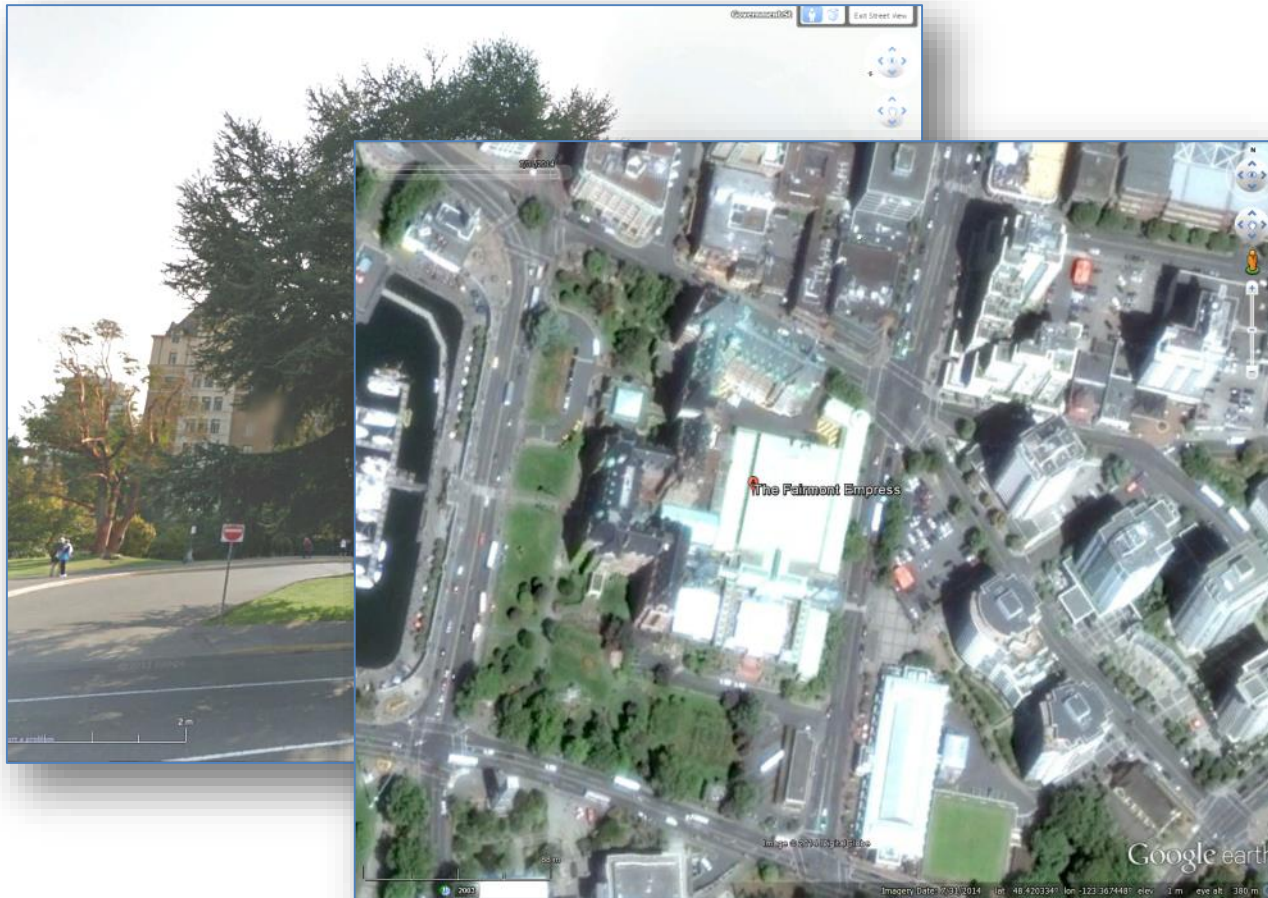
Andy Kenney

What do we mean by the term **urban forestry**?

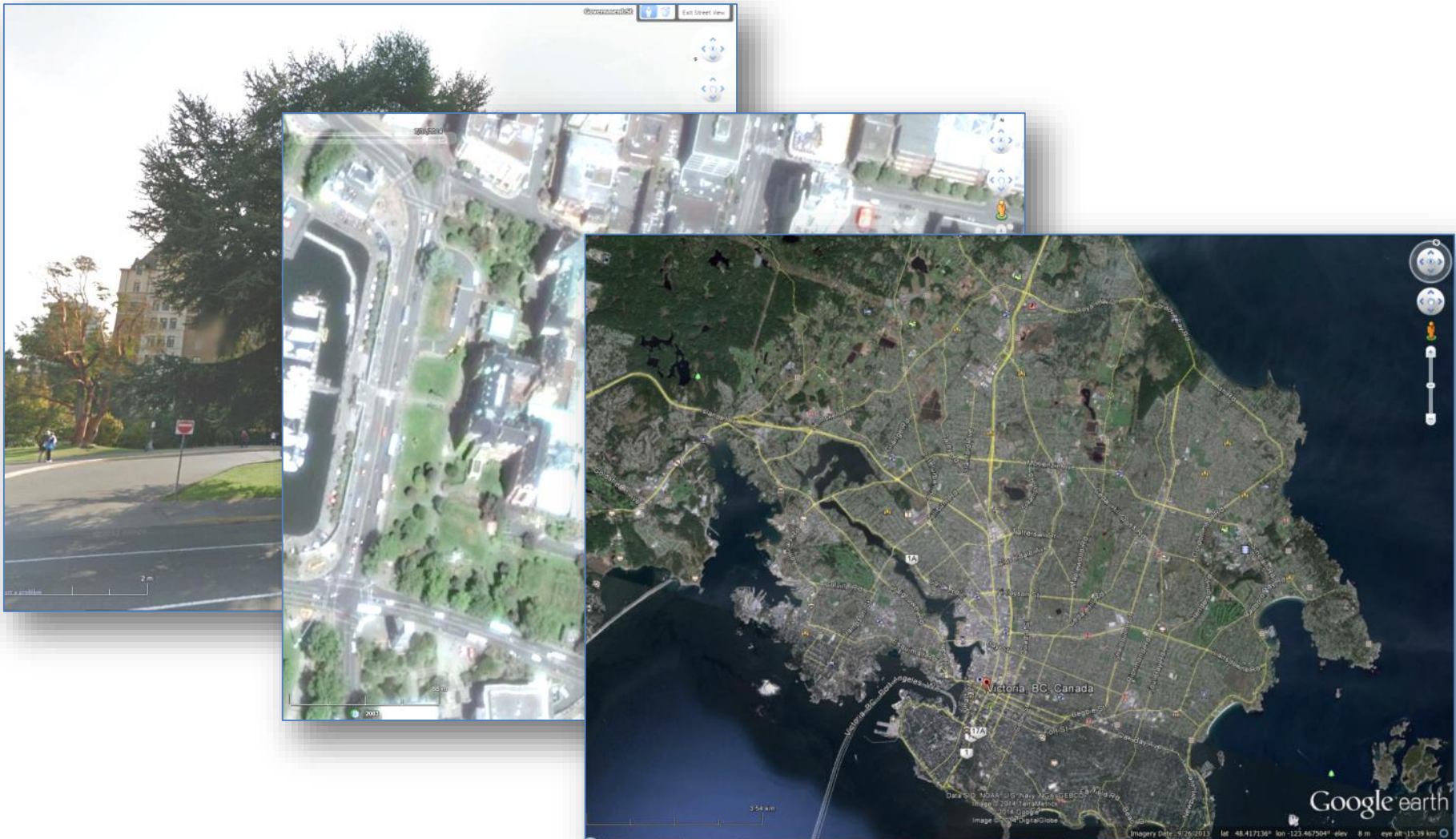
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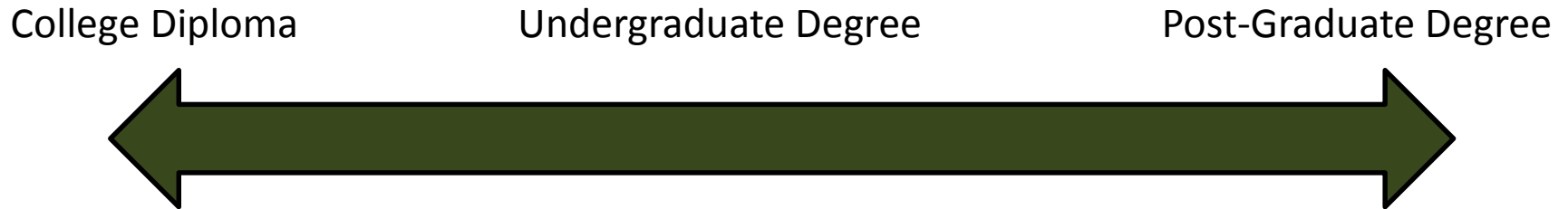
What do we mean by the term **urban forestry**?



What do we mean by the term **urban forestry**?



The (post-secondary) Education Spectrum



- Courses vs. Programs
- Some examples only

The (post-secondary) Education Spectrum

College Diploma

Undergraduate Degree

Post-Graduate Degree



etc.

Urban Forestry Technician Co-Op



UNIVERSITY OF TORONTO
FACULTY OF FORESTRY

Master of Forest Conservation (MFC)



UQAM



UNIVERSITY OF TORONTO
FACULTY OF FORESTRY



UNIVERSITY
OF MANITOBA

etc.

Ontario Professional Foresters Act (2000)



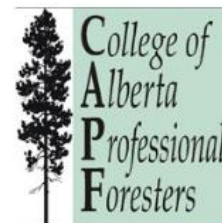
Scope of practice

3. (1) The practice of professional forestry is the provision of services in relation to the development, management, conservation and sustainability of forests and **urban forests** where those services require knowledge, training and experience equivalent to that required to become a member under this Act and includes,

- (a) the designing, specifying or approving of silvicultural prescriptions and treatments, including harvesting;
- (b) the appraisal, evaluation and certification of forests and **urban forests**;
- (c) the auditing of forest management practices;
- (d) the assessment of impacts from planned activities on forests and **urban forests**;
- (e) the classification, inventory and mapping of forests and **urban forests**; and
- (f) the planning and locating of forest transportation systems, including forest roads. 2000, c. 18, s. 3 (1).



Canadian Federation of Professional Forestry Associations





To be considered for registration, applicants must meet the following four requirements:

1. Graduated from a 4-year, science-based baccalaureate degree program, or equivalent.
2. Demonstrate that you meet the competencies of the current Certification Standards.

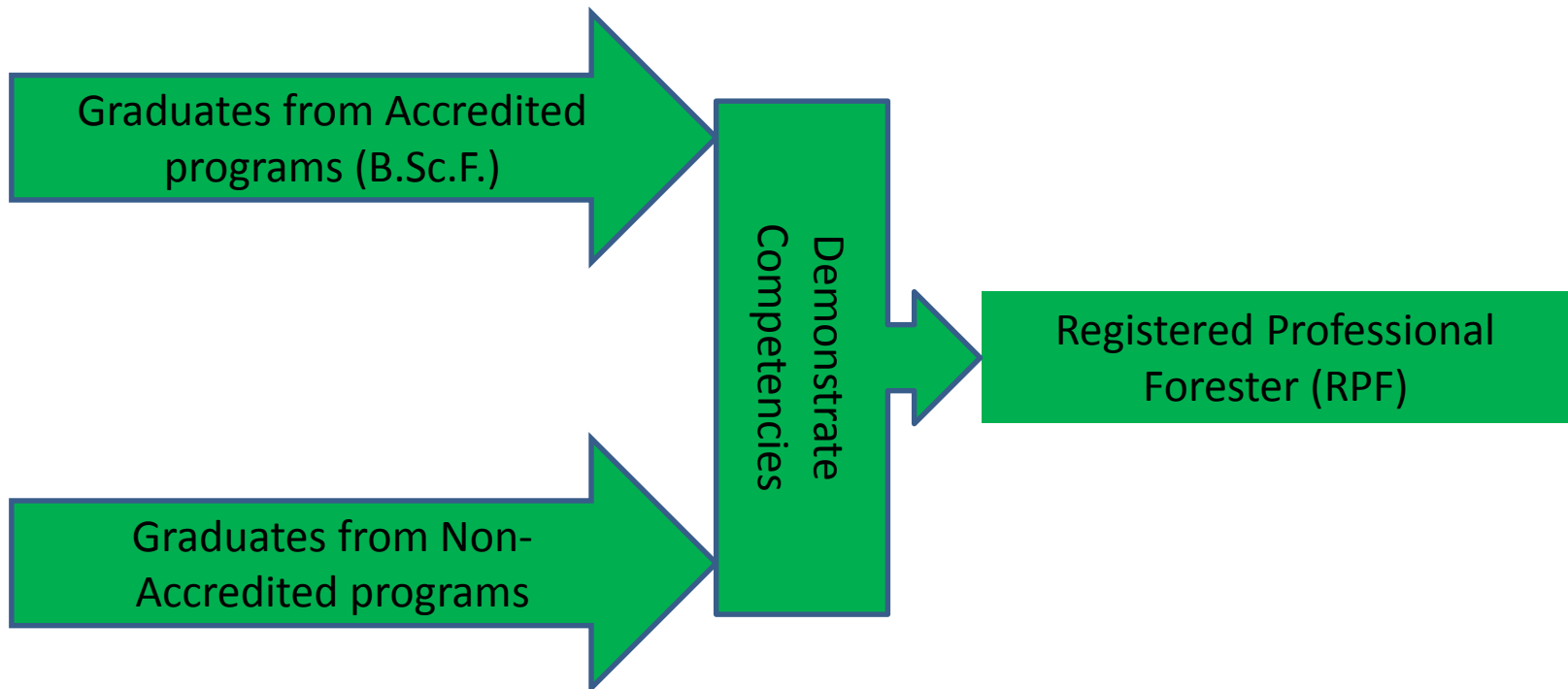
Graduation from an accredited university program shall be adequate to satisfy 1 and 2.



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Seven Competency Standards (# of competencies)

Tree and Stand Dynamics (4)

Forest to Landscape (5)

Forest Management (7)

Economics and Administration of Forestry (6)

Leadership Skills (3)

Information Acquisition and Analysis (6)

Professionalism and Ethics (4)

An example of one competency and some of the associated indicators

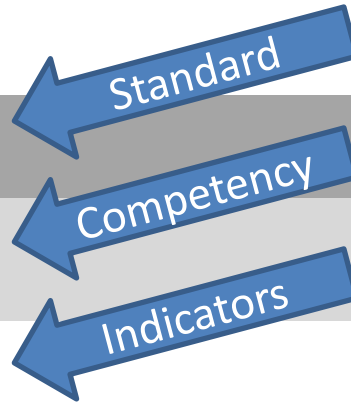
Standard 3: Forest Management

1. Describe the variety of values and competing interests in a forest.

a. Identify and describe the range of values (timber and non-timber) in a forest.

b. Identify the interests and rights present in a forest including Aboriginal Peoples' rights, claims and interests in forests and the importance of implementing processes to determine and address them.

c. Describe the requirements of and interaction among these values



Urban Forestry Competencies

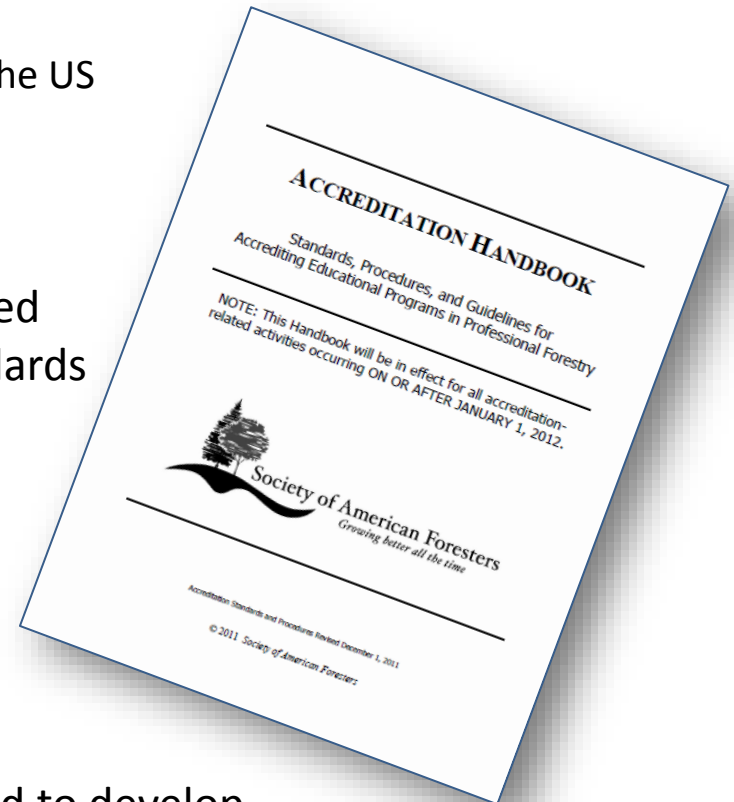
A project of the Urban Forestry Practices Committee of the
Ontario Professional Foresters Association



The Society of American Foresters (SAF) accredits forestry programs in the US

- 22 undergraduate urban forestry programs in the US

“An urban forestry program seeking SAF specialized accreditation must meet the urban forestry standards whether or not it meets the general forestry accreditation standards”



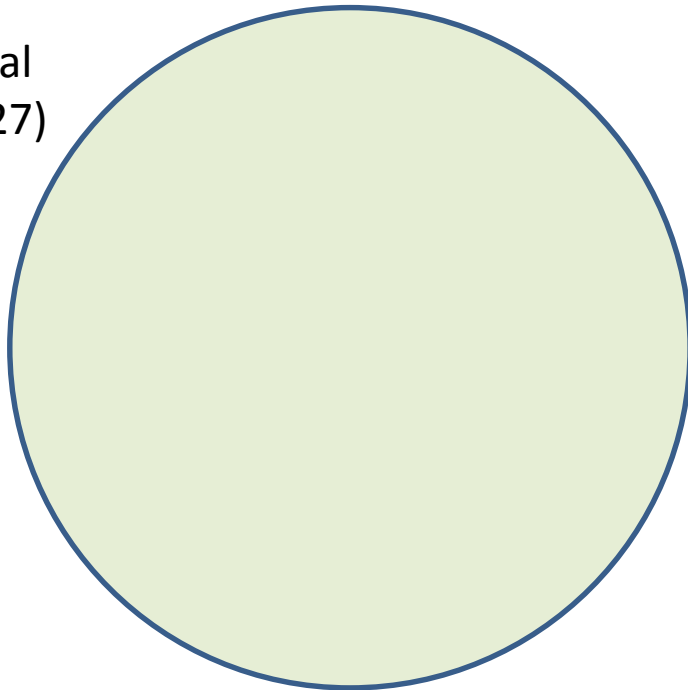
SAF urban forestry competencies were consulted to develop Canadian competencies – **a blend of CFPFA and SAF competencies.**

An example of one competency and some of the associated indicators and proposed adaptations to urban forestry practice

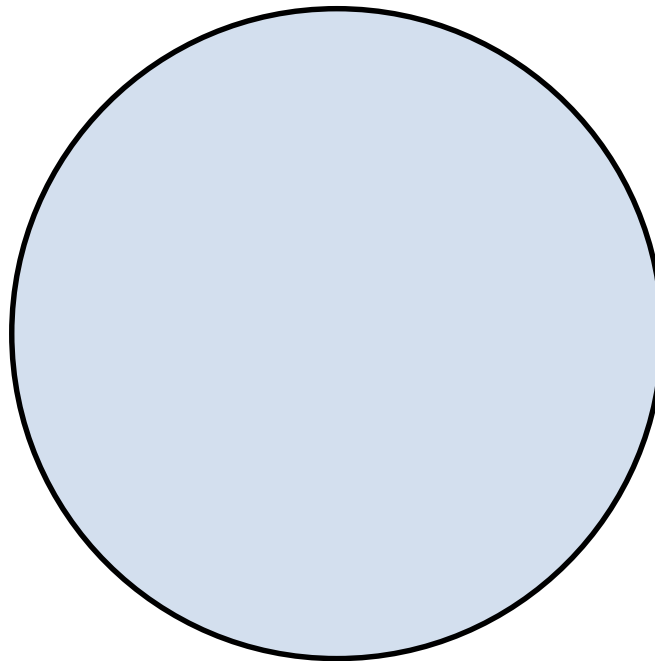
Standard 3: Forest Management	Modify	Standard 3: <u>Urban</u> Forest Management and <u>Arboriculture</u>
1. Describe the variety of values and competing interests in a forest.	Modify	1. Describe the variety of values and competing interests in an <u>urban and peri-urban</u> forest.
a. Identify and describe the range of values (timber and non-timber) in a forest.	Modify	a. Identify and describe the range of <u>environmental, social and economic benefits derived from urban and peri-urban forests.</u>
	Add	b. <u>Describe tools (models and methods) that are available to estimate the extent of ecological, social and economic benefits derived from urban and peri-urban forests.</u>
b. Identify the interests and rights present in a forest including Aboriginal Peoples' rights, claims and interests in forests and the importance of implementing processes to determine and address them.	Modify	c. Identify the interests, rights and <u>responsibilities, in an urban forest, of private landowners, municipal government, ENGOs, community groups, etc.</u>
c. Describe the requirements of and interaction among these values	Retain	d. Describe the requirements of and interaction among these values.

127 indicators in the CFPFA for “conventional” forestry

Conventional
Forestry (127)

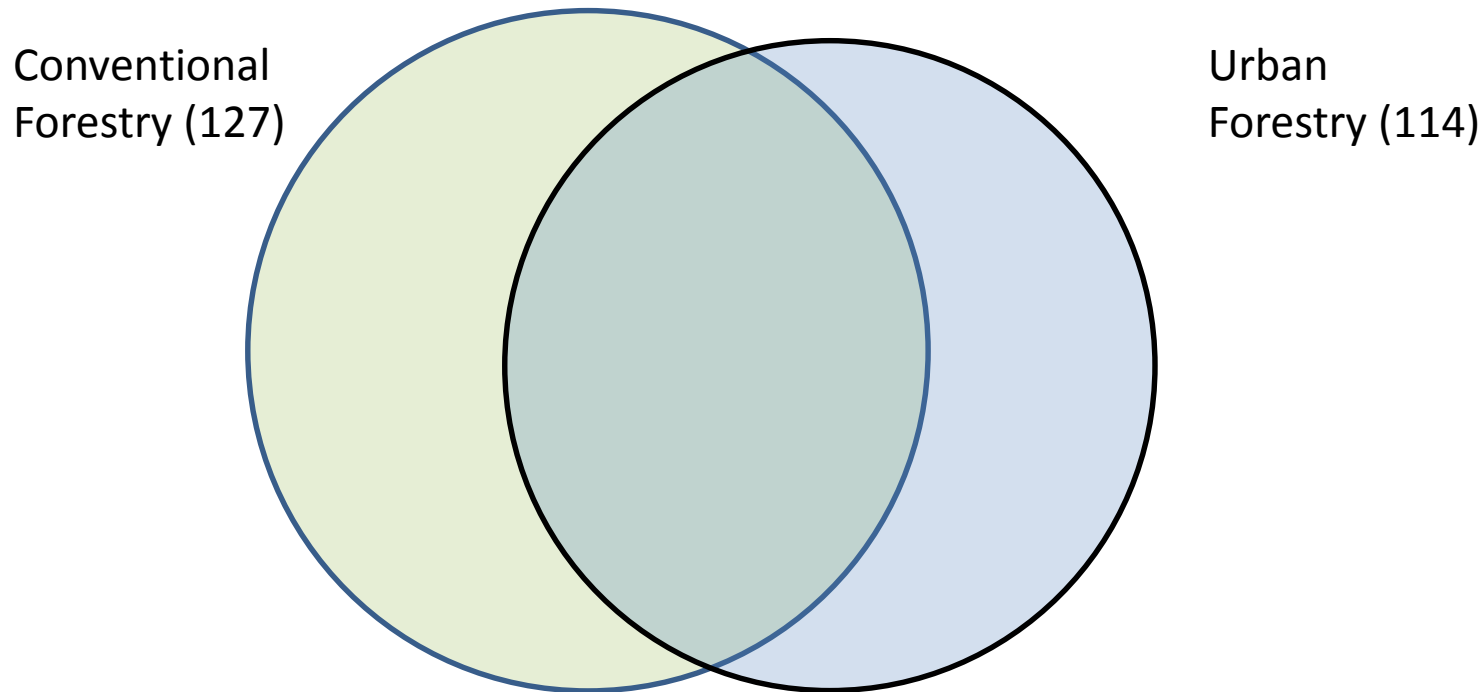


114 in the PROPOSED list of UF indicators (as of Jan 10, 2014)

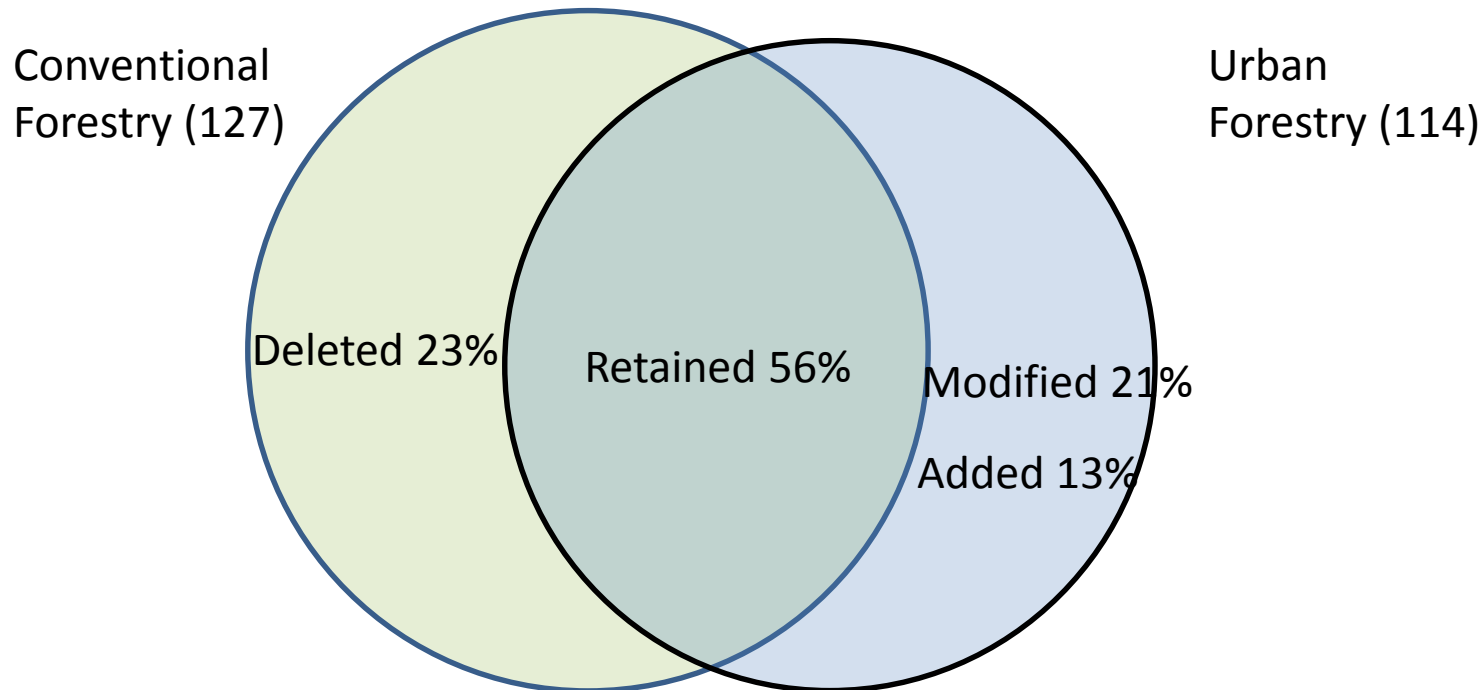


Urban
Forestry (114)

Based on 127 indicators in the Original CFPFA list (as of Jan 10, 2014)



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The proposed urban forestry competencies...

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The proposed urban forestry competencies...

- can inform the development of urban forestry program curricula;
- could form the basis of a registration mechanism similar to that for RPF
 - through accredited programs;
 - for individuals from non-accredited programs;
- can provide guidance for personal professional development;
- can articulate scope of practice for potential employers

Thanks for your time

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