

Syllabus 2022 (with Tentative Dates)

For 434 Field Practices in Silviculture: Restoration Techniques

Instructor: Mike Demchik

Learning outcome:

- Implement a range of restoration practices
- Observe a range of restoration practices

GENERAL BACKGROUND

You are required to complete a minimum of 3 of these to successfully complete the course (and complete the reflection paper). You can attend all that have space (i.e. the lot of them, if you want).

There may end up being additional activities as well, I do not know yet.

Several of these have an online training required before attendance (i.e. that is for safety purposes).

Note, please realize something here, I teach this class as a service to the field of restoration on the evenings and weekends (i.e. my free time), not because it is required by the university (I created the class and offer it beyond my normal expected teaching load...said another way, for the fun of it). For those reasons, you will offer me as much patience as possible regarding scheduling and any needs to change timing that happen (spring weather is weird and I teach a range of weekend stuff besides this class, so, weather is going to have some potentially profound impacts on this).

THE ACTIVITIES

S-212 Training

This is already full but, if you are taking this training the first two weekends of spring, I will count it as a replacement for one of the required activities.

Basic Chainsaw Training, Brushsaw and Habitat Pile Construction (initial online training required prior to attendance)...This activity counts as two activities (you have to attend both for efficiency, but, I count the saws and brush saws separately)

This will require viewing a set of online videos and passing a set of online quizzes before you can attend the field session.

Field session will be **February 12th or 13th** and will be combined with the brushsaw training (i.e. chainsaws will be in the morning for up to 6 students and brush saws in the afternoon for the same 6...you will need to attend both and it will count as two activities). We will meet at 9:00 at the west end of TNR and ride out to the Eagon property. We will take turns using both saws and brushsaws (likely both gasoline and battery powered versions of both). This may run until 6:00 or whenever I get done.

You only attend one of the two days (so, a total of 12 people can attend this). We start the field session with basic saw maintenance (i.e. cleaning air filter, replacing fuel filter, pulling/cleaning spark plugs, sharpening chain, other basic adjustments) and then proceed to cutting trees. One student will be cutting at a time, the others will be doing cleanup (i.e. piling brush etc.). This is in support of the woodcock habitat restoration project on this site.

Rotary Seeding (initial online training required prior to attendance)

This will require viewing a set of online videos and passing a set of online quizzes before you can attend the field session.

We have two areas of Schmeckle that we will be rotary seeding in the morning. We will mix seed and rotary seed it. This activity will take about 2 hours. This will run from **9:00-11:00 on April 2nd**. One of these sites will be on private land, so, you will need to be on your best behavior. I will send you specific locations to meet when we get closer to the day.

Chipper (initial online training required prior to attendance)

This will require viewing a set of online videos and passing a set of online quizzes before you can attend the field session.

From **12:00-5:00 of April 2nd** (same day as the rotary seeding), we will be offering a basic chipper training. You do not need to attend the rotary seeding activity in the morning to attend this activity (but, you can if you want). This is open to 7 people. We will carry brush and operate the chipper.

For those that were trained in the use of brushsaws earlier in the class, they may have a chance to use brushsaws during this activity, but, the focus is the use of the chipper.

Tractor Training (initial online training required prior to attendance)

This will require viewing a set of online videos and passing a set of online quizzes before you can attend the field session.

The date is likely **April 3rd**. It will either be at Schmeckle or Central Wisconsin Environmental Station, I am still working on the specifics. You will be trained in basic tractor driving, backing a trailer and using the forks to move things. This is a nice basic activity. Depending on interest, there may be a number of timeslots. This activity requires initial viewing of an online video that I will create and passing a quiz.

Woodcock and Frog Survey (download the Frog Call video for your phone before this activity)

Eagon Property is in the middle of a woodcock habitat restoration. I want to survey these critters. At this point, the NRES 457 and 459 class is assisting in writing the restoration and monitoring plan for the property. You will be assisting in collecting the first set of woodcock monitoring data that I am hopeful will be done annually for the site, to monitor habitat improvements. We will meet on two evenings for this one (**April 5 and 6**). This will require us to leave from the west end of the TNR building and then to drive to the Eagon property (in UWSP sedans or vans) and do the surveys right at dark. We will create a network of several monitoring sites where participants will count the number of male woodcock doing their mating

displays. This will function as a long-term relative abundance assessment for woodcock population.

You will also rate the presence of spring singing frogs during that site visit.

Tree Planting

We will be planting trees on the Eagon property. This is a Friday activity and falls at the same time as the NRES 457/459 class, in an effort to make this all play well together. We will likely be planting a pocket of spruce, possibly some jack pine and maybe some hardwoods (this is still to be determined yet). This is loosely scheduled for **April 8th**. Specifics are to follow. This will likely take 5-6 hours.

Cedar Fence Installation

As part of the restoration work at Schmeeckle, we will be installing a cedar split rail fence. For those that have not done this, it will be a neat activity. For those that have, this may not be as useful for you, but, still may be fun. I am doing this one **April 25th 8:00AM-12:00PM** to give you a weekday offering. Sorry about the timing, do not miss class for it, but, it is when I had an available timeslot. I will send specifics to those that are interested.

Burn Observation

We will likely have several burns at Schmeeckle and other sites. For those that are “burnable” through Fire Crew, I will count participating in one of the burns as an activity. For those that are not, you can come and be an observer. For safety reasons, this will have to be VERY tightly controlled. I will keep you posted, and, honestly, this information will come out on short notice (as it is very weather dependent). After two of the burns (both grass sites), you can help supplementally seed the sites.

Grafting Activity

I am still working on whether this will happen or not, I will keep you posted.

Final deliverable is a reflection paper

Grading 80% successful completion of activities, 20% reflection paper

Professionalism Statement

Students in the College of Natural Resources are pursuing courses of study that prepare them for careers as natural resources professionals. Thus, CNR students and faculty/staff are expected to exhibit conduct and attitudes appropriate to professionals. Conduct and attitudes appropriate for professionals include, but are not restricted to,

1. The UWSP Student Rights and Responsibilities are available via:
www.uwsp.edu/centers/rights
2. Attitudes appropriate for resource professionals of the 21st Century:
 - a. Respect for others and for their ideas;
 - b. Appreciation for ethnic and gender diversity in the workplace;
 - c. Sensitivity to environmental quality;
 - d. Adherence to professional ethics, e.g. the Society of American Foresters Code of Ethics and other professional organization's codes of ethics.

Therefore, academic misconduct will not be tolerated.

Note the following as per the Univ. of Wisc.-Stevens Point Community Bill of Rights and Responsibilities:

UWSP 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION.

- (1.) Academic misconduct is an act in which a student:
- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance;
- or*
- (f) Assists other students in any of these acts.
 - (g) Violates electronic communication policies or standards as agreed upon when logging on initially (See uwsp.edu/it/policy).

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWSP 14.04 DISCIPLINARY SANCTIONS.

(1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of s. UWSP 14.05, 14.06 or 14.07:

- (a) An oral reprimand;
- (b) A written reprimand presented only to the student;
- (c) An assignment to repeat the work, to be graded on its merits;
- (d) A lower or failing grade on the particular assignment or test;
- (e) A lower grade in the course;
- (f) A failing grade in the course;
- (g) Removal of the student from the course in progress;
- (h) A written reprimand to be included in the student's disciplinary file;
- (i) Disciplinary probation; or
- (j) Suspension or expulsion from the university.

(2) One or more of the disciplinary sanctions listed in sub. (1) may be imposed for an incident of academic misconduct.

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

Integrity

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

Collegiality

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

Civility

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

Inclusivity

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

Timeliness

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

Respect for Property

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others rights.

Communication

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

Commitment to Quality

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

Adherence to this compact is required of the faculty and staff of the College of Natural Resources and of all students enrolled in College of Natural Resources courses.

Forestry Anti-harassment Statement

Introduction

In adopting this statement, the forestry discipline within the College of Natural Resources (CNR), at the University of Wisconsin-Stevens Point (UWSP) has expectations for professional behavior of its students, staff, faculty, and other associated parties. Anyone who has a reasonable belief that they, or another student, staff, faculty or guest, have been the victim of harassment, bullying, or discrimination, or any other violation in the statement herein, are encouraged and expected to report the conduct. See reporting options and guidelines at the end of this document.

The forestry discipline within the College of Natural Resources is committed to creating a safe, inclusive, and professional environment. The forestry discipline operates under the UWSP harassment, discrimination, and retaliation prevention guidelines, copied here:

“The University of Wisconsin-Stevens Point (UWSP) is committed to fostering an environment that is safe, respectful, and inclusive to all and to educate all employees on these important issues. In addition, we are obligated, under Regent policy and federal regulations, to ensure our employees are informed on the issues of unlawful discrimination, harassment, and sexual violence.”

Statement

The forestry discipline, following the lead of the Society of American Foresters which accredits the B.S. forestry degree, believes we all have a responsibility in creating a safe, inclusive, professional environment in all forestry-related activities and events. All forms of discrimination, harassment, and bullying are prohibited. This applies to all participants in all settings (online and in-person) and locations (on- and off-campus) where forestry classes and associated activities are conducted, including student organization events and activities, committee meetings, workshops, conferences, and other work and social functions where employees, volunteers, sponsors, vendors, or guests are present.

Discrimination is prejudicial treatment of individuals or groups of people based on their race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ethnicity, ancestry, disability, pregnancy, marital or parental status, veteran status, or any other category protected by law.

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment. Sexual harassment constitutes discrimination and is illegal under federal, state, and local laws.

Bullying is unwelcome, aggressive behavior involving the use of influence, threat, intimidation, ridicule, hazing or coercion to dominate others in the professional environment. Bullying behavior may go beyond characteristics protected by applicable laws, including but not limited to, political views, dress, or other outward physical appearances.

Other types of harassment include any verbal or physical conduct directed at individuals or groups of people because of their race, ethnicity, color, national origin, sex, sexual orientation, gender identity, age, religion, disability, veteran status, or any other characteristic protected by applicable laws, that creates an intimidating, hostile, or offensive environment.

The following list, while not exhaustive, includes examples of unacceptable behavior: slurs, jokes, threats, or derogatory comments relating to the characteristics noted above. Examples of inappropriate physical harassment that violate this statement include, but are not limited to: assault, unwanted touching, or impeding or blocking movement. In addition, no individual may be denied admission to, or participation in or the benefits of, any UWSP-associated events. Similarly, the display or circulation of derogatory or demeaning posters, cards, cartoons, emails, texts, videos, and graffiti which relate to characteristics noted above violate this statement.

Reporting

Students, staff, faculty, or guests associated with Forestry-related programming who experience or witness incidents of harassment are strongly encouraged to report the incident. The Forestry discipline strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

Reporting can be done online or in person, to a faculty or staff member, and/or the UWSP Dean of Students. Anonymous reporting is available.

The UWSP Title IX Website is the home for all information related to harassment and discrimination, including reporting options, student and employee resources, and information about what happens after a report is submitted:

<https://www.uwsp.edu/titleix/Pages/default.aspx>

Society of American Foresters Code of Ethics

Preamble

Service to society is the cornerstone of any profession. The profession of forestry serves society by fostering stewardship of the world's forests. Because forests provide valuable resources and perform critical ecological functions, they are vital to the wellbeing of both society and the biosphere.

Members of SAF have a deep and enduring love for the land, and are inspired by the profession's historic traditions, such as Gifford Pinchot's utilitarianism and Aldo Leopold's ecological conscience. In their various roles as practitioners, teachers, researchers, advisers, and administrators, foresters seek to sustain and protect a variety of forest uses and attributes, such as aesthetic values, air and water quality, biodiversity, recreation, timber production, and wildlife habitat.

The purpose of this Code of Ethics is to protect and serve society by inspiring, guiding, and governing members in the conduct of their professional lives. Compliance with the code demonstrates members' respect for the land and their commitment to the long-term management of ecosystems, and ensures just and honorable professional and human relationships, mutual confidence and respect, and competent service to society.

On joining the SAF, members assume a special responsibility to the profession and to society by promising to uphold and abide by the following:

Principles and Pledges

- 1. Foresters have a responsibility to manage land for both current and future generations. We pledge to practice and advocate management that will maintain the long-term capacity of the land to provide the variety of materials, uses, and values desired by landowners and society.**
- 2. Society must respect forest landowners' rights and correspondingly, landowners have a land stewardship responsibility to society. We pledge to practice and advocate forest management in accordance with landowner objectives and professional standards, and to advise landowners of the consequences of deviating from such standards.**
- 3. Sound science is the foundation of the forestry profession. We pledge to strive for continuous improvement of our methods and our personal knowledge and skills; to perform only those services for which we are qualified; and in the biological, physical, and social sciences to use the most appropriate data, methods, and technology.**
- 4. Public policy related to forests must be based on both scientific principles and societal values. We pledge to use our knowledge and skills to help formulate sound forest policies and laws; to challenge and correct untrue statements about forestry; and to foster dialogue among foresters, other professionals, landowners, and the public regarding forest policies.**
- 5. Honest and open communication, coupled with respect for information given in confidence, is essential to good service. We pledge to always present, to the best of our ability, accurate and complete information; to indicate on whose behalf any public statements are made; to fully disclose and resolve any existing or potential conflicts of interest; and to keep proprietary information confidential unless the appropriate person authorizes its disclosure.**

- 6. Professional and civic behavior must be based on honesty, fairness, good will, and respect for the law. We pledge to conduct ourselves in a civil and dignified manner; to respect the needs, contributions, and viewpoints of others; and to give due credit to others for their methods, ideas, or assistance.**

Important information about online course materials and online course endeavors

Instructor Recording and sharing class lectures

If a lecture recording only includes the instructor, the recording is not a student record and not considered protected by FERPA. If a recording includes student interactions (questions, presentations, etc.) and those students are identifiable, the recording would be a protected educational record. The recording could only be made available to the students in that specific class and/or to university officials with legitimate educational interest in that information – a genuine need for access to perform their duties. If the instructor wishes to further share the recording outside of the class, either identifiable students would have to provide written consent to release their participation or portions of the recording would have to be changed or omitted to avoid identifying students. But again, if no students are identifiable in any way (seen, heard or named), the recording would not be FERPA protected. Additionally, recordings that include student interactions are appropriate for posting within Canvas.

Student Recording and Sharing Class Lecture

Sometimes students record lectures or copy lecture materials (including instructor's recordings) and post them outside of class on internet sites or provide them to note sharing companies. These acts can violate intellectual property rights held by the instructor and the university. UW System Board of Regent policy authorizes instructors to limit or restrict students from copying, recording or using instructional materials or lectures unless necessary to reasonably accommodate a student's disability. [[Regent Policy Document 4-1](#)] If an instructor wishes to impose restrictions, the instructor should inform students of the limitations and the potential consequences of being subject to charges of student misconduct. Notification can be made through a syllabus, a lecture, or by other means to ensure awareness

Given the above please note that Lecture/Lab materials and recordings for Any of Demchik's stuff at all are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture/lab is not already recorded, you are not authorized to record lectures/labs without instructor permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.