

FORESTRY 436 Managing Non-industrial Private Forests Spring 2022

Course Description

Non-industrial private forest landowners own 59 percent of America woodlands and 57 percent of Wisconsin's woodlands. They account for a majority of the wood that is harvested which supplies America's forest products industry. This course is designed to introduce students to the skills necessary for agency, industry, and private enterprise foresters to work with family forest landowners.

Text

No textbook. We will use PDF's of papers.

Overall Plan

I want this class to be as interactive as possible. This will be a heavily activity-based class, meaning if you don't prepare and participate, it will fail as a class.

Course Objectives

1. Demonstrate listening skills that allow a forester to combine a landowner's vague goals with the basic biology of the forest on their property to create a stand prescription.
2. Demonstrate effective communication with NIPF's that include:
 - a. Business letters
 - b. Emails
 - c. Phone calls
3. Describe factors that motivate Family Forest landowners to own and manage woodland properties.
4. Prepare an MFL plan and present the planned activities to a class
5. Demonstrate some basic forestry skills

Assignments

Field Trip

We have a field trip for this class; however, I am not making it "mandatory", if you are not able to make it to the field trip, you have the alternative of a written assignment. During this field trip you will see a sawlog mill and a bolt mill, a managed and unmanaged forest and other things. This field trip is March 9 (8:00AM to 5:00PM). This class is scheduled on this day and time to avoid as many course conflicts as possible. With that said, you are **REQUIRED** to ask any other instructors **POLITELY** if you may attend this field trip. If they say no (i.e. that they will not allow you to miss class), then, I have an alternative activity for you to allow you to gain the same content in a different way. You can prepare a 6-page paper detailing how a hardwood log in the Lake States goes from being a vertical tree (with orange paint) to a S4S board. You will need to discuss the impacts of log grade on lumber grade and resulting sale value. This will be graded in the same way as the reflection paper for the trip is graded.

Field Trip Paper

You will write a two page (ish) paper after the field trip that summarizes what you saw during the trip (half a page) and details anything important that you took out of the trip (the rest of the paper). This is due March 24.

Management Plan Presentation (in groups)

This will be done in groups on week of April 11, 12.

Cost Estimation (in groups)

- Develop a cost estimate for what it would cost you to prepare an MFL plan. Include planning time, field time, plan preparation and followup. Include a percent estimate for insurance etc. Compare to the estimated rate per acre that the DNR uses. From this, develop a MFL bid protocol for a small business.
- Develop a cost estimate to mark a 40 acre northern hardwood stand
- THIS IS DUE MARCH 1st (no extensions). The focus of the class on March 8th is to discuss this. I rank this as one of the most important activities that you will do in this class.

Business Communications (in groups)

You will be given specific assignments that will require you to prepare:

- A business letter that is a bid to prepare an MFL plan (a cold letter)
- Emails to an existing client that are responding to specific questions
- A phone call that targets various issues. This will actually be carried out in-class and critiqued by your classmates. I will provide specifics for this (as I am changing it up a bit from last year).

Deed Reading

We will have a discussion where you read several types of deeds and figure out who needs to sign agreements (i.e. MFL), what they actually own, etc.

Discussions

Each of these activities will come with a quiz right before the discussion starts

1. Choosing What to Believe About Forests....
2. Family Forest Owners: An In-depth Profile (Pages 7-17)
SFFI Tele Segment Comparison Chart
3. Family Forest Owners: Insights (Pages 16-24)
4. Consulting Forester's View
5. Understanding and Reaching Family Forest Owners
Identifying Appropriate Communication Means...
6. The Effects of Forest Regeneration

Grades

MFL Plan	20%
Management Presentation	20%
Communications	20%
Cost Estimation	10%
Quizzes and Discussions	20%
Field Trip Paper	10%

Note: There are NO exams in this class. The final exam time will be a forestry program reflection activity, you are required to attend and points come out of the “Quizzes and Discussions” grade if you are absent.

Please view the schedule below as TENTATIVE...there are a lot of things going on during this semester.

WEEK	Monday	Tuesday
Jan 24, 25	Class intro, discussion of syllabus	General NIPF
Jan 31, Feb 1	Class time spent discussing MFL and how to set up your MFL plan...we will have groups by the end of lecture	Lecture on Cost Estimation, Business Letter and Business Email.... By next class, come in with ideas for discussion (framework of costs)
Feb 7, 8	Class time spent on discussion of cost estimation etc. with reporting out	Steps in a timber sale and scaling/thinning
Feb 14, 15	Data for MFL is processed, come into class with a rough plan, ready for discussion	Incentive Programs
Feb 21, 22	Discussion 1...complete online quiz first Choosing What to Believe About Forests....	Listening Skills
Feb 28, Mar 1	Discussion 2...complete online quiz first <ul style="list-style-type: none"> Family Forest Owners: An In-depth Profile (Pages 7-17) FFI Tele Segment Comparison Chart	WI BMP's and Seasonal Harvest Restrictions
Mar 7, 8	Discussion 3...complete online quiz first Family Forest Owners: Insights (Pages 16-24)	I will provide feedback on the cost estimation assignment. This will cover the entire class for this day.
Mar 14, 15	Discuss videos (Module A of the "From the Field" videos)	Discuss videos (Module B of the "From the Field" videos)
Mar 21, 22	Spring Break	
Mar 28, 29	Discussion 4...complete online quiz first <ul style="list-style-type: none"> Consulting Forester's View 	Discuss videos (Module C of the "From the Field" videos)
Apr 4, 5	Discuss Business Letter and Business Email	SOMETHING HERE...I am still working on this
Apr 11, 12	MFL Plan Presentation	MFL Plan Presentation
Apr 18, 19	Phone Call Activity (Zoom Driven)	Phone Call Activity (Zoom Driven)
Apr 25, 26	Discussion 5...complete online quiz first	Deed Reading (This is a discussion activity as well)

	<ul style="list-style-type: none"> • Understanding and Reaching Family Forest Owners • Identifying Appropriate Communication Means... 	
May 2, 3	Discussion 6...complete online quiz first <ul style="list-style-type: none"> • The Effects of Forest Regeneration 	Estate Planning (speaker video) Discussion
May 9, 10	Ethics Discussion Activity	Reflection Session

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.

University of Wisconsin Stevens Point College of Natural Resources-Principles of Professionalism

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.