

## DRAFT Syllabus 2021 (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

#### Activities

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).

This list is likely to expand (especially for the later dates in spring), but, I am being cautious about it, because I do not know what Covid-related restrictions they plan to initiate, if the pandemic changes direction.

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

Note, please pay special attention to the Covid safety requirements below. I operate under the guidelines that we will comply absolutely completely with every one of those guidelines. I will not tolerate any crap on this. I teach this class as a service to the field of restoration on the 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). For those reasons, you will offer me the courtesy of excessive compliance with the Covid safety requirements.

#### Basic Chainsaw 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. Field session will be either Feb 6 or 7<sup>th</sup> meeting at the Schmeckle visitor center. Limit of 5 people per timeslot. You only attend one of the two days. We start the field session with basic saw maintenance (i.e. cleaning airfilter, 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 will run from 9:00-4:00 on those days. This is in support of the restoration work east of the new parking lot by the visitor center.

#### Chipper and Brush Saw Training (initial online training required prior to attendance)

On Feb 13<sup>th</sup>, we will cut buckthorn brush with the brush saws. I will likely have one of the Schmeckle crew supervising the people running the brush saw. I will have one person running the chipper. I will have someone (likely me) monitoring the chipper. The first two hours before we start the work, we will do a walk through on each of the tools. After that, at any one time, one person will be running the chipper, one person will be running the brush saw, the others will be hauling material to the chipper. Everyone that attends will get to use each tool. This will

run from 9:00-4:00 on Feb 13<sup>th</sup>. This is in support of the restoration work east of the new parking lot by the visitor center.

### **Brush (Habitat) Pile Production (initial online training required prior to attendance)**

We will be building habitat piles (i.e. brush piles for wildlife use). We will be doing this northwest of Lake Joanis in the wetland (which will hopefully be frozen at the time). We will be cutting buckthorn and alder with the hope that the alder resprouts. The buckthorn will be treated. We will have one person running a chainsaw and one running a brushsaw at a time. For those people that were trained earlier in the semester, this is the chance to use those skills. The others will be dragging and piling brush. This will run from 9:00-4:00 on Feb 20<sup>th</sup>. This is in support of the restoration work in these wetlands that is intended to reduce buckthorn and increase structural/age class diversity of the alder.

### **Rotary Seeding (initial online training required prior to attendance)**

Since we have will have cleared the restoration unit next to the parking lot, and, it will have been stump treated for herbicides, this leaves an opportunity to seed the site. We will mix seed and rotary seed it. This activity will take less than 2 hours. This will run from 10:00-12:00 on Feb 27<sup>th</sup>. This is in support of the restoration work east of the new parking lot by the visitor center.

### **Burn Observation**

I am hoping for Fire Crew to burn brush piles created in the Berard Oaks. Note, these are NOT habitat piles, they are residue piles. If you are part of Fire Crew and participate, I will count that towards the required activities. If you want to just observe, that is fine too. I have no clue on timing at this point. Likely during the week of March 13<sup>th</sup>, although, depending on weather, it could be a different week. This is in support of the savanna restoration work in the Berard Oaks.

### **Tree Planting**

This is subject to campus approval of off-campus activities. I have two sites where we will be planting trees. The Little Plover Fisheries Area (LPR) and the George Rogers Living Forest (GRLF). The LPR site is a several hundred acre restoration unit with several years' worth of restoration work. The GRLF is a site that was invaded by Heterobasidion root disease and is in the process of disease mitigation (for which this planting is the last required activity). This activity is still loosely schedule for April 3<sup>rd</sup>. I do not know anything about meeting times, so, if you are interested, I will keep you posted.

### **Woodcock Survey**

Schmeckle is in the middle of a significant restoration. The plan was written and approved during 2020 and is in process of implementation. At this point, the NRES 457 class is assisting in writing the monitoring plan. 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. This is in support of the overall Schmeckle restoration work. We will meet on two evenings for this one (April 6 and 8). 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.

**Tractor Training (initial online training required prior to attendance)**

I am still working on this one. It will either be at Schmeeckle or Central Wisconsin Environmental Station. You will be trained in basic tractor driving, backing a trailer and using the forks to move things. This is a nice basic activity. The date will be April 10<sup>th</sup>. 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.

Final deliverable is a reflection paper

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

## **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>

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.

## Regarding Face Coverings in the Classroom

### Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.