

Applied Wildlife Management - WILD 480, The Upshot

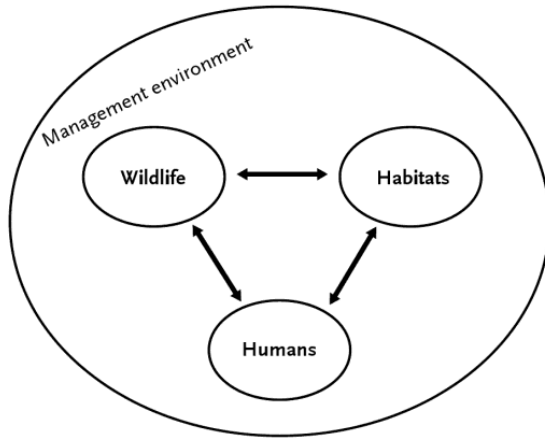


Figure 1.1. Wildlife management triad

Spring 2023, 3 credits, TR 8:00—9:20 am

Lead Instructor

Erim Gómez, PhD

erim.gomez@umontana.edu

Graduate Teaching Assistant

Daniel Bird, MS Ph.D. Candidate

daniel.bird@umconnect.umt.edu

Please cc Daniel on all emails regarding absences, assignments questions, scores, or other course-related questions. Questions not related to assignments or class can be sent to just Dr. Gómez.

Class is In-Person (Face-to-Face): This is the expectation. Please email me if you have to Zoom into class for illness, quarantine, or need accommodation. If you do not have the accommodation, you are expected to attend in person.

Dr. Gomez's Office Hours

Office Hours: Monday 2:00-4:00 PM, Thursday 2:00-4:00 PM, or by apportionment.

No required textbook, however, online readings posted on Moodle are required.

Class Material

Required: Notebook paper that you can turn in after class.

Recommended/Not Required: One of the following: tablet, laptop, or smartphone for attendance or class activity (if you have one).

Pre-requisites or Co-requisites WILD 470, WILD 408, or WILD 470.

Course Description

This course is intended to apply the coursework during your undergraduate career to address real-world challenges in wildlife biology and management. Importantly, this will be done in accordance with the professional expectations you will encounter as you pursue a career in wildlife biology. Working individually and discussing some material in groups, we will address pressing conservation problems from a

diversity of systems and species. You will develop practical solutions and make management decisions and recommendations. In doing so, you will consider ecological, social, cultural, financial, political, legal, and other important factors that are considered when addressing real-world conservation problems. Some principles of Structured Decision Making will provide a broad framework for our work. Much of the course will be focused around land management controversies and current issues with managing wildlife populations such as overabundant wildlife populations, issues in harvest management, species of conservation concern, energy development, and other issues facing wildlife biologists today. You will be challenged to present your findings, recommendations, and decisions in a diversity of formats.

Learning Objectives

1. Understand the collaborative approach to wildlife management.
2. Learn Structure Decision Making and the ProACT model.
3. Develop an understanding of solutions and wildlife management decisions and recommendations while balancing the ecological, social, cultural, financial, political, and legal factors.

Class Format

The course will consist of two ~80 minute meetings each week. **Important concepts and examples of wildlife management will be discussed using a problem-based learning format.** This approach will involve the presentation of cases that are designed to enhance student learning and understanding of important concepts. Problem cases based on current wildlife conservation issues will be presented to guide student learning and application of basic ecological and conservation concepts, techniques, and principles, specific knowledge about species and their habitats, and critical thinking skills (i.e., problem-solving, communications, analysis, synthesis, and evaluation). Problem cases will be developed from real-life situations.

Team Meetings

We will have a few team meetings during the semester during the class period. These will be announced in advance. It is optimal for all students to attend in person.

A typical format will involve (1) an Overview of the issue by the instructor; (2) A brainstorming session and discussion to help identify and focus the problem and information needed to address it (what is the problem, what are the fundamental and means objectives, what do we think we know, what do we need to know, and what are alternative solutions); and (3) Students make recommendations or a decision and communicate that outcome in a diversity of formats. Lectures will involve frequent discussions with your peers to facilitate thought about course material.

See Moodle For Selected Readings

Readings should be read before class. You should be able to give a brief summary. If students are engaged in the material and are not participating in class discussions, then **I reserve the right to alter the syllabus.** I will implement 5-point pop quizzes and review papers. *Please don't make me police your reading.*

Grading

This course is designed so you apply critical thinking to solve demanding real-world conservation issues. Importantly, this will be done in accordance with the professional expectations you will encounter as you pursue a career in wildlife biology. You will thus be graded on the products you produce. Your final grade will consist of:

Individual Assignments

Why Human Dimensions Matters 20pts Friday, Feb 3

Application of SDM to Wildlife Management: Group Topic Ideas
 Wildlife Value Orientation Survey 30pts Friday, March 10
 Public Engagement Strategies 30pts Friday, April 14
TBA: Optional Extra Credit 10pts Friday, May 5

20pts Friday, Feb. 17

Note: All assignments must be submitted in PDF form

Team Assignments

Team Project Assignment 1	10pts	Friday, Feb. 24
Team Project Assignment 2	10pts	Friday, March 17
Team Project Assignment 3	10pts	Friday, April 7
Team Project Assignment 4	10pts	Friday, April 21
Final Team Project Assignment	50Pts	Friday, May 5

Group Presentations Opts April, 25, April 27, May 2 and May 4

Moodle Quizzes	20pts each	TBA-One week notice
Peer and Self Evaluation	5pts each	TBA-There will be multiple

I reserve the right to add mini-assignments and participation points given reasonable notice.

Grading Scale

A	93≥	B+	87≥	C+	77≥	D+	67≥
A-	90≥	B	83≥	C	73≥	D	60≥
		B-	80≥	C-	70≥	F	60<

Please note, this class is offered for traditional letter grade only- it is not offered under the credit/no credit option.

Grading Disputes

Please keep track of grades and contact me as soon as possible to fix any grading discrepancies. Discrepancies must be addressed within **two weeks** of when it is posted or handed back.

Selected Topics

We will announce readings at least one week before the reading is due. They will be available on Moodle. We will provide specific instructions for each writing assignment.

History of Wildlife Management and Conservation
 Struction Decision Making
 Applied Structure Decision Making
 Harvest Management
 Human Dimensions of Management
 Leadership Styles
 Stakeholders and Stakeholder Engagements
 Technical vs Adaptive Problems
 Emerging Topics
 Case Studies
 Endangered Species

Guest Lectures

Quizzes

Throughout the semester, there will be quizzes designed to assess your comprehension of the material we are discussing and the readings that were assigned. I expect there to be about 4 quizzes this semester, but the actual number could be more or less.

Term Project

Decisions are at the heart of wildlife management. Each of you will have the opportunity to make a decision (recommendation) on your chosen project. You will choose the species, population, and management question of interest. You will be required to present very specific material in your term project and the associated memos. Specific criteria will be provided for the term project in a handout, but it is important that (1) the project must be a real problem in wildlife conservation (it cannot be hypothetical or generic); (2) you need to focus on a decision problem for which the decision will not have been made by the end of the semester; and (3) there must be uncertainty involved in predicting at least some of the consequences of the alternatives you will consider.

At a minimum, your term project must (1) be developed within the context of structured decision-making; (2) offer a decision (recommendation) that is based on the principles of structured decision-making; (3) consider at least 3 management alternatives; (4) consider some aspect of human dimensions, legal/political factors along with ecological considerations; (5) apply a simulation model that you develop (population model, habitat model, etc.); and (6) be supported by peer-reviewed literature which is referenced appropriately. Other attributes of the project are in the term project handout.

Attendance Policy

Students are expected to attend all class meetings. **Missing more than 4 classes will result in a 2% total grade deduction, missing five classes will be an additional 4% deduction, and 6 absences will result in an additional 6% deduction. Having more than 6 absences will result in course failure.** Attendance is mandatory; your desire to learn and do well in the Course will dictate your presence. Students are individually responsible for all information presented in lectures, guest lectures, assigned readings, on the Course Moodle website, and class assignments. It is especially important that you are present for exams. In the case of medical or other emergencies (e.g., legitimate, planned absences), I will work with the student individually in terms of rescheduling an exam time. Formal documentation will be required for legitimate emergencies that require a student to miss an exam.

Assignments

Students will be expected to complete the assignments outside of class and submit them through Moodle on or before the assigned due date. **In the event a student encounters a problem uploading the assignment to Moodle, the student may email the assignment to the instructors and the TA.**

Assignments can be docked 10% for each day the assignment is late. After six days, all assignments will only get **50%**, and all late assignments must be turned in by **Friday, May 5th by 11:59 PM.**

Email Policy

Note: On a daily basis, I receive 20-40 emails that are related to the work that I do for the university. I spend several hours a day reading and responding to emails. **Please read the syllabus to see if your question is answered in the syllabus. Attempt to ask questions related to assignments in class when I ask for questions.** For other questions you may not want to ask in front of the whole class, you may speak to me after class. If not, please email me or see me during office hours.

All professors, not just Dr. Gómez, are *only* expected to respond to emails during working hours and business days, and generally within **two business days**. **Don't expect responses on the weekends.** If I don't get back to you within **2 business days**, please email me again.

Sending Professor or TA an Email

I expect emails to myself and the teaching assistant from students to be **composed professionally**, with a **CLEAR** subject line that **CLEARLY** identifies the COURSE [i.e., Subject: WBIO 180: Descriptive Subject Heading], and a clear, concise question. [Here is a link on how to email a professor.](#)

Email Example

Subject Line: WILD 370 Question on next week's assignment.

Hello Dr. Gomez,

I am a student in your Wildlife Habitat course. I have a question about the report due next Thursday and I was not able to find the answer to the assignment. Should our report draw only on readings listed on the syllabus or can I incorporate scholarly articles I read on my own, as long as it fits with the subject of the assignment?

Best,

Juana Ramirez

Audio Responses to Emails

To save time and be more effective, I may respond to emails with a short audio or video clip. Please don't share or post these recordings. I do this because I can give students a quicker and more detailed response this way. **If you would rather have a written response, please say that in the email or reply asking for a written message**

Outlook Invitation

If you want to set up a meeting with me, please send me an Outlook invitation. **If there is no event in my Outlook calendar, there is no meeting.** Please send me an email too. Everyone should know how to set up an Outlook Meeting invite. [If you are not sure how to do this, please click on this link to learn.](#)

Classroom Etiquette and Lecture-Discussion Groups

You are expected to participate fully and engage in our discussions.

COVID Policy

- *Consider wearing a N95, KN95, or KF94.*
- Don't come to class if you have COVID symptoms
- Zoom into class if you can't come to class in person.
- Contact the Office for Disability Equity (ODE) if you need accommodation
- All classes will be recorded but will be posted closer to the quiz.
- If you feel sick and/or are exhibiting COVID symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center.
- Drinking liquids and eating food is discouraged within the classroom.
- Mask use is required in vehicles when traveling to field sites as part of class/fieldwork.
- **Please note this class is being recorded. Notifying students is a requirement if this is the case.**

Academic Dishonesty

The assignments and assessments are designed to help students learn concepts and skills and demonstrate mastery of them. The students themselves must do work. Academic misconduct includes taking shortcuts, exploiting loopholes, gaming the system, or not following assignment instructions honestly. No use of artificial intelligence to write papers.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the

[Student Conduct Code](#). Plagiarism qualifies as academic misconduct. Students often misunderstand plagiarism, particularly when reporting information from the web or other digital sources. Anytime a student extract information from another source for an assignment or paper, it is critical that students cite the source. If a student report text verbatim, students must place the text in quotes and cite the source accordingly. We are less concerned with the format of a student's citations at this point than the fact that the student attempt to appropriately reference the source.

A student will receive a zero for an assignment if there is academic misconduct. Further, a student may fail the course and be reported to Academic Dean (or designee) and Academic Conduct Board which may have their own sanctions as per the Student Conduct Code.

Students with Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you have a disability that may adversely affect your academic performance and you have not already registered with DSS, please contact DSS in Lommason 154 or call them at 406.243.2243. We will work with you and DSS to provide an appropriate modification.

Curry Health Center Counseling

Counseling assists students by addressing their personal counseling and psychotherapy needs for the purpose of helping them gain the most from their time on campus. When a student's mental health care needs are beyond the scope of our services, we will assist with referrals to community-based providers for specialized or longer-term care.

Services provided:

- Individual Counseling (telecounseling only)
- Group Therapy - (telecounseling only)
- Topical Seminar - (telecounseling only)
- Urgent one-time Appointments Available
- Limited Psychological Assessments
- Psychiatric Consultation
- Consultation with concerned others
- Referrals to community-based resources

Behavioral Health Options for alcohol, other drugs, gambling and weight management

Call 406-243-4712 to make an appointment. For crisis, after-hours care call the National Suicide Lifeline at 1-800-273-8255, contact the Crisis Text line: text MT to 741-741, or contact your nearest Emergency Department.

Curry Health Center Counseling Services provides a confidential and inclusive environment to address the personal, behavioral and mental health needs of all UM students. We specialize in addressing the concerns and goals of our diverse UM community. Every student has to navigate a wide variety of stressors and challenges during their college career and we're here to offer support as well as assist in getting connected to resources on and off campus. Our licensed counselors, social workers and psychologists, as well as advanced graduate students, offer individual and group therapy in addition to urgent counseling. Your initial consultation is no cost and subsequent individual sessions; group therapy is at no cost.

Accessibility Statement

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit

www.umd.edu/disability for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Office for Student Success for support. There is also the [UM Food Pantry](#). Furthermore, please notify the professor if you are comfortable with doing so.

Zoom Etiquette

- **Please, it is highly encouraged that you have your camera on.** *However, it will not be mandated.*
- **I will dock points for tasteless and/or distracting Zoom “pranks.”**
- Try to log into your class or meeting from a distraction-free, quiet environment.
- **Please keep your audio on mute** until you want to speak. This will help to limit background noise.
- Consider using **headphones** with an external mic for best hearing and speaking capabilities.
- **Close unneeded applications** on your computer to optimize the video quality.
- If you would like to speak or answer a question, use the "Raise Hand" feature. Then unmute yourself after your teacher calls on you.
- When you are speaking, let others know that you are finished by saying something like, "That's all," or "I'm done," or "Thank you," so that everyone knows you have finished your comments.
- If you would like to use the chatbox, **remember that it is public**, and a record of the chat is kept and archived, **even in the breakout rooms**.
- Keep paper and pens or pencils handy to take notes.
- Make sure your video is on (if you have camera capabilities) so your teacher and peers can see you.
- Be mindful of your background lighting. If you are sitting with your back to a window, you may be silhouetted by the light coming through.
- Please take care of your personal needs (appropriate dress, basic hygiene, eating, chewing gum, talking to others in your home, etc.) before entering a Zoom classroom.
- Please do not use profanity or inappropriate language.
- All Zoom lectures are recorded so please act accordingly.

Title IX and Mandatory Reporting

Please be aware that all university employees must, within 24 hours of receiving the information, report information they have about discrimination based on sex and sexual harassment involving students, as defined by UM's Discrimination, Harassment, and Retaliation Policy, to the EO/Title IX Coordinator. The employee must provide the EO/Title IX Coordinator with all information they have directly related to the incident. This includes, but is not limited to the names of people involved, as well as facts, including the date(s), time(s), and location(s). Dr. Gómez is subject to this reporting.