

Applied Wildlife Management - WILD 480, The Upshot

Spring 2024, 3 credits, T and TR 8:00—9:20 am

Instructor

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Office: Forestry 309

Graduate Teaching Assistant

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Please cc Sunny 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.

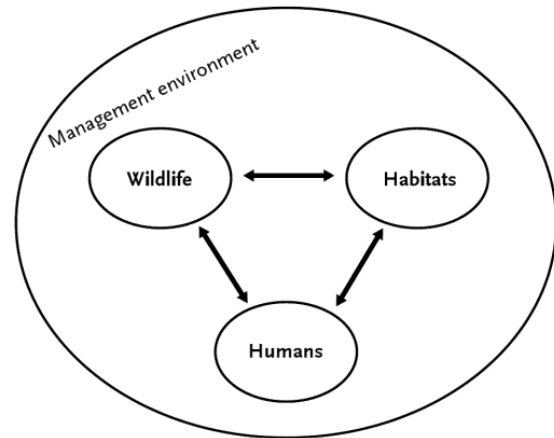


Figure 1.1. Wildlife management triad

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: TBA or by apportionment. If the door is open or cracked open, you are welcome to chat.

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

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 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 on 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 class period during the semester. These will be announced in advance. Meeting outside of class may be needed. This is team-dependent.

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.*

No Final Exam- But Makeup Quiz

There is a make-up quiz for students who miss a quiz only.
No final exam, please don't email asking me this question.

Last Day of Class

The last class will be held on **Thursday, May 2**. We will not meet during finals week.

Late Work

Every assignment will have a **24-hour grace period**.

Please don't use this grace period as a defacto due date because you may forget to submit the assignment. If you do this, then you effectively defeat the purpose of the grace period.

Then **10% will be reduced for every additional day** for up to 6 days. **After 6 days, no late work will be accepted. The only exception to this would be documented extraordinary extenuating circumstances beyond a student's control.**

Asynchronous Days- No in-person class but class activity will be posted to Moodle.

Tuesday, Feb. 6

Thursday, Feb. 8

Tuesday, March 26

Thursday, March 28

Attendance Policy

Students are expected to attend all classes in person. I will pass around a physical sign-in sheet for students to sign. **If you arrive after the sign-in sheet is passed around the class, you may be considered absent.**

If you missed class, please watch the recorded lecture posted on Moodle before emailing me. Please never email me asking me what you missed because you can answer the question by watching the class recording.

All students get 4 free absences. No need to email the instructor or the TA regarding a single absence. It just fills our inbox. **Missing more than 4 classes however will result in a 3% total grade deduction, and missing 6 classes will result in an additional 7% deduction of the total grade. 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 textbook readings, posted readings on the course Moodle website, and class assignments. In the case of medical or other reasonable reasons legitimate, planned absences, professional conferences, job interviews, or university-sponsored events, formal documentation may be required for legitimate emergencies may be excused.

All assignments can be found on Moodle. All assignments must be submitted in PDF format.

Individual Assignments

Why Human Dimensions Matters	20pts	Friday, Feb. 2
Application of SDM to Wildlife Management: Group Topic Ideas	10pts	Friday, Feb. 9
Organization of U.S. Wildlife Agencies	20pts	Friday, Feb. 16
Wildlife Value Orientation Survey	30pts	Friday, March 12
Public Engagement Strategies	30pts	Friday, April 14
TBA: Optional Extra Credit	5pts	Friday, May 5

Team Assignments

Team Project Assignment 1	10pts	Friday, Feb. 23
Team Project Assignment 2	10pts	Friday, March 8
Team Project Assignment 3	10pts	Friday, April 5
Team Project Assignment 4	10pts	Friday, April 22
Final Team Project Assignment	40Pts	Friday, May 3

Group Presentations 10pts April, 25, April 30, May 2

Tentative dates but we may meet on finals week to finish up group presentations.

Peer and Self Evaluation 1pts each TBA-There will be multiple.

In-Class Quizzes - Closed Book

Quiz 1	20pts	Thursday, Feb. 22
Quiz 2	20pts	Thursday, March 14
Quiz 3	20pts	*Tuesday, April 23
Makeup Quiz- Comprehensive	20pts	Monday, May 6, 9:00 AM- 10:00 AM

I do a short review of key points before the quiz in the lectures leading up to each quiz. Quizzes are meant to keep students engaged in the material. Generally, quizzes should be a grade boost for those who do readings, come to class, and engage in the material.

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

PDF Format

All assignments must be submitted to Moodle in PDF format by 11:59 PM. If any other format is submitted, the assignment will be **docked 10%**. If you don't know how to convert a document to a PDF please Google how to do it.

If a submitted assignment can't be opened, it will be the equivalent of not submitting it. That means you will earn a 0. Make sure your assignment is submitted in PDF format and it can be opened.

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.

Graded at Course Level

It is impossible to include everything in a rubric. **Thus, I reserve the right to dock points for anything that a student in this course level should already know, without having to have to add it to the rubric.**

Extra Credit

There will be **5-15 points extra credit opportunities**. This should make up for any minor grading discrepancies or low quiz scores.

Grading Scale

A+ (97–100%), A (93–96%), A- (90–92%), B+ (87–89%), B (83–86%), B- (80–82%), C+ (77–79%), C (73–76%), C- (70–72%), D+ (67–69%), D (63–66%), D- (62–60%), and F (below 60%).

Please note that this class is offered for traditional letter grades only and 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 **one week** of when it is posted or handed back.

Selected Topics

Readings will be posted on Moodle at least one week before the reading is due.

History of Wildlife Management and Conservation

US Wildlife Agencies

Struction Decision Making

Consequences table

Applied Structure Decision-Making

Harvest Management

Human Dimensions of Management

Wildlife Values Orientation
Leadership Styles
Stakeholders and Stakeholder Engagements
Technical vs Adaptive Problems
Emerging Topics
Case Studies
Guest Lectures

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.

Emails

Note: I receive 20-40 emails that are related to the work that I do for the university daily. I spend several hours a day reading and responding to emails. **Before emailing me, please read the syllabus to see if your question is answered in the syllabus.** Try to ask assignment questions in class when I ask if there are any questions. For questions you may not want to ask in front of the whole class, you may speak to me after class. If none of those options will work, please email me or see me during office hours.

Email Policy

All professors and TAs, not just Dr. Gómez, are *only* expected to respond to emails during working hours and on business days and generally respond within **two business days**. **Don't expect responses on the weekends or after 5 pm.** If I don't get back to you within **2 business days, please email me again. It is easy for an email to get lost in the mix.** To give you an idea of how much emails take up my life as a professor, I have sent nearly 10,000 emails since being hired by UM in August 2020. Any question that is answered in the syllabus, will get a reply that states the answer is in the syllabus. If there is confusion, then please mention this in the email so I can clarify and respond accordingly.

Audio Responses to Emails

I may respond to emails with a short audio or video clip to save time and be more effective. Please do not 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.**

Sending the 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 identifies the COURSE [i.e., Subject: WILD 180: Descriptive Subject Heading], and a clear, concise question. [Here is a link on how to email a professor](#). As a professional, you will need to send lots of emails. Think of this as practice.

Email Example

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

Hello Dr. Gómez,

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 on the assignment details. 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,
Monica Rodriguez

Setting up a meeting

An Outlook invitation is required for meetings with me. Please send an Outlook invitation once a meeting time has been agreed upon, even if the meeting time is during office hours. **If a meeting isn't in my Outlook Calendar, don't expect me to be available.** If the meeting isn't in my Outlook calendar, the meeting does not exist. As a professional, you will need to send Outlook invitations. **Students are responsible for sending an Outlook invitation for meetings.** If you want to meet with me during office hours, please send an Outlook invite because I may already have a student meeting with me. Below are general instructions for sending an Outlook invite. However, there are multiple resources you can search for online if you need further assistance.

1. Home to www.umt.edu/my
2. See UMConnect Email www.umt.edu/umconnect
3. In Outlook Calendar, select New Appointment.
4. If you want, select Invite Attendees to add people and make your appointment a meeting.
5. Add people in the To field, and then enter a Subject, Location, Start time, and End time.
6. Select Scheduling Assistant to check the availability of attendees.
7. Select Send to send the meeting invitation.

[Tutorial for Outlook Application](#)

Classroom Etiquette and Lecture-Discussion Groups

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

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 extracts information from another source for an assignment or paper, students must cite the source. If a student

reports 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 attempts 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 the Academic Dean (or designee) and Academic Conduct Board which may have their 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 to help 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 at 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.umt.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.

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.