

## E422 Urban Forest Management – Syllabus (Info, Operating Procedures & Rules), Sp 17, 1-4-17

### **Meeting Schedule and Location:**

TTH 11:15-12:30pm, **Rm 111 Psychology > A221 SPEA O'Neill Graduate Center (Date TBD shortly)**

**Exams:** Midterm & Final Exam

### **Instructor:**

Burnell “Burney” C. Fischer, Ph.D., CF, Clinical Professor Emeritus, IUB SPEA  
Senior Research Fellow & Affiliated Faculty (formerly Co-Director/Interim Director) Ostrom Workshop  
Building #3, Ostrom Workshop, 513 N. Park Ave (**note: I do not have an office at SPEA**)  
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[bufische@indiana.edu](mailto:bufische@indiana.edu)

**Burney** is in his 12<sup>th</sup> year at IUB. He was previously State Forester/Director, IDNR Division of Forestry (1990-2005), Professor/Extension Forester at Purdue University (1977-97) and Assistant Professor at UMass (1974-77). For the past 11 years he has taught E422/E522 Urban Forest Management (UFM). The course increased in size from 18 the first semester offered to now 40/year. UFM course graduates in both internships and full-time positions in urban forestry/ecology related employment. In 2014 UFM was split into separate undergraduate and graduate sections for a one-time experience. E555 Urban Ecology was initiated in fall 2010 per the request of master's students taking UFM in spring 2010 and offered again in spring 2012, 2014-15-16. Urban Ecology is being offered again in spring 2017.

Dr. Fischer has been active in urban forestry at local, state and national levels for the past 25+ years. He is Past President of the Indiana Urban Forest Council, serves on the Arbor Day Foundation's Tree Campus USA Advisory Committee and has been a board member of the national Alliance for Community Trees (ACTrees) and Keep Indianapolis Beautiful (KIB). He served on the Lafayette IN Tree Commission as chair (2001-04), the Bloomington Tree Commission (2006-10) and the IUB Campus Tree Committee (2008-14). Professor Fischer is active in urban forestry research and service at IUB and with the City of Bloomington by providing leadership in a variety of initiatives including tree inventories, IUB Tree Campus USA designation and securing urban forestry research/service/teaching grants. He is lead PI for the Bloomington Urban Forestry Research Group (BUFRG) at the Center for the study of Population, Institutions and Environmental Change (CIPEC) at the Ostrom Workshop. He received the 2013 Frederick Law Olmsted Award from the Arbor Day Foundation, which recognizes an outstanding individual who has had a positive impact on the environment due to their lifelong commitment to tree planting and conservation at a state or regional level. The following story highlights his award [http://www.indiana.edu/~spea/news/burney\\_arbor.shtml](http://www.indiana.edu/~spea/news/burney_arbor.shtml). In 2014 the Indiana Urban Forest Council recognized him with their Outstanding Lifetime Achievement Award in promoting the principles of urban forestry in Indiana.

### **Secretary:**

Jennifer Mitchner [jmitchne@indiana.edu](mailto:jmitchne@indiana.edu)

### **Teaching Assistant:**

Donovan Moxley [DMOXLEY@IUPUI.EDU](mailto:DMOXLEY@IUPUI.EDU)

### **Office Hours:**

I will be available most TTH's 12:30-1:30pm at the SPEA Atrium; individual meetings can be scheduled via email

### **Prospectus:**

The discipline of urban forest management includes planning for and managing the trees, forests, and greenspaces in communities, in order to provide ecological, economic, and social benefits to all residents. Trees and related vegetation have long been protected and planted in cities and towns for a variety of reasons. Recently, urban forestry has expanded to be a lead focus in the broader arena of urban ecology and urban ecosystem management with a clear goal of creating sustainable ecosystems. This course will look at urban forests through the lens of social-ecological systems (SESs) of linked human and natural components, with a focus on the basic knowledge and skills of urban forestry. We will utilize the talents of a number of guest speakers who are professionals in urban forestry to give students a practical, real world introduction to the subject. The IU-Bloomington campus and the City of Bloomington will serve as our field laboratory to view an actively managed urban forest.

### **Course Objective & Teaching Strategy:**

By the end of the semester you will be a knowledgeable resident of the urban forest. Through a combination of readings in the urban forestry literature, discussion with experts in the field and selected field exercises, we will learn to apply the principles of urban forest management to real world cases.

*Our UFM course is organized around two teaching approaches – topics and themes. Each week we will cover a topic: Introduction to urban forests and urban forestry, Sustainable Urban Forests as Social-Ecological Systems (SES's), Understanding UTC Analysis, Benefits/costs of trees, Players in urban forestry, Municipal urban forestry & tree law, Tree planting/canopy campaigns, Measuring the urban forest, Tree biology, Tree care/management, Tree planting, The green industry. Coverage of these topics will give each student a solid understanding of the urban forest and how it is managed. Overarching these topics will be a set of themes: Sustainability, Defining the urban forest, Governance of urban natural resources, Rules-of-Thumb & Do-the-Math, What's in the News, Tree biology and urban forest ecology – what are the trees/forest telling us, and Urban forestry for the City-are we talking about In, Of &/or for the city and Inherit trees from our Ancestors; Grow for our children.. We will revisit on a weekly basis to identify which we have touched upon and assess our progress. A brief explanation of each theme will be explained in a handout during the first week of class.*

### **Learning Outcomes: (subject to some modifications as the course develops):**

- Develop an understanding of the benefits and costs of street trees and urban forests to municipal regions/cities/towns
- Become familiar with the concept of cities as urban SESs and the roles of trees and urban forests
- Develop a familiarity with urban governance systems (including local, state and national) and their impact on the urban forest and how it is managed
- Acquire a working knowledge of urban tree biology and street tree planting and maintenance strategies
- Develop skills in street tree and urban forest inventory and analysis
- Acquire an understanding of sustainability as it pertains to urban forests and urban forestry programs in metropolitan regions, cities, towns, communities and neighborhoods
- Engage in a practical urban forest case study project, culminating in a team presentation.

### **Course Format & Style:**

This is an elective course and it is assumed that enrolled students are interested in learning about and discussing the topic of urban forest management. The course will consist of 2-75 minute class meetings per week, which will be a combination of lecture, much class discussion, field experiences, etc. There will be ~6 guest speakers. Most will be practitioners who will give us a real world connection. *Note: Some guest speakers are employers who have hired SPEA urban forestry students.*

### **Readings, Materials & Canvas**

There is no assigned textbook. The instructor will provide handouts as well as post readings on Canvas in Weekly Readings Folders (Week 1-15). Note: Instructor's third Canvas experience, so I'm getting more proficient! It is expected that reading assignments will be read and that students will be knowledgeable of the material. Questions from readings should be brought to class or emailed to the instructor before class. The Instructor can always be contacted via email. Regarding Canvas – We will utilize the following functions:

*Announcements* – general course updates, course flyer-syllabus-course calendar (topics, reading, homework assignments), employment opportunities, etc., periodically posted.

*Assignments* – Weekly folders of reading assignments, PPT's used in class, etc.; Separate folders on special topics and Discussion Paper (Homework) Assignments are also posted.

*Chat Room* – any questions for the instructor outside of class can be posted on this public section. I will review daily and respond to questions in the Chat Room. It is important that course policies and content questions be posted by Mon/Wed evening so they can be addressed during class the next morning. Note: the Chat Room is open site for all course registrants.

*Grade Book* – all homework assignments, classroom attendance and participation, case study and research paper, and exam grades will be promptly posted for your review.

### **Homework Assignments:**

All written assignments should be typed in the following format: Times New Roman 11-12 font, last name, first name and topic on the top line of the first page, double-spaced and one-inch margins all around. Use appropriate footnotes, charts, tables, graphics, illustrations and citations as needed.

Assignments will be given a page/word limit. The instructor will lower grades on assignments beyond the limit. Assignments should be concise, organized and when necessary appropriately supported with relevant literature. Always cite everything you quote directly or paraphrase. Use in-text citations whenever you quote or paraphrase.

Assignments are to be submitted via Canvas on the specified due date. Late assignments will be accepted with a penalty of -33.3%/day, unless we have agreed in advance to an alternative. Genuine emergencies where proper documentation is provided may result in the acceptance of a late assignment with a different grade adjustment. If you anticipate a serious conflict that prevents you from completing an assignment, please email the instructor beforehand.

Discussion Papers - There are series of discussion papers required of each student during the semester, mostly before spring break. These are described within the Course Schedule. The basic idea for a discussion paper is to briefly summarize the main ideas of a topic or readings or field experiences, tie them together, critically explore the subject to demonstrate your understanding and relate the subject to the broader course context.

Case Study – A team project will be described in a handout later in the course. The team projects will be either a project for the City of Bloomington, a 'neighborhood' on the IUB Campus or in Bloomington, or something else.

### **Class Professionalism Policy<sup>1</sup>:**

Students are expected to act in a professional manner. Excessive violations of professionalism will result in a significant reduction in the participation portion of the grade for the course, which will lower your grade. Violations of professionalism include, but are not limited to the following:

- Activated cell phones or ipods – they should be stored away during class
- Reading the newspaper or sleeping during class

- Arriving late for class or leaving class early (unless agreed upon by instructor beforehand)
- Accessing email or surfing the web during class; quietly taking notes with a computer is acceptable
- Working on material for another course during class
- Exhibiting disrespect for the instructor or classmates
- Disruptive behavior – e.g. carrying on conversations or being excessively noisy
- Engaging in any activity that prevents you from fully participating in the class
- The class period is 75 minutes long. Be prepared to stay for the whole session. Please leave the classroom if you must engage in anything other than class activities and return for the next class period when you can fully participate.

<sup>1</sup>Adapted from Murphy, S. 2006. Surfing in Class, A New Temptation. The ISS Newsletter (July 2006), p 4-5.

### **Attendance & Classroom Participation:**

Informed attendance is required for participation in class discussion. Each student is held responsible for all material presented in class and all assigned readings. Lectures are to emphasize important topics, answer questions, and provide information from recent research, etc. It is expected that students will attend all classes. Arrangements should be made with a classmate to take notes and obtain copies of handouts when absence is unavoidable

Attendance and classroom participation during class meetings is necessary to excel in this course. I will record attendance. Each lecture attended is worth 2pts and will be posted monthly. The instructor will also assign a periodic classroom participation grade (~70 pts available for the semester). A special note about classroom participation: I have found SPEA students to be great “listeners” but not so great classroom participants. There are of course exceptions to both generalizations. I will encourage students to be classroom discussion leaders as well as to interact with guest speakers. Quality classroom participation is expected and will impact your participation grade.

### **Exams, Grading, etc:**

A necessary evil is that we will have exams, homework will be graded a case study will be evaluated, participation will be assessed weekly and at the end of the course each student will receive a final grade. There will be no quizzes in this course. The 1<sup>st</sup> day pretest is a good example of mid-term exam questions. To quote a fellow instructor “life may be a multiple choice test, but you will never have a multiple-choice conversation, give a multiple-choice speech, or author a multiple-choice memo or report. Employers are desperate for people who can communicate clearly and concisely. Essay questions are the academic version of communicating clearly and concisely. Think of essay answers as really short informational memos.” The mid-term will be closed book with material drawn from lectures, assigned readings and homework assignments.

*All homework assignments count. There are no make-ups and extra credit is not available.*

My expectation for the distribution of points during the semester is as follows (could be modified slightly):

Participation (attendance & class participation)	130 points
Discussion papers	170 points
Case Study	100 points
Exams	<u>200 points</u>
Total	600 points

The semester grading scale is 92-100% = A, 82-92% = B, 72-82% = C, 62-72% = D & <62 = F. The instructor reserves the right to adjust this scale downward for variability in testing/grading.

### **Other Policies & Information**

Indiana University Code of Student Rights, Responsibilities, and Conduct:

Available online: <http://www.iu.edu/~code/code/index.shtml>. Portions are cut and pasted below.

Indiana University/SPEA Academic Policies:

Available online: [http://www.indiana.edu/~spea/about\\_spea/SPEA%20Policies%20.shtml](http://www.indiana.edu/~spea/about_spea/SPEA%20Policies%20.shtml). Portions are cut and pasted below.

### **Academic Dishonesty**

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iu.edu/~code/code/index.shtml> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the *Code of Student Rights, Responsibilities, and Conduct*, a student must give credit to the work of another person when he/she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

### **Civility**

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individuals and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

### **Communication between Faculty and Students**

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Canvas, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at: <http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30>

### **Course Withdrawals**

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**