

# FOREST SCENE

DEPARTMENT OF  
**FOREST  
RESOURCES**



UNIVERSITY OF MINNESOTA

SPRING 2020 | ISSUE 24



Department of  
**FOREST  
RESOURCES**  
UNIVERSITY OF MINNESOTA

**CFANS**  
COLLEGE OF FOOD, AGRICULTURAL  
AND NATURAL RESOURCE SCIENCES

115 GREEN HALL | 1530 CLEVELAND AVE N. | ST. PAUL, MN 55108

NONPROFIT  
US POSTAGE PAID  
TWIN CITIES, MN  
PERMIT 90155



**“I can’t say enough about how proud I am of the way our faculty, staff, and students adapted to the new circumstances.”**

Mike Kilgore  
Professor and Head,  
Department of Forest Resources

Who would have predicted spring semester would end the way it did? It’s an experience that hopefully never repeats itself. As students were enjoying spring break in mid-March, Forest Resources instructors were quickly converting their courses from traditional classroom-based teaching to an online format. The transition was quick. In less than a week, University of Minnesota instruction was completely transformed to alternative delivery modes. This included converting our Advanced Field Session held at the Cloquet Forestry Center in late May to remote instruction. Additionally, all faculty and staff were told that for the foreseeable future, they would be working from home.

I can’t say enough about how proud I am of the way our faculty, staff, and students adapted to the new circumstances. We completed our spring semester courses with few issues. Now several months into this “new normal,” our work continues. Following social distancing guidelines, faculty who need to conduct field-based research have been permitted to do so, and campus labs are starting to open when



*Green Hall - University of Minnesota St. Paul campus*

the work can’t be done from home. We are also planning for fall semester, which will likely be a combination of in-class instruction for small and medium size courses and alternative delivery modes for our large enrollment courses.

This morning, I received an email from a parent of one of our Forestry students who graduated this spring. In it, she talks about her daughter’s experience in our program, especially during spring semester.

**“Everyone was very accommodating with her testing and assignments because our rural internet was so unreliable. It was really amazing!”**

“She always felt so encouraged and supported. Even during the remote learning period at the end of the school year, you and your staff made yourselves available to the students for assistance. Everyone was very accommodating with her testing and assignments because our rural internet was so unreliable. It was really amazing!”

It’s feedback like this that reinforces my long-held belief that Forest Resources is, indeed, a special place.

# STUDENT SPOTLIGHT

## **SO, TELL US A LITTLE ABOUT YOURSELF.**

My name is Erin Stermer. I plan to graduate this coming fall with a degree in Forest and Natural Resource Management and a minor in Environmental Science. I came to the University of Minnesota as a transfer student after a couple of years away from college. I love to travel and read, and I'll be working a commercial salmon fishing job this summer in Bristol Bay in Alaska.

## **WHY DID YOU DECIDE TO STUDY FORESTRY?**

I decided to study forestry because nature has always been a really important part of my life. I wanted a job where I would be able to spend time in the woods and spend that time sustainably managing those resources so that these forests are there for future generations to utilize and enjoy.

## **WHAT DID YOU EXPECT COMING INTO THE PROGRAM?**

Honestly, I didn't really know what to expect when I started with this program. I had taken about a two-year break from college, and I was really excited to have found a program that would lead me to a career in nature. I didn't know very much about forestry, and I hoped that I would make friends and find a career path that I was passionate about.

## **HOW HAS YOUR EXPERIENCE BEEN IN RELATION TO THOSE EXPECTATIONS?**

My experience in this program has been better than anything I thought it would be. I have made some really incredible

friends. My teachers have been more knowledgeable and helpful than any other school I have attended, and this program has opened up career options for me that I can see myself being incredibly happy in.

## **WHAT CHALLENGES HAVE YOU OVERCOME IN YOUR ACADEMIC LIFE AND HOW DID YOU OVERCOME THEM?**

One of the biggest challenges that I have had to overcome in my academic life has been balancing a full-time class load while also working at a restaurant. Serving can include a lot of late nights, and I have to make sure that I am setting aside



enough time to get all of my course work done. I think I have developed a lot of good time management skills and study techniques from the program that have made all the difference in balancing work and school.

### **WHAT IS THE MOST SATISFYING THING ABOUT STUDYING FORESTRY?**

The most satisfying part about studying forestry is being able to work outside in the forest, which is something I have always wanted to do, and contributing to better forest management decisions that will protect our natural resources in a changing climate for the future.

### **WHAT IS THE MOST FRUSTRATING THING ABOUT STUDYING FORESTRY?**

The most frustrating thing about studying forestry is that I find myself wanting to spend my days out in the field. It can be hard to sit in a classroom and learn about things that you can see just outside the window.

### **WHAT IS SOMETHING YOU WANT TO CHANGE ABOUT THE STUDY OF FORESTS, THE FORESTRY INDUSTRY, OR THE FORESTRY COMMUNITY?**

I think that more people should just have general knowledge and awareness of forestry. Most people I have met working in forestry just kind of fell into it. Some of them have a life that takes them into the woods and others have family members that connected them to forestry. I wish more people knew it was an option.

### **WHAT IS SOMETHING MOST PEOPLE DON'T KNOW ABOUT FORESTRY?**

When people hear about logging, they assume there must be deforestation when that is not generally the case. Most of the people in the forest management industry are there to protect

natural resources and sustainably manage forests. They want the forests to be managed and cut so that the forest can grow and remain healthy and productive into the future.

### **HOW HAS THE COVID-19 PANDEMIC IMPACTED YOUR ACADEMIC LIFE, AND HOW ARE YOU ADAPTING TO IT?**

The hardest part of COVID-19 is that I have not been able to attend field courses up at the Cloquet Forestry Center this semester. This degree requires experiential learning in the field. There's a lot of learning by doing. I am adapting to it by getting outside more and just by being in nature. It's helpful to just be seeing what you are learning about outside in the real world, so you can apply those principles in context.

### **WHY IS FORESTRY IMPORTANT FOR THE FUTURE?**

With climate change and with the direction that the US political leaders are pushing environmental policies, now is the time to be standing up for our environment. With all the changes that are occurring due to COVID-19, everyone is starting to see the effects climate change is having on our planet and seeing how the stay at home orders are giving the earth time to heal a little bit. Seeing these changes is so important for our future so that we as a whole can hopefully change the polluting, mining and management practices so that we can hopefully secure a better future for our natural resources.

### **HOW DO YOU THINK YOUR FORESTRY EDUCATION WILL SERVE YOU IN YOUR LIFE?**

This education has opened my eyes even more to the world around me. I know so much more about our natural world, and it has changed the way I do everyday things because I want to be more environmentally conscious and a good steward of the earth.

# ALUMNI SPOTLIGHT



Chris Risbrudt's story begins the same as many of our students. He grew up on a farm—a dairy farm, to be exact, that his great-grandfather homesteaded in 1868 between Alexandria and Fergus Falls. Chris went to a country school, the same one his father had attended as a child. After a couple of years of junior college in Fergus Falls, Chris came to the University of Minnesota and earned a bachelor's degree in Forest Resources Development in 1972.

“Coming from a farm and a small high school with only 22 people in my graduating class, moving down to the city was quite a cultural change, but the professors made me feel at home. It wasn't just hey, take my class. They were truly interested in you. Dick Skok, Frank Kaufert, and Hans Gregerson were guys I really looked up to. They were not just instructors; they were lifetime consultants.” The faculty helped Chris make the cultural jump from rural to urban environments and got him interested in research.

Chris was accepted to graduate school and could have gone directly there, but he was “really tired of school after graduation,” so he and his wife went to the Peace Corps recruitment station on the St. Paul campus and shipped out to Morocco. When I think of Morocco, I see deserts instead of forests, which showed my ignorance about it.

“They have beautiful trees in the Rif Mountains and their slopes leading to the coast. They have cedar trees there that are 5-6 feet in diameter.”

The Moroccan government had instituted a national reforestation plan to combat rapid deforestation in the previous decades, and they brought in Peace Corps volunteers to help evaluate and execute that plan.

“Every tree plantation in Morocco had a booklet with information on the species of trees they planted and how much it cost. Each booklet also had a little map that would fold out in the back. I was going through one of these booklets, and I opened up this map and there was a square right out of the middle of the plantation labeled ‘Secret American Base.’ I guess it wasn't much of a secret.”

After two years in the Peace Corps, Chris returned to the US and began his graduate studies at Michigan State University where he earned Masters and doctoral degrees in Forest Economics and Policy. After graduation in 1978, he started his career with the US Forest Service at the Forest Products Laboratory in Madison, Wisconsin. It was his first of many assignments with the Forest Service.

Chris became Deputy Regional Forester in the Northern Region US Forest Service in 1988, one month before the massive Yellowstone Forest Fires. “It was a really great job with a very quick learning curve,” he says. The National Park Service only had one 20-person crew, and the other 9,500 firefighters on the front lines were from the Forest Service. “We had to staff-up really quickly, Chris says, “We spent something like \$248 million in 1988 just fighting forest fires in the northern half of Yellowstone.”

After his stint as the Deputy Regional Forester, Chris found himself in Washington D.C. as the Forest Service's Director of Ecosystem Management. “I think I hold the record for moving in and out of there.” He was tasked with providing the data support systems needed to create land management plans for each national forest.



He said, “Every national forest has to have a plan, and if it’s not authorized in the plan, you can’t do it.” The National Forest Management Act required the Forest Service shift their focus from primarily timber considerations to considering all resources and integrating them into a comprehensive forest plan. Gathering the different resources from all of the different forests and organizing them wasn’t easy.

“Wildlife biologists would walk through a forest and keep track of how many Elk they saw, for example. It turned out the Forest Service at that time had 600 different databases for natural resources, and none of them used the same syntax. It was this way on one forest and that way on another. The definitions didn’t match nor did the sampling protocol. It was a mess, and we were spending \$120 million a year on it.”

Chris led the consolidation of the 600 different databases down to just six, each with consistent definitions, protocols, and metadata. Those six databases set the forestry research agenda for many decades to come. But as most people discover pretty quickly in their forestry careers, you can’t have a plan without people to implement it.

“At the time, there were nine different regions and seven different protocols just for keeping tree data in the system, so we called the regional managers together and said, ‘We’re going to consolidate these seven protocols down into one with these specific standards.’ One of the guys said, ‘We’ve been allowing our people to use their creativity in recording this data for 30 years. What if we don’t want to do this?’ and I said, ‘Well, I’ll make sure you don’t get paid.’ The line was quiet for about 20 seconds, and then somebody said, ‘Let’s get to work’. I honestly don’t know if I could have followed through on that, but apparently he didn’t want to find out.”

Chris held many different positions and titles over the course of his career with the Forest Service. In his final role before retiring, he returned to the beginning and joined the Forest Products Laboratory as Director. He led a massive and influential digital archiving and accessibility project at the lab.

“My boss, the Chief of the Forest Service, asked me, ‘How do I know the work your doing is any good and that people are using it?’ It’s a tough thing to answer outside of



*Remodelled Forest Products Laboratory in Madison, WI*

anecdotes and one-on-one stories where one specific person benefited in one specific way. So, we hired a webmaster to put all of our research publications online. When we ran the analytics, we were shocked to learn that there were 2.5 million downloads every year from the Forest Products Lab website. People from 105 different countries were looking up data in our publications from as far back as 1915.”

Those results proved that the research conducted and published by the Lab was incredibly valuable and in high demand, and Congress responded by appropriating \$38 million for a complete upgrade remodel of lab’s facilities.

In his retirement, Chris has returned to the gentle pace of country living. He and his wife Sue moved up to Otter Tail County and built a timber-frame lake house where they could settle down and relax. He spends his time like many of us would, given the opportunity, enjoying the outdoors by hunting, fishing, and taking in the sights.

When I asked Chris what advice he has for today’s foresters, he said, “You have to get involved with people. I think a lot of people going into forestry are probably introverts like I am. They want to work with trees, not with people. But you end up mostly working with people. It’s hard to do for some of us, but you can train yourself to be better at it.” It’s a common refrain I hear from veterans of the forestry community. Relationships are important, and the friends you make along the way will be there to help you out in ways you least expect.

# FACULTY RETIREMENT



After being a fixture in our department for nearly three decades, Professor Gary Johnson will be retiring from the University of Minnesota at the end of the summer. Gary was hired by the department as our Urban and Community Forestry professor in 1992. Over his career Gary built our Urban and Community Forestry program into one of the top-ranked programs of its kind, with many of its graduates now in leadership positions in higher education, government, and private industry.

He has received numerous awards for his teaching, research, and outreach contributions during his career in the Department. In 2017 Gary helped the University of Minnesota's Urban and Community Forestry program become one of only four programs accredited under the Society of American Foresters Urban Forestry standard.

Much of Gary's success in elevating our Urban and Community Forestry program has been his ability to develop relationships with federal, state, and municipal forestry agencies, private tree care firms, arborists, and land-care professionals. There is hardly a city forester, tree inspector, or arborist in the state who hasn't interacted with Gary through one of his workshops, seminars, or field demonstrations. His reach goes beyond the professional community. He's given countless

talks to lay audiences. If you attend the Minnesota State Fair, you may have heard him speak at the Sustainability Stage on various tree care topics.

One of the state's premier urban and community forestry events is the annual Shade Tree Short Course (STSC). When Gary joined our department, the STSC was a small, local annual meeting. Over the years, Gary transformed into a regional conference with annual attendance exceeding 1,000. For the first time in 58 years, this year's STSC was cancelled due to COVID-19. Although he won't be leading next year's conference, Gary is currently working with the planning committee to organize the 2021 STSC.

"Gary has had a great career in forest resources and has been a wonderful colleague. He has done so much to build the reputation of our Urban and Community Forestry program. We'll miss him (*well, maybe not some of his practical jokes*) and wish him the best in retirement," says Forest Resources Department Head, Mike Kilgore.

When asked about his plans for retirement, Gary said, "I have a lot of friends and colleagues around the country that I'm going to reconnect with and mooch off for a while. I'm still completing a few research projects that I hope to publish somewhere. *The Onion* has contacted me about publishing most of them, and I'm flattered. I will continue my ongoing battle with invasive and aggressive plants along the Cannon River; riverbank grape, prickly-ash, and buckthorn. Honey-suckle, if you're reading this, you've been warned. I have a goal of bicycling every Rails-to-Trails trail in the country before I become part of the A-horizon. I'm going to get back into woodworking, which was my joy for many, many years. I'm also interested in several volunteer projects around Minnesota, including trail maintenance on the Cannon Valley Trail."

We are currently interviewing candidates for Gary's replacement, and hope to have the new Urban and Community Forestry faculty position filled by the start of fall semester. Gary's retirement will mark a change in our urban and community forestry program. We will be forever grateful for the foundation he has built and the reputation he has cultivated in his long and storied career.

“I first met Gary on a project when I was doing my undergraduate work in horticulture, and he was my advisor in graduate school. He is one of the most accessible teachers I’ve ever encountered. He’s so humble, and he has this kind of egalitarianism to his approach. He’s always asking, How does this apply to the average practitioner? How can I convey it to them in a way that is respectful and useful?”

He knows when to check in and when to back off. He knows how to give you space when you need it, even if you didn’t know that’s what you needed at the time. He gives you the space and support you need to grow. The amount of care and concern he has for his constituents is unparalleled. He respects every stakeholder and every student. He remembers everyone’s name.”

**Chad Giblin – friend, colleague, and graduate advisee.**



*Dr. Gary Johnson displaying the roots of a tree grown in gravel substrate*



# REMOTE LEARNING

## ONLINE FIELD SESSIONS

When the University of Minnesota closed campuses and research facilities due to the COVID-19 pandemic, Department of Forest Resources faculty, staff, and students had to adapt. In less than a week, our faculty put together a plan for finishing the Spring semester using online instruction—a process Dr. Charlie Blinn described as “It feels like I’m building a plane while I’m flying it.” As we were executing our teaching plan for spring, we turned our eyes toward the summer field sessions and realized we had a tough question to answer. How are we going to do the advanced field sessions if we can’t go out into the field?

The Advanced Field Session is an intensive, two-week experience where students learn field techniques such as resource survey, silviculture, timber harvesting, and forest road development. It provides students with the opportunity to apply these concepts to forest management in the context of a working forest laboratory at the Cloquet Forestry Center. For most of our students, it is one of the brightest highlights of their undergraduate education and a foundation for starting their career. In fact, several of our students had job offers specifically contingent on their participation in these sessions. As we detailed in previous issues, we restructured our field sessions to be part of Spring and Fall semesters to give students the opportunity to save money by taking advantage of the University’s *free after 13 credits* tuition structure.

Despite the unprecedented circumstances, we could not in good conscious reschedule the Advanced Field Session, as that would have delayed several students from graduating. We had to make it work, and not just that, we had to make sure the classes provided the same kind of educational value our in-person sessions have in the past. Everyone was a little nervous at first, given the high stakes and tight turnaround.



*Field session students learn silvicultural practices with St. Louis County foresters in 2018*

“Students recognize the challenge, and they’ve overcome the initial anxiety over not being able to get all of the skills they expected. They’re relieved that we’re having the sessions, but they’re definitely disappointed they can’t be in the field. There is no way around that aspect. They’ve been looking forward to this.” – Dr. Charlie Blinn

“The big question in front of us is how can we create those in-the-field experiences remotely without repeating



2018 field session students after setting up plots at Hartley Nature Center in Duluth, MN

work they've already had in their classes. When you're not in the field, it's hard to correct students in context and show them in real-time how to collect a sample or record data." - Dr. John Zobel

"We have the last half of the Spring semester to learn what the worst silly bugs are with remote instruction. My class is going to look nothing like normal. I expect the format will be mostly asynchronous where we provide the assignments, students go out and do them, and then we discuss their findings. With the in-person sessions, we are with the students from 8:00 A.M. to 9:00 P.M. It will be different, but we only get one shot at this." - Dr. Marcella Windmuller-Campione

Communities come together under difficult circumstances, and our forestry community is no different. Our friends were reaching out to us with kind words of encouragement and questions about how they could help. Two friends, including one alumnus, stepped up to demonstrate and document the process of appraising a timber stand for our students. They strapped on GoPro cameras and, cell phones in hand, separately stepped through their process for inspecting and appraising a timber stand, including pre- and post-work in their office as well as in-woods. *How many plots are needed? Where should I locate them? What species are present? How many sticks of sawtimber, bolts pulpwood, etc. are in each*

*tree? What's my total volume within the stand by species and product? And then they put a price on merchantable stand volume so students could see the entire process from start to finish.*

"Even after they leave silviculture class, some students still have a hard time envisioning that silviculture means trees being harvested. They respond really well to other aspects of the course, but they struggle with the fact that silviculture is implemented through loggers harvesting trees." - Dr. Marcella Windmuller-Campione

**"The big question in front of us is how can we create those in-the-field experiences remotely without repeating work they have already had in their classes. When you're not in the field, it's hard to correct students in context and show them in real-time how to collect a sample or record data." - Dr. John Zobel**

One of the primary objectives of the field sessions is to show students the interconnected nature of forestry. You can't have silviculture without timber harvesting, and seeing those two elements in practice highlights the importance of building relationships.

"You need to have a good relationship with your logger. They are the people implementing your plans and prescriptions on the ground and there should be a good level of trust between the two of you." - Dr. Marcella Windmuller-Campione

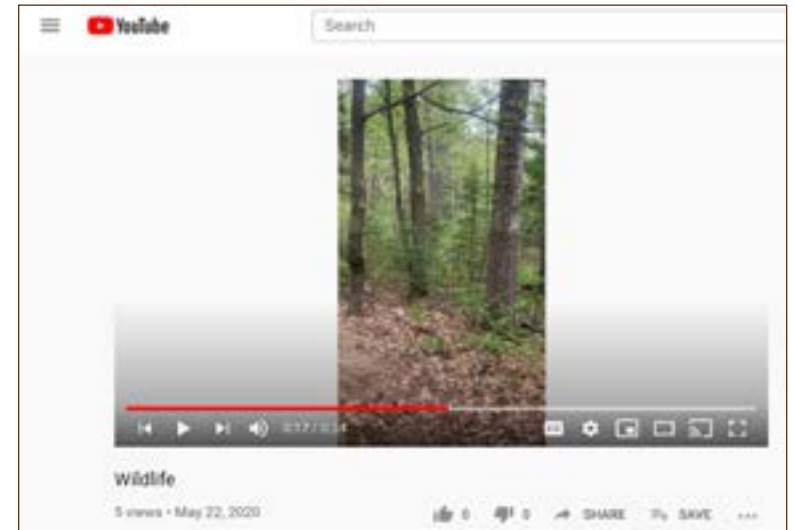
It's important for students to see the integration between collecting data, using that data to develop a plan,

The silviculture library is an open-source platform where foresters and natural resource managers can post their silvicultural prescriptions (*what was their plan, what actually happened, and then what did they learn*) for a given stand. It's a great opportunity to share information across agencies and highlight case studies.

and then implementing that plan. However, once we shifted to online instruction and all field trips had to be cancelled, it became impossible to demonstrate this integration working in a field context. To address this problem, faculty coordinated discussion panel sessions featuring six presenters discussing the integration of data into practice and working with private forest landowners. They then asked students to go out into whatever woods they had access to, be it a public park, a backyard, or one of the stands in the silviculture library and record a five-minute video demonstrating their applied integration of resource survey, silviculture, and harvesting.

As we moved from a university campus closure to a full shelter-in-place scenario in Minnesota, our faculty wanted to ensure that students felt comfortable completing their assignments. For some students that meant not feeling comfortable going outside or not having access to a forest site. By using the silviculture library and expanding our working definition of "woods" in the context of the course, students were able to complete assignments virtually. Faculty tailored the assignments to the individual needs of their students, both those with access to some kind of woods and those using completely online tools like Google Earth to tell their story about integration without leaving their home.

"The biggest challenge is to provide some semblance of a field experience. I found a red pine stand locally, and my wife is going to record me on video just walking through the stand and going through my field procedures visually so students have a chance to see what it would have looked like from a demonstration standpoint." - Dr. John Zobel



2020 advanced field session students shared their video sessions via YouTube

The plan is to provide students with data, and a narrated collection process, as if they had collected it themselves. It's important for students to have a visual reference for the concepts they're learning, so Dr. Zobel asked Kyle Gill and Lane Johnson at the Cloquet Forestry Center for help. Kyle and Lane stepped up and created a Google Earth project from the Center complete with virtual tours that can give an overview of a stand from the air and zoom-in for a 360 degree spherical photo and video from within the same stands the students would have measured themselves. Students could then evaluate those stands for different purposes and contexts. Adapting to an unexpected change can spur innovations and new thought, and developing these new formats have produced valuable techniques faculty can carry into their classrooms when in-person instruction resumes. The tools faculty developed in these sessions will be used in other upcoming summer and fall field sessions as well as their own classes in the future.



2020 advanced field session students recorded field observations on their phones

“I’m going to lean more heavily on the Google Earth project this semester, but I also see value in going forward as a reference for students to use as prep work before visiting a stand or as follow-up after they have returned.” - Dr. John Zobel

“Mine is completely different than what it would be in the field. During my field course, I have some planned activities, but really the course is driven by the students.” - Dr. Marcella Windmuller-Campione

“Students should have endless possibilities of thinking, both creatively and critically while they’re in school. Once they’re in the workplace, they will be following established norms and standards, but while they’re in my classroom, I want them to think in any way possible and try to justify why they’re doing what they’re doing.”

- Dr. Marcella Windmuller-Campione

Dr. Windmuller-Campione focusses her courses on spurring creativity and critical thinking and encourages students to “explore the grey areas of forest management.” In a normal session, much of this exploration would happen spontaneously through class discussions out in the field where students can apply the concepts they’re learning in a professional environment they’re likely to encounter after graduation. Some of those experiences will be difficult or even impossible to replicate virtually, and students will be relying on job and internship experiences to supplement their education and fill in some of the gaps. While there are things that can only be learned in the field, the new

virtual and augmented sessions have cracked open new avenues of experimentation for students.

“Students should have endless possibilities of thinking, both creatively and critically while they’re in school. Once they’re in the workplace, they will be following established norms and standards, but while they’re in my classroom, I want them to think in any way possible and try to justify why they’re doing what they’re doing. That’s something these new field classes will do. Students can really be creative, even if it might not always be realistic, they can start to expand what could be possible.” – Dr. Marcella Windmuller-Campione

**“We just want the students to think broadly. When they get their job, there’s an opportunity to bring broad thinking into an organization, and if we haven’t challenged them to think broadly and given them the space to do so, they’ll both be missing out. Be creative.” – Dr. Charlie Blinn**

While the most glamorous forestry work happens out in the field in picturesque forests, there is a lot of conceptual work that happens in the office, too. In Dr. Blinn’s class, students are given a seemingly simple task of planning an access road using a plethora of available tools. “You have air photos, soil maps, hydrological data, and more than you can review before you even start,” says Dr. Blinn. Students used these tools to first draft a complete plan for whatever woods they had access to without ever seeing the road location in person beforehand. Once they have planned their road completely, they saw it in the virtual space and evaluated their plans.

“We just want the students to think broadly. When they get their job, there’s an opportunity to bring broad thinking into an organization, and if we haven’t challenged them to think broadly and given them the space to do so, they’ll both be missing out. Be creative. This is a chance to really think how you could do different things if you’ve got that vision.” – Dr. Charlie Blinn

Students have clearly embraced that opportunity to think creatively and push the envelope of what’s possible, even in the virtual space or hypothetical space. Faculty asked students to develop videos to show the integration of collecting data, using that data to develop a plan, and implementing the plan. While students were told that their plan had to start with a goal, they had tremendous leeway in how they approached the rest of the project. They were encouraged to use their imagination when setting their goal, as long as their plan addressed integration across the three areas. If you’re going to imagine a forest stand, why not stretch your imagination a bit and see what happens?

Dr. Blinn: “One student decided that he wanted to manage his stand for hammocks. That was his project goal.”

Editor: “As in the most efficient setup for hammocks?”

Dr. Blinn: “Yeah. You see, trees need to be spaced a certain distance for hammocks, and you don’t want brush underneath them. He did a really great job of carrying this goal all the way through his video and touching all of the specific requirements of hammocks.”

Some students have created forestry podcasts and others have created their own assignments entirely. They are adapting to the unexpected and becoming broader thinkers in their education. Our faculty are providing them the fundamental skills, concepts, and approaches that they will use out in the woods throughout their forestry careers.

# UPDATES

## NEW FACES



**BEN FINDLAY** joins the Department of Forest Resources as a Communications Specialist, providing expertise to the department's digital and print communication channels and support for the Great Lakes-Northern Forest Cooperative Ecosystem Studies Unit (CESU) partnership. He joins the University with five years of experience in similar roles at nonprofits like Hourcar and Coffee House Press. He holds a Master of Fine Arts (MFA) degree in Fiction Writing from

Colorado State University where he taught courses in writing and editing. He lives in St. Paul with his wife—an award-winning health journalist—and their cat, Councilwoman Leslie Knope—an award-winning nap-taker.



CONTACT, COMMENTS, AND INQUIRIES

DEPARTMENT OF FOREST RESOURCES  
115 GREEN HALL  
1530 CLEVELAND AVENUE NORTH  
ST. PAUL, MN 55108

(612) 624-3400

FRWEB@UMN.EDU

WWW.FORESTRY.UMN.EDU