

**Instructors**

Dr. Jonathan Pauli  
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Office Hours: By appointment

**Time and Location**

Lecture Monday 8:45-10:45 AM (104, Russell Labs)

Lab Tuesday-Thursday 7:45-10:45 AM (A228, Russell Labs, unless specified otherwise)

**Overview**

FWE561 is a survey of the techniques and methodologies that wildlife biologists use to conduct research, and make management decisions. Biologists have many techniques in their 'toolbox'. We will discuss current techniques we think you are likely to use early in your career. A biologist's choice of a technique is dependent on the question they're answering and hypothesis they're testing, but almost always subject to logistical constraints.

We have organized the course using a week-by-week approach, highlighting both traditional and "cutting-edge" techniques used to study free-ranging animal populations. A highlight of the course is the emphasis on pairing hands-on activities in the field with data organization and summary. Included is a detailed course syllabus that contains a description of goals, lecture and lab topics, and activities, covered each week.

**Weekly Topics**

| Week | Date  | Lecture                                   | Instructor | Lab  |
|------|-------|---|------------|--|
| 1    | 9/2   | <i>Classes canceled</i>                   | NA         | <i>Classes canceled</i>  |
| 2    | 9/8   | Labor Day<br><i>Labs only, no Lecture</i> | JNP        | Intro to course and data management -- compass, GPS, radio telemetry |
| 3    | 9/15  | Outside projects / GIS and GPS            | JNP        | ArcGIS exercise  |
| 4    | 9/22  | Animal capture and immobilization*        | JNP        | Mammal captures (meet @ Bill's Woods)                                |
| 5    | 9/28  | Telemetry I                               | JNP        | Tracking squirrels (meet @ Bill's Woods)                             |
| 6    | 10/5  | Vegetation survey*                        | JNP        | Vegetation survey (meet @ Bill's Woods)                              |
| 7    | 10/13 | Animal behavior                           | JNP        | Turkey observations (meet @ 0730)                                    |
| 9    | 10/19 | Indices                                   | RSL        | Carnivore indices  |
| 10   | 10/26 | Occupancy models I                        | RSL        | Occupancy problem sets   |
| 11   | 11/2  | Occupancy models II*                      | RSL        | Occupancy problem sets   |
| 12   | 11/9  | Disease ecology                           | GL         | Necropsy   |
| 13   | 11/16 | Non-invasive sampling                     | JNP        | DNA analysis of carnivore scat                                       |
| 14   | 11/23 | <del>Herpetile</del> surveys              | GL         | Thanksgiving Break <i>Lecture only, no lab</i>                       |
| 15   | 12/30 | Stable isotopes (SI)*                     | JNP        | SI analysis of squirrels   |
| 16   | 12/7  | Telemetry II*                             | JNP        | Analysis of squirrel home ranges                                     |

\*full lab write-up required; brief reports should be submitted for the remaining weeks (see details below)

# FWE 561 Projects

1. Radio tracking squirrels\*  
[*extra credit* Live captures\*]
2. Vegetation Sampling
3. Stable isotope sampling
4. Canid occupancy  
[*extra credit* Cameras\*]
5. Canid ID via DNA

# 1. Squirrel radio-telemetry



You will radio-track your squirrels a minimum of 5 times during the semester and ensure that your lab's squirrel has been relocated at least 2x per week for our home range





# *extra credit:* Live captures



- Traps will be opened by class @ 745 AM
- Some animals might be handled in the field
- Grids will be shut, and the majority of animals handled, at 4 PM on M, T, W, R



# 1. Squirrel radio-telemetry

| ~ December 2014 ~ |        |         |           |          |        |          |
|-------------------|--------|---------|-----------|----------|--------|----------|
| Sunday            | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|                   | 1      | 2       | 3         | 4        | 5      | 6        |
| 7                 | 8      | 9       | 10        | 11       | 12     | 13       |
| 14                | 15     | 16      | 17        | 18       | 19     | 20       |
| 21                | 22     | 23      | 24        | 25       | 26     | 27       |
| 28                | 29     | 30      | 31        | Notes:   |        |          |

## SQUIRREL RELOCATION FORM

ID\_\_\_\_\_

Animal ID\_\_\_\_\_ Date\_\_\_\_\_ Time\_\_\_\_\_

Station 1 UTM: 0302182 E, 4773055 N Bearing: \_\_\_\_\_

Station 2 UTM: 0301957 E, 4773013 N Bearing: \_\_\_\_\_

Station 3 UTM: 0301905 E, 4773169 N Bearing: \_\_\_\_\_

Relocation Loc (UTM Z-15T) E\_\_\_\_\_

N\_\_\_\_\_

Collector's name \_\_\_\_\_

VISUALLY RELOCATED (Circle one) Yes No

Describe location of squirrel:

Describe Behavior:

SURVIVAL (Circle one) Alive Deceased

Body Condition:

IF DECEASED:

Cut  
 Copy  
 Format Painter

Calibri 11 A A  
**B** *I* U   
 Font

Wrap Text  
 Merge & Center  
 Alignment

Custom  
 \$ % '   
 Number

Conditional Formatting  
 Format as Table

Normal  
 Neutral

Avian predation

Unknown

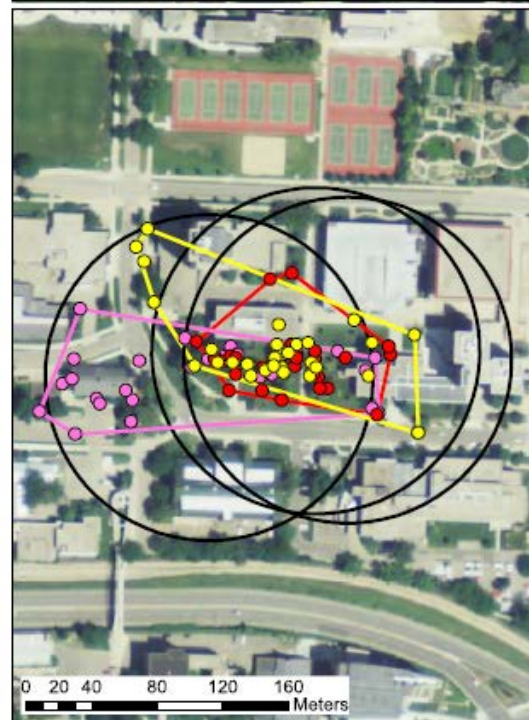
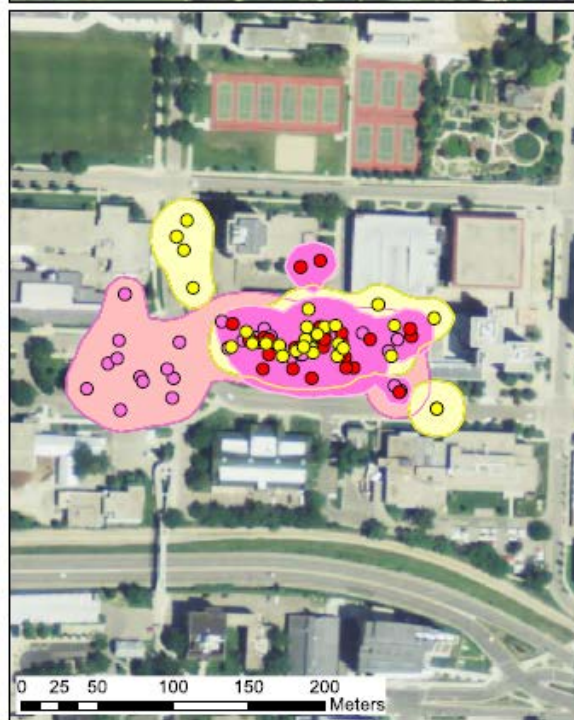
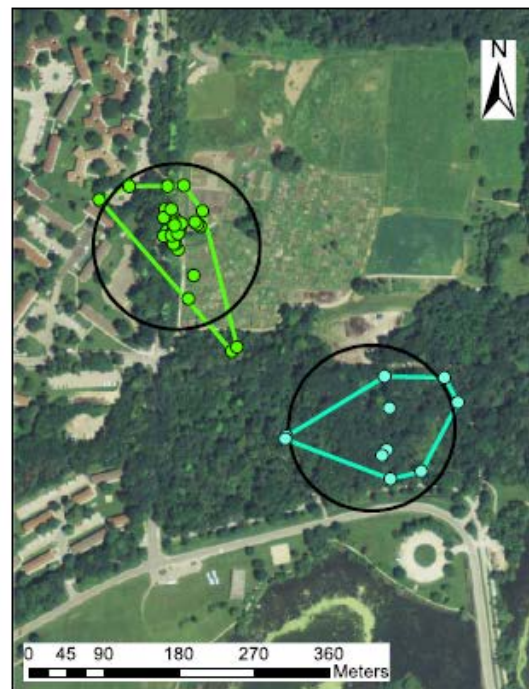
Other

|   | A       | B        | C    | D    | E                      | F                 | G                   |
|---|---------|----------|------|------|------------------------|-------------------|---------------------|
| 1 | Easting | Northing | Date | Time | Homing or Triangulated | Error ellipse (m) | Students last names |
| 2 |         |          |      |      |                        |                   |                     |
| 3 |         |          |      |      |                        |                   |                     |
| 4 |         |          |      |      |                        |                   |                     |
| 5 |         |          |      |      |                        |                   |                     |



# Legend

- Squirrel 260 Relocations
- Squirrel 282 Relocations
- Squirrel 300 Relocations
- Squirrel 580 Relocations
- Squirrel 640 Relocations
- Kernel Home Range 260
- Kernel Home Range 282
- Kernel Home Range 300
- Kernel Home Range 580
- Kernel Home Range 640
- Minimum Convex Polygon 260
- Minimum Convex Polygon 282
- Minimum Convex Polygon 300
- Minimum Convex Polygon 580
- Minimum Convex Polygon 640
- 100m buffer





# 2. Vegetation surveys

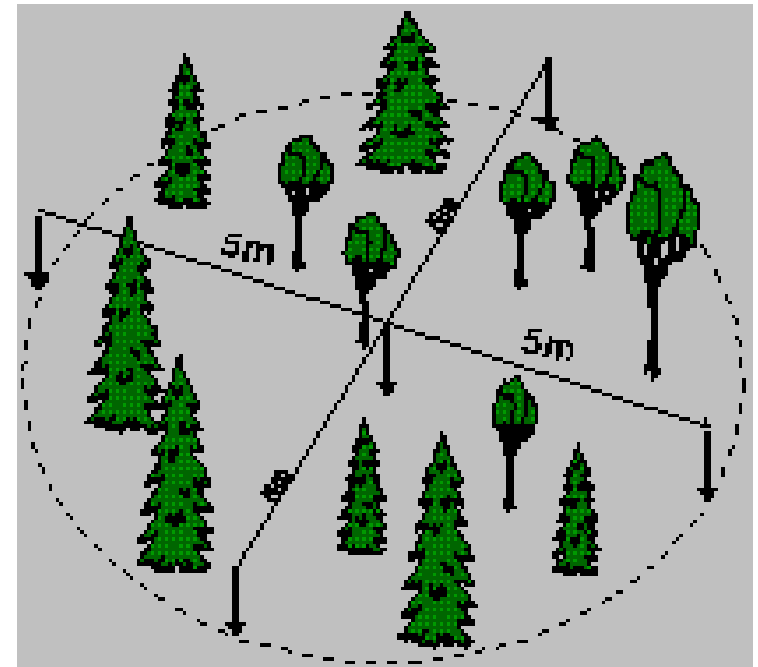


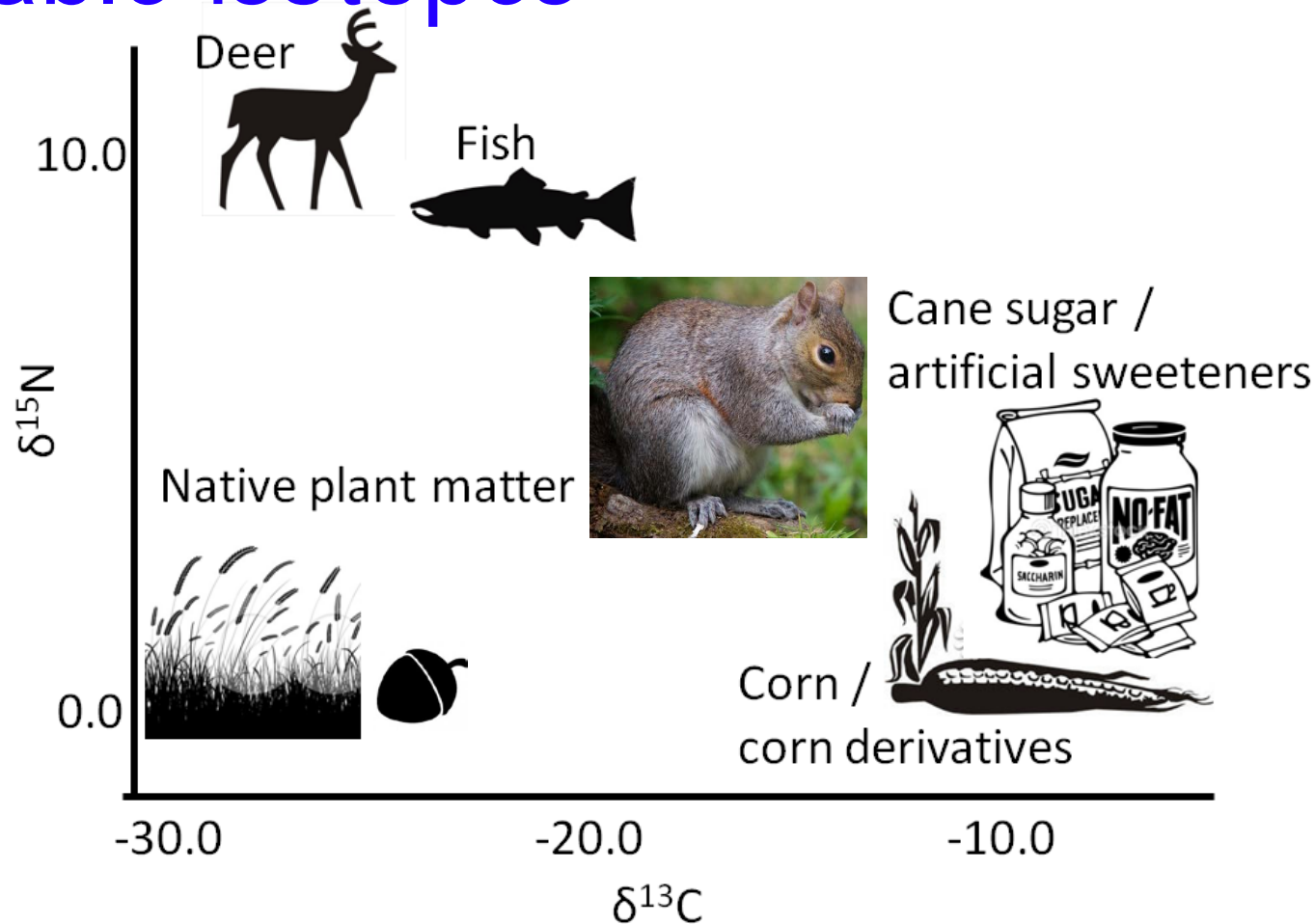
Table 1. Gray squirrel use versus availability of tree species estimated using Manly's Alpha. Squirrels were captured by UW students in Bill's Woods in September 2015.

| Tree Species | Manly's $\alpha$ (%) | 1/m (%) | Squirrel Behavior |
|--------------|----------------------|---------|-------------------|
| American Elm | 53                   | 33      | Selection         |
| White Ash    | 25                   | 33      | Avoidance/neutral |
| White Oak    | 21                   | 33      | Avoidance/neutral |

Table 2. Gray squirrels' use of tree species versus availability of the tree species in Bill's Woods estimated using Manly's Alpha based on the number of trees counted per species.

| Tree Species | Manly's $\alpha$ (%) | 1/m (%) | Squirrel Behavior |
|--------------|----------------------|---------|-------------------|
| American Elm | 50                   | 8       | Selection         |
| White Ash    | 15                   | 8       | Avoidance/neutral |
| White Oak    | 0                    | 8       | Avoidance/neutral |

# 3. Stable isotopes



**What do we need to collect?**

Hair (and blood?) from chipmunks and squirrels that we capture

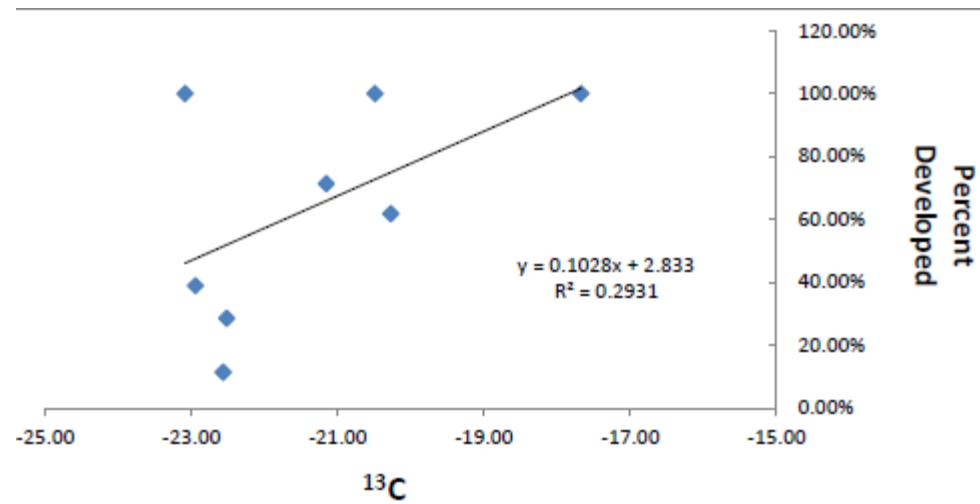
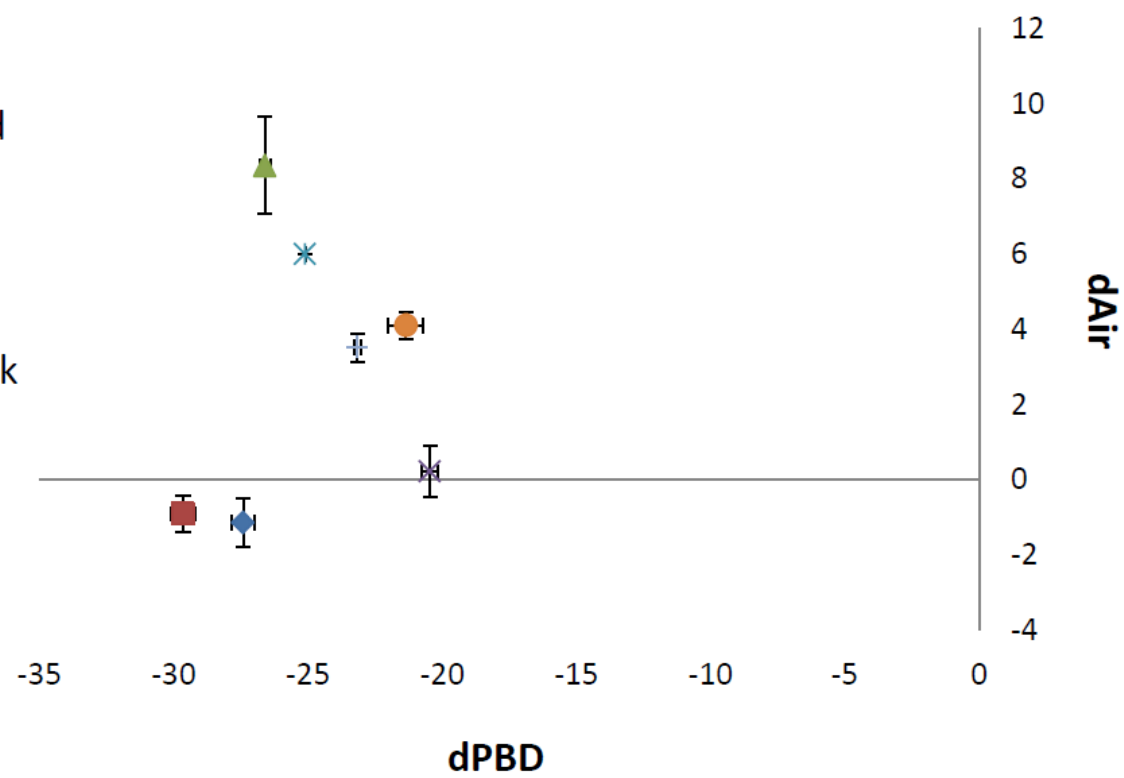
**Bill's Woods vs. campus**

**Annual variation**

**Sex- or age-based differences**



- ◆ Seed/Nut
- Fruit
- ▲ Insect
- × Bird Seed
- ✱ Birds
- Squirrel
- + Chipmunk



- Labs that were actually both hands-on (e.g. out in Bills woods or squirrels) and computer based really gave the feel for how this technique would be utilized in the “real world”
- Outdoor lab was fun and I liked gaining the field experience and applying what we learned in lecture with hands-on techniques outdoors.
- Hands-on work in labs was very satisfactory. I learned a lot more by doing labs than sitting in lecture.
- I really enjoyed the outdoor labs because they were generally a good experience.