

APPLICATION FOR PROMOTION TO FULL PROFESSOR

**Brian J. Hiller, PhD
Associate Professor of Biology,
Wildlife Specialist**

INTRODUCTION

This application contains documentation of all of my activities for the past three and a half years. It represents my “cumulative work record since my last promotion” in 2016. In accordance with Article 25 of the IFO/MinnState master agreement, I believe I have clearly demonstrated a cumulative record of professional performance and consistently high achievement appropriate for the rank of Professor. My efforts and achievements have been consistent with the stated goals and objectives of the Wildlife Program, the Biology Department, the College of Business, Mathematics, and Sciences, **as well as those of Bemidji State University’s Strategic Plan & Master Academic Plan.**

In this section I provided an executive summary of my justification for promotion including highlights of what I accomplished. This can be as long or short as you feel is needed, but I kept it to about half a page.

My efforts clearly exhibit my commitment to the Shared Fundamental Values and goals of Priority 1, 3, 4, & 5 of BSU’s Strategic Plan. My performance in all aspects of my position is at a level worthy of promotion to Full Professor.

In this application I document all activities for each of the areas of evaluation in greater detail and provide a section for my standard documentation (my CV, Dean PDR responses, etc.). Below I have briefly highlighted some of the key achievements in each of the goal areas over the relevant time period, which include, but are not limited to:

Area I-

- This section highlighted the extensive amount of teaching I have done at BSU, but again limited to a few key bullet points.
- Regularly taught overload classes in Liberal Education to enable enough sections for students to complete goal areas; and,
- Maintained high student evaluation marks in all courses collected using best practices.

Area II-

- This section was also limited to a few key/major achievements presented as bullet points.

Area III-

- This section was also limited to three or four bullet points of some of the key things I accomplished in this area.

Area IV-

- Same thing in this section with four total bullet points covering the major accomplishments of the area.

Area V-

- This area had extra bullet points because I spend a lot of time outside school commitments doing things in the community, but again a focus on key or major accomplishments/service efforts.

Since promotion is “evaluated based on all the criteria outlined in Article 22,” I have separated this document into the five different areas identified for evaluation based on the IFO/MNSCU contract. Each of the five criteria areas are divided into three distinct columns; proposed activity, type of evaluation, and a brief description of the outcome including a link to the supporting documents. This entire document is a self-contained PDF file and contains all of the narrative and supporting documentation materials. These supporting materials are either contained in the document or provided as a link to outside sources. These materials and outside sources can be accessed by clicking on the desired link which is identified by the **bold, blue font** or via the book marks provided to the left. In order to aid in navigating through this document I have used the color scheme found below.

COLOR	MEANING
	Heading
	Summary narrative of activities
	Activity Statement and links to documentation
STANDARD DOCUMENTATION	
Full Curriculum Vitae	Sabbatical Report
2016-2018 PDP*	2016-2017, 2017-2018 Dean Responses
2018-2020 PDP	2018-2019 Dean Response
Application for Promotion 2019	Responses from Dean, Provost, & President

* At the time submitted this PDP was to be a 4-year plan. The contract changed it to 2x 2-year plans.

CRITERIA I. DEMONSTRATED ABILITY TO TEACH EFFECTIVELY

These sections provided a more detailed summary of my key accomplishments that were relevant to the Criteria. Each was about 1-1.5 pages long.

In each Criteria I highlighted how my activities met Strategic plan goals field experience activities are clear examples of Priorities 1, 3, & 4 of BSUs Strategic Plan and I always actively engage in Priority 5. I also regularly taught overload in Goal Area 10 in order to provide enough sections for students to fulfill Liberal Education requirements; an example of my commitment to the Shared Fundamental Values as outlined in the Strategic Plan.

As a Full Professor, I will continue to update my wildlife curriculum and maintain the current high quality of our offerings that will train our students to compete for wildlife-related positions upon graduation.

ASSIGNMENT	METHOD OF ASSESSMENT	PROGRESS
Teach and develop coursework in: Spring 2020 <ul style="list-style-type: none"> Classes I taught this semester 	Conducted formal end-of-semester course evaluations using best practices. Administered in class or online, anonymously. Conducted by a third-party without my involvement.	Class: Evaluation (E) / Syllabus (S) Spring 2020 <ul style="list-style-type: none"> BIOL 0000 : E / S PUMA

CRITERIA II. SCHOLARLY or CREATIVE ACHIEVEMENT or RESEARCH

This section was a summary of the key aspects of those projects that met my goals for Criteria II.

I also included how these activities met the Strategic Plan **goals included undergraduate co-authors, meeting Priority 3 & 4 of BSU's Strategic Plan.**

I included presentations at all conferences and how these presentations have increased the research profile of the wildlife program at BSU **which shows my commitment to our Shared Fundamental Values and Priorities 3 & 4 of the Strategic Plan.**

My efforts in this goal area clearly show my commitment to BSU’s Shared Fundamental Values and Priorities 1, 3, 4, & 5 as described in the Strategic Plan. As a Full Professor I expect to continue these collaborations and develop new collaborations and I will certainly cultivate other new opportunities as they arise, **especially those that meet Priority 2 of BSU’s Strategic Plan.**

ACTIVITY	METHOD of ASSESMENT	PROGRESS
Peer-reviewed published article: <i>Host tolerance and resistance to parasitic nest flies differs between two wild bird species</i> Ecology and Evolution	Article link	Published article link
Peer-reviewed published article: <i>Free Lunch, May Contain Lead: Scavenging Shot Small Mammals</i> The Journal of Wildlife Management	Article link	Link to paper
Peer-reviewed published article: <i>Yellow-chevroned Parakeet species account</i> Birds of North America	Article link	Published online link
Peer-reviewed published article: <i>White-winged Parakeet species account</i> Birds of North America	Article link	Published online link

STANDARD DOCUMENTATION

Brian J. Hiller, Ph.D.
Bemidji State University
Sattgast 218 L
1500 Birchmont Drive NE #27
Bemidji, MN 56601-2699
(860) 966-5637
bhiller@bemidjistate.edu

Education:

- 2006-2011** **University of Connecticut** **Storrs, Connecticut**
- Ph.D. Wildlife Management
Dissertation Title: The Occurrence and Effects of Cadmium Uptake on American woodcock, *Scolopax minor*
- 2002-2006** **University of Connecticut** **Storrs, Connecticut**
- M.S. Wildlife Management
 - M.S. Thesis Title: Occurrence of Organochlorine Contaminants and Parasites in American Woodcock Collected in Connecticut
- 1998-1999** **Bemidji State University** **Bemidji, Minnesota**
1996-1997
- M.S. Curriculum and Instruction, concentration in Environmental Education
 - M.S. Thesis Title: The Impacts of the Writings of Rachel Carson on the Modern Environmental Movement
- 1992-1996** **University of Vermont** **Burlington, Vermont**
- B.S. Wildlife and Fisheries Biology
 - Four-year member of the Division I Varsity Baseball team

Research and Professional Employment:

- 2012- Present** **Bemidji State University** **Bemidji, Minnesota**
- **Associate Professor of Biology (Wildlife Specialist)(2016-present)**
 - **Assistant Professor (2012-2016)**
 - **Past-Chair, Wildlife Toxicology Working Group within The Wildlife Society**
 - Guide upper-division undergraduate students through development, data collection, and scientific writing of results for capstone research projects (12+ projects/year)
 - Current graduate work on Purple Martin (*Progne subis*) nest success, site fidelity, pre-migration roost locations in NW MN and migration route & timing
 - Current graduate research on Gray wolf (*Canis lupus*) movement & habitat use in Minnesota
 - Current graduate research project on waterfowl movement and survival with the MNDNR Wetlands Research Group
- 2002-2011** **University of Connecticut** **Storrs, Connecticut**
- Graduate research assistant examining effects of contaminant uptake on American woodcock
 - Recruited and coordinated 23 volunteers assisting with sample collection in 5

CRITERIA I. DEMONSTRATED ABILITY TO TEACH EFFECTIVELY
SUPPORTING DOCUMENTATION

BIOL 0000/0000- Wildlife Management

SYLLABUS

Spring 2020

Instructor: Dr. Brian J. Hiller

Credit hours: 3

Meeting time: 10am MWF

Office: Sattgast 218 i

Office hours: Posted outside office

Room: Sattgast 331

e-mail: bhiller@bemidjistate.edu

When e-mailing me, please write in the Subject of your message: **BIOL 0000**. Thanks.

DESCRIPTION and PURPOSE:

This is an introductory course for majors in natural resources, biology, and related fields. The lectures throughout the course will cover the history, philosophy, evolution, and application of human dimensions in wildlife management. The course fulfills some certification requirements of The Wildlife Society and is recommended for students planning graduate study or employment in natural resources management. Some academic background in ecology and the principles of wildlife management is expected. A review of conservation foundations and history will be followed by a review of the evolution of human societal values specific to the management/administration of wildlife management. The course will also cover application of these values in the management of wildlife, and other renewable resources, for the benefit of the public. The course concludes with an examination of the influences of contemporary human dimensions on economic, administrative, and political aspects of wildlife management.

LEARNING OBJECTIVES:

Upon completion of this course, the student should be able to:

To be able understand and discuss the role of human social, political, cultural, and economic influences on natural resources in terms of policy, and management decisions central to fish and wildlife conservation;

To be able to think critically about the appropriate role of human dimensions in the policies that govern and direct fish and wildlife conservation programs;

To be able to describe, apply, and evaluate wildlife management practices within the context of human dimensions influences on natural resource agencies;

To interpret and communicate the role of human dimensions aspects on wildlife management policies and decision to others in written and oral form.

COURSE TEXTS: Optional- Copies available on 3-hour loan in BSU Library

“Human Dimensions of Wildlife Management” Daniel J. Decker, Shawn J. Riley, and William F. Siemer, Eds. 2012. 286 pp.

*Note: Additional information in the form of scientific journal articles and/or newspaper articles may be assigned during the semester. We will also discuss the use of scientific literature and Internet sources.

**CRITERIA II. SCHOLARLY ACHIEVEMENT or RESEARCH
SUPPORTING DOCUMENTATION**



Note

Free Lunch, May Contain Lead: Scavenging Shot Small Mammals

MICHAEL McTEE,¹ *MPG Ranch, 19400 Lower Woodbuck Rd, Florence, MT 59833, USA*

BRIAN HILLER, *Bemidji State University, 1500 Birchmont Drive NE, Bemidji, MN 56601, USA*

PHILIP RAMSEY, *MPG Ranch, 19400 Lower Woodbuck Rd, Florence, MN 59833, USA*

ABSTRACT Scavengers are subsidized by the remains of hunting worldwide. Although most studies focus on carcasses of large mammals, small mammals that have been shot likely provide a significant food subsidy as well, particularly in parts of the western United States. Millions of small mammals are estimated to be shot each year for damage control and recreation, many being left in the field. Despite this prevalence of carrion, and the potential for scavengers to ingest residual lead from bullet fragments, the fate of these carcasses is largely unknown. We deployed remote cameras to observe which scavengers consumed shot ground squirrels (*Uroditellus* spp.) and black-tailed prairie dogs (*Cynomys ludovicianus*) in 8 locations across Montana, USA. At least 5 species of mammals and 9 species of birds scavenged, including burrowing owls (*Athene cunicularia*). Scavengers fully consumed 66% of carcasses and partially consumed 9%. Carcasses lasted an average of 24.5 hours before the first scavenger arrived. Of carcasses that were scavenged, mammals ate 16% and birds ate 84%, with corvids and raptors consuming an equal number of carcasses. Common ravens (*Corvus corax*) and black-billed magpies (*Pica hudsonia*) visited the most carcasses and often arrived first. Scavengers consumed only 9% of the carcasses that were partially concealed by being inside a burrow. Overall, our results indicate that a diverse scavenger community consumes shot ground squirrels and black-tailed prairie dogs, and consequently, may be exposed to lead from bullet fragments. © 2019 The Wildlife Society.

KEY WORDS ammunition, bullet, ground squirrel, lead, Montana, nonlead, prairie dog, raptor, scavenger, small mammal.

In many locations worldwide, humans subsidize scavengers with carcass remains (Mateo-Tomás et al. 2015, Lafferty et al. 2016, Gomo et al. 2017). These food subsidies often occur predictably in time and space (e.g., during and following hunting seasons) and have the potential to improve the body condition and overall survival of the scavengers (Haroldson et al. 2004, Mateo-Tomás et al. 2015). Consequently, facultative scavengers may become more prevalent and increase their overall predation on prey (Moleón et al. 2014). Alternatively, food subsidies may divert predators from prey (Moleón et al. 2014). Despite these important ecological interactions, information regarding the habits of scavengers feeding on carrion left by humans in terrestrial ecosystems is scarce (Mateo-Tomás et al. 2015). Of the research that exists, most focuses on carrion left from the hunting of large mammals (Mateo-Tomás et al. 2015), but shot small mammals likely represent a significant food subsidy to scavengers too.

It is estimated that humans shoot and kill millions of small mammals each year for damage control and recreation (Reeve

and Vosburgh 2005). These animals are often excluded from wanton waste laws that require the animals to be recovered; therefore, carcasses often remain in the field where they are available to scavengers. Ground squirrels (*Uroditellus* spp.) and prairie dogs (*Cynomys* spp.) comprise a large part of the small mammals that are shot in the western United States. Shooters can kill hundreds in a day (Vosburgh and Irby 1998), thus creating a pulse of high-quality food in a spatially discrete area. Scavengers can access these carcasses without exerting the energy normally required to hunt. But compared to the carcasses of large mammals that may remain in the field for weeks or longer (Lafferty et al. 2016), the carcasses of small mammals are small enough to be eaten whole or carried away. This creates an incentive for scavengers to find these carcasses as soon as they become available. In studies that monitored moose (*Alces alces*) carcasses, corvids were often the first scavengers to arrive (Lafferty et al. 2016, Gomo et al. 2017). Similarly, some scientific and anecdotal evidence suggests that corvids and raptors respond to the sounds of gun shots and eat shot small mammals left in the field (Chesser 1979, White 2005). Although scavengers may be receiving a caloric benefit from consuming these carcasses, if the small mammals were shot with lead bullets, residual particles of lead could poison scavengers (Pattee et al. 1981, Haig et al. 2014).

Received: 26 February 2019; Accepted: 1 May 2019

¹E-mail: mmctee@mpgranch.com

**CRITERIA III. EVIDENCE of CONTINUING PREPARATION &
STUDY**

SUPPORTING DOCUMENTATION

Hiller, Brian J

From: North, Michael R (DNR) <michael.north@state.mn.us>
Sent: Monday, December 10, 2018 1:31 PM
To: Larry Leonard; Hiller, Brian J; Dick Doll; Faber, William E; DRMeyer; Jerry Nelson; Kelly Applegate; Mike and Sue North; Pam Perry; Paul Schutte; Peggy Boike; Ron Seekamp; Tom + Geri Angier; tony.lau@charter.net; Vern Vernig
Subject: Purple Martin Meeting at The Wildlife Society Meeting?

Dear Purple Martin Working Group Members:

Last year we held a working group meeting in conjunction with the Wildlife Society meeting in St. Cloud, and we talked about doing the same this year. This year the meeting is in Duluth, February 19-21. Do people want to travel to Duluth, or was that a workable idea only when it is centrally located?

Let me know your interests. If I get enough affirmative responses, I will organize a half-day meeting.