Will Niskanen

19003 SE 19th Way, Vancouver, WA 98683 | 360-702-9120 | Mr.Scouter20@comcast.net

Objective

- I hope to be accepted into an internship or seasonal employment connected to the outdoors and forest management practices which will lead to a long-term career position fulfilling my needs to be active, outside, well-employed, and loyal. Finding a local employer in the PNW, South West Washington, Northern Oregon, or Western Idaho would be preferable to cut back on travel expenses.

Education

Union High school Camas Washington

(High School Diploma with College Credits) (Not on hand)

- Physics Through Engineering
- Architecture
- Pre-Calculus
- Cross Country / Track and Field: 4 years
- Graduation year of 2021

Clark College Vancouver Washington

(Associate in Science: Biological, Environ/Resource, Chemistry, Geology, and Earth Sciences)

(With Honors / 3.640 GPA) https://catalog.clark.edu/course-descriptions/

- ENGL 235: Technical Writing
  - Writing with respect to typical work-world documents in a technical environment with an emphasis on formal/informal research documentation
- ECON 201: Microeconomics
  - Essential marketing processes, structure, issues, and variables governing how individuals, firms, and governmental entities allocate resources, produce, distribute goods/services, determine prices, evaluate tradeoffs, effectively compete, and efficiently grow.
- Math 254: Calculus IV
  - Theory and applications of differential/linear equations, laplace transforms, boundary value problems, series, and iterative methods.
- MATH 215: Linear Algebra
  - Systems of linear equations, matrices, transformations, vectors, eigenvalues, and orthogonality.
- ENGR 150: Basic SolidWorks
  - Parametric solids modeling with SolidWorks, covering the breadth of its software at a basic level. Creating parts, assemblies, drawing files, design tables, and utilizing multiple configurations

- ENGR 113: Engineering Sketching
  - Engineering communication and graphics through freehand sketching. Visualization of orthographic theory, scales, and lettering
- ENGR 109: Intro to Engineering
  - Introduction to engineering branches and principles, methods of analysis/design, and an intro to engineering practices
- BIOL 223: Majors Organismal Phys
  - Physiology of major animal and plant organ systems.
- BIOL 222: Majors Cell/Molecular
  - Organic chemistry, cell structure, DNA structure/replication, gene expression, cell division, organismal development, molecular genetics and biotech
- BIOL 221: Majors Ecology/Evolution
  - Covered Mendelian genetics, evolution, adaptation, specialization, biodiversity, and ecology. Consisted of an outdoor search for Pika within the Oregon Columbian Gorge identifying local vegetative species and counts/signs of Pika inhabitants.
- CHEM 153: General Chemistry Lab III
  - Third sequential lab sequence coinciding with CHEM 143. Topics included chemical/ionic equilibria, acid-base theories of aqueous solutions, selected principles of electrochemistry, gravimetric analysis, coordination chemistry, volumetric analysis, inorganic synthesis, and the statistical handling of data.
- CHEM 143: General Chemistry III
  - Applications of the scientific method by correlating theory with experimental observations. Ionic equilibria, thermodynamics, nuclear chemistry, electrochemistry, transition metal chemistry, and applications of all chemical concepts to the elements of the periodic table.
- Cross Country: 2 years
- Track and Field: 1 year
- Graduation year of 2023

Washington State University Vancouver Washington

(Earth and Environmental Science BS) https://catalog.wsu.edu/Vancouver/Courses

- SOE 491: Senior Seminar
  - Recommended preparation: Admission to a major in science, mathematics, or engineering.
- SOE 404: The Ecosystem
  - Ecosystem organization and processes; theory and applications to contemporary environmental problems
- SOE 390: Global Climate & Earth History
  - Global earth system; Hydrosphere, atmosphere, biosphere, cryosphere, and lithosphere. Human impacts on the climate system and climate change data predictions.
- SOE 315: Water and the Earth
  - Global hydrologic cycle, including rivers and weathering, groundwater, rainwater and the atmosphere, oceans, human impacts.
- SOE 312: Natural Resources, Society, and Environment

- Social views of natural resources; processes by which these views are developed and expressed; social conflict over natural resources.
- SOE 250: Introduction to Earth Systems
  - Earth's fundamental systems (geo-, atmo-, hydro-, and bio-spheres) in the context of global change.
- SOE 230: Introductory Oceanography
  - Marine geology, chemistry, physics, and ocean biology. Ocean's influence on climate and response to human activity.
- SOE 110: Environment, Human Life, Sustainability
  - Interactions between humans and their environment. Multidisciplinary introduction to environmental concepts and concerns.
- SOE 101: Introduction to the Earth and Geology
  - Introductory to physical geology for non-science majors. Emphasis on the Western US.
- BIOL 372: General Ecology
  - Relationship of organisms with physical and biotic components of their environment at the population, community, and ecosystem level.
- BIOL 330: Principles of Conservation
  - Conservation of major natural resources through a biological approach. Economic, political, and philosophical aspects of important conservation issues.
- STAT 360: Probability and Statistics
  - Probability models, sample spaces, random variables, distributions, moments, comparative experiments, tests, correlations, and regressions in engineering applications.
- SOIL_SCI 368: Introduction to Geographic Information Systems (GIS)
  - Introduction to geographic information systems applied to landscape data; geographic coordinate systems and projections, make maps and use geodatabases.
- ANTH 381: Primate Behavioral Ecology
  - Evolution of primate behavior from ecological and phylogenetic perspective emphasizing methods for understanding primate adaptations and diversity.
- ANTH 334: Time and Culture in the North West
  - The archaeologically reconstructed environmental and cultural past of the Northwest including contemporary scientific and social approaches and issues.
- ANTH 302: Childhood and Culture
  - Anthropological theory and methods applied to the study of infant, child, and adolescent development.
- SOC 340: Social Inequality
  - Causes and consequences of social inequality in contemporary America.
- COM 102: Public Speaking in Digital Age
  - Face-to-face and mediated communication in group and professional settings.
- DTC 101: Digital Technology and Culture
  - Inquiry into digital media, including origins, theories, forms, applications, and impact with a focus on authoring and critiquing multimodal texts.
- POLS 430: The Politics of Natural Resource and Environmental Policy
  - Issues and problems of natural resource and environmental policy.
- Tracked Graduation of May 2025

Skills & Abilities

- Organized
- Loyal
- Flexible
- Courteous
- Thrifty
- Athletic
- Good with kids
- Time manager
- Team spirited
- Leader
- Listener
- Learner

Boy Scouts of America BSA, 2013-2020

- I was in scouts for 7+ years. It taught me a lot of important life skills and much about respect, patience, integrity, and decisiveness towards others and those whom I work under, for, and with. How to work outdoors on plants and around animals, how to work with a variety of tools, and how to work with others closely are other such life skills. Along with this, I have achieved the highest rank in the BSA known as Eagle Scout along with several palms being additional works beyond Eagle. The Eagle rank has been awarded to only 6 percent of scouts that have joined the BSA from an upwards total of 52 million worldwide since 1912.

NATIONAL YOUTH LEADERSHIP TRAINING (NYLT), Boy Scouts of America, July 2017-2020

- This opportunity gave me a lot of experience in leadership and good communication skills which assisted me in Boy Scouts and my life till today. Skills such as group leadership, public speaking, and dependability. While public speaking is a fear for others it is not so for myself. Knowing exactly what to convey is the most important aspects to me.

Big Al's, Guest Service**,** 2019-2024

- First introduction to a real paying job in which I worked in Guest Service by serving food, working in front of their snack bar by taking and directing food orders, acting as a host to sit others down in their sports bar, and as a lane side attendant where I cleaned the lanes for others to use. Every position within this job required me to clean at almost every free moment and also required me to multitask my full attention to those who needed something of me and the job that I had at hand. Working on my feet for whole shifts and always staying attentive to my surroundings, the job at hand, and what needed to be done promptly was always required. Honing instincts to work diligently and efficiently is important to this job and myself.

Big Al's, Bowl Cade Attendant**,** 2020-2024

- After working for Big Al's for some time I wanted to be able to do even more than I previously could for more than just myself but in favor of the company. As such, I applied to hybrid between a guest service position and as a bowl cade attendant. As a bowl cade attendant, I would run the rewards room, the arcade floor, and the bowling front desk when trained. All positions required me to clean, stock, and maintain/uphold every corner of where I was. Appealing to customers was the largest portion of this position for when they were either frustrated with service or in need of it. Working with a system was common grounds for the work to be done technically and digitally.

Big Al's, Culinary Team Member**,** 2022-2024

- Later on beyond 3 years of working for Big Al's I requested to be able to work within their Culinary Team Member position. Mainly for the higher pay being $18.00 per hour but also so I can add more options to my shift schedule and to my manager's employee list. While working as a Culinary Team Member I worked in the dish pit as well as attended the expo line setting up trays of food for food runners to take throughout the building. Being an expo and working in the dish pit pushed me to stay efficient not only with my own hands but to work with others effectively as well against a limited work schedule to uphold for the majority.

Bureau of Land Management Prineville COFO, Student Trainee (Natural Resource Monitoring) (Intern)
6/3/2024-8/8/2024 (Facebook with photos: Will Niskanen)

- The beginning 2 weeks were mainly spent for certifications/qualifications on DOI talent for 4x4 driving authorization, fleet and travel card training, training on operational risk management, IMT awareness training, AIM training, First Aid/CPR certification, BBP training by HSI, etc. I also needed to get a handle on Outlook, Microsoft Teams, inNout, Avenza, Watch Duty, onX hunt, and HOBOware applications. Afterwards, I was assigned field work and allowed to go into the field with other employees.
- My first field outing was with Kris H. completing rangeland surveying. We used quadrat/transect surveying techniques to record the species diversity and abundance at the allotted location to maintain repetition in previous recording data. The allotments were marked with yellow stakes and we were given forms with coordinates, waypoints, cardinal pictures, and pictures of the allotment's location. As usual, we only found the first one as the last time it was recorded was ~ 10 years ago.
- Given training by Bri P. for bat audio logger deployment and recovery I accompanied Matt C. again to recover bat audio loggers for NABat.
- The second field outing I went on was with Matt C. to survey areas for nesting bird species to record a noise buffer and to mark trees to avoid and not be cut by contractors. The nesting species in the Prineville district would also nest alongside ridgelines mostly given away by white striping (uric acid). The Junipers were to be targeted for removal to allow species abundance/diversity in the immediate area to increase as junipers have a higher rate of water uptake compared to local floral species.

- Later on I went with Kacey M. to do a rangeland survey of a grazing allotment to measure cow grazing intensity through grazed vegetation being mainly grass species.
- I accompanied Cari T. to do a fence line walk to inspect the fence built for a grazing allotment accomplished by the landowner. The fence parameters that we were there to observe was that the landowner built roll wire for the top and non-barbed wire along the bottom to allow local species to travel over/under the wire without injury. Also to make sure the fencing had proper foundations and securing.
- The longest field outing I had the opportunity to go on was a 3-day raft float with Katie G. and Evan W. to do riverside camp maintenance. We also stopped by people from the public who were out on the water to check for permits and other boating compliances.
- For a more construction-oriented field outing I helped construct BDAs (Beaver Dam Analogs) with Westley N. to extend the local floodplain area and also to slow stream flow for Beavers to be reintroduced naturally.
- With Westley N. as well, I participated in a fish salvage where we shocked fish to net/bucket them for count and to be reintroduced to another portion of the stream. The fish had to be removed as construction was going to fill in the portion of the stream inhabited.
- The largest project I assisted with was helping Anna S. on district wide stream temperature recordings originally for an environmental analysis. However due to fires, we needed to deploy loggers to other locations such as to record stream temperature gradient changes as a result of tree planting and the placement of metal sieves.
    - I helped generate an Excel form for beginning calibrations and also created a deployment/retrieval form for myself and others to record placement/removal times from the water, coordinates, picture references, form-logger identification, and comments for general usage.
    - Additionally, I assisted in the planning of the logger's housings taking into consideration solar radiation input as well as fastenings and constructed all 25 loggers in total.
    - I either deployed loggers myself or assisted in the deployment of loggers to Crooked River Chimney Rock Segment, Little Deschutes, Bear Creek, Deschutes River, Crooked River, White River, and John Day.
    - Afterward, I retrieved loggers from White River, John Day, Crooked River, and Deschutes River. Most deployments/retrievals were labeled as steep or not easy hikes but were not majorly problematic for myself considering my sports past and scouting experience.
    - On my last day, I partially assisted in cleaning/sifting through stream temperature data that was recorded removing data that was before deployment time and after retrieval time also taking into account outliers due to environmental events or low water levels.

References

(**Reference,** Position, loyalty, tenure current to knowledge if blank, contact in order of preference)

Kyle Hensley, Field Manager, BLM, khensley@blm.gov, 503-522-8844

Nick Webster, Assistant Field Manager, BLM, nwebster@blm.gov

Anna Smith, COFO Hydrologist, BLM, aksmith@blm.gov, 541-325-9370

Westley Noone, Deschutes Hydrologist, BLM, wnoone@blm.gov, 541-550-8246

Matthew Conrad, Wildlife Technician, BLM, mconrad@blm.gov, 248-252-3557

Brieana Porter, Wildlife Biologist, BLM, brieanaporter@blm.gov

Katie Gosses, River Ranger, BLM, kgosses@blm.gov

Evan Worthington, River Ranger, BLM, eworthington@blm.gov

Kacey Myers, Rangeland, BLM, kmyers@blm.gov

Kristoffer Burrell Hernandez, Rangeland Technician, BLM, kbuellhernandez@blm.gov

Cari Taylor, Rangeland, BLM, ctaylor@blm.gov

David Ashcraft, Troop 565 Scout Master, BSA, 2017-2021, 503-407-8603

Allen Moses, Troop 565 Scout Master, BSA, 2013-2017, 360-921-3609

David Mayhew, General Manager, Big Al's, 971-506-0432

John Fredermeyer: Manager, Big Al's, 360-601-9025

Scott Borgomainerio: Culinary Manager, Big Al's, 2022-2023, 360-991-6702

Justin Pense : Culinary Manager, Big Al's, 360-991-6702

Dr. Jones, Philip: Majors Biology Professor, Clark College, pjones@clark.edu , 503-314-3292

Dr. Walker, Barry: Majors School of the Environment Geologist, WSUV, barry.walker@wsu.edu