

## **AUTHOR GUIDELINES FOR LEARNING SUMMARIES ON NATIVE REVEGETATION**

The objective of Learning Summaries is to provide a forum for sharing practical information about restoration and revegetation of disturbed sites with native plants in the western United States. We are looking for summaries that are useful to and often written by field-level practitioners. Learning Summaries are not research per se (they often lack strict experimental design and statistical analysis), but they have important information for planning, implementing, and monitoring revegetation and restoration projects. Summaries may include new planting or soil conservation techniques, useful equipment, technical information, summaries of trials, studies, monitoring, and so on. Promotion of products, brands, or companies is not appropriate. All submissions of learning summaries will be reviewed before they are posted; submission of a learn summary does not guarantee posting. If there are suggestions for edits, the Learning Summary will be returned to the submitter for their approval.

### **Preparing Your Learning Summary**

Please review some of the Learning Summaries in the Resource Library for examples of appropriate scope and topics. Notice that Learning Summaries are brief and to the point, "Here's what we tried, here's what we learned." They emphasize results, usefulness, and practicality.

We encourage you to write the Learning Summaries in an active voice. Consider submitting relevant photos and/or figures. These are great additions to the Learning Summary. Please avoid special formatting as we may be unable to transfer to the website.

Each field has a maximum number of words that can be entered. We believe that there is sufficient room in each field for you to adequately describe your project. If you are struggling to stay within these limits, we suggest that you might have more than one Learning Summary and encourage you to consider submitting several Learning Summaries. Please consider that your Learning Summary is more likely to be read when it is short and concise, so the objective is not to fill out every field with the maximum number of words.

### **Instructions**

**Project Name:** Make this descriptive and concise.

**Abstract:** Provide a concise summary of the project, noting key points.

**Location:** Describe the location of the project as the distance to the nearest town, road, geographic feature etc.

**Lat/Long:** (e.g., N42o37'51", W124o03'27")

**Dates Implemented:** Provide the start and end dates of your project implementation.

**Client:** Who is this project for? The client can be an agency, company or land owner.

**Planners:** Who were the planners?

**Implementers/Contractors:** List groups who implemented the project.

**Background and Objectives** (300 words max)

History of project (disturbance type, etc.) and goals and objectives of the restoration work. Describe the need for the work or problems that lead to the new practices. Briefly describe the soils, climate, and vegetation.

**Implementation** (300 words max)

Describe what you did, including just the facts. Be specific in describing equipment, rates and depths of application, species that were applied, dates, and so on.

**Findings** (300 words max)

Describe what you learned. Successes and failures are welcome here. The more specific you are in your findings the better; however, leave discussions of what your findings mean for the next two entry fields.

**Applicability or Management Considerations** (300 words max)

Describe where else your findings, practices, equipment may be applied, including geographic location, soil type, climate, etc. How do these findings affect other resources or policy?

**Questions Raised** (300 words max)

From your perspective, what further investigation do you think is needed? If you have suggestions for informal trials or formal research (perhaps a more scientific study of your trial technique, or research into how your tool or technique works in other soil types), please note it here. The Learning Summaries may help inform where scarce research funds can be targeted to explore topics of greatest relevance to field work.

**Literature Cited** (100 words max)

Cite any literature that has been referenced in the Learning Summary. The preferred citation format is: Author, Year, Title, Source, and Pages (e.g., Stott LV, Dougher TA, and Rew LJ. 2010). Developing native multi-species sod: an alternative rehabilitation method for disturbed lands. Restoration Ecology Vol 18, No.5, pp. 742-752). When you cite it in one of the fields in the Learning Summary, cite it in parenthesis with the last name of lead author followed by the date. Examples: (Stott and others 2010) or if it has just one author (Stott 2010). Please limit your citations to no more than five.

**Related Links or Documents**

If your Learning Summary is based on a report, please email the related pdf when prompted or provide the link(s) here for further reading.

**Figures**

When prompted, email jpegs of tables, graphs, and photos. Provide captions describing each figure. Be sure that figures are of acceptable quality and tables and graphs can be clearly read. Limit figures to no more than four. Figures should apply directly to main points of Learning Summary.

## Captions

Each figure should have a caption that concisely describes what the figure is and why it is important. Identify which caption goes with each figure.

## Contact Information

Provide the full names of the authors involved with writing the Learning Summary. Include professional titles and affiliations, mailing and electronic addresses. Specify corresponding author.

## Guidelines, Review, and Consent

### Guidelines

Please use metric (SI) units with US units in parentheses (first time only). Use numerals for any countable amount (for example, 3 trials, 2 sites).

Use the PLANTS database as the source for your nomenclature (<http://plants.usda.gov>) when discussing specific native plants. Authors may use common names found in PLANTS or the local vernacular. Use common names with scientific names (including authorities and family names) in parentheses the first time used in the abstract and body of the manuscript (if scientific names are summarized in a table, they need not be repeated in the body of the manuscript). All subsequent use can be either the common or scientific name. Example with common name: whitebark pine (*Pinus albicaulis* Engelm. [Pinaceae]). Example without common name: *Phacelia rattanii* Gray. (Hydrophyllaceae).

### Review Process

The Learning Summary will be reviewed by an editor for content and grammar. Because this will be conducted by volunteers, there will be some lag time between submittal and uploading on the Resource Library site. Prior to uploading, the edited Learning Summary will be sent back to the person who submitted it for their review of the edits. When the final edits are agreed upon, the Learning Summary will be uploaded to the Resource Library site.

### Consent

Your submittal of this learning summary serves as your documented consent to post the submitted information on the [www.nativerivevegetation](http://www.nativerivevegetation) website.

**Note:** Our guidelines are based on those developed by the Native Plants Journal (NPJ), <http://www.nativeplantnetwork.org/journal/>. Contributors who wish to share a more formal or detailed document relating to native plants, should consider submitting it as a technical article to the Native Plants Journal. The submittal process can be found on [NPJ website](#).