

# ENVS 429: Environmental Leadership Program (ELP)

- Class (both projects): Wed 2 – 3:50 pm, 142 COL, CRN 12209
- Lab (Aspen Adventures): Required Field Trip = September 18-25;  
Fall Term Lab = Fri 2 – 3:50 pm, 249 COL, CRN 16837
- Lab (Reflections): Fri 10 am – 4:50 pm, 9 PAC, CRN 16838

## **A. Key Personnel and Contact Information:**

Role	Name	Project	Email	Phone
ELP Co-Director	Peg Boulay	Aspen Adventures, Reflections (secondary)	<a href="mailto:boulay@uoregon.edu">boulay@uoregon.edu</a>	w. 541-346-5945 c. 541-517-2590
ELP Co-Director	Kathryn Lynch	Reflections (primary)	<a href="mailto:klynch@uoregon.edu">klynch@uoregon.edu</a>	w. 541-346-5070 c. 541-870-7326
GTF Project Manager	Lauren Hendricks	Aspen Adventures	<a href="mailto:lhendri2@uoregon.edu">lhendri2@uoregon.edu</a>	c. 218-349-3829
GTF Project Manager	Euell Macke	Reflections	<a href="mailto:emacke@uoregon.edu">emacke@uoregon.edu</a>	c. 541.805.0539

*\*Each ELP Team will create its own team member contact list. Peg and Katie maintain the community partner contact list and will provide contact information to the GTF Project Managers.*

## **B. Course Overview, Format and Philosophy**

This is a one-term service learning course in which you will implement your community-based project and develop your leadership, collaboration and communication skills. Your team’s success depends upon your active involvement – identifying next steps and taking leadership to make sure all the field trips are successful and your products are compelling and professional. Active, engaged participation is central to all ELP projects! As a team, you will be responsible for the learning that occurs. Everyone is expected to work together, share their perspectives, and ensure this is a rewarding learning experience for everyone.

The ELP provides you with an opportunity to be involved in your community, as well as time to reflect and discuss these experiences. Instilling an ethic of civic engagement is integral to all ELP projects. We want you to gain the awareness, knowledge, skills and motivation to tackle the serious environmental issues we currently face. The ELP is designed to develop your communication, critical thinking and problem-solving skills and give you the confidence to take leadership roles regarding environmental issues.

### **Expectations**

You were chosen to participate in this program because we believe you have the background, skills and motivation to succeed. Our expectations are that you:

- Are able to work both independently and in a team.
- Are respectful, professional, and courteous and will be an excellent ambassador in the community.
- Are a creative problem-solver, are able to adapt to new situations and will respond to all situations in a professional manner.
- Have a strong desire to build knowledge and skills, especially collaboration, communication, problem-solving, speaking, writing and field-based skills.
- Are excited to learn, interact, and give back to the community.
- Are dedicated to following protocols and being safe in the field.
- Commit to contribute at least 12 hours/week to your project. (Note: for Aspen Adventures the field trip counts towards the 120 hour time requirement for the term).

## Learning Outcomes:

By the end of this project, you will be able to:

- Work more effectively in a team (e.g. establish shared norms and processes, facilitate meetings, identify and prioritize tasks and timelines, manage workload in an equitable manner, synthesize individual student work into cohesive and high-quality team products, communicate clearly and respectfully, make collaborative decisions using consensus-building techniques, resolve conflict, and leverage the diverse talents of a large team).
- Develop an attractive, compelling website that will continue to provide inspiration and valuable information beyond the end of your project.
- List 10 effective practices for project management and professional development (e.g., resumes, cover letters, networks, and interviews)
- Discuss the value of community involvement, service, and volunteerism in our society.

Aspen Adventures team members will be able to:

- Describe the ecology, conservation issues and restoration methods for quaking aspen communities.
- Implement field protocols.
- Proficiently use tools such as maps, compass, diameter tapes, plant identification books and/or Global Positioning System units.
- Collect, enter, verify, analyze, interpret and communicate environmental data.

Reflections team members will be able to:

- Articulate your perspective(s) regarding the use of photography for conservation goals.
- Develop and implement an artistic and informative photography-based interpretive exhibit.
- Hone your public speaking and story-telling skills to communicate a conservation message.
- Describe human-water interactions within the McKenzie Watershed.
- Discuss some of the approaches to and challenges of water management in the McKenzie.

## Required Readings

There is no textbook for this course. You will be assigned short readings related to your project and the content we cover during class.

- **Aspen Adventures:** Please read this document prior to the data collection expedition: Strong, N., T. Welch, B. Littlefield, and D. Stringer. 2010. Land Manager's Guide to Aspen Management in Oregon. Oregon State University Extension publication EM 9005.  
<http://www.oregon.gov/oweb/docs/pubs/aspenmanual.pdf>. In addition, learn more about your community partner:
  - Pacific Stewardship's website, <http://pacificstewardship.com/>
  - A nice Oregon Quarterly article about Darin Stringer's reforestation work in Lebanon, <http://www.oregonquarterly.com/taking-root>
- **Reflections:** Some of the readings are intended to inspire your broad exploration of the theme, "Reflections" and the intersection of art and water conservation. With the creative writing articles, we hope you will contemplate how to create images as narrative and use words as pictures. Be prepared to discuss these readings.

## Wednesday Workshops and Team Meetings

Each Wednesday Peg, Katie and the GTF Project Managers will organize short skills-focused workshops related to: 1) your products, 2) group process and 3) professional and career development. After each workshop, you will meet with your team and GTF Project Manager to plan your work. Your GTF Project Manager will let you know the location for your team meeting. This course schedule is flexible and will evolve to meet your needs as your project develops.

## C. ELP: Roles and Responsibilities, Protocols, and Other Details

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### Roles and Responsibilities:

- You and your team will be responsible for:
  - Executing your team project from start to finish
  - Completing all products (assignments) on time and in good quality
  - Facilitating at least one weekly team meeting
  - Coming to all classes and meetings prepared (e.g. completed all the readings and assigned work tasks)
  - Keeping a timesheet of project work each week
  - Addressing issues/problems as they arise, and using problem-solving protocols to address all issues.
- The GTF Project Manager will be responsible for:
  - Providing feedback to improve quality and ensuring the project is on track
  - Answering questions and helping solve problems
  - Developing and/or facilitating mini-workshops as needed
  - Evaluating your performance as individuals and a team
  - Communicating with community partner and Peg/Katie as needed
- Katie and Peg (ELP Co-Directors) will be responsible for:
  - Providing ELP structure, project goals and ELP procedures and protocols
  - Developing and/or facilitating mini-workshops; providing additional training as appropriate
  - Providing detailed feedback regarding project implementation
  - Answering questions/helping solve problems (after consultation with GTF Project Managers)
  - Communicating with community partners, technical advisers and funders
- Community partners and technical advisers are responsible for:
  - Providing the goals and structure for the project
  - Depending on the project, providing background information, training and/or equipment
  - Answering questions and/or providing feedback (through GTF project manager and/or Katie and Peg)

**Attendance:** Your attendance at all Wednesday workshops, team meetings and field days is required! Due to the participatory nature of ELP, it is impossible to truly “make up” missed time. If you have an unavoidable conflict, contact your GTF Project Manager as soon as possible. You will work with your Project Manager and your teammates to problem-solve and identify how you will complete work in the manner that most benefits the team. Absences due to illness are excused if you provide a note from a health care provider. Unexcused absences will dramatically impact your participation grade.

**Problem-Solving Protocols:** If you are facing a challenge or have questions related to the project, you should first turn to your team for collaborative problem-solving. Challenges always arise, so you should be proactive, act immediately and draw upon the strengths of your team to tackle problems. If the team as a whole is stumped, ask your GTF Project Manager for help. He or she will facilitate a process to help you work through challenges or answer remaining questions. If issues persist, your GTF will invite Peg/Katie into the problem-solving process. Depending on the project, the GTF or Peg/Katie may contact the community partner for input. You should never contact your community partner with a problem without first going through this process! Some projects will have more contact with the community partners than others. Please follow the guidance of your GTF Project Manager.

**Late Assignments:** We are working with community partners and it is critical we meet all our deadlines to maintain good relations! Grades for late assignments will drop 5% each calendar day until submitted.

**Incompletes:** Except for medical emergencies, incompletes are not available for ELP projects.

**Administrative Details:** Transportation will be by UO van unless unusual circumstances warrant use of personal vehicles. The Reflections team will need to use Model Release Forms to include human subjects in your photos. The Reflections team will be provided a budget for purchasing materials to create your art exhibit. Unless otherwise instructed, all purchases need to be made by Monica Guy, the Environmental Studies Program Office Manager. You must strictly follow UO policies and procedures regarding vehicle use, mileage reimbursement and purchases. Your GTF Project Manager will provide more information to you.

**Safety and Professionalism:** This course involves significant time in the field. You are expected to prioritize safety above everything else. Because you are representing UO, you must act professionally when interacting with community partners, schools, and the public. The following behaviors are mandatory:

- Drive responsibly at all times (that means absolutely NO texting or talking on phone);
- Always go into the field with at least one other student (never go out alone in the field);
- Always let your GTF Project Manager know where you are going and check in when you return;
- Teams in the field: dress appropriately for the weather and wear sturdy boots or hiking shoes;
- Bring water, sunscreen and other essentials as necessary;
- Be mindful of field hazards such as moving water, poison oak, stinging insects and uneven terrain;
- Despite new Oregon laws regarding marijuana, do not show up to class or field work high;
- Ensure that there is a first aid kit in every vehicle going into the field;
- Follow project-specific protocols;
- Trust your instincts. If you don't feel safe, stop field work, return to campus and inform your GTF Project Manager and either Peg or Katie as soon as possible.

**Inclusive Learning and Academic Access:** If you have a disability (physical or learning), medical condition, or other situation that you think may affect your performance in this class, please see Katie/Peg during the first week of the term so that we can make arrangements, if necessary, for your full access to all classroom activities. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu).

**Academic Honesty:** We take this very seriously. We expect everyone to strictly adhere to the University Student Conduct Code and University policies regarding academic misconduct (see the UO Office of the Dean of Students website). All work submitted for this course must be your own and be created exclusively for this course. In particular, you must properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). "Cutting and pasting" from the internet is essentially stealing intellectual property and is not acceptable. Also, you must properly acknowledge any photos or other creative materials that you use. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with us beforehand. Additional information about a common form of academic misconduct, plagiarism, is available at [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

You may not use any copyrighted materials in your website. You may only use materials that you create yourself, obtain permission to use or are public domain. For example, if you decide to add an exciting U-Tube video to your website, it is illegal to use copyrighted music. You must properly acknowledge any photos or other creative materials that you use.

**Use of ELP Lab:** The ELP is your dedicated space. Be considerate of your fellow ELP team and always keep the lab tidy. Help us protect our lab and keep this room locked at ALL times and do not share the key code with anyone. Computer theft is an issue on campus, so lock the lab even if you are just going to the bathroom! Please also make sure the windows are shut and locked when you leave.

**Computers and Electronic Files:** The ELP computer lab has several desktops available for your use at any time as well as a printer. The printer should be used for ELP-related work only. You are responsible for backing up all your work!

**Fieldwork for Reflections team:** Friday field days are dependent on weather. If it is really raining, and it is impossible to get any good photographs, you'll need to work with your team to reschedule field time. Important note: don't cancel if it is just threatening rain! Go anyway, as you might get some great shots! Overcast days can give you great color, some rain can make fabulous reflections, and if going up the McKenzie, you can sometimes get above the clouds!

## D. COURSE REQUIREMENTS AND GRADING: Aspen Adventures, REVISED

### Project Overview and Course Structure

Throughout the western United States, conservationists are concerned about the loss of quaking aspen (*Populus tremuloides*) habitat and the poor vigor of remaining woodlands. In central and eastern Oregon, Pacific Stewardship LLC implemented silvicultural prescriptions to manage and restore 4 aspen sites on private land in central and eastern Oregon. Through a field expedition during Week 0, you will revisit those sites as well as reference site(s) to collect data using an established methodology. During the rest of fall term, you will analyze the data and create products to communicate your findings. You will evaluate different management strategies, examine change and make recommendations based upon your findings.

Because this course involves an extended camping trip, we will emphasize safety and sanitation. As a reminder, alcohol and controlled substances (including cannabis) are not permitted at any time during the field trip. You will be asked to complete the following forms: 1) emergency contact and health information form, 2) UO general release of liability, assumption of risk and agreement not to sue. You will be provided handouts summarizing the field trip schedule/logistics and what to bring.

**Summary of Products (Assignments):** your grade will be based on the following components. You will receive more specific instructions for each major product.

**Week 1 update:** *Because we did not have sufficient time to complete the field observation exercises and because Jim Woods and Kevin Westfall requested updates on their stands, the Field Notebook is now 5% and Final Reports are now 25% of your grade. Also, your field notebook deadline is extended to Week 2.*

Element/Activity	Activity Type	Percent of Final Grade
1. Service Work, Participation and Leadership	Individual	30%
2. Research Report (and Information Sharing)	Individual	10%
3. Field Notebook	Individual	5%
4. Project Management Plan	Team	5%
5. Data Set(s) and Data Analysis	Team	5%
6. Scientific Poster	Team	10%
7. Website	Team	10%
8. Final Reports	Team	25%
9. CD with all products	Team	n/a

### Product Details

- ➡ Follow Lauren's instructions for submitting assignments (e.g., via email or shared on Google Docs).
- ➡ All assignments are due 9:00 a.m. on Wednesday of the week listed. Finals Week: Final versions of all products due on Monday, December 7<sup>th</sup> at 9 a.m.

#### 1. Service Work, Participation and Leadership

Participation and teamwork is the foundation of this class and without it, none of the other elements can be effectively accomplished. Your engaged participation in all class and team meetings is critical for your project to be successful! As noted previously, due to the participatory nature of this class, absences are impossible to "make-up," so participation in all class and team meetings is mandatory. Your participation grade includes actively contributing to all group meetings and field trips; active engagement in group planning, problem-solving and product creation; and coming to group meetings prepared to discuss your project, progress, and/or issues in a constructive, analytical manner. Your participation grade will also include your active engagement in data collection and group camping

chores (e.g., cooking, cleaning, water filtration) during the 8-day field trip. We will use individual assessments and peer evaluations at the end of the term to help determine your success.

By signing up for this project, you have agreed to put in 4 credits (120 hours) worth of work for our community partners this term, divided approximately as follows: 8 hours summer reading and research, 62 hours participating in the data collection portion of the field trip, and 50 hours professional workshops, team meetings, data analysis and creating team products. Using the timesheet provided to you via Google Docs, maintain an accurate and updated timesheet. Please note that your service work grade is more than just putting in hours, you will also be evaluated on the quality of your work, your initiative in volunteering for tasks, and how well you take and apply the feedback you receive.

## 2. Research Report (and Information Sharing)

This was the research you conducted over the summer in which you chose a subtopic and wrote a 3-4 page paper (double-spaced, 12-font, 1 inch margins). Use 2-3 sources unless you are summarizing a peer-reviewed research project or case study (in which case you can use a single source). Peer-reviewed sources are preferred but internet sources are acceptable for this assignment. You may format your summer research paper as you wish, as long as your paper is proof-read, consistent in formatting and appropriate for an academic paper. This assignment is intended to be relatively simple, but give you background on a specific aspen aspect so everyone has an area of expertise. This assignment also includes sharing your findings with the team on the first or second day of the field trip.

➡ Deadline: Due prior to week 0 (9 am, 9/15).

## 3. Field Notebook.

The purpose of this assignment is to encourage you to take good notes regarding your project context and to allow you to create your own personal system of recording field notes. In addition, you will practice field observation skills and hypothesis generation through a weekly exercise. You will be given 4.5" x 7" Rite in the Rain® notebook and an assignment handout with more information.

➡ Deadline: Due week 2.

## 4. Project Management Plan

Every complex project needs to be managed in a thoughtful, organized manner. Your Project Management Plan is your blueprint for collaboratively working together to create high-quality deliverables within established deadlines. The goals of this assignment are to 1) allow you to create a dynamic tool to guide you through your project and 2) support healthy team dynamics. Your plan is intended to be a simple flexible document that you can adjust. It will contain the following elements:

- ✓ **Task 1:** Discuss and determine your “safe space” and “operational” norms. (Note: Tasks 5 & 6 also address some operational norms).
- ✓ **Task 2:** Identify meeting leaders and note-takers for the entire term. Your team will meet weekly (Wednesdays during the lecture period and Fridays as needed) to plan your products. Each week, *different* students will serve as meeting leader and note taker (on a rotating basis). The meeting leader is responsible for issuing a call for topics, creating the meeting agenda, identifying any pre-work, and facilitating the meeting. The note taker is responsible for capturing, summarizing and distributing decisions and action items. Depending on your team size, every student should fulfill each role at least once.
- ✓ **Task 3:** Identify product leads. We want the entire team to participate in discussions to plan and review products; however, it is most practical if you divide into sub-teams to tackle different portions of products. We recommend that you identify the lead (or co-lead) for each product. The lead/co-lead is **NOT** responsible for doing all of the work; rather, the lead is responsible for *facilitating the process* by which the sub-team completes the work. You may

wish to assign the role of editor for some products.

- ✓ **Task 4:** Develop your communication protocols. Will your primary method be email, text or social media? How often will individual team member check for team communications? We recommend creating email protocols for effective professional communication. Examples include: who to cc:, email subject line template (e.g. Aspen15 – website), and proofreading process for external emails.
  - ✓ **Task 5:** Develop a file sharing and management system. We recommend using Google (e.g., Google Docs, Google Drive). Develop file naming protocols for efficient team document management. How will you deal with multiple versions of one document?
  - ✓ **Optional:** We recommend that product leads create and update a workflow chart that breaks down assignments into specific tasks, identifies a timeline for each task (including progress checks and sub-deadlines), and tracks progress towards completion. This approach is valuable professional development for managing complex projects.
- ➔ Deadline: Due week 2.

## 5. Data Set(s) (including photos, if applicable) and Data Analysis

Accurate, well-organized data are the lifeblood of any monitoring project. You will be expected to enter and proof your data every day during the field trip. You will use Excel for data entry and data management. You will provide an electronic copy of your final data set(s) to your community partner.

- ➔ Deadlines: Data set(s) updated and proofed daily during week 0, final due week 11.

## 6. Scientific Poster

The poster will summarize your project and will be in a format suitable for presentation at a professional meeting. Your poster will follow the standard scientific poster format: Abstract, Introduction, Methods, Results and Discussion. It should also include a short section on the ELP and at least one table, graph or illustration. All elements must be concise (1-3 paragraphs). Your poster will be displayed in Columbia Hall. There may be an opportunity for you to submit an abstract to present your poster at the Society for Ecological Restoration meeting (April, in Portland). *Note: You must acknowledge your community partners and funders in all materials you develop, including your poster.*

- ➔ Deadlines: draft 1 due week 6, draft 2 due week 8, final due week 11.

## 7. Website

Every ELP team is responsible for developing a streamlined website that highlights your project activities, and each team member should contribute to the website design and development. The website should capture how exciting your project is, your enthusiasm for making a difference in the community and your hard work! Please take a look at the current ELP site to get a feel for what past teams have done and what worked and what didn't work as well. Remember that your website will continue to reach people after you leave UO. Some past ELP students have directed potential employers to their ELP website and felt that it has helped them land a job. *Note: You must acknowledge your community partners and funders in all materials you develop, including your website.*

- ➔ Deadlines: Site map and draft content due week 4, draft of complete site due week 5, site up and functional week 6, final due week 11

## 8. Final Reports

You will create the following reports: 1) Mini-reports for each of the private land sites (Thomsen, Wood and Westfall). Your target audience the land owners and Darin, so these mini-reports should be very concise! 2) A final report summarizing all of your data (including private and U.S. Forest Service sites). It will be in the format of a scientific manuscript and should be suitable for submission to the Oregon Undergraduate Research Journal, <http://ourj.uoregon.edu/>. At a minimum, your scientific report will

contain these sections: Abstract, Introduction, Methods, Results, Discussion, Management Recommendations, Acknowledgements, Literature Cited, and Tables/Figures. *Notes: Your scientific report will be made available on your website. You should not post your mini-reports to your website. You must acknowledge your community partners and funders in all materials you develop, including your reports.*

➔ **Deadlines:** Scientific Report Introduction and Methods week 7, outline and Study Areas due week 8, draft 1 due week 9, draft 2 due week 10, final due week 11; Mini-reports draft 1 due week 7, draft 2 due week 8, final due week 11.

## 9. Final CD (or flash drive)

Your final project cd (or flash drive) with all products (including data files, photos, and reports in both word and pdf format) is due 9 am, Monday, December 7<sup>th</sup>. Submit 2 copies: 1 for your primary community partner and 1 for Peg. *Note: all teams should take several action photos that may be used in your products and possibly by Peg and/or your community partner.*

## 10. Other Opportunities (no grade)

We encourage you to take advantage of opportunities to maximize your professional development. Although not part of the formal course requirements, there are additional opportunities for you to gain speaking or outreach experience or otherwise enhance your resume! For example, there may be opportunities to participate in a related community event. Peg or Lauren will pass on ideas to you.

### a. **End-of-year ELP presentation/celebration**

You will be invited, but not required, to participate in the ELP 2015-16 Final Presentations and Celebration during June 2016. This will be another opportunity to gain public speaking skills, inform more people about your project and celebrate your accomplishments.

### b. **UO Undergraduate Symposium**

We encourage you submit an abstract to show your poster at the UO Undergraduate Symposium. <http://undergradsymposium.uoregon.edu/>. Typically, the abstract deadline is in March and the symposium is in May.

### c. **Society for Ecological Restoration Northwest Regional Conference**

We are trying to secure funding to support student participation in this conference (April 2016 in Portland). There may be an opportunity for you to submit an abstract for your poster. Peg will keep you updated.

### d. **Other opportunities**

There may be other opportunities to get involved in your community partners' work, participate in a related community event or present your work at a professional meeting. ELP students have tabled, shown their products or otherwise participated in numerous local and regional festivals, workshops, artwalks, and conferences. In 2012, 2013 and 2015, some CSA teams submitted their revised final reports for publication in the Oregon Undergraduate Research Journal. Also, some ELP students have completed an Honor's Thesis related to their ELP project. Peg or Lauren will let you know about opportunities as they arise. Or feel free to let us know about your ideas!

## E. Timeline and Products at a Glance: Aspen Adventures, Fall 2015

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	Timelines and Products at a Glance											
Products	Wk 0	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Finals
Timesheet	Start	Update	Update	Update	Update	Update	Update	Update	Update	Update	Update	Final due
Data Set and Analysis	Start											Final due
Research Report	Due 9/15											
Field Notebook			Due									
Project Management Plan		Start	Due									
Website				Start planning	Draft #1	Draft #2 due	Goes live					Final due
Scientific Poster							Draft 1 due		Draft 2 due			Final due
Final Reports: Scientific Report								Intro & Methods due	Outline, Study Area due	Draft 1 due	Draft 2 due	Final due
Final Reports: Mini-reports								Draft 1 due	Draft 2 due			Final due
CD w/all final materials												Due

**Notes:**

- ➔ All assignments are due 9:00 a.m. on Wednesday of the week listed.
- ➔ Finals Week: Final versions of all products due on Monday, December 7th 9 a.m..