

ENVS 429: Environmental Leadership Program (ELP)

CRN 32154 ✧ Spring 2017 ✧ Mon 4–5:50 pm

112 Lillis; Team meeting and lab date, time and location varies by project

A. Key Personnel and Contact Information:

Role	Name	Project(s)	Email	Phone
ELP Co-Director	Peg Boulay	Conservation Science	boulay@uoregon.edu	541-346-5945
ELP Co-Director	Kathryn Lynch	Environmental Education	klynch@uoregon.edu	541-346-5070
GE Project Manager	Ashley Studholme	Canopy Connections	astudholm@uoregon.edu	703-596-0716
GE Project Manager	Kassandra Hishida	School Garden Team	khishida@uoregon.edu	559-246-9398
GE Project Manager	Jordan Wyant	Restoring Connections	jwyant2@uoregon.edu	517-648-2670
GE Project Manager	Paul Reed	Climate and Phenology	preed@uoregon.edu	716-946-4793
GE Project Manager	Avni Pravin	Riparian Restoration	apravin@uoregon.edu	716-860-8798
GE Project Manager	Emily-Bell Dinan	Stream Stewardship	edinan@uoregon.edu	917-399-0675

**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 GE Project Managers.*

B. Course Overview, Format and Philosophy

This class is the second quarter of the ELP's two-quarter Environmental Education (EE) and Conservation Science in Action (CSA) projects. This spring you will have the opportunity to implement your community-based projects and continue to develop your collaboration and leadership skills. The success of this term – even more so than last term – depends upon your active involvement: identifying next steps and taking action to make sure your project is successful. It is up to you to identify issues and opportunities as they arise and to deal with them immediately. Active participation is central to all 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 all. The ELP provides you with an opportunity to be involved in your community, as well as time to reflect and discuss these experiences. Inspiring an ethic of civic engagement is integral to all ELP projects. 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.

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 work into cohesive and high-quality team products, communicate clearly and respectfully, make collaborative decisions using consensus-building techniques, resolve conflicts, and leverage the diverse talents of a team).
- Develop an attractive, compelling (but simple) website that will continue to provide inspiration and valuable information beyond the end of your project.
- Deliver a professional presentation in front of an audience (and feel more comfortable doing so!).
- List 10 best practices for being an environmental professional (e.g. project management, effective resumes, networking, and more)
- Discuss the value of community involvement, service, and volunteerism in our society. In particular, articulate your own perspectives on what community service means to you, how you prefer to contribute, and what tangible (skills) and intangible (satisfaction) benefits you gain by giving.

EE team members will be able to:

- Facilitate age-appropriate learning experiences effectively.
- Discuss the myriad challenges/constraints to creating effective environmental education programs.

CSA team members will be able to:

- Thoroughly understand and describe at least one ecological issue or process.
- Implement field protocols and measurement techniques.
- Proficiently use tools such as maps, compass, surveyor's level, plant identification books and/or Global Positioning System units.
- Collect, enter, verify, analyze, interpret and communicate environmental data. In particular, compare data sets collected over time to evaluate change.

We encourage you to identify your personal learning objectives, share them with your team and support each other in achieving those goals. For example, do you want to gain experience with particular field methods or gain confidence in public speaking? Let your team members know and volunteer!

Required Reading & Materials

During this term, you will occasionally be assigned very short readings related to your project or the content we cover during the Monday ELP workshops. Teams are encouraged (but not required) to maintain their field notebooks.

While not a required reading, CSA teams should consult Shmel, J. 2012. Writing science: how to write papers that get cited and proposals that get funded. Oxford University Press. This is a helpful resource for your final reports. There will be 2 copies available in the ELP lab and you may also access it electronically through UO Libraries.

Monday Workshops and Team Meetings

During Week 1, all teams will meet together in 112 LIL to launch this year's teams. During the rest of the term, Mondays will be reserved for brief professional development workshops specific to your project then team meeting time. Meet in your assigned room (your GE Project Manager will let you know the location).

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

Roles and Responsibilities:

- Students are 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., completing any readings and/or assigned tasks)
 - Keeping a timesheet of project work each week
 - Addressing issues/problems as they arise and using problem-solving to address all issues in a proactive and positive manner
- The Graduate Employee (GE) Project Manager is responsible for:
 - Providing feedback to improve quality and ensuring the project is on track
 - Answering questions and facilitating student problem-solving
 - Developing and/or facilitating Monday mini-workshops
 - Evaluating your performance as individuals and a team
 - Communicating with community partner and Peg/Katie as needed
- Peg (CSA Projects) or Katie (EE Projects) are responsible for:
 - Working with community partners to develop structure, project goals, procedures and protocols
 - Developing and/or facilitating Monday mini-workshops; providing additional training as needed
 - Providing detailed feedback regarding project implementation (visiting sites, observing students in the field, and participating in team debrief meetings)
 - Answering questions/helping solve problems (after consultation with GE Project Managers)
 - Communicating with community partners, technical advisers and funders
 - Raising the funding for the project and completing all reporting requirements
- Community partners 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 GE Project Manager and/or Peg/Katie)

Attendance: Your attendance at all Monday 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 GE Project Manager as soon as possible. You will work with your Project Manager and 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 GE 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 GE Project Manager will invite Peg/Katie into the problem-solving process. Depending on the project, your GE Project Manager 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 GE 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: Incompletes are not available for ELP projects.

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 either Katie or 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.

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 written 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. Additional information, is available at 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 YouTube video to your website, it is illegal to use copyrighted music. You must properly acknowledge any photos or other creative materials that you use.

Administrative Details: Transportation will be by UO van unless unusual circumstances warrant use of personal vehicles. The EE teams will have a small budget to purchase materials. 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 GE 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 GE 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 (NO shorts or sandals!);
- EE teams in schools: dress appropriately and professionally;
- 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 such as tree-climbing safety;
- Trust your instincts. If you don't feel safe, stop field work, return to campus and inform your GE Project Manager and either Peg or Katie as soon as possible.

A note on safety for CSA teams: As part of your field work, you will hike off trail, cross a shallow streams, carry lightweight equipment, snorkel, and/or use landscaping tools such as shovels, hoes and clippers. You may encounter poisonous or stinging plants or insects. We will go over safety procedures in class but we cannot eliminate all risk. Please contribute to safe field work by following instructions, using equipment with care, watching your footing, and being careful around water.

Use of ELP lab: The ELP is your dedicated space. Be considerate of your fellow ELP teams and always keep the lab tidy. Please do not leave any food or drinks in the lab. Because only one team can effectively use the space at a time, there will be a sign-up process. 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 is to be used for ELP related work only. You are responsible for backing up all your work!

D. COURSE REQUIREMENTS AND GRADING: CONSERVATION SCIENCE IN ACTION TEAMS

Tentative Workshop/Team Meeting Schedule

During Week 1 and 10, all 6 teams will meet together to launch and wrap up the term (meet in 112 LIL). During Weeks 2-8, Peg and the GE Project Managers will organize short skills-focused workshops related to: 1) your deliverables, 2) group process, 3) scientific communication, and 3) professional and career development. We will meet in B040 PSC (Price Science Commons – the science library). After each workshop, you will meet with your team and GE Project Manager to plan your work. Here is the tentative schedule, subject to change based upon the teams' needs.

- Week 1: All ELP teams meet together: ELP overview (112 LIL)
- Week 2: Effective Meetings (B040 PSC)
- Week 3: Website Design (B040 PSC)
- Week 4: Scientific Posters (B040 PSC)
- Week 5: Networking and Powerful Presentations (B040 PSC)
- Week 6: Scientific Manuscripts, part I – structure, language, format (B040 PSC)
- Week 7: Scientific Manuscripts, part II – presenting data (B040 PSC)
- Week 8: Resume Workshop (and how to highlight your ELP experience) (B040 PSC)
- Week 9: No class – Memorial Day!
- Week 10: All ELP teams meet together: Wrap up, Reflections and Cover Letter Synthesis (112 LIL)

Summary of Products (Assignments): Your grade will be based on the following components.

Element/Activity	Activity Type	Percent of Final Grade
<i>Climate and Phenology Team</i>		
1. Service Work, Participation and Leadership	Individual	35%
2. Project Management Plan	Team	5%
3. Website	Team	15%
4. Data Set(s) and Data Analysis	Team	5%
5. Final Report	Team	20%
6. Presentations: Undergraduate Symposium and Final	Team	20%
7. Flash drive with all products	Team	n/a
<i>Riparian Restoration Team</i>		
1. Service Work, Participation and Leadership	Individual	35%
2. Project Management Plan	Team	5%
3. Website	Team	10%
4. Data Set(s) and Data Analysis	Team	5%
5. Final Report: Stewardship and Monitoring Summary	Team	20%
6. Scientific Poster	Team	10%
7. Final Presentation	Team	15%
8. Flash drive with all products	Team	n/a
<i>Stream Stewardship Team</i>		
1. Service Work, Participation and Leadership	Individual	35%
2. Project Management Plan	Team	5%
3. Website	Team	10%
4. Data Set(s) and Data Analysis	Team	5%
5. Final Reports: a) Springfield Oxbow, b) Deer Creek	Team	20%
6. Scientific Poster	Team	10%
6. Final Presentation	Team	15%
7. Flash drive with all products	Team	n/a

ASSIGNMENTS FOR ALL TEAMS

- ➔ See *Timelines & Products at a Glance (attached)* and assignment handouts posted on Canvas for details.
- ➔ All assignments are due 9:00 a.m. on Monday of the week listed.
- ➔ Follow your GE Project Manager’s instructions for submitting assignments.
- ➔ Submit the following file formats: doc or docx for final reports, xls or xlsx for data files, ppt or pptx for scientific poster and final presentation, .jpg for action photos and photo points. Do not submit pdf files for either draft or final versions. However, you should post pdf files to your website.
- ➔ You must acknowledge your community partners and funders in all public materials you develop, especially your website, reports, poster and final presentation.

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 is critical for your project to be successful! Your participation grade includes actively contributing to all classes, 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. 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. 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. This translates to an average of 12 hours a week, and includes team meetings, field work, computer lab work, and individual time spent working on products. (Workload may be weighted more heavily towards the end of the term – plan ahead with your team). Using the timesheet provided to you via Google Docs, maintain an accurate and updated timesheet. Your GE Project Manager will check timesheets on a weekly basis. 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 (from each other, community partners, your GE Project Manager and Peg).

You are expected to complete 6-7 hours of fieldwork (not including travel time or data entry) each Friday from week 1 to week 8 (your last 2 Fridays are reserved for creating your final products). You may have additional training during week 1 and/or when you begin a new protocol. The course revolves around the findings generated from this work; thus, the data collection period is a crucial component of your work (plus it’s a lot of fun!).

Your service work also includes a small component of publicity/outreach. Your task is to use social media (specifically, the ELP Facebook page) to post about each field trip experience to create a buzz about your project. Also, since many ELP projects build upon previous students’ work, you will also be updating ELP alumni about what is going on at their sites. During week 1 your first task is to post a team picture and introduce yourselves to the group. Then each week, highlight the accomplishments, exciting insights, breakthroughs, and stories gathered during your field work.

2. 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 products within established deadlines. The goals of this assignment are to 1) allow you to create a dynamic tool to guide you through your project, 2) support healthy team dynamics, and 3) introduce you to elements of project management. Your plan is intended to be a simple flexible document that you adjust as your project unfolds.

3. 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. (Note: this is a more significant assignment for the Climate and Phenology team, with a greater emphasis on content than design). Your website should capture how interesting 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.

4. Data Set(s) (including photo points, 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 after **every** field data collection trip (within 48 hours). Unless otherwise directed, 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.

5. Final Presentation

During the final exam time, ELP hosts a formal final presentation session and reception. We invite your community partners and Environmental Studies staff and faculty, and you may invite your friends and family. Each team will have 13 minutes to present their group project. Each team member is expected to contribute to the development of the presentations (including providing ideas and feedback), but only 3-4 people can effectively deliver the presentation. You should aim for a creative, engaging, professional-level talk that inspire the audience and showcase your accomplishments. You should include: a) an overview of the project's purpose and community partners; b) an overview of activities in the field (e.g., methods and results); c) your lessons learned and academic reflections.

In addition, the Climate and Phenology Team will give a presentation at the Undergraduate Symposium (Thursday, May 18th, see <http://undergradsymposium.uoregon.edu/>). Your presentation should include the same elements as the final presentation. You should use the UO Undergraduate Symposium to create, test and refine your final presentation. Do not reinvent the wheel!

Note: You will rehearse your presentation(s) to get feedback from your team, Project Manager and Peg.

6. Final flash drive

You will submit a final project flash drive with all products (including original data files in Excel format, project management plan, action photos, photo point photos [if applicable], poster [if applicable], draft final presentation, and report[s]). Unless otherwise instructed, 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 presentations and/or written products, and possibly by Peg and/or your community partner.*

TEAM-SPECIFIC ASSIGNMENTS

1. Reports. All reports will be submitted to your community partner and made available on your website.

Riparian Restoration Team Report: Stewardship and Monitoring Summary

This document will summarize the activities you completed at Whitewater Ranch. It will include your stewardship actions, monitoring results and management recommendations.

Stream Stewardship Team Reports

1. Springfield Oxbow Monitoring Summary

This final report will be in the format of a brief scientific manuscript. Your report will contain these sections: Abstract, Introduction, Methods, Results, Discussion (including Management Recommendations), Acknowledgements, Literature Cited.

2. Deer Creek Monitoring Summary

As with Springfield Oxbow, this final report will be in the format of a brief scientific manuscript.

Climate and Phenology Team Report

Your final report will be in the format of a brief scientific manuscript. Your report will contain these sections: Abstract, Introduction, Methods, Results, Discussion, Acknowledgements, Literature Cited.

2. Scientific Poster – *Riparian Restoration and Stream Stewardship Teams*

The poster will summarize your project and will be in a format suitable for presentation at a professional meeting. Assuming your abstract is accepted, you will showcase your project at the annual Undergraduate Symposium (Thursday May 18th). Please see their website for details:

<http://undergradsymposium.uoregon.edu/>. The Undergraduate Symposium poster will essentially be a preliminary draft for your final poster. You will update your poster for display at your final presentation and in Columbia Hall. We will seek optional opportunities for you to display it at public events.

Overnight Field Trips

The Stream Stewardship team will be completing Deer Creek field work during 2 overnight camping trips: Fri 5/5-Sat 5/6 and Fri 5/19-Sat 5/20. The Climate and Phenology team will visit the Southern Oregon project site April 28-30 and will stay at the Siskiyou Field Institute. You will be provided additional logistical information to support your field trip planning.

E. 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/Katie or your GE Project Manager will pass on ideas to you. Or feel free to let us know about your ideas!

- a. ***OUR Journal.*** In past years some CSA teams have submitted their revised final reports for publication in the Oregon Undergraduate Research Journal, <http://ourj.uoregon.edu/>. Talk to your GE Project Manager and Peg if you are interested.
- b. ***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 the past, some students have written short updates for their community partner(s)' website, newsletters or social media. Also, some ELP students have completed an Honor's Thesis related to their ELP project.

– Final Word –

We are incredibly excited about these projects, working with you,
and making a positive difference in our local community!
Thanks for all the enthusiasm and commitment you bring to the projects!

F. Timeline and Products at a Glance: Conservation Science in Action Teams – Spring 2017

Timelines and Products at a Glance: Due Dates											
Products	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Finals
All Teams											
Project Management Plan and Service, etc.	Start	Due			Individual check-ins w/GE						Self/Peer Evals
Timesheet	Start	Update	Update	Update	Update	Update	Update	Update	Update	Update	Final
Data Set	Start	Update	Update	Update	Update	Update	Update	Update	Update	Update	Final
Website			Start planning	Site Map, Draft 1	Draft 2	Goes live					Final
Final Presentation									Draft 1	Draft 2, rehearsal	Final
Flash drive w/all final materials											Due
Team-Specific Products											
C&P: Presentation (Undergrad Symp)					Start planning	Draft 1	Draft 2, rehearsal				
RR and SS: Poster (Undergrad Symp)				Start planning	Draft 1	Draft 2					Final
C&P: Final Report							Outline & Methods	Intro & Study Area	Draft 1	Draft 2	Final
RR: WWR Report							Outline & Methods	Intro & Study Area	Draft 1	Draft 2	Final
SS: SO Report						Outline & Methods	Intro & Study Area	Draft 1	Draft 2		Final
SS: DC Report							Outline & Methods	Intro & Study Area	Draft 1	Draft 2	Final

Notes:

- ➔ All assignments are due 9:00 a.m. on Monday of the week listed.
- ➔ Finals Week: Final versions of all products except Final Presentation due on Monday, June 12th at 9 a.m. Submit 2 flash drives with all products. Final presentation is during exam time, Tuesday, June 13th, 2:45-5 p.m.