

# ENVS 429: Environmental Leadership Program (ELP)

CRN 32837 ✧ Spring 2012 ✧ Mon 4-4:50 pm ✧ 221 McKenzie

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	<a href="mailto:boulay@uoregon.edu">boulay@uoregon.edu</a>	541-346-5945
ELP Co-Director	Kathryn Lynch	Environmental Education	<a href="mailto:klynch@uoregon.edu">klynch@uoregon.edu</a>	541-346-5070
GTF Project Manager	Marissa Williams	Canopy Connections	<a href="mailto:mwilli10@uoregon.edu">mwilli10@uoregon.edu</a>	559-906-4054
GTF Project Manager	Kelly Sky	Exploring Ethnobotany	<a href="mailto:ksky@uoregon.edu">ksky@uoregon.edu</a>	541-232-8058
GTF Project Manager	Devon Bonady	Stalking the Wild Camas	<a href="mailto:dbonady@uoregon.edu">dbonady@uoregon.edu</a>	541-346-5003
GTF Project Manager	Keats Conley	Stream Stewardship	<a href="mailto:keats@uoregon.edu">keats@uoregon.edu</a>	208-484-9099
GTF Project Manager	Raj Vable	Sustainable Farms	<a href="mailto:vable@uoregon.edu">vable@uoregon.edu</a>	906-281-6970
GTF Project Manager	Alayna Linde	Wetland Research	<a href="mailto:alinde@uoregon.edu">alinde@uoregon.edu</a>	763-670-4343

*\*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

As you know, this class is the second quarter of the ELP's two-quarter Environmental Education (EE) and Conservation Science in Action (CSA) Initiatives. During this spring you will have the opportunity to implement your community-based projects and continue to develop your leadership and collaboration skills. The success of this term, even more so than last term, depends upon your active involvement – identifying next steps and taking leadership to make sure your projects successful. It is up to you to identify issues as they arise, and take action to deal with them immediately! Active, engaged 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 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, 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 skills, especially collaboration, communication, problem-solving, speaking, writing and field-based skills.
- Are excited to learn and 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 Objectives**

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

- Work more effectively in a team.
- Develop a basic website that highlights your project accomplishments for the general public.
- Deliver a professional presentation in front of an audience (and feel more comfortable doing so!).
- Discuss the value of community involvement, service, and volunteerism in our society.
- Describe five characteristics of an effective leader (and be able to put these into practice!).

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 environmental/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.

## **Required Reading & Materials**

You have already read articles specific to your project during winter term. During this term, you will occasionally be assigned very short readings related to either your project or the content we cover during the Monday ELP workshops.

## **Project Goals and Partners**

You already know what your project is about. Your GTF Project Manager will give you additional information on your project goals, community partners and, if applicable, protocols or funders.

## **Monday Leadership Workshops**

Each Monday, everyone in the ELP will get together for specific skills-focused workshops:

- Week 1: ELP overview and leadership (what is it, how do we make a positive difference?)
- Week 2: Working effectively in teams, part I: effective agendas and meeting facilitation
- Week 3: Messaging (how to communicate about your project to different audiences)
- Week 4: EE teams – Developing a professional teaching portfolio (in 142 Columbia Hall)  
CSA teams – Scientific posters
- Week 5: EE teams – Writing a teaching philosophy statement (in 142 Columbia Hall)  
CSA teams – Data management workshop
- Week 6: Working effectively in teams, part II: resolving and leveraging conflict
- Week 7: Resume workshop (and how to highlight your ELP experience)
- Week 8: Presentations (how to create powerful presentations and polish your public speaking skills)
- Week 9: No class – Memorial Day!
- Week 10: Wrap up and reflections (and write a compelling cover letter!)
- Week 11: Final presentation to the community

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

---

### **Roles and Responsibilities:**

- Students will be responsible for:
  - Executing projects, collecting data or/ or implementing lesson plans
  - Completing all products (assignments) on time and in good quality
  - Preparing for weekly team meetings
  - Keeping a time log of project work each week
  - Trying to solve problems as a group first, then coming to the GTF Project Manager with questions
- The GTF Project Manager will be responsible for:
  - Organizing weekly meetings (although ELP students will also take responsibility)
  - Providing feedback to improve quality; making sure the project is on track
  - Answering questions/helping solve problems the team cannot first solve on their own
  - Communicating with community partner
- Peg (CSA Projects) or Katie (EE Projects) will be responsible for:
  - Answering questions/helping solve problems the team cannot first solve on their own and the GTF Project Manager cannot give a direct answer for
  - Providing ELP structure and communicating ELP procedures and protocols
  - Developing and facilitating Monday workshops
  - Communicating with community partner
- Community partners will be 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 Peg/Katie)

**Problem-Solving Protocols:** If you are facing a challenge or have questions related to the project, you should first turn to your ELP 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 will help answer remaining questions. If issues persist, your GTF Project Manager will invite Peg/Katie into the problem-solving process. Depending on the project, the GTF Project Manager or Peg/Katie may contact the community partner for input. You should never contact your community client 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. There are no exceptions unless you have an excused medical reason (with a note from the student health center) or have made pre-arrangements with your GTF Project Manager. If you are not going to make a deadline, field day or a classroom visit, you need to first discuss this with your team to problem-solve (see note above). If the team is not able to find a solution, inform both your GTF Project Manager and Peg/Katie immediately.

**Incompletes:** Incompletes are not available for ELP projects.

**Email:** Please put “(Team Name) 12 – (subject)” (e.g. Canopy12 - website) in the subject line of every email you send regarding this project. This is a great way to keep organized and ensure that your emails are seen. Spell-check and proof-read every email; sloppy emails are unprofessional. Persistent email problems will result in a lower grade. Again, do not directly email the community partners without advance approval from your GTF Project Manager.

**Team Documents:** Whether you use Google docs or not, you need to adopt a file naming protocol so you can track the most recent version of files. We suggest that you name all files related to this project “(Team Name)12 (product) date-initials” (e.g., Adams12 web-0472512-kt). This will allow you to identify the latest version and who worked on it. This is a good habit to get into and facilitates file management in a team setting. All documents, drafts included, should be carefully proof-read and spell-checked. Any document being turned in without this attention will be returned without being graded, and the late assignment policy will apply.

**Use of ELP lab:** The ELP is your dedicated space. Be considerate of your fellow ELP teams and always keep the lab tidy. Because only 1 team can effectively use the space at one time, there will be a sign-up process. You may get a key from the ENVIS main office (144 COL) during ENVIS office hours (8:30-12:00, 1:00-4:30), or from your GTF Project Manager, Peg or Katie. Please make arrangements ahead of time if you will be working late and need to check out the key. Help us protect our lab and keep this room locked at ALL times. 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:** The ELP computer lab has several desktops available for your use at anytime as well as a printer. The printer should be used for ELP related work only. For drafts please use recycled paper (there is a stack of one-sided paper you can use in the lab.) You are responsible for backing up all your work! This is an absolutely essential habit to have and a critical element of your professional development in this course. The excuse “my computer died and I don’t have a backup” will NOT be accepted. Thumb drives are an excellent way to back up files. At the end of the term you are responsible for burning a disk that includes ALL final materials related to this project, in both Word/Excel/PowerPoint and pdf form.

**Phone:** We have set up a phone in the ELP lab for your use, 541-346-0538. This phone should be used for ELP related calls only. If you need to make a long distance call for your project, talk to your GTF Project Manager to obtain the PIN number. There is a log sheet next to the phone; you must record the date, time, number called, person called and a brief description of the content. This log goes to our office manager who pays our phone bill, so it is important that this is accurate. Likewise, the log can serve as a useful tool for the team: to help keep everyone in the loop, and ensure that duplicate calls are not made.

**Use of UO vehicles, mileage reimbursements and purchases:** You must strictly follow UO policies and procedures. Your GTF Project Manager will provide more information to you.

**Safety:** This course involves significant time in the field. You are expected to prioritize safety above everything else. The following behaviors are mandatory:

- Drive responsibly at all times;
- 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;
- EE teams in schools: dress appropriately and professionally;
- Bring water, sunscreen and other essentials as necessary;
- Be mindful of field hazards such as poison oak, stinging insects and uneven terrain;
- 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 GTF Project Manager and either Peg or Katie as soon as possible.

**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 will not be tolerated. 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 before carrying out or attempting to carry out the act. 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).

**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](mailto:disabsrv@uoregon.edu).

## D. COURSE REQUIREMENTS AND GRADING – ENVIRONMENTAL ED TEAMS

Your grade will be based on the following components. You will receive more specific instructions for each major product (assignment).

<b>Element/Activity</b>	<b>Activity Type</b>	<b>Percent of Final Grade</b>
1. Service Work, Leadership and Participation - Group Process/Facilitation Plan	Individual	35%
	Team	(part of above)
2. Teaching Portfolio	Individual	20%
3. Website	Team	15%
4. Article for Clearing Magazine/Final Report	Team	15%
5. Formal Final Presentation	Team	15%

### **1. Service Work, Leadership and Participation (35%)**

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. Your participation grade includes actively contributing to all group meetings and classroom visits and/or field trips, active engagement in group problem-solving and product creation, and coming to group meetings prepared to discuss your project, progress, and/or issues in an analytical manner. 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. That translates to 12 hours a week. Generally, you are expected to be in the field delivering EE programs for/with our community partners during your assigned lab time. When not facilitating lessons, you should use the remaining hours to work on your other deliverables. Several teams are doing training sessions and/or shadowing, and several teams will also have special events (e.g. Earth Day, Wildflower Festival) or pre-fieldtrip classroom visits scheduled at additional times. All of this project work counts towards your hours and participation grade.

Using the format provided to you, keep an accurate timesheet and email it to your Project Manager every two weeks. Please note that your service work grade is more than just putting in hours, the quality of your service work will be evaluated too – and how well you take and apply the feedback you receive (from each other, teachers, students, community partners, your GTF Project Manager and Katie).

#### **Group Process/Facilitation Plan**

As part of your participation grade you will create a group process/facilitation plan. ELP is designed to hone your collaboration and communication skills through experiential team-based learning. Your group process/facilitation plan will be your blueprint for working together. It is intended to be a simple flexible document that you adjust as you continue to work together. **Task 1:** Revisit and refine (if necessary) your “safe space” and “operational” norms. **Task 2:** Identify meeting leaders and note-takers for the entire term. Your team is required to meet weekly to plan your field work and your product creation. 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.

Deadlines: due week 2.

## 2. Teaching Portfolio (20%)

Throughout the term you will be developing a professional teaching portfolio, with the goal of having something that stands out on the job market! Content for portfolios can vary, but we will include: 1) a teaching philosophy statement; 2) reflections on all shadowing/teaching experiences; 3) evaluation data; 4) your CV; and 5) the EE materials you developed. We will have two workshops regarding teaching portfolios and a few short readings to provide you the background for this assignment. In general, you will detail what activities you have undertaken, and reflect on your teaching experiences. Information will include your audience, size, age, reflection on how the lesson plan went, what worked, what didn't, what you learned, what you will change next time around, and evaluations from both your audience and your team member partner/observer. You will turn in one document with all material included.

Deadlines: reflections due immediately following facilitation, final portfolio due week 10.

## 3. Website Design (15%)

Every ELP team is responsible for developing a streamlined website that highlights their project activities, and each team member should contribute to the website design and development. The website should capture how cool your project was! It should capture 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 so well. Remember that your website will continue to reach people after you leave UO. Some past ELP students have directed employers to their ELP website and felt that it has helped them land their job. *Note: You must acknowledge your community partners and funders in all materials you develop, including your website.*

Deadlines: draft of complete site due week 4, site up and functional week 5, final version week 10.

## 4. Professional Writing – Final Report/Publishable Article (15%)

This year, each EE team will have two writing outputs – 1) a final report and 2) a publishable article for *Clearing Magazine*. Each team will divide into two groups – with half working on the report and the other half working on the *Clearing* article. There will need to be coordination between the two halves, to make sure the results are accurate and discussed in similar fashions. You will apply the knowledge gained in our Monday messaging workshop to develop these pieces for the different audiences, but both will highlight your project activities and accomplishments. Both will contain project overview, info on your community partner, the need for the project, all that you accomplished (outputs and summaries of outcomes from evaluation results). These documents should capture how cool your project was! They should capture your enthusiasm for making a difference in the community and your hard work! You will post the report on your website and send to all funders and community partners. The article will hopefully be published in the next edition of *Clearing*! *Note: You must acknowledge your community partners and funders in all materials you develop, including your final report.*

Deadlines: Outline and intro due week 4, complete draft due week 5, final due week 10.

## 5. Formal Final Presentations (15%)

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 15 minutes to present their group project. The presentation should be engaging and include: a) overview of community partner(s) and how the project addressed a community need (e.g., introduction); b) overview of EE materials and activities in the field; c) lessons learned/academic reflections. Each team member is expected to contribute to the development of all presentations. However, it is generally not practical for each team member to have a speaking role; it is up to you as a team to decide how to allocate speaking roles. *Note: You must acknowledge your community partners and funders in all materials you develop, including in your final presentation.*

➔ **Deadlines:** draft 1 due week 9, practice run through due week 10, final due week 11 (during scheduled final exam time).

Please note: It is also possible that you may be asked to give another presentation by your community partner – to a staff meeting, board of directors meeting, or other event. These opportunities/dates have not been identified yet. The content will be tailored to the audience and will depend on timing.

## **6. 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!

### **a. Outreach**

One possible area for demonstrating leadership and cultivating new skills is to do outreach for your project. During the term, we are hopeful you will take the initiative and contact local media to have radio, news articles, or TV pieces done on your very cool projects. You could also write short updates for your community partner(s)' websites or newsletters, or write an OpEd or Letter to the Editor on the importance of environmental education. Let us know your ideas and we can help you!

### **b. Other opportunities**

Depending on your project, there may be opportunities to get involved in your community partners' work, participate in a related community event or present your poster at a professional meeting. For example, in 2009, ELP students participated in a panel discussion at the annual meeting of the North American Association for Environmental Education. In 2010, ELP students showed their posters at the Joint Campus Conference for Environmental Studies, the Upper Willamette Turtle Working Group meeting, and a local event celebrating the Willamette River. There may be future opportunities to participate in Oregon professional meetings (e.g., NAAEE annual meetings, Environmental Education Association of Oregon, etc.) Also, some ELP students have completed an Honor's Thesis related to their ELP project. Katie or your GTF Project Manager will pass on ideas to you. Or feel free to let us know about your ideas!

## **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!

## E. Timeline and Deliverables at a Glance – Spring 2012

Deliverables	Environmental Education - Deadlines (by 4:00pm, Monday)											
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Finals	
Group process/facilitation plan	Leadership discussion	Groups workshop - plan due										
Timesheet	Start	Update	Update & submit	Update	Update & submit	Update	Update & submit	Update	Update & submit	Update	Final due	
Report/Article		(Start)	Messaging workshop	Outline & Intro due	Draft 1 due			Draft 2 due		Final due *		
Website		(Start)	Messaging workshop	Draft due	Goes live					Final due *		
Teaching Portfolio (EE)			(Start)	Portfolio workshop	Updated	Updated	Updated	Updated	Updated	Final due *		
					Teaching statement workshop		Draft due			Final due *		
							Resume workshop			Final due *		
Final EE materials	Revise as needed	Revise & practice	Revise & practice	Update as needed	Update as needed	Update as needed	Update as needed	Update as needed	Update as needed	Final due *		
Presentation								Presentation workshop	Draft 1 due	Practice run thru	Final due	
CD w/all final docs											Due	

### Notes:

- ➔ All assignments due 4:00pm on Monday of the week listed, with the exception of all final products due at the end of Week 10, Friday 5pm.
- ➔ Wk 4: Outline and introduction for report, article and website due. The intro includes overview of project and description of project partners.
- ➔ Wk 5: Draft 1 of report/article due. We know you won't be able to complete some sections (e.g. the final output and outcomes). However, you should have the basic structure, background, introduction, theoretical framework, methods, etc., completed.
- ➔ Wk 10: Final versions of all assignments due. Turn in 1 hard copy and electronic copy of report to GTF Project Manager. Turn in hard copy for community partner(s) if they requested a hard copy. *The website, report, article and presentation should capture how cool your project was! It should capture your enthusiasm for making a difference in the community and your hard work.*
- ➔ Finals Wk: Presentation and Reception (during final exam time, Wednesday June 13<sup>th</sup>, 3-6pm or later!)
- ➔ Final project cd with project files (in both word and pdf format) is also due at the time of your final presentation.

