

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

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.

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

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

Note: For all written products (summaries, plans and reports), you may choose the formatting conventions (in other words, you are not required to follow Conservation Biology publication guidelines). However, you must be consistent and professional in the application of your chosen conventions.

Restoration Research Team

Element/Activity	Activity Type	Percent of Final Grade
1. Service Work, Leadership and Participation	Individual	25%
2. Group Process/Facilitation Plan	Team	(included in element #1)
3. Website	Team	10%
4. Scientific Poster	Team	15%
5. Data Set(s)	Team	10%
6. Final Report	Team	25%
7. Formal Final Presentation	Team	15%

Restoration Stewardship Team

Element/Activity	Activity Type	Percent of Final Grade
1. Service Work, Leadership and Participation	Individual	25%
2. Group Process/Facilitation Plan	Team	(included in element #1)
3. Website	Team	10%
4. BWCA Site Management Summary	Team	20%
5. Data Set(s)	Team	10%
6. MMSC Final Report	Team	20%
7. Formal Final Presentation	Team	15%

Sustainable Farms Team

Element/Activity	Activity Type	Percent of Final Grade
1. Service Work, Leadership and Participation	Individual	25%
2. Group Process/Facilitation Plan	Team	(included in element #1)
3. Website	Team	10%
4. Pollinator Conservation Plan	Team	20%
5. Data Set(s)	Team	10%
6. Blueberry Final Report	Team	20%
7. Formal Final Presentation	Team	15%

1. Participation and Service Work

Participation and teamwork is the foundation of this class and without it, none of the other elements can be effectively accomplished. 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 engaged participation is critical for your project to be successful! Your participation grade includes actively contributing to all group meetings and 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 a constructive, analytical manner. 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. 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, community partners, your GTF 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 or 9 (your last 1 or 2 Fridays are reserved for creating your final products). You may have additional training (so less data collection) during week 1. You will often do field work in smaller sub-teams, but I encourage the entire team to work in the same area each field day. 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!).

2. 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 can 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.

3. Website Design

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 cool your project is, your enthusiasm for making a difference in the community and your hard work! Please take a look at the current ELP website 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 potential 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 due week 10.

4. Project-Specific Products

Scientific Poster – Restoration Research Team.

The poster will summarize your project. It will be in a format suitable for presentation at a professional meeting, so will have the following elements: Abstract, Introduction, Methods, Results/Discussion. It should also include a short section on the ELP and at least one table or graph illustrating some of your data. All of these elements need to be concise (1-3 paragraphs). You will complete the structure and

overall content of the poster by week 6 but you will need to finalize the poster at the end of the term when you have all of your data. Your poster will be displayed at your final presentation and in the Environmental Studies conference room. We will seek optional opportunities for you to display it at public or scientific events. *Note: You must acknowledge your community partners and funders in all materials you develop, including your poster.*

➔ Deadlines: draft 1 due week 5, draft 2 due week 6, final due week 10.

Site Management Summary – Stream Stewardship Team

This document will summarize important information about the site and restoration project, the management actions that you have taken, your recommendations for future management, and locations of your baseline monitoring plots and photo points. You will be given instructions including a general outline to follow. Your summary will be submitted to your community partner and will be made available on your website. *Note: You must acknowledge your community partners and funders in all materials you develop, including your site management plan.*

➔ Deadlines: outline due week 5, draft 1 due week 6, draft 2 due week 7, final due week 10.

Native Pollinator Conservation Plan – Sustainable Farms Team

Your plan will provide a helpful guide that will assist Berggren Demonstration Farm personnel promote pollination services and conserve native pollinator populations. The plan will include designs for hedgerow(s) and an education garden, as well as recommendations for agricultural management practices and other actions to support pollinator habitat and populations. You will be given instructions and an outline. Your plan will be submitted to your community partner and will be made available on your website. *Note: You must acknowledge your community partners and funders in all materials you develop, including your site management plan.*

➔ Deadlines: draft hedgerow(s)/garden design due week 3, draft 1 due week 5, draft 2 due week 6 (for external review), final due week 10.

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

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. You will use Excel for data entry and data management. Depending on the project, you will either be provided a pre-formatted spreadsheet or you will need to create your own. You will provide an electronic copy of your data to your community partner. Also, the Restoration Research and Stream Stewardship teams have photo-points as part of their protocols; follow the instructions provided to you. You will provide the photos to your community partner. Also, all teams should take several action shots that may be used in your presentation/final report and possibly by Peg and/or your community partner.

➔ Deadlines: data set(s) must be updated and proofed weekly, final due week 10.

6. Final Report

For the Final Report, the Stream Stewardship team will focus on the Middle McKenzie Side Channel project, the Sustainable Farms team on the blueberry study and the Restoration Research team on their topography/biodiversity data. Your final report will be in the format of a scientific manuscript. At a minimum, your report will contain these sections: Abstract, Introduction, Methods, Results, Discussion, Acknowledgements, Literature Cited, and Tables/Graphs/Figures. Your report will be submitted to your community partner and will be made available on your website. *Note: You must acknowledge your community partners and funders in all materials you develop, including your final report.*

➔ Deadlines: Introduction, methods and study area due week 7, draft 1 due week 8, draft 2 due week 9, final due week 10.

7. 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 15 minutes to present their group project. The presentation should be engaging and include: a) overview of community partner and how the project addressed a community need (e.g., introduction); b) overview of activities in the field (e.g., methods and results); c) lessons learned/academic reflections (e.g., discussion plus your personal 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).

8. 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. Ideas include contacting local media to have radio, news articles, or TV pieces done on your very cool projects; writing short updates for your community partner(s)' websites or newsletters; or writing an OpEd or Letter to the Editor on the importance of habitat restoration. 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 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. In 2011, students participated in the UO Undergraduate Symposium. We will strongly encourage returning students to participate in the 2013 UO Undergraduate Symposium. There may be future opportunities to participate in other UO academic events or Oregon professional meetings. Also, some ELP students have completed an Honor's Thesis related to their ELP project. Peg or your GTF Project Manager will let you know about opportunities as they arise. 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: Conservation Science in Action Teams – Spring 2012

Deliverables	Deadlines (by 5:00 pm Sunday)											
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Finals	
All Teams												
Group process/ facilitation plan	Start	Due										
Timesheet	Start	Update	Update & submit	Update	Update & submit	Update	Update & submit	Update	Update & submit	Update	Final due	
Data Set	Start - RR	Update	Update	Update Start - SF	Update Update Start - SS	Update Update Update	Update Update Update	Update Update Update	Update Update Update	Update Update Update	Final due	
Website		Start planning		Draft due	Goes live						Final due	
Final Report							Intro & Methods due	Draft 1 due	Draft 2 due	Final due		
Presentation									Draft 1 due	Practice run thru	Final due	
CD w/all final materials											Due	
Team-Specific Products												
SF: Pollinator Plan			Draft designs due		Draft 1 due	Draft 2 due					Final due	
RR: Poster					Draft 1 due	Draft 2 due					Final due	
SS: Management Summary					Outline due	Draft 1 due	Draft 2 due				Final due	

Notes:

- ➔ For the purpose of these deadlines, our weeks start on Monday and end on Sunday. For example, is due Sunday Week 2 = Sunday April 15th.
- ➔ Wk 8: Draft 1 of report due. We know that you won't be able to complete some sections (e.g. complete results and discussion; abstract). However, you should have a complete outline with some sections completed (e.g., introduction, methods, study site, literature).
- ➔ Wk 10: Final versions of all products 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 Week: Presentation and Reception is during your final exam time, Wednesday June 13th, 3-6pm (or later!). Your final project cd with project files (in both word and pdf format) is also due at the time of your final presentation.