

ENVS 429: Environmental Leadership Program (ELP)

CRN 32837 ✧ Spring 2013 ✧ Mon 4-5:50 pm ✧ 242 Gerlinger

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 & Community Engagement	klynch@uoregon.edu	541-346-5070
GTF Project Manager	Allyson Woodard	Canopy Connections	awoodard@uoregon.edu	208-794-0607
GTF Project Manager	Lokyee Au	X-Stream Team - Adams	lokyeea@uoregon.edu	626-274-5793
GTF Project Manager	Morgan Peach	River Stories	peach@uoregon.edu	603-345-9609
GTF Project Manager	Alayna Linde	Oregon Oaks	alinde@uoregon.edu	763-670-4343
GTF Project Manager	Andrew Dutterer	Stream Stewardship	dutterer@uoregon.edu	503-860-4881
GTF Project Manager	Collin Eaton	Wetland Research	ceaton@uoregon.edu	603-630-7251

**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), Conservation Science in Action (CSA), and Community Engagement (CE) 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: 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 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. 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 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. In particular, compare data sets collected over time to evaluate change.

CE team members will be able to:

- Document the rich cultural history of the McKenzie River using video, photography and oral history methods.
- Define, develop and implement a public outreach project designed to teach and inspire your audience to develop a personal connection with the McKenzie and be better stewards of the river.

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.

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 Workshops and Team Meetings

During the Weeks 1 and 10, all 6 teams will meet together to launch and wrap-up the term, respectively. During Weeks 2-8, your GTF Project Manager and Project Director (Katie and Peg) will organize short skills-focused workshops specific to your team and project. For Weeks 1 and 10, meet in 242 GER. For Weeks 2-8, meet at your assigned room (your GTF Project Manager will let you know the location).

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
 - Facilitating at least one weekly team meetings (and preparing for all meetings)
 - 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; making sure the project is on track
 - Answering questions/helping solve problems
 - Developing and/or facilitating Monday mini-workshops as needed
 - Communicating with community partner as needed
- Peg (CSA Projects) or Katie (EE/CE Projects) will be responsible for:
 - Providing ELP structure, project goals and ELP procedures and protocols
 - Answering questions/helping solve problems (after consultation with GTF Project Managers)
 - Developing and/or facilitating Monday mini-workshops as needed
 - Communicating with community partners and funders
- 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 Manger 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 GTF 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 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 Manger 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: 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 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.

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.

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 designate one person on your team to check out a lab key from Alyse in the ENVIS office. You may also 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. 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 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! 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.

D. COURSE REQUIREMENTS AND GRADING – ENVIRONMENTAL ED TEAMS

- Week 1: All 6 ELP teams meet together: ELP overview.
- Week 2: Developing your teaching portfolio
- Week 3: Writing workshop
- Week 4: Website workshop
- Week 5: TBD based on your team needs
- Week 6: TBD by teams based on needs
- Week 7: TBD by teams based on needs
- Week 8: Presentations (how to create powerful presentations and polish your public speaking skills)
- Week 9: No class – Memorial Day!
- Week 10: All 6 ELP teams meet together: Wrap up: reflections and cover letter synthesis
- Week 11: Final presentation to the community

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

Element/Activity	Activity Type	Percent of Final Grade
1. Service Work, Leadership and Participation	Individual	30%
2. Group Process/Facilitation Plan	Team	5%
3. Teaching Portfolio	Individual	20%
4. Article for Clearing Magazine/Final Report	Team	10% each
5. Website	Team	10%
6. Formal Final Presentation	Team	15%

➔ All assignments should be emailed to GTF Project Manager (or following other protocol in collaboration with Project Manager; e.g., shared on Google Docs).

1. Service Work, Leadership and Participation (30%)

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. 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 12 hours a week, and includes team meetings, field work, computer lab work, and individual time spent working on products. You are expected to be working on your final products or in the field delivering EE programs for/with our community partners during your assigned lab time. (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 GTF Project Manager will check timesheets on a weekly basis). 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 Katie).

2. Group Process/Facilitation Plan (5%)

As part of creating a healthy, happy team dynamic, 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 will meet weekly (Mondays, 4-5:50) to plan your field work and work on final 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. **Task 4:** Develop your email protocols (subject line template (e.g. Canopy13 – website), who will be main contacts, who to cc (everyone), proofreading process, etc. for effective professional communication. **Task 5:** Develop file naming protocols for efficient team document management. **Optional:** We recommend that you create and continually 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 Sunday 4/7 by 5pm, emailed to GTF.

3. E-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 teaching experiences; 3) evaluation data; 4) your CV; and 5) the EE materials you developed. We will have a workshop 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: Teaching statement, resume draft and reflections template due Sunday 4/14 by 5pm, reflections due immediately following facilitation, final portfolio due Sunday 6/9 by 5pm.

4. Professional Writing Assignments – Article (10%) and Final Report (10%)

This year, each EE team will have two writing outputs – 1) a final report and 2) a publishable article for *Clearing Magazine*. Both pieces should 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 Sunday 4/21, complete draft due 4/28, 2nd draft 5/19, final due 6/9.

5. Website Design (10%)

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 Sunday 4/28, site up and functional 5/5, final version due 6/9.

6. 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 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 the presentation (including providing feedback). 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. We strongly recommend that you submit an abstract to present at the Undergraduate Symposium. Although this is not required, it will give you the opportunity to showcase your work, develop (and test) your final presentation format and add a great line to your resume. *Note: You must acknowledge your community partners and funders in all materials you develop, including in your final presentation.*

⇒ Deadlines: Draft 1 due 5/26, rehearsal during Week 10 (which Katie will attend), final due Week 11 (during scheduled final exam time, Tuesday June 11th, 3-6pm).

7. Final CD

Your final project cd with all final files (in both word and pdf format) is due at the time of your final presentation. (This includes final curricula, final articles, final presentation, final evaluations, and a set of high-quality photographs of your team in the field)

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 and 2012, students participated in the UO Undergraduate Symposium. In 2012, some teams published their revised final reports in the Oregon Undergraduate Research Journal. There may be future opportunities to participate in other UO academic events or Oregon professional meetings(e.g., NAAEE annual meetings, Environmental Education Association of Oregon). Also, some ELP students have completed an Honor's Thesis related to their ELP project. Katie 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 – Spring 2013

Environmental Education - Timeline and Deliverables at a Glance											
Products	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11 Finals
Group process/ facilitation plan	Team norms & processes	Group Plan due 4/7			Individual check-ins with GTF						
Teaching Portfolio (EE)		Teaching Portfolio workshop	Teaching statement due 4/14	Revise as needed	---	---	---	---	Update as needed		Final due 6/9
			Resume draft due	Revise as needed	---	---	---	---	Update as needed		Final due 6/9
			Reflections Template due 4/14	Update	Update	Update	Update	Update	Update		Final due 6/9
Report/ CLEARING Article			Writing workshop	Outline & Intro due 4/21	Draft 1 due 4/28			Draft 2 due 4/19			Final due 6/9
Website				Website workshop	Draft due 4/28	Goes live 5/5					Final due 6/9
Final EE materials	Pilot and 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 6/9
Timesheet	Start	Update	Update	Update	Update	Update	Update	Update	Update		Final due 6/11
Presentation								Presentation workshop	Draft 1 due 5/26	Practice run-thru	Final due 6/11
CD w/all final docs											Due 6/11

Notes:

- ➔ Blue cells indicate content covered in Monday team meeting time, red cells indicate due date.
- ➔ All assignments are due 5:00pm on Sunday of the week listed. ELP weeks start on Sundays, so products due week 2 are due Sunday April 7.
- ➔ Finals Week: Presentation is during final exam time, Tuesday June 11th, 3-6pm