

## ***Instructionally Related Activities Report Form***

SPONSOR: DAN REINEMAN

PROGRAM/DEPARTMENT: ESRM

ACTIVITY TITLE: ESRM 329 – ENVIRONMENTAL LAW & POLICY

DATE (S) OF ACTIVITY: FALL 2019

Please submit via email to the IRA Coordinator along with any supporting documentation at [david.daniels@csuci.edu](mailto:david.daniels@csuci.edu) within 30 days after the activity.

Thank you for your commitment to engaging our students!

### **A. ADDRESS THE FOLLOWING QUESTIONS:**

#### **(1) PROVIDE A DESCRIPTION OF THE ACTIVITY;**

Every semester that I have taught ESRM 329 Environmental Law and Policy, I have endeavored to bring environmental professionals into the classroom. Examples include: the founder of Lawmaker.io, the founder of Bureo, CI's EHS Compliance Officer, the environmental policy staff of various local non-profits (including Central Coast Alliance United for a Sustainable Economy, the Surfrider Foundation, LA Museum of Natural History), the lead attorney for the Center for Biological Diversity, and the Wildlife Trafficking Unit from the California Department of Fish and Wildlife. These guests provide an amazing opportunity for the students to learn directly from individuals whose jobs/lives involve implementing the laws and policies we discuss in class. In nearly all previous semesters, these visitors have come to campus on their own dime, including two Spring 2029 speakers who flew down from Sacramento, rented a car, and stayed overnight ALL on their own dime. Because of these generous commitments to our students from our community, I am submitting this IRA request to support small honoraria for such distinguished guests in order to ensure their continued commitment to and participation our students.

#### **(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?**

Objectives for ESRM 329 Environmental Law & Policy include:

- Understand relationships between the environment and its processes, legal and administrative institutions, and humans (individuals and societies).
- Be familiar with the processes by which the environment writ-large is managed and the agencies and actors that are charged with management.
- Be prepared to think critically and write effectively about current and future environmental issues and decisions.



Hearing directly from individuals who work at the intersection of environmental science and policy links with each of these objectives.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

It is fantastic for the students to hear directly from practitioners – it is an opportunity for them to gain exposure not only to the applicability of course content in the “real world” but also for them to see examples of careers that rely on such content knowledge. One of our standout guest appearances this past fall was a moderated discussion with two local non-profit leaders: Lucas Zucker (CAUSE) and Bill Hickman (Surfrider Foundation) on their own respective personal and organizational strategies for effective engagement with local decision-makers. It was a really enlightening conversation and the students asked great questions.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY’S WEAKNESSES?

I invite a different set of speakers each term based on availability, current events, professional networks, and other considerations. I so doing, I always strive for a group of speakers who mirror the diversity of our student population at CI. This fall, due to speaker availability, scheduling, and several other factors, I was not able to achieve as representative a selection of speakers as I normally do. I hope to rectify that in future terms.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

See (4) above.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

I did learn some lessons about how to best optimize speaker honoraria, which I attempted to adjust based on the distance/effort necessary for a speaker to come to campus. Some speakers (e.g., campus administrative staff) should not be compensated for their time; community partners who travel far should be compensated more.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

In a final course evaluation, asked students to explain why/how the speakers were valuable. Here are some excerpts from their responses:

- Yes because we were able to learn about a wide variety of jobs that deal with environmental policy
- Yes they were. I think it was a good mix to have other perspective on things.
- yes very helpful, if I were to suggest anyone else I would suggest people that are actively trying to make their companies more green. Possibly local business owners or managers
- Yes. Seeing real world people who use the skills we learned and how they apply them was insightful for me.
- Yes very!!! They were all very interesting to listen to and it gives you an idea of what you can do out in the real world to benefit the environment.
- Yes.



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## INSTRUCTIONALLY RELATED ACTIVITIES

### C H A N N E L

Zucker and Hickman were useful because they can show everyday people have a voice

- It was great to hear from local people that are involve in Ventura county
- They were fantastic! I think every speaker had something valuable to add to the class and showed me that there were several avenues to enter the environmental science field after I graduate.
- Yes very inspiring! They got me excited for life after college
- At first I wasn't planning on Going to Law school but after hearing Mia I'm actually a little intrigued now.

#### 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

In summary, all \$1200 allotted for honoraria was dispersed (except, potentially, for \$100 earmarked for an administrative staffer in EHS on campus who was not able to accept the honoraria as part of her daily duties; see (6) above. We definitely printed posters with our print budget for some speakers, but it's \*possible\* these were billed to the normal ESRM department account?

## B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

It's not clear to me (FERPA) whether I can share the names of students who are enrolled in the class in this format? Here is their section info and majors. I can resend with student names, if approved to do so:

Which section are you enrolled in:	Your hometown?	Your major(s):	Your year at CI:
Section 1 (10:30AM)	Bakersfield	Psychology	Senior
Section 2 (4:30PM)	Escondido	ESRM	Senior
Section 2 (4:30PM)	Temple City, CA	ESRM RM Emphasis	Other?
Section 1 (10:30AM)	Thousand Oaks	ESRM	Junior
Section 2 (4:30PM)	Ventura, CA	ESRM	Junior
Section 1 (10:30AM)	San Gabriel	ESRM	Junior
Section 1 (10:30AM)	covina, CA.	ESRM	Junior
Section 1 (10:30AM)	Downtown Los Angeles	ESRM	Senior
Section 2 (4:30PM)	Fillmore	ESRM	Senior
Section 2 (4:30PM)	Port Hueneme	ESRM	Junior
Section 2 (4:30PM)	Ojai	ESRM	Junior
Section 2 (4:30PM)	Santa Clarita	ESRM	Junior
Section 2 (4:30PM)	San Luis Obispo	ESRM	Junior
Section 2 (4:30PM)	Oxnard	ESRM	Junior
Section 2 (4:30PM)	Chino	Environmental Science	Senior
Section 1 (10:30AM)	Redondo Beach	ESRM	Junior
Section 1 (10:30AM)	Ripon	environmental communication	Senior
Section 2 (4:30PM)	Simi Valley	ESRM	Senior



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## INSTRUCTIONALLY RELATED ACTIVITIES

### C H A N N E L

Section 2 (4:30PM)	Camarillo	ESRM Junior	
Section 1 (10:30AM)	Santa Clarita	Environmental Communication, Minor in ESRM	Junior
Section 2 (4:30PM)	Ventura	Resource Management	Senior
Section 2 (4:30PM)	Santa Paula	ESRM Senior	
Section 1 (10:30AM)	Glendale	Psychology	Senior
Section 1 (10:30AM)	San Diego	ESRM Senior	
Section 2 (4:30PM)	Orcutt, CA	ESRM Senior	
Section 1 (10:30AM)	Downey	ESRM Senior	
Section 1 (10:30AM)	Santa Clarita	ESRM Senior	
Section 2 (4:30PM)	Costa Mesa	ESRM Junior	
Section 1 (10:30AM)	La Crescenta	Environmental Science and Resource Management	Junior
Section 1 (10:30AM)	New Smyrna Beach, FL	Environmental Science & Resource Management	Senior
Section 1 (10:30AM)	Vacaville	ESRM (Minor: Political Science)	Senior
Section 2 (4:30PM)	Davenport, Iowa	Environmental Science	Senior
Section 2 (4:30PM)	Davenport, Iowa	Environmental Science	Senior
Section 1 (10:30AM)	Yorba Linda (Orange County)	Global Studies	Sophomore
Section 2 (4:30PM)	Burbank	ESRM Senior	
Section 1 (10:30AM)	La Habra	ESRM resource management focus	Senior
Section 1 (10:30AM)	Oxnard, California	Global Studies & ESRM	Other?
Section 1 (10:30AM)	Santa Paula	ESRM Other?	
Section 1 (10:30AM)	Oxnard	ESRM Junior	
Section 2 (4:30PM)	Port Hueneme	ESRM Junior	
Section 2 (4:30PM)	Ventura	Environmental Science	Junior
Section 1 (10:30AM)	Hesperia	ESRM Sophomore	
Section 1 (10:30AM)	Pacoima	environmental science	Junior
Section 1 (10:30AM)	Ojai	esrm Senior	
Section 2 (4:30PM)	Santa Clarita	ESRM Junior	
Section 2 (4:30PM)	Santa Clarita	ESRM Junior	
Section 1 (10:30AM)	Apple Valley	Environmental Science	Junior
Section 1 (10:30AM)	Arroyo Grande, CA	ESRM Junior	
Section 1 (10:30AM)	Newbury Park English	Senior	
Section 1 (10:30AM)	Grand Terrace	ESRM Senior	
Section 1 (10:30AM)	La Crescenta/Montrose	ESRM Junior	

## C.IMAGES FROM ACTIVITY:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

Alas, I only took one photo of [Caption] “Bill Hickman (Surfrider Foundation) presenting to the students.” I will attach it.



