



# Instructionally Related Activities Funds Request Fall 2015

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## IRA Funds Request for Service Learning in New Orleans (ESRM 492)

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### Instructionally Related Activities Funds Request Summary

<b>Project Sponsor</b>	Sean Anderson
<b>Activity Title</b>	Service Learning in New Orleans (ESRM492)
<b>Activity/Event Date</b>	March 19-30, 2016
<b>Date Funding Needed By</b>	October 30, 2015
<b>Previously Funded?</b>	Yes
<b>Semester/Year</b>	Spring 2015
<b>Proposal #</b>	—
<b>Report submitted for previously Funded Activity?</b>	No
<b>Report submitted for previously Funded Activity</b>	<a href="#">NOLATripReport2015TBD.docx</a>
<b>Additional Report #1</b>	—
<b>Additional Report #2</b>	—
<b>Additional Report #3</b>	—
<b>Additional Proposers</b>	—
<b>Academic Program(s) / Center Name(s)</b>	ESRM
<b>Estimated total Course Fee revenue</b>	9,600
<b>Amount Requested from IRA</b>	25,946
<b>Estimated Number of Students Participating</b>	12
<b>Conditions and Considerations</b>	Field Trip
<b>Brief Activity Description</b>	Students from ESRM492 will participate in an intense 11-day field course in and around New Orleans, Louisiana. We will examine the management drivers that led to the man-made disasters that we know as Hurricane Katrina and the Deepwater Horizon Oil Spill. This course is a mix of tours by local experts, discussions with survivors and residents, environmental impact assessment, restoration efforts to reverse Katrina-induced degradation and the rebuilding of communities. For the past five years we have de-emphasized the physical rebuilding of structures and turned towards installing community food gardens in impoverished neighborhoods, splitting most trip days roughly evenly between garden installations and wetland restoration work. At the time of this application, we are just preparing to leave for this year's trip over Spring Break in March of 2015.
<b>Learning Outcomes and Relation to IRA to Course Offerings</b>	<p>While this trip is organized around one particular region, many of the lessons and learning outcomes bear directly on life in the Coastal Zone of California and beyond. Some of these outcomes include:</p> <ul style="list-style-type: none"> <li>- understanding the links between environmental quality and human well-being</li> <li>- articulating ecosystem services</li> <li>- understanding that incompetent and corrupt leadership kills</li> <li>- appreciating the influence of New Orleans culture on American visual and musical arts</li> <li>- empowerment through community service</li> <li>- fostering active citizenship</li> <li>- understanding the importance of access to affordable, healthy food for all peoples</li> </ul>
<b>Description of Assessment Process</b>	<p>Students will present independent research project, documentation posters, videos, and/or demonstrations during the final weeks of the semester to our campus community in a session open to the campus community. We will also post daily (brief) podcasts. Ultimately our physical products (food grown, trees planted, etc.) are the best assessment our efforts.</p> <p>We are piloting a new website this Spring (2015) which would better serve as a conduit to communicate our work (for both self assessment and</p>

	greater, open-ended assessments by the great CI community).
<b>Activity Budget</b>	<a href="#">travelbudget042814_NOLA2016.xlsx</a>
<b>CIA Budget</b>	—
<b>CIA Proposal</b>	—
<b>Course Syllabus</b>	—
<b>CIA Certification</b>	—
<b>Other Sources of Funding</b>	<p>Various in-kind supplies covered by several New Orleans entities. Examples include numerous experts' time (journalists, engineers, etc.) and various materials (this past year, the citizens of Buras and New Orleans, LA offered us free meals when we were working in their communities, Louisiana State University's Agricultural Extension contributing soil and wood for our community gardens, etc).</p> <p>Additionally a piece of equipment that was partly paid for by IRA in 2008 (the rest from my own start-up funds), a tablet PC/GPS, will be used extensively during this trip (as it has for the previous five trips). This piece of equipment is also used throughout the school year by students in a variety of ESRM and Biology classes. Should this piece of equipment be damaged (as has happened on one previous trip), I would request IRA fees cover the repair cost (usually about \$400).</p> <p>I am also working on developing a fund raising effort that would potentially provide a modest funding stream to offset future IRA funding reductions. To date the university and its agents have yet to see the value of such fund raising, but we are persisting.</p> <p>Finally, we are in discussions (slated to continue on this year's trip to New Orleans) with Louisiana funders. This may include funding from oil companies if we include an additional day devoted to exploring the oil and gas industry in Louisiana (something which might work, but only if it does not compromise our core mission of service).</p>
<b>Target Audience/Student Marketing</b>	<p>Twelve undergraduates from across campus. Historically ESRM majors have comprised slightly less than half of course attendees, with Biology Majors comprising about 15%. The remainder spanned nearly all other disciplines (Nursing, Sociology, Psychology, Chemistry, Political Science, History, Art, Business, Liberal Studies, Anthropology, Education, Communication, etc.) with Communications and Psychology majors the most common of these.</p> <p>I post flyers around campus and have recorded promotional videos to invite a wide range of students from across campus to participate. This current year I also developed a google form-based application that I believe made the application process more welcoming.</p> <p>I always conduct one or two informational sessions in late October to answer questions, particularly aimed at non-ESRM students who might be curious but know no students who previously attended the course. I find that students from previous years are the best promoters of our experience, but always strive to bring in new blood.</p>
<b>Bring Benefit to Campus</b>	<p>We have our annual Poster/Video/Gumbo session late in the semester. This event regularly draws 100-150 guests from across campus and the local community. This even has become something of an unintentional showcase for Service Learning. This year we have been asked to hold our session slightly earlier than normal so that it may be showcased for our WASC task force when they visit campus in early April.</p> <p>In addition to our evening session on campus, we have reached out to campus social media teams this year and students will be blogging their experiences, generating content for campus posts, and will be featured in stories by Ventura County Star Reporters. We also archive our previous trip videos (made by students) for all to see on our ESRM program website.</p>
<b>Sustainability</b>	<p>This course centers around the sustainability of coastal ecosystems and human communities. Our swamp restoration is bolstering a degraded marsh which (when climate-induced sea level rise and subsidence are factored in) will be the southerly most stand of bottomland hardwood forest south of New Orleans within 60 years. This will amount to the ONLY biological protection for New Orleans from storm surge in the Gulf of Mexico.</p> <p>Our food gardens are designed to both create healthy communities and teach life-long self sufficiency to children and young adults in the communities where we work. Some families depend on our gardens as a primary supplement for their household food stores for up to 3 months of the year.</p> <p>Lastly, since our 2008 trip, we have always offset our transportation-related CO2 emissions. Previous administration positions have argued that such offsets were disallowed under university rules. I contest this in the most strongest manner possible. My students ALWAYS vote to pay the additional costs out of pocket, separate from formal university accounts. We have traditionally used TerraPass.</p>
<b>Program Chair/Director</b>	donald.rodriquez
<b>Academic Affairs AVP</b>	karen.carey
<b>Acknowledgement</b>	I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate.

**Program Chair/Director Approval**

<b>Approval</b>	I approve the IRA Funds Request described on this page
<b>Name</b>	Donald Rodriguez
<b>Date/Time</b>	3/2/2015 8:17:34 PM
<b>Validation</b>	myCI-signin-C0-2565

**Academic Affairs AVP Approval**

<b>Approval</b>	I approve the IRA Funds Request described on this page
<b>Name</b>	Karen Carey
<b>Date/Time</b>	3/3/2015 8:25:37 AM
<b>Validation</b>	myCI-signin-SQ-0670