

**Landscape Architecture Service-Learning in
Southern Idaho Communities: Lessons Learned
from a Pilot Project with University of Idaho Extension**

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The Office of Community Partnerships supports communities while providing hands-on learning opportunities for students and connecting university research with local priorities.

The authors would like to thank the following individuals for giving us their valuable time: Steve Drown and his two graduate students, Charlotte Eberlein, Stephanie Kane, and the many community members who shared their thoughts about the program.

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LANDSCAPE ARCHITECTURE SERVICE-LEARNING IN SOUTHERN IDAHO COMMUNITIES: LESSONS LEARNED FROM A PILOT PROJECT WITH UNIVERSITY OF IDAHO EXTENSION

The UI Extension Rapid Response Design Team (RRDT) is a model for student engagement that brings together university graduate students, Extension faculty, and community members to work on projects. An Extension specialist, local Extension educators, and two of his landscape architecture graduate students visited eight rural communities in southern Idaho several times to get community input about public space needs, to present preliminary designs and get feedback, and to present a master plan and design study for each community. Each of these communities had previously participated in an intense process of local leadership development, community visioning and taking action to improve community well-being through the UI Extension Horizons program.¹

Here, we report results of an evaluation of the RRDT. The purpose of the evaluation was to assess how this university-community partnership met the needs of each partner. Data were gathered through semi-structured interviews with the students, community members, and Extension faculty. The cost of this pilot was approximately \$11,000, not including the faculty member's time. Funds covered research assistantships for the two students, travel costs and production materials.

The RRDT engaged each community from beginning to end, took advantage of the skills and relationships of local Extension educators and emphasized practical professional experience for the students. The students gained real-world work skills and practiced working with people from different backgrounds. The university enhanced its reputation and gained more visibility in rural southern Idaho. Each community received a master plan and design study that fit its local interests and helped move communities closer to improving public spaces. Communities with the strongest local leadership were able to work most effectively with the students to come up with a public space plan. Communities with strong local Extension leadership also had an easier time prioritizing needs.

Communities have had varied success with moving forward since they received their master plans and design studies. Some communities have raised money through grants or donations and have completed pieces of their overall plans, while others have struggled to keep RRDT projects going.

To ensure success of similar projects, we recommend: 1) choosing communities with strong local leadership and students with strong and relevant skills; 2) making sure projects meet community-identified needs; 3) partnering with UI Extension; 4) continuing to build upon established university-community relationships; and 5) pursuing various funding options to make this type of model fiscally sustainable.

¹ Horizons was a leadership development and poverty reduction program funded by the Northwest Area Foundation and conducted by UI Extension. From 2004 to 2011, the program served over 40 rural Idaho communities with poverty rates above 10%. The Office of Community Partnerships was formed near the end of this program to continue to link communities with university resources, including community-based student projects like the UI Extension Rapid Response Design Team.

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LANDSCAPE ARCHITECTURE SERVICE-LEARNING IN SOUTHERN IDAHO COMMUNITIES: LESSONS LEARNED FROM A PILOT PROJECT WITH UNIVERSITY OF IDAHO EXTENSION

The University of Idaho Extension Rapid Response Design Team (RRDT) was created to prepare public space designs for rural Idaho towns in a timely manner, allowing communities to then fundraise, write grants, and develop partnerships to implement their RRDT projects. The RRDT is a model for student engagement in which graduate students, Extension faculty, and community members work together throughout the project. The project engaged each community from beginning to end, took advantage of the skills and relationships of local Extension educators, and emphasized practical professional experience for the students.

The project was funded by a UI Extension community development topic team grant of \$7,300 and partial cash match from the U-Idaho's landscape architecture department in the amount of \$3,607. Funds covered the costs of travel, production materials, and research assistantships for the two students during the summer of 2011 and through project completion in 2012. In addition, UI Extension provided funding for the 0.5 FTE Extension specialist who oversaw the RRDT.

The RRDT consisted of an Extension specialist and two of his graduate students, all from the U-Idaho's landscape architecture department. The team worked with eight Horizons² communities in southern Idaho to create public space master plan and design studies. Site visits took place in June, July and November 2011, and in March 2012. See Figure 1 for a map of communities, all of which are more than 400 miles from the Moscow campus, and see Figure 2 for a list of projects.

Horizons communities were chosen because they had already gone through a process of local leadership development, community visioning and taking action to improve community well-being, all of which laid the groundwork for developing these projects and moving them toward completion. These eight Horizons communities included public space improvement in their community action plans, although some communities' ideas were more defined than others. In addition, selected communities are very rural, most have high poverty rates, and most could not afford professional help to create designs for public space projects.

The Extension specialist and his two students met with community members and Extension educators in each community several times to: 1) get to know each community's public space needs, 2) present preliminary designs and get feedback, and 3) present a master plan and design study the community could use to pursue funding and ultimately build a final project. Extension educators in southern Idaho worked with the Extension specialist to get community members involved and to help set up and lead community meetings.

² Horizons was a leadership development and poverty reduction program funded by the Northwest Area Foundation and conducted by UI Extension. From 2004 to 2011, the program served over 40 rural Idaho communities with poverty rates above 10%. The Office of Community Partnerships was formed near the end of this program to continue to link communities with university resources, including community-based student projects like the UI Extension Rapid Response Design Team.

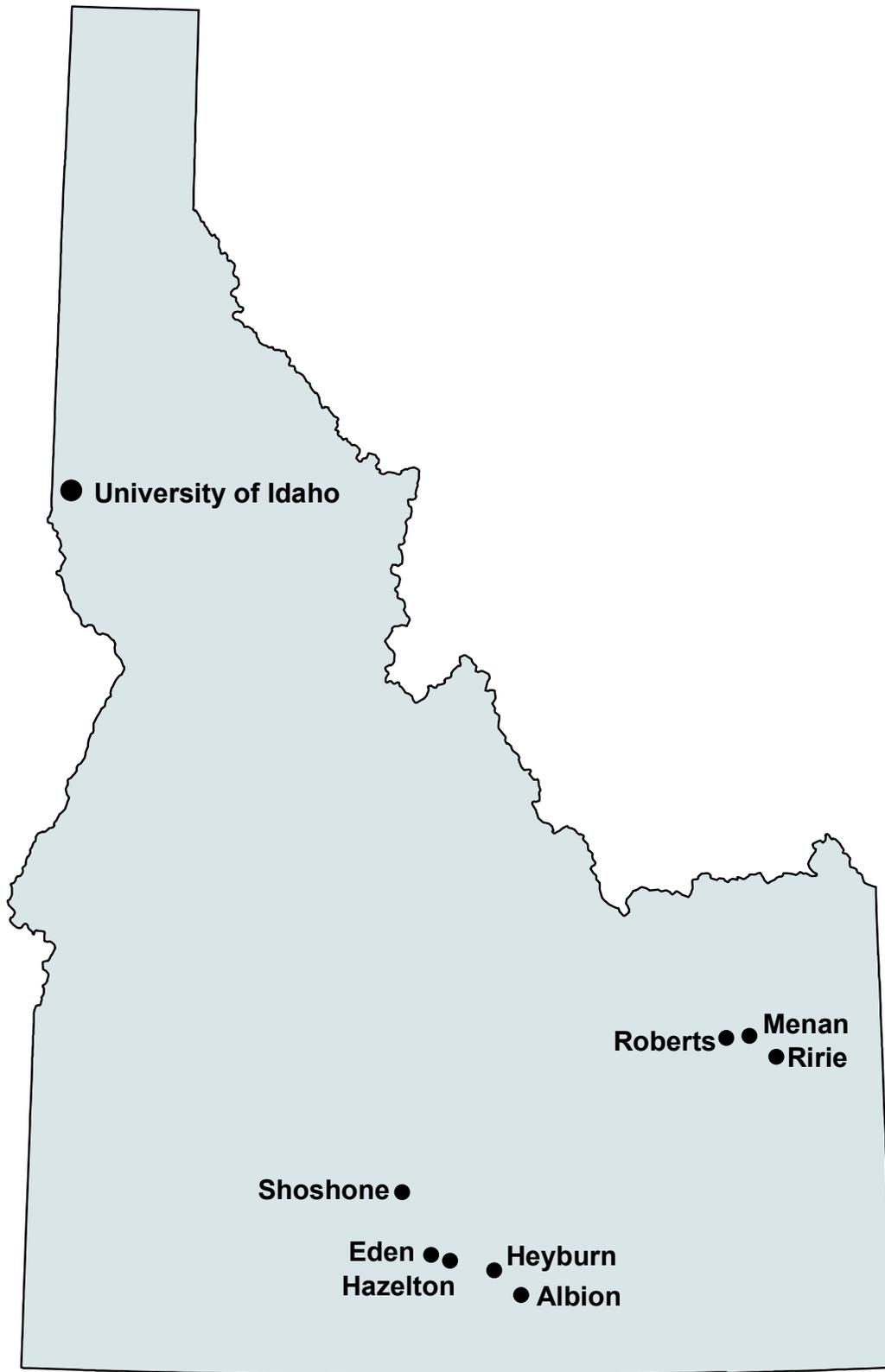


FIGURE 1: Communities served by the Rapid Response Design Team are a long distance from University of Idaho’s Moscow campus.

Communities	Population 2010	Poverty rate 2006-10 avg.	Projects
Albion	267	6.7	Local and regional trail system, Main Street concepts, campus circulation
Eden / Hazelton	405 / 753	15.9 / 20.5	Wilson Lake Reservoir
Heyburn	3,089	15.6	Heyburn Interstate 84 exit landscape plan
Menan	741	3.9	Menan Community Center, "CO-OP Park," Menan Elementary School
Ririe	656	23.4	Ririe Memorial Park
Roberts	580	27.7	Mustang Center Trail
Shoshone	1,461	22.1	Lincoln County Fairgrounds master plan

FIGURE 2: University students and an Extension Specialist worked with 8 rural communities to design public spaces.

SOURCE & NOTE: Population data are from the U.S. Census Bureau's 2010 Decennial Census. Poverty rates are from the U.S. Census Bureau's 2006-2010 American Community Survey and are an average rate for the 5-year period.

Initially, the project was meant to link communities to local landscape architecture professionals, but the short time frame, long distances, and limited number of local professionals kept this from happening.

Before visiting communities for the first time, the Extension specialist identified criteria by which the project could be considered successful. For each of the project partners, the specialist pinpointed what a successful project would look like:

Communities

- ◆ The community receives a public space master plan and design study that meets its needs, appeals to the community, and is feasible given the community's budget or ability to raise funds.
- ◆ The community is part of the decision-making process throughout the project.
- ◆ The community becomes more aware of what can be accomplished through partnerships with U-Idaho students and Extension faculty.

Students

- ◆ Students develop professional and communication skills.

Extension educators

- ◆ Extension educators are active partners in the project.
- ◆ The project helps Extension educators meet their own community development goals.

METHODOLOGY

The evaluator conducted 15 semi-structured phone interviews with people involved in the project:

- ◆ Two landscape architecture graduate students who visited and created a public space master plan and design study for each community.
- ◆ Nine community leaders – at least one from each community – who were involved in the RRDT design process and Horizons.
- ◆ Two current Extension educators³ plus one former Extension educator who were each involved in Horizons and the RRDT project.
- ◆ The project leader, an Extension specialist⁴ in bioregional planning and landscape architecture on the Moscow campus.

Interviews were conducted between November 30, 2011, and June 19, 2012. Interview questions are listed in Appendix A.

The U-Idaho Internal Review Board approved this project for human subjects research. Please see Appendix B.

3 Extension educators are located in county Extension offices throughout the state. They are not required to have an advanced degree, and they are responsible for delivering a variety of educational programs. The Extension educators involved in RRDT have a community development focus.

4 Extension specialists, who have advanced degrees, are located either on campus or at one of the university's Agricultural and Research Extension Centers. They act as a resource for Extension educators and link them to the newest research.

FINDINGS

The RRDT project was a success in many ways based on criteria established before the specialist and students visited communities. Communities received a final product that fits local needs and moves them a major step closer to improving public spaces, although communities still need to raise funds and/or work through local politics before projects can be implemented. The students, both from China, gained professional skills and experience working with people from a different cultural background. The university improved its reputation and gained more visibility in rural southern Idaho. The project also laid the groundwork for future graduate student-based projects with Extension and could be used as a graduate school recruitment tool.

While the majority of comments were positive, a few respondents had negative comments that should be kept in mind for future projects. In almost every case, however, respondents followed a negative comment with a statement explaining that it did not affect the end result. Respondents' comments are discussed in more detail below, but negative comments included: some master plan and design studies included pieces that were not feasible; scheduling community meetings was sometimes difficult; at times, there was a communication gap between students and community members; and some communities had to redefine what they wanted for their public space project, making the design process more difficult.

Evaluation findings are divided among four themes:

- ◆ The RRDT model benefits communities, students and the university
- ◆ Projects benefit from well-prepared partners
- ◆ Community projects do not end when students complete their work

In addition, several challenges were identified.

The RRDT Model Benefits Communities, Students & the University

This project was designed to serve as a model for student engagement in which graduate students work with Extension faculty and community members to complete a project. The evaluation identified many benefits for the project's stakeholders: communities gained the expertise needed to move their projects to the next step, students learned how to design projects that meet the needs of a diverse group of people and are practical enough to be built, and the university gained more visibility in rural southern Idaho.

Communities benefit:

The primary benefit to communities was a professional-quality master plan and design study that provides the basis for moving forward with public space projects. Communities received services they may not be able to afford and gained access to skills not locally available – the nearest landscape architects are in Boise, Twin Falls and Idaho Falls. All of the communities expressed satisfaction with the final master plans and most reported they will use the final designs to communicate their vision to

gain public support, seek funding, and go ahead with building the project once these other pieces are in place.

Communities also benefitted by having their vision incorporated into the students' designs. Several community members commented that the master plan was just what they were looking for, and some said the plans exceeded their expectations. A few others, however, found that the master plans contained elements that were not feasible. Communities in this last category were still satisfied with the overall project and will move forward with the portions of their master plan that are workable for their space. For example, a plan for a school yard included areas where adults watching the playground would not be able to see all of the children at all times. However, the community plans to build a walking track that was part of the design as soon as possible.

Community members expressed an appreciation for the enthusiasm and original ideas the students brought to their projects. A community member from Albion noted that the master plan "really empowered the community. It makes the project more realistic instead of having people try to imagine what we are talking about." Communities also learned that university graduate students can produce high quality work, and that working with the university can produce tangible results with direct benefits to community development.

When asked whether the community was an equal partner in the design process, most answered yes. Those who thought there was some inequality said it was due to not having a representative group of community members at the meetings. Overall, communities were pleased with the way the Extension specialist and his students included them in the process.

Follow-up with communities a year later revealed varied success in terms of moving forward with master plans and design studies. Obstacles revolve around lack of consistent leadership and funding. For example, the Heyburn group disbanded and the Ririe group has lost the majority of its members. Nevertheless, several communities have made good progress:

- ◆ While Eden-Hazelton received grant funds and completed work on a portion of their project at Wilson Lake Reservoir, the community cannot receive the next phase of grant funds until Hazelton's recreation department can buy a portion of BLM land.
- ◆ The Menan Elementary School completed its walking track and is moving forward with plans to add fitness stations.
- ◆ Roberts' Mustang Trail Center now has trees, benches and a large boulder in place. Community members continue to raise funds through donations to implement more of their plan.

Students benefit:

The primary benefit to students was gaining practical skills. Real-world experience in their chosen field helped these students learn things they had not yet learned in the

classroom. Studio classes often have clients, but students are not required to adhere to the same design principals required by professionals. Thus, students are able to be very imaginative in studio projects. For this project, however, the two students had to balance their creativity with professional standards and customer satisfaction.

Students learned a lot about what does and does not work in practice. They dealt with design challenges they would never encountered, such as designing an arena or playground. Some projects had very complicated requirements that only became apparent after the students presented their first set of alternative concepts. Some of the students' designs were not practical for a community's budget and had to be pared down for the final master plan. Even then, some communities will use only part of the design or will complete the project in stages due to limited financial resources or to the project containing pieces that were not feasible or realistic.

The students learned many new skills that will benefit them in future employment. They gained confidence, honed their presentation and communication skills, and learned to design to professional standards. Both students are from China, so they gained experience communicating with people from a different cultural background as well.

The students understood that developing a relationship with the communities and getting community input were just as important to the project as the students' design skills. They both found that when they met on-site with community members, they gained a better understanding of the community's real needs and concerns, much more so than in the studio. The students had to learn to communicate with and accommodate the interests of people in several communities, all with different backgrounds and limited resources, which was a very good learning experience. They felt they played an active role in helping communities reconcile their divergent ideas as they worked toward a final design. This type of experience offered many more challenges, and thus many more learning opportunities, than can be found in the classroom.

The Extension specialist will also use the project as a teaching example when teaching future students in on-campus studio classes.

The university benefits:

The RRDT communities are between 415 and 570 miles from the university's main campus (see Figure 2). One of the Extension educators said he often hears about U-Idaho students working in northern Idaho, so he was pleased to see them working so far from the main U-Idaho campus in Moscow. His expectations were exceeded, and "the projects that came out were positive and the process shined a positive light on the university." It made the university more visible and showed that the university is committed to these communities.

The Extension educator was also able to demonstrate to his county commissioners the added value of working with university students since the students provided expertise not available locally. Each Extension educator also commented that the project was in line with their community development goals.

Projects Benefit From Well-Prepared Partners

It was apparent that much of the success of this project was due to having well-prepared people and communities involved. Communities with the strongest local and Extension leadership were able to work most effectively with the students to come up with a public space plan. The students demonstrated high-quality design skills, dedication to the project and an ability to work with a diverse group of people. The project could have faltered if any of these pieces had been missing, so the choice of communities, Extension faculty, and students made a big difference to the success of the project.

Well-prepared communities

Since the students were creating designs for public spaces, it was important to have community support for the project. Choosing to work in Horizons communities had several benefits, not least of which was that there were already local leaders, a community vision and momentum to keep projects moving. When Horizons leaders were involved in the RRDT project, communities seemed to be able to frame the public space problem and visualize a solution more quickly.

Even though Horizons ended less than a year before the Extension specialist and his students began their site visits, several communities had to spend time re-working their community vision because there were new people involved. This made it more difficult for these groups to come to consensus about what they wanted for their public space design. The students handled this very well, however, and felt they played a role in helping the communities reach a common vision.

Strong Extension leadership

In addition to the support structure provided by Horizons, the leadership provided by local Extension faculty members was a great benefit. Extension faculty had a wealth of local connections, understood local circumstances and were able to help community members prioritize their needs.

Extension faculty have multiple responsibilities, so taking advantage of their skills works best when a project is in line with their own goals. Not all communities had an Extension person in place to fulfill this role, but it was a benefit for those that did. Strong local Extension leadership facilitated a more productive planning process as these communities collaborated with the Extension specialist and his students.

The RRDT also benefitted from the Extension specialist's dual appointment at the University of Idaho. He has a half-time appointment through the landscape architecture department and a half-time outreach appointment through UI Extension. The combination of teaching and outreach in this student project was reinforced by this dual appointment, and the specialist fulfilled his professional duties for both teaching and outreach. Few faculty taking students into communities have this type of dual appointment, and many do not receive credit for their outreach efforts.

Quality students

The success of this type of project depends on students' skills, dedication and ability to communicate effectively. The two students involved performed well in each of these areas. Community members expressed that the students had enthusiasm, were very professional, and did a good job of incorporating community ideas and needs into their designs. One community member said that the students "really got" the community. The students helped the communities expand their ideas of what was possible. Communities appreciated the students' work and felt they received a quality product for which they did not have the resources to have done professionally.

Having international students involved was a benefit to both the students and the communities. The students speak excellent English, but a few community members noted that sometimes there was a slight language barrier. Whenever it was a bit difficult, the Extension specialist was seen as an excellent intermediary, and no one expressed that language barriers impaired overall communication between the community and the students.

A community member from Albion expressed satisfaction with working with the specialist and his students. "I was just so pleased, and I know I speak for others in how well the specialist and his students listened, how well they did their research and how many details they put in. They were sincerely interested in the community and gave us their best ideas. They heard what the community had to say and were able to put it on paper. It is greatly appreciated."

Community Projects Do Not End When Students Complete Their Work

Since these designs are not for hypothetical class assignments, the project does not end once the students finish their work. Communities' biggest challenges to completing these projects are finding funding and navigating local political issues. Several communities expressed the need for help in going through the steps needed to implement their master plans. Having a visual design on paper makes the community vision more realistic and makes it easier to communicate the idea of a potential community project with others (citizens, funders, decision makers, grant writers, etc.). Community members identified a range of next steps for their projects. Most planned to:

- ◆ share the master plan and design study with a wider net of people in the community to increase local support;
- ◆ share the master plan and design study with local decision-makers to gain their support;
- ◆ pursue funding through grants, donations and other means; and/or
- ◆ add the public space project to the community's own comprehensive plan.

Some communities have an idea of what to do next, but could use help identifying

funding sources and writing grants. Other communities are not even sure what their next steps should be. The Extension specialist and his students were able to help some communities with next steps, the most notable example being linking some communities with a supplier of native drought-tolerant plants.

A community member from Ririe “appreciated the opportunity, especially since we do not get such opportunities very often. The specialist and his students did not just give us a plan and that was it. The specialist also shared good ideas about where to go next. People in the community are willing to do the work to make things happen, but they do not necessarily know what to do for each step along the way.”

The students are also interested in moving forward with the RRDT model in some way, either helping communities find funding for their projects or using the model in other places – in Idaho, or even their native China. During summer 2012, one of the students and the Extension specialist traveled to China with the intent of recruiting Chinese students to the university’s landscape architecture program. While there, they met with faculty at university landscape architecture programs and local planning officials. They shared what they did in southern Idaho and sought opportunities to start a similar program for U-Idaho students in China.

Challenges

The challenges to implementing this type of project include funding, scheduling, the length of the project and including landscape architect professionals. The following lessons should be kept in mind when planning future projects.

Funding

This project was funded by an Extension community development topic team grant. In addition, the landscape architecture department provided partial funding for the graduate students and UI Extension regularly funds half of the landscape architecture Extension specialist position. The communities were not asked to provide any sort of contribution to the project other than their time and ideas. This would work for a handful of projects, but is not sustainable over the long term. It was suggested during interviews that the U-Idaho should consider asking communities to contribute at least part of the cost of placing students in communities, especially since the community benefits.

Scheduling

With so many communities and schedules to accommodate, scheduling was difficult. Some of those interviewed suggested giving more advance notice to get community meetings announced and set up in order to increase community participation.

Length of project

The Extension specialist suggested it would be helpful to complete the entire process in a shorter amount of time, perhaps over the course of a single summer. The project

was originally scheduled to be completed by the end of 2011, but extended into 2012 due to weather and time commitments. Thus, one of the students graduated before the project ended. Completing the entire project in a summer would avoid weather-delayed travel and would better fit the academic schedule.

Landscape architect professionals

The Extension specialist noted several reasons why including landscape architecture professionals did not work this time, but the biggest perceived obstacles were limited connections with professionals and a bad economy. Also, these communities are a long distance from the nearest professionals in Boise, Twin Falls and Idaho Falls.

RECOMMENDATIONS

This evaluation yielded several recommendations for future projects:

- ◆ Choose projects, communities and students with a good chance of success
- ◆ Make sure projects meet community-identified needs
- ◆ Take advantage of the benefits provided by UI Extension
- ◆ Continue to build on existing university-community relationships
- ◆ Make this model fiscally sustainable

Choose Projects, Communities and Students With a Good Chance of Success

In the end, communities were generally satisfied with their master plan and design studies, and students benefited from real-world design experience. The specialist chose Horizons communities that identified public space improvement as a community priority, he chose students with exemplary skills, and projects were developed with a lot of community input. If the project had had a lower caliber students, or communities without strong local leadership or a good idea of what they wanted, the projects would have been less likely to succeed.

In the future, the choice of projects, communities and students should be given much consideration. Projects need to fit community needs, communities need to have strong local leaders as well as strong Extension leaders, and students need to have solid skills related to the project. With each of these pieces in place, future projects will have the best chance of success.

Make Sure Projects Meet Community-Identified Needs

RRDT communities were chosen based on community action plans developed during the Horizons program. The Extension specialist chose communities that specifically identified public space improvement as a community priority. He knew ahead of time which communities would be interested in what he and his students had to offer. More importantly, the specialist and his students involved community members throughout the design process so that the designs truly belong to the community. If projects do not meet community needs, they run the risk of failing.

Take Advantage of the Benefits Provided by UI Extension

A major factor in the success of the RRDT is that it relies on the Extension model: an Extension specialist working in collaboration with local Extension educators to meet clientele-identified needs. It is particularly important that Extension educators not be overlooked when planning any sort of student or research project in Idaho communities. Local Extension faculty have a realistic sense of their community's needs, can help identify potential projects, can help assess whether a proposed project will be a good fit for a community, and can help bring community members together

to meet with campus-based faculty and students. Extension educators also can help communities prioritize what they want from the project. Each of these steps is crucial to whether a project is considered a success in the eyes of the community.

Continue to Build on Existing University-Community Relationships

Due to Horizons and the RRDT project, these communities have an established relationship with U-Idaho. The RRDT project took place in just eight of the state's 49 Horizons communities, all of which have real needs that can be met by student energy and ingenuity. Horizons communities also have community visions and local leadership in place that increase the likelihood that student projects can move the community in the right direction. Placing projects in southern Idaho had the added benefit of showing the university's dedication to the entire state, not just communities close to the Moscow campus. The university has a number of outreach programs that have resulted in positive relationships throughout the state that could be the basis for additional student projects.

Communities also have expressed the need for help with taking projects to the next step. One possibility for U-Idaho to continue these relationships is to connect communities with faculty whose students conduct feasibility studies for class projects and/or to connect them with the ASUI Center for Volunteerism and Social Action, which could organize student volunteers to help build projects once funding is located. The project also lays the groundwork for future student-based projects with Extension.

This type of project also can serve as a student recruitment tool as youth in the participating communities can see how U-Idaho is involved in their community. Many students would be attracted to the possibility of getting practical experience as part of their degree program, and for some, working in their hometown would be especially attractive.

Develop a Business Model That Covers Costs

The RRDT project provided many benefits to the students, the university and the communities, so it is a model that should be expanded. A variety of funding options exist to support student projects in communities. Central funding and Extension funding can provide at least some support for projects like this, but relying on these two sources alone is not a sustainable funding model. Additional funding possibilities include student fees, public and private grants, community contributions and/or a mix of all of these options. Community contributions could include a flat fee, in-kind contributions, travel reimbursements, lodging, or letters of support. It would be useful to research how other universities do this.



APPENDIX A
SEMI-STRUCTURED INTERVIEW QUESTIONS

U-Idaho graduate students:

- ◆ Which community project did you enjoy the most, and why? What was your expectation at the start of the rapid response project? Did the project meet that expectation?
- ◆ What new skills did you acquire as a result of this project that you might not have learned in a studio class?
- ◆ How do you expect to apply these skills in your future career?
- ◆ To what extent did this project help you learn to work with clients to meet their objectives? Please give an example.
- ◆ Do you have ideas for making this type of project better for students in the future?

Community leaders:

- ◆ This project involved an initial meeting with students to hear community needs, followed by presentation of alternative concepts before developing a final product. To what degree was this process useful in meeting your objectives?
- ◆ Do you feel the community was an equal partner in this process? Why or why not?
- ◆ How well did the students communicate with communities members during the course of this project? How well did the Extension Specialist communicate with community members during the course of this project?
- ◆ In what ways does the final design meet the needs of community members? In what ways does the final design fail to meet the needs of community members?
- ◆ How do you plan to use the final design? What do you see as next steps in this process?
- ◆ At this point, how close do you feel your community is to bringing its Horizons vision closer to reality?
- ◆ Do you have any additional comments?

Extension faculty:

- ◆ What were your expectations of this project before it started? Were those expectations met?
- ◆ To what degree was the model of working with students an effective way to engage the community?
- ◆ To what extent did this project align with your goals as an Extension Educator in this community? Can you give some specific goals that were addressed by this project?
- ◆ What do you feel are lessons learned from this project that could be applied to future projects between university students, Extension faculty, and communities?

-
- ◆ Do you have any additional comments?

Extension specialist:

- ◆ What are the lessons learned from this project that can be applied to future projects with U-Idaho and communities?
- ◆ In what ways can Extension be more effective in this type of project?
- ◆ How would you describe the relationship between the U-Idaho students, Extension faculty, and communities? To what degree was this relationship similar to or different from the ways in which Extension faculty typically interface with communities?
- ◆ Which communities had strong Horizons leadership prior to the start of the project (i.e. someone who could get things done and effectively draw on community expertise)? How did this impact your work in each community?
- ◆ Which communities had strong Extension leadership (i.e. someone who could get things done and effectively draw on university expertise)? How did this impact your work in each community?
- ◆ Please describe the ease or difficulty involved in pairing professionals with a community project. What factors complicated or facilitated these partnerships?
- ◆ Do you have any additional comments?



APPENDIX B
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Idaho

Office of Research Assurances

Institutional Review Board

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Chair, University of Idaho Institutional Review Board
University Research Office
Moscow, ID 83844-3010

IRB No.: IRB00000843

FWA: FWA00005639

Date: June 27, 2011

Title: 'Evaluation of The Idaho Spaces and Places Rapid Response
Design Partnership '

Project: 10-297
Approved: 06/22/11
Expires: 01/00/00

On behalf of the Institutional Review Board at the University of Idaho, I am pleased to inform you that the protocol for the above-named research project is approved as offering no significant risk to human subjects.

This approval is valid for one year from the date of this memo. Should there be significant changes in the protocol for this project, it will be necessary for you to resubmit the protocol for review by the Committee.



Traci Craig

The Office of Community Partnerships supports Idaho communities through research and student projects focused on local priorities. We provide a front door for Idaho communities to access university resources, including UI Extension, the Service-Learning Center, and faculty throughout the university. Our projects aim to advance innovation and sustainability, build leadership, and create vibrant communities.

The Office of Community Partnerships was established in 2009 by University of Idaho President M. Duane Nellis.