

UW-REN / CLIENT Agreement

1. The instructors and teaching assistants will supervise and advise the students with the goals of producing a good restoration project and providing the students with training, experience and knowledge of restoration principles.
2. The students will :
 - respond to the RFP with a proposal,
 - develop a work plan,
 - install the project with the help of the client, volunteers and others,
 - prepare a maintenance and management plan
 - train the client's representatives in the implementation of the management plan.
3. The students, faculty, and teaching assistants will maintain timely communication with the client and respond promptly to inquiries and concerns.

UW-REN Faculty advisor

Date

4. Details of many client responsibilities listed in the points below (and others not addressed here) are provided in the "Information for Prospective Clients" section of this document. The client has read this document and is aware of the capstone process and client expectations described therein.
5. The client will respond to the student proposal and work plan within **one week** of their respective postings. The responses should be realistic and crafted in a way that is intended to help the students create the best restoration project possible.
6. Any work requiring heavy equipment or re-grading should be completed, prior to the start of the students' part of the project, by the client.
7. Plant material, mulch, geo-textiles, etc. will be provided by the client (although students may be able to obtain salvage plant material or small grants to purchase some plants and materials).
8. The client will inspect the site prior to, during, and at the completion of the project, and will communicate with the student groups and teaching assistants in regard to desired outcomes. The client will respond to student group inquiries in a timely fashion whenever possible. Because of unexpected conditions, weather, soil moisture and availability of plants, projects goals may need to be modified and the client will work with the student group to resolve unexpected issues.
9. If possible, the client will attend the final presentation of capstone projects in late May.

Client

Date

Information for Prospective Clients

The UW Restoration Ecology Network (UWREN) capstone program provides an opportunity for organizations engaged in restoration (a “client”) to have restoration projects designed and implemented by teams of 4 to 6 upper-level (junior, senior, graduate) students. Student teams, with faculty and teaching assistant oversight, work with a client to design and implement a restoration project that meets the goals and approval of the client within the ecological constraints of the site and resources (funds, materials) available. This includes the development of a clear and reasonable plan for maintenance and monitoring of the project after the involvement of the student team is terminated (at the end of the academic year, usually the second week of June). While one of the goals of this capstone is to successfully implement a restoration for the client, it is critical to recognize that this is an academic exercise with a central goal of student education. The details of the timeline and deliverables are provided at: <http://depts.washington.edu/uwren/Client/client.htm>

This document is meant to highlight project features critical to a successful partnership and important aspects of the relationship between the client and the student restoration team.

I. Project Attributes

The following points address attributes of projects that are important for a successful project in the UWREN capstone program.

1. Project size

The project must be small in scope (< 1 acre) or be able to be done in multi-year phases (with UWREN student teams in subsequent years tackling other sections of a larger site). Much of this also depends upon the complexity of the project involved and the availability of resources (human and machine). If human resources (volunteer or paid) and mechanized means (if needed) are available then larger projects can be considered. Past student teams have been successful in creating overall designs for larger sites while actually only implementing a small section themselves. The remainder of the implementation can be accomplished by the client or subsequent student teams in future years. If the project involves extensive weed management issues, complex plantings, etc., this will decrease the size of project our students could tackle.

2. Project installation timing

Because of the sequencing of the academic year, our projects must be installed (planted) in the period from late winter to spring (March to early June). In some circumstances this can be a less optimal choice for planting than fall, but the academic sequencing constrains us to spring planting at this point. This may increase the necessity of the client and/or associates to be involved in significant maintenance through the subsequent summer. Thus, the maintenance and monitoring plan developed by the student team will likely include a critical component of immediate maintenance. The student team will work with the client to identify and develop likely means for this to be accomplished (by the client and/or associates; the student team will not be involved following the end of the academic year – usually the second week of June).

3. Site Preparation Needs

Projects must be tenable relative to the needs for site preparation. Some situations with exotic weeds require a year or more of treatment prior to planting. Any topographic alterations (earthmoving, excavation, grading, etc.) should be complete. UWREN capstone faculty can advise potential clients in this regard during a site review visit scheduled after an RFP is submitted. Should it be determined that more extensive site preparation is necessary for a successful project, capstone faculty can advise clients and place the project under consideration in a subsequent year.

4. Project resources

The UWREN program does not have dedicated internal resources to accomplish these projects. Our student teams have been creative and successful in working with clients to secure plants and materials in situations where clients do not have sufficient resources to accomplish a project as per the student team's design. However, the extent to which student teams may be able to accomplish that is limited by the short time frames and educational objectives. Thus, strong preference will be given to projects where the client has a reasonable resource base to obtain plants and other necessary material for the project.

5. Probability for long-term success

We give strong preference to projects that have the greatest probability for long-term success. Projects with a high probability of long-term failure because of conditions like continued disturbance, high likelihood of neglect, upstream or adjacent populations of noxious weeds are not favored. Projects with no obvious support for long-term maintenance (e.g., client, community group, school group, etc.) that our students can develop are not favored. Some students have set up programs with nearby community groups or schools, so long term maintenance does not necessarily have to be done solely by the client, but there must be some prospects for long term care of the site.

6. Educational Objectives

As a fundamentally educational endeavor, it is absolutely critical that the student team be given the leeway to develop a reasonable design that works within the client's needs and ecological constraints of the site. This project is not simply an installation based strictly upon a preconceived plan, though in the past some student teams have developed specific plans within the umbrella of a general site management plan. The client and faculty play critical oversight roles in making sure that the student team's plan meets client and ecological objectives. However, the client must be willing to let the design be done by the student group (with guidance and feedback from instructors and the client). Both the client and the student team must be willing to maintain a dialogue of respect and consideration toward proposed ideas and concerns. Projects that involve the installation of an existing design or maintenance of a previous installation are not appropriate for the UWREN capstone.

II. Client Responsibilities

The following points address aspects of client responsibilities for participation in the UWREN capstone program.

1. Project review & oversight

The capstone experience was designed so that student teams would be working for a client in an interactive fashion. This means that the client cannot expect to be a passive participant in the process. Clients are required to provide timely feedback to the student team at critical junctures in the development and installation of the project. In January and February, student teams will be developing a proposal and detailed work plan in response to the client's Request-for-Proposal (RFP). This will be reviewed by peers, instructors and the client. It is done electronically on a web discussion board. There is a limited window for review - the client must be willing to adhere to this schedule (usually they have 3-4 days to review it and comment). Sometimes multiple iterations of documents need to be reviewed if client requests changes. In essence, the client must be willing to be engaged in the process and communicate in a timely fashion. To facilitate a smooth and effective client – project team relationship we ask that a single person act as the client representative in interacting with the students. Obtaining approval and input from multiple parties often severely delays project implementation.

The client must also be willing to come to the final symposium in early June (if at all possible in their schedule - or send some other representative) and be willing to meet with the student group occasionally in the field during installation (April - May). The client must also meet with the team in late May or early June for the students to train them in the maintenance and monitoring plan.

2. Client resources

Though we prefer projects where resources are already available to support projects, some projects will be considered if clients are willing to actively be engaged with the student team in procuring such resources. This may include reviewing and endorsing funding proposals written by the team. Ultimately the client is responsible for securing the plants and materials for the project if the final proposal and work plan has been approved by the client.

3. Permitting & Internal Permission

The client is solely responsible for making sure all required city, county, state and federal permits are in order before the restoration project begins. We do encourage our students to be involved with and learn the permitting process. However given the time restraints of the course and the typical time frame needed to submit and process permits it cannot be expected that permits can wait until the beginning of the course in late September. Clients are also responsible for ensuring that all stakeholders in the project, especially the property owner (private or public) have given approval for the project to go forward and are regularly informed of the projects progress by the client.