



2023

## Friends of Acadia Intern

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# COLLEGE OF THE ENVIRONMENT



Internship Title: Administrative Intern - Friends of Acadia

Student Name: Jacob Haertel

Internship Dates: 6/27/2022 - 9/1/2022

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STUDENT SIGNATURE 

DATE: 8/31/2022

My summer spent with Friends of Acadia as an administrative intern was a truly wonderful learning experience. Completing numerous different projects and living in a national park allowed me to gain a deeper understanding of how different environmental non-profits operate, as well as the National Park Service. Not only did I have administrative duties that involved researching other organizations, organizing and archiving project files, and researching former state bills, but I got to experience different field trips to other non-profits who work in the area around Acadia, attend many different organizational meetings, and go to different sorts of events. All of this while being within walking distance of the park itself allowed my understanding of the conservation world to grow immensely.

Before starting, I wrote a series of learning objectives that this experience should focus on. Those included understanding more about the creation and organizational history of a non-profit, learning different methods of maintaining and upkeeping natural environments, and also learning how conservation organizations are shifting their focus in an everchanging world. This internship allowed me to accomplish all of those goals, and many more. I also learned a lot about different forms of outreach, both to a specific audience as well as more interpretive work with the general public, and different ways to perform that educational work. The other major focus of my work is volunteer programs and coordination, learning different ways the public can get involved in the park. What made this internship particularly rewarding was how all of the different projects and experiences I had would allow me to accomplish a variety of my goals, and not just one at a time. That allowed each of those different programs to be especially rewarding and engaging, as I was never being limited to just once piece of information.

By far the most overarching project of the summer was my time organizing and archiving different materials. This project can be split into two parts, one of which being digitizing records,

and the other being the organizing of project files. The summer started with the digitizing of records, which involved scanning and properly placing both board packets and journals, some of which from as late as 1996, 5 years before I was born. Both of these types of files allowed me to learn more about the organization in different ways. The board packets helped me to understand how the focus of the organization shifted over time, and the how they approached the problems that they did. While there are definitely a few major projects that came up a lot in my work, Friends of Acadia has done lots of different things throughout their organizational history, and the board packets allowed me to see what those things are, and what the reasoning was behind the decisions that were made. The digitizing of journals allowed me to learn more about the outreach aspect of Friends of Acadia. While the board packets showed me the full extent of the work being done, and the administrative reasons for those decisions, the journals allowed me to see the way Friends of Acadia shared the work they were doing with the public. It was interesting to see what they shared in the journals, and what they viewed as more important than others. Especially since the journals are distributed to their donor base, learning what they feel they need to share most with that base to keep them engaged in the organization was an interesting experience. The journals and the board packets worked together well, showing me why decisions were made, and how those decisions were shared.

The actual work that came from those decisions was something I got to engage with while looking through project files. These files covered a lot of the conservation related projects that Friends of Acadia have done since 1997, and would go into great detail with research done, legislative pressure applied, fundraising, and general project information. While some files weren't the most thrilling, containing lighthouse magazines from before I was born, other files contained tons of interesting information. A great example of this were the files related to a

proposed Eco-resort that would've been just outside of the park boundaries at the time. Friends of Acadia did a lot of work with the family that owned the land, offering alternatives, while also helping to conduct research on the land and the environmental impacts of such a project. In the end, the land wasn't developed and instead sold off, before becoming part of the park a few years later. This was considered one of the biggest threats to the park, and Friends of Acadia worked tirelessly to fight it. Another great example of a project that helped me learn about conservation methods in the park were the files related to land trusts in the area. While Friends of Acadia themselves are not a land bank, they work closely with both the park and Maine Coast Heritage Trust to help protect more of the area around the park, and in some instances the area within the park, as there are public properties within park boundaries. Not only did looking at Friends of Acadia's work with Maine Coast Heritage trust and Acadia to preserve land around the park allow me to have another glimpse into different conservation tactics, but it allowed me to meet with other organizations that existed in a similar environmental sphere.

One of the many field trips I took throughout the summer was to a Maine Coast Heritage Trust community meeting for the island Acadia is based on, Mount Desert Island. The very first trip I took, it set the tone for what would be a very eventful summer. All of these different organizations that I met with helped me gain a deeper understanding of how a multitude of environmental organizations achieve their goals. Maine Coast Heritage Trust (MCHT from here on out), for example, showed me a land trust in action. They met with people on the island who had an interest in conservation and talked about different projects that they were working on. This community outreach helps the organization maintain a sense of trust between them and the people on the island. Allowing a discussion about the current projects on the island, as well as the future plans, and hearing people's hopes and concerns for what those projects could become

foster a great sense of community with the people impacted by their work. It's possible for conservation groups to give this impression that they're a very high-brow group unconcerned with the general population, and this sort of communal based approach to a land trust was very insightful. Another group that I had the opportunity to meet with was the transportation non-profit Island Connections. There I heard another group talk about a different part of the conservation equation, by trying to reduce the number of cars in the park. There are a lot of park visitors, and by supplying a free bus service around the island that includes numerous routes into the park allows the number of cars to be reduced. This includes a future transportation hub called the Acadia Gateway Center that would allow people to park their cars off island and then take the bus into the park, as well as serving as a general welcome center. Reducing the number of vehicles on the island would obviously help reduce fossil fuels emissions and is another way non-profit groups can work to combat climate change and help the conservation project.

Another part of the summer that helped me achieve my learning objectives was the research I did into state laws regarding Aquaculture. For context, there was a proposed aquafarm in the Frenchman Bay, which borders part of the park. A rather large aquafarm, it was fortunately shut down by the government, but not before scaring a lot of the people that live in the area. This led to a few laws being introduced to the state legislature sponsored by local representatives, neither of which passed. My job was to investigate any other aquaculture laws that had been introduced recently and figure out why certain ones passed, and certain ones didn't. Doing so taught me a lot about how difficult it can be to get conservation laws passed, and how one is able to do so. For example, one of the issues with the two laws introduced were that they weren't very specific. They were very broad, and so many smaller aqua-culturists were worried that their livelihood would be threatened by it. In some cases, there were parts of the law

that would directly effect a lot of locally run businesses. Especially if you're working to restrict a fairly common source of income for a lot of people, it's important to be clear with what you're trying to fight. While many of these small business owners have no problem with restrictions against large, out-of-state companies moving in and establish big operations in the area, they do have issues if the way of stopping that is going to affect them. One of my suggestions for the organization was to reach out to another non-profit that works with these small business to discuss the best way to stop large corporations from establishing operations in the area. Seeing the effects of not having that dialogue with the affected parties is a very valuable lesson, as it highlights the importance of having a conversation with the general public about conservation matters.

The final part of my summer that I think really helped me with my learning objectives was the times I got to experience different programs Friends of Acadia had to offer. This included going out with other seasonal employees, volunteering to work in the park, and going to volunteer orientations. My trips with seasonal employees helped me understand ways that the organization can promote being a good steward of the environment, as well as how they can collect data. In particular, spending a day with the Recreation Technicians was very insightful. I got to understand how they collected data about visitation to both the park in general, as well as with specific trails. With a park like Acadia that has so many entrances and exits, it's hard to identify visitation, so both seeing the tools and algorithms they use to record visitation was insightful. It was also really interesting to learn about the ways the park is considering dealing with overcrowding in certain areas. The times I volunteered in the park was a great way to learn about what goes into making something like a national park run so smoothly. While raking leaves out of gutters for hours isn't exactly a great time, it's something that somebody has to do.

The volunteer program is also a great example of how Friends of Acadia helps Acadia National Park. By organizing volunteers to go work on things like trail maintenance, it's one less thing that the park has to deal with, and they're already stretched very thin. It was another great idea on how an organization can do good conservation work, even if it's just helping a larger entity deal with smaller issues.

The volunteer meetings and orientations were even more insightful into the world of conservation. For example, I attended the orientation for new volunteers at Acadia Wild Gardens, and as a result was given a tour of the garden. That tour included the both the history of the Wild Gardens, as well as some upkeep and maintenance that they have to do. For example, one thing that I would've never thought of is not putting food waste into their compost piles. This is to reduce the number of animals coming into the gardens to scavenge for food, allowing the gardens to stay healthier. While a garden doesn't sound too conservation related, the way that this garden is set up is. It's divided into the different habitats found on the island, and then sculpts each of those habitats to reflect what they'd be like. By presenting this information in such a way it allows the general public to understand more about what differentiates things like lakes, mountaintops, and river banks, especially when it comes to the plants growing there. The Wild Gardens of Acadia are another way for people to gain an appreciation of the natural beauty of the region, and also hopefully promote people to start natural gardens on their own property. It's also just a very pretty garden. Another volunteer presentation I took part in was the explanation of Wild Acadia 2.0 to people who volunteered around the Great Meadow. Wild Acadia 2.0 is a project undertaken by Friends of Acadia that hopes to restore the Great Meadow to its former great-ness, which it lost after years of human influence digging ditches and adding inflow and outflow pipes. This led to the great meadow not being able to hold water as well as it



previously would've been able to, which has caused a general decrease in the health of the meadow. Listening to the Wild Acadia 2.0 explanation helped me to understand how an organization like Friends of Acadia tackles a restoration project like the one being done at the Great Meadow. It also allowed me to understand how Friends of Acadia is shifting their conservation focus to the R.A.D model, in order to combat climate change. The R.A.D model stands for resist, accept, direct, and are three ways that groups can deal with the effects of humans on the environment. For example, resisting would be removing invasive plants that were introduced, accepting would be allowing more southern plants to move into the north due to a warming climate, and directing would be planning conservation projects around a warmer climate, and planting non-native species that would do well in the warmer climate while not overtaking older species. Overall, attending these meetings and orientations helped me to better understand the kind of work environmental non-profits undertake.

I had numerous more opportunities to grow my understanding of the conservation world. I was able to meet with Acadia National Park leadership to understand their day-to-day operations. I got to attend a series of presentations called the Brown Bag Lunch Series, put on by a nearby organization in which researchers explain their conservation studies, both regionally and internationally, which is something I hope to continue attending after I leave this role. I was able to spend my time in an incredibly beautiful place, helping to remind me why I'm pursuing environmental science. And I was able to make connections that I hope to keep, both professionally and personally. For example, we once visited the Schoodic Institute, which is an organization that both conducts research and hosts educational programs on an old naval base in on the Schoodic Peninsula, within park boundaries. Meeting with the head of the organization, I learned about summer research opportunities they had for recent college graduates, and that's

something that I hope I'll be able to do next summer. Overall, this experience allowed me to deepen my understanding of conservation organizations in the United States, including how they operate, what kind of projects they do, and how they're combating a changing climate. I'm very thankful to Friends of Acadia for letting me work for them this summer.

# COLLEGE OF THE ENVIRONMENT



## Section 1 – Student Identification

Last Name, First Name:	Haertel, Jacob	Western ID:	W01572488
Email Address	haertej@wwu.edu	Major/PreMajor	Environmental Science

## Section 2 – Registration Information

Total Credits:	156.5	Faculty Advisor:	Imran Sheikh
Internship Start Date:	6/27	Internship End Date:	8/8
Number Credits Per Quarter (F/W/S/Sum)	8		

*Note: You must be registered for credits during quarters you perform **any part** of the internship work (Including Summer Session) to include writing of reports...this can be spread over multiple quarters. You are expected to register an appropriate number of credits based on anticipated hours worked BY Quarter (Example: Working 120 hours during Summer = 4 Credits Summer Enrollment)*

## Section 3 – Organization for Internship

Organization Name:	Friends of Acadia
Intern Supervisor Name:	Stephanie Clement
Mailing Address:	43 Cottage Street; Bar Harbor, ME 04609
Email Address:	stephanie@friendsofacadia.org
Phone Number:	(207)370-2960

### Description of Duties (Or Attach Job Description):

Jacob' primary duties will be to help Friends of Acadia compile digital records of our conservation work and history. Friends of Acadia was founded in 1986 and has many paper files that document our programs, such as advocacy campaigns to fight threats to the park or fundraising initiatives to rehabilitate and permanently endow the maintenance of Acadia's historic trails and carriage roads. Jacob will work side-by-side with Friends of Acadia staff members to sort through our files and decide what should be kept and digitized as part of our organization's history. Jacob will also explore FOA's current seasonal programs, shadowing the Summit Stewards, Recreation Technicians, Wild Gardens of Acadia intern, and the stewardship volunteers. Jacob's overall work will help Friends of Acadia document our past, consider our current work, and prepare for our long-term future.

### Section 4 – Learning Objectives

What do I intend to learn from this experience:

I intend to learn more about environmental non-profits in the United States and the kind of work they do. This includes their creating, and the changes in their organizational history. I'm also hoping to learn about the different methods of maintenance and upkeep of a number of different natural environments. It would also be ideal to learn about the direction environmental organizations are going in the future, and what kinds of things they will be focusing on.

How does this experience contribute to my educational goals:

This experience will be a great help to my educational goals. It will help me become a better researcher, give me a deeper understanding of public lands in the United States, allow me to get hands on experience in the field, and let me learn how environmental organizations in the United States function.

If Faculty require any additional Learning Objectives, they should be listed here:

### Section 5 - Deadlines, Evaluation, and Assessment (Completed by faculty advisor)

Meet with Advisor: \_\_\_\_\_

First Draft Due: \_\_\_\_\_

Final Draft Due: \_\_\_\_\_

	Yes	No
Additional Learning Objectives (as assigned by faculty)	<input type="radio"/>	<input type="radio"/>
Oral Presentation Required	<input type="radio"/>	<input type="radio"/>
Daily/Weekly Log Require	<input type="radio"/>	<input type="radio"/>

### Section 6 – Students Certification

I certify that I have read the University Policy on Risk Management Considerations for Student Internships and I will report any injuries suffered while performing internship promptly to WWU.

[http://www.wvu.edu/bfa/Risk\\_Mgmt/documents/Internship%20Considerations%20\(14\).pdf](http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20(14).pdf)

I will endeavor to represent myself and my college well and will abide by the relevant policies, procedures and ethical standards of the university and the internship organization.

I understand that **30-hours of work per credit earned is expected** for an internship. I understand that I am expected to enroll in a number of credits commensurate with hours worked each quarter.

Student's  
Signature/Date

*Joshua Hanel*

### Section 7 – Internship Site Supervisor Certification

I have reviewed the student's indicated learning objectives and on behalf of my organization agree:

- To enrich the Student's knowledge by orienting him/her to the occupation, the work setting, and the responsibilities relating to the assignment
- To regularly evaluate/provide feedback to student on progress, projects and areas of growth
- At or near the completion of the assignment to provide an evaluation of the student's performance
- To review and approve the Student's Learning Plan and communicate with the college if areas are not going to be met.
- To supply the student with, and abide by the organization's policy against discrimination and/or harassment in the workplace
- To contact the instructor or the College of the Environment Internship Coordinator (360) 650-3646, [ed.weber@wwu.edu](mailto:ed.weber@wwu.edu) should any problems arise

Internship Site  
Supervisor  
Signature/Date

*Stephanie M. Clement*      *6/15/2022*

### Section 8 – Faculty Advisor Certification

I certify that the student intern and I have reached agreement on the learning objectives and academic expectations for this experience. These objectives are challenging and enriching to the student's academic and/or career goals. I will award grades after satisfactory completion of all learning objectives/tasks/reports assigned.

Faculty Advisor's  
Signature/Date

*[Signature]*

*6/21/22*

### Section 9 – College of the Environment Internship Coordinator

Actions:

1. Review Agreement
2. Update Course Override
3. File Agreement in Student Records
4. Communicate with Employers as necessary during internship

# Registering and Completing ENVS/ESCI/UEPP 498B Credits

## YOU MUST BE REGISTERED FOR INTERNSHIP CREDITS WHENEVER YOU ARE PERFORMING WORK RELATED TO THE INTERNSHIP TO RECEIVE ACADEMIC CREDIT

- This **INCLUDES** Summer Sessions

## REQUEST FACULTY MEMBER TO OVERSEE 498B CREDITS

- The CRNs for ENVS/ESCI/UEPP 498B credits are linked to specific faculty members
- Students need to speak with the faculty member for these credits
  - If possible, students should have a draft of an Internship/Learning Agreement completed before they approach a faculty member to supervise the internship.
  - Most students use their faculty academic advisor as their faculty internship supervisor
    - During Summer Sessions, your faculty advisor may not be available. If not, then register for internship credits with Ed Weber, CENV Internship Coordinator
- Environmental Science students register for ESCI 498B and all others for ENVS/UEPP 498B
- Registration for 498B (Internship Credits) requires an override, which is normally given by the CENV Internship Coordinator (Ed Weber, ES545)
  - You must have a completed/signed Learning/Internship Agreement signed **before** the override will be input

## CRNS FOR ENVS/ESCI/UEPP 498B

- See Classfinder for the CRNs for ENVS/ESCI/UEPP 498B Internship credits
  - During Summer Sessions, if your faculty advisor is not listed, please register for credits with Ed Weber, College of the Environment Internship Coordinator

## VARIABLE CREDIT REGISTRATION ON WEB

- Initially you can only register for one credit.
- Return to the registration menu after registering. Then go to Change Variable Credits to change the 1 credit to the number of credits desired. (Instructions for Changing Variable Credits are included on the Add/Drop page for registering.) 30-hrs work = 1 academic credit. Register in good faith based on anticipated hours for the whole quarter.

## RESOLVING K GRADES

- To graduate, you must receive a passing grade for any credits listed on your major evaluation.
- (For Internship, students must receive a Satisfactory (S) for S/U grading. **Incomplete grades not completed and graded after a year from the quarter of registration automatically become a U (Unsatisfactory) or a Z (equivalent to an F). Incompletes can impact financial aid standing.**

## REPORT SUBMISSION

- Final report will be submitted to your faculty advisor using the E-SIGN Form available on the CENV webpage.
- Always consult with the faculty advisor **in advance** about how much time he/she will need to read and grade the report by the end of the graduation quarter.
  - The most difficult time to get a grade on a report is for summer quarter graduation because faculty are generally not available during this time.
  - Spring graduation is a close second in difficulty because many faculty leave campus for extended periods after their last final.