



Faculty Fellow Sustainability Assignment FALL 2016

Course:

HESI 217 Introduction to Student Leadership

Instructor:

Steve Young

Sustainability Scholarship in Practice Group

Project:

This is an oral team research project that will serve as the Capstone for HESI 217. Students will work in groups of five to extensively research one of the five exemplary practices of leadership and conduct an assessment/analysis as to how this leadership practice is being carried out through the field and practice of Sustainability.

Exploratory Questions for this Project:

GENERAL:

How is sustainability **challenging the process**?

In what ways is sustainability **modeling the way**?

What specific sustainability practices or initiatives seem to be effective at **enabling others to act**?

How does sustainability **inspire a shared vision** and vice versa?

How does sustainability leadership **encourage the heart**?

Modeling The Way:

- What actions and values drive sustainability's "call to action"?
- What role does self-awareness play in the practice of sustainability?
- How do sustainability leaders establish credibility? Why does this matter?
- How is the field of sustainability leading by example?

Inspiring A Shared Vision:

- Why is inspiring a shared vision important to the practice of sustainability? What roadblocks or challenges do you anticipate in implementing these sustainability practices?
- How is sustainability visualizing a brighter tomorrow?

Challenging The Process:

- How, through selecting and implementing specific sustainability practices, does positive change occur?
- How does sustainability seek to make things better?
- How do teams and organizations engage in risk taking in deciding to take on sustainability initiatives?

Enabling Others To Act:

- How do successful sustainability leaders/organizations involve others in planning and decision making?
- How do the sustainability practices/initiatives you have chosen make use of others' expertise?

Encouraging The Heart:

- How does sustainability recognize the individual contributions of team members?

- How does sustainability reinforce positive performance?
- What role do expectations play in achieving sustainability?
- How does sustainability celebrate values and community?
- What are individuals doing to contribute to a sustainability vision? How do sustainability leaders recognize and reward this?

Oral Presentation:

Your team will develop and facilitate a 20 minute oral presentation that demonstrates through the use of sustainability topics, behaviors, and themes the implementation of the specific leadership practice (i.e. modeling the way, inspiring a shared vision, challenging the process, enabling others to act, encouraging the heart) you have chosen or been assigned.

Common themes or areas of Sustainability include the following:

- Energy Efficiency
- Water Conservation
- Low Carbon Means of Transportation
- Waste Reduction/Recycling
- Employee Health and Wellness
- Sustainability Education
- Other: _____

Sustainability DSSP Project Components

Team Process:

- Project Plan
- Status Reports
- Team Contract
- Peer Assessments
- Team Time In Class Observations

Team Accountability:

- Quiz
- Team Self-Assessment
- Team Debriefing Process
- Review of Final Team Project/Presentation

Team Climate/Culture:

- Team Time Observations
- Individual Reflection Paper
- Team Debrief Prompts
- Post-presentation Reflection Journal

Sustainability Learning Objectives for this Project

As a result of completing this assignment students will be able to....

- Develop systems thinking skills to better understand how elements within organizations relate to and influence one another to achieve sustainability.
- Conduct an ecological footprint as to how one’s individual and team resource consumption and waste production is impacting earth.
- Define what a sustainable community is and the role of exemplary leadership in creating such communities.

Sustainability Learning Objective	Assessment
Develop systems thinking skills to better understand how elements within organizations relate to and influence one another to achieve sustainability.	Team Project Plan Challenge Course Activity Evan Lutz, Hungry Harvest Guest Speaker In-Class Case Study
Conduct an ecological footprint as to how one’s individual and team resource consumption and waste production is impacting earth.	Sustainable Action Change Challenge Complete “My Footprint” Assessment
Define what a sustainable community is and the role of exemplary leadership in creating such communities.	Sustainability Analysis of UMD: How did UMD create a sustainable community? Which of The Five Practices of Exemplary Leadership were at work and how?



Resources for researching sustainability

Sustainable UMD

<http://sustainability.umd.edu/>

Sustainability BIG Ideas

<http://go.umd.edu/sustainbigideas>

Introduction to Sustainability Power Point

<http://go.umd.edu/introsustainability>

Examples of Sustainability Behaviors

Moving from a paper to an electronic filing/reporting system	Developing a Composting Food Waste Program	Biking To Work
Banning disposable items such as paper cups/plastic bottles, paper towels, and paper napkins.	Conducting regular home energy audits through your local utility provider	Consuming natural, organic products grown by local farmers
Requiring employees to have a primary care physician and get an annual health assessment	Adopting a Park/Trail for litter removal and habitat restoration	Setting thermostats to a specific summer and winter temperature for cooling and heating efficiency
Requiring all employees to complete a sustainability training program	Starting and maintaining an “eat healthy” urban garden in a nearby city food desert	Renting vs. Buying Goods

Learning Assessment/ Grading Rubric

Criteria	Advanced	Proficient	Beginning	Unacceptable
Team Process Involves planning, shared responsibilities, functional and interpersonal norms <i>This team....</i>	-Develops and follows a plan to meet project deadlines. -Develops and follows a plan for equitably managing workload. All	-Develops and follows a plan to meet project deadlines. -Elicits some participation and some contribution from members	-Engages in minimal planning -Elicits uneven or lopsided participation during team meetings and/or in contribution to team work -Establishes	-Has haphazard or no planning -Relies on one or two members to do most or all of the work; other members do not contribute to task completion

	<p>members actively participate and offer input in team meetings and in team deliverables.</p> <ul style="list-style-type: none"> -Establishes and follows a set of constructive norms for project management: regular meetings, attendance, deadlines, and time for revision, -Establishes and follows a set of constructive norms to support team member interactions: defines roles, actively listens, openly shares ideas, helps members accomplish personal learning goals 	<p>during team meetings <i>and</i> team deliverables, although some members may contribute more than others</p> <ul style="list-style-type: none"> -Establishes and follows <i>some</i> constructive norms for working together: e.g., members meet at agreed upon times & share info -Establishes and follows <i>some</i> constructive norms for team member interactions: e.g., shares ideas, helps members accomplish personal learning goals 	<p><i>minimally</i> constructive norms for working together: e.g., members have some communication and exchange information</p>	<ul style="list-style-type: none"> -Develops dysfunctional norms for project management: including poor attendance of meetings, non-response of members team communication
<p>Team Accountability Involves learning, communication and synthesis</p> <p><i>This team....</i></p>	<ul style="list-style-type: none"> -Includes all members who can explain details of the project and the relevant content. -Communicates in a timely manner and informs members if individual deadlines cannot be met -Holds members accountable for work quality & timeliness -Synthesizes individual contributions into unified final product 	<ul style="list-style-type: none"> -Includes a majority of members who can discuss the project and the relevant content. -Communicates about project progress at designated stages -Is reluctant to directly hold members accountable, but will identify non contributors to faculty or TAs -Completes all parts of project in same format with clear areas of integration 	<ul style="list-style-type: none"> -Has members who can describe only their part of the project and related content. -Communicates nominally during project, e.g. poor sharing of planned deadlines - Fails to hold members directly accountable for non-participation but will report on members contributions in a passive manner when prompted at the completion of the project -Creates projects that include most required parts with a few transitions between independent sections. 	<ul style="list-style-type: none"> -Has members who are unable to report on any part of the project or related content. -Communication is passive aggressive or anger -Produces a final project with one point of view or that is disjointed and missing sections
<p>Team Climate/Culture Involves leveraging diversity, interpersonal cohesion and feedback seeking</p> <p><i>This team....</i></p>	<ul style="list-style-type: none"> --Actively encourages members to express opposing points of view --Constructively manages and looks for ways to synthesize divergent perspectives. --Depersonalizes conflict --Gives each other constructive feedback --Has members who seem to like each other -- Seeks out external 	<ul style="list-style-type: none"> -- Includes opportunities for members to voice dissenting ideas at specific stages -- Considers some dissenting perspectives even if team doesn't fully explore these, and/or finds ways to manage internal disagreements (e.g., take a break) to keep them from becoming divisive -May contain factions with unresolved disagreements 	<ul style="list-style-type: none"> -- Avoids conflicts where possible and focuses on achieving internal cohesion at expense of considering divergent ideas --Relies on simplistic procedures (e.g., "majority rules") to manage or resolve conflicts, or Asks faculty members to resolve internal conflicts --Seeks premature resolution of disagreements to maintain appearance 	<ul style="list-style-type: none"> --Unable to find resolutions for internal disagreements --Personalizes conflicts between members to the point where members cannot work together --Gives highly disparaging or personal feedback -Has members who dislike and/or avoid each other -- Dismisses or ignores external feedback

	feedback --Responds constructively to external feedback, discerns essence of & reconciles divergent feedback	- Accepts feedback and attempts to incorporate appropriately	of harmony or to ensure completion of the project --Refrains from giving direct feedback, instead asks faculty members to resolve internal interpersonal conflicts -- Responds to external feedback in an "all or nothing" manner	
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