

2007-2008 Instructional Grants

Projects which advance the General Education Goals by means of
Instructionally-Enhanced and/or Technology-Enhanced Course Redesign

TEMPLATE FOR FINAL PROPOSALS

Final Proposal Deadline: Sunday, February 18, 2007

Title of Project		Teaching to Lead: Student Leadership on Sustainability		
Principal Investigator		Tony Middlebrooks		
Rank	Associate Professor	E-mail	tmiddleb@udel.edu	
Department		Leadership		
Co-investigator(s)		Jim Tweedy		
Rank	Professional staff	E-mail	tweedy@udel.edu	
Department		Residence Life		
yes	<i>This project has been discussed with all department chairs of the Principal Investigator and Co-Investigator(s).</i>			

Nature of Project. Project will advance the following General Education Goal. (select only one)				
X	Academic and Student Affairs – Goal # 7 is given priority in review of grant projects.			
To advance the above General Education Goal , this project will use. (select as appropriate)				
X	Problem-based Learning			
X	Active Learning Approaches, e.g., case studies, collaborative learning			
X	Technology, e.g., WebCT, multimedia, emerging technology			
X	Other Course will utilize a “Learner as Teacher” model of education and will engage students in leading change (related to sustainability) with peers and select University of Delaware administrative units.			
Course Number	Course Title	Semester(s) Offered in 2007-08	Est. Students Per Semester	Percent Major
LEAD 411	Leadership for Sustainability	Spring 07, Spring 08	25	90
Course fulfills the following University/College/Department requirements: Required course for Leadership major. Counts as restricted elective for Leadership minor.				

1. Description of Project (2 page limit)

a. Project and student learning

This project comprises a new course at the University of Delaware that teaches students leadership and sustainability within an integrated paradigm of service-learning and quality improvement processes. The course was developed and is currently being piloted (Spring 2007) in collaboration between the academic Leadership Program in the School of Urban Affairs and Public Policy and the University's Residence Life program. The current syllabus follows this proposal to provide more detail and explanation of the logic and activities of the course under current design and funding.

For this project, there are two instructional problems to be solved. *First, how can the learning and effort put forth in a single course by a specific set of students enhance the learning and service beyond those parameters to create a larger, more sustainable ripple of influence?* Through this course students learn the process of influencing others toward the goal of sustainability, focusing on building their capacity as a leader and their understanding of leadership. Students begin the course by building a foundation of understanding in advanced leadership concepts (Transformational and Servant-Leadership), sustainability, and qualitative research. Students then form small groups and explore sustainability and service in the context of a specific issue of their choice (within the three established realms of sustainability: social justice, economics, and environment). As part of that exploration, students identify and engage an organization working within their context of interest. For example, a group of students may choose to explore the issue of energy use and Facilities at UD, or perhaps another group may be interested in issues of how social justice awareness is nurtured in youth programs run by a local non-profit organization.

The final segment of the course focuses on effecting sustainable influence. Using their residence hall and/or other peer groups as a quasi-real-world setting, students explore processes of individual and group change. Essentially, students will be challenged to imbue an ethic of sustainability in their peers, particular to the explored issue but not necessarily. This role emulates the leadership challenges that students will face in their future career and life, is developmentally appropriate, and is rooted in leadership education research. For example, the group inquiring about energy use might then focus on influencing a fraternity to operate in a more energy conscious manner. Or, the group exploring social justice awareness in youth programming might turn their efforts to influencing a group from the residence halls to volunteer their time with the program. In both cases, the inquiry drives the change effort, which provides a real-world laboratory for leadership.

The second instructional problem comprises how one can effectively integrate pedagogical approaches that simultaneously model leadership, change, and sustainability while facilitating content learning. One approach will be the integration of mastery learning and reciprocal peer teaching from the educational psychology field, and the applied constructs of total quality management and continuous improvement from the business management field. This approach will be utilized during the final segment of the course, after students have an understanding of basic leadership, change processes, and how those ideas apply to sustainability and their specific issue and organization. In the process of influencing others to adopt an ethic of sustainability, students will utilize a continuous quality improvement approach. This will include strategic planning, executing, designing assessments, collecting data, making alterations based on that data, and subsequently executing again (i.e., a cycle of continuous improvement and mastery learning). Thus, students will learn both leadership and service explicitly through course content and, by design, implicitly through the activities and pedagogy: inquiry and action, assess and improve.

b. Complementing current activities

The proposed project complements current activities of both the Leadership program and the Office of Residence Life. The Leadership Program strives for experiences that provide as much of the "crucible" of leadership as possible. This project complements and advances this Discovery

Learning effort by attaching a formal framework within which the activities can be better organized to build upon one another. The Leadership program also focuses its pedagogical efforts at building leadership capacity in students, i.e., the basic building blocks necessary for effective leadership in preparation for the time when they will assume a leadership position. These teaching methods are highly interactive, introspective, relational, and experiential – all of which are highly emphasized in the proposed program and course.

In terms of formal activities, the Leadership program hosts a student organization focused on leadership (Lead Council), an Exemplary Leaders Circle (connecting the best students with community leaders), collaborative research between students and faculty, and a variety of internships, study abroad programs, and independent study opportunities. All of these efforts could potentially collaborate with the proposed program; and, in fact, each will be examined in turn to see which would best fit and to what capacity.

For the Office of Residence Life, the efforts to broaden the educational impact of campus life outside the classroom are complemented by the opportunity to engage peers in topics of leadership and sustainability.

c. Impact on Department/College/University objectives

In terms of philosophy and vision, the proposed program and course provides very positive impact and possibilities for both the Leadership program and the School. The Leadership program was founded emphasizing the values of consumer perspective and socially responsible and ethical leadership. The focus of this course, and its related experiences, directly relates to these foundational values. The School of Urban Affairs and Public Policy (SUAPP) emphasizes the value of enhancing the community through service and policy, bridging the academic to solve real-world practices and problems. Further, SUAPP has recently brought the Leadership program into the School, and has been seeking opportunities to more fully integrate the undergraduate Leadership program with its graduate programs. This course may provide a number of opportunities for both students and faculty to collaborate and further this integration.

This course also aligns well with the overall objectives of the College and University, particularly General Education goals 4 (engage questions of ethics and recognize responsibilities to self, community, and society at large), 6 (develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning, and 7 (develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom).

There is little financial impact on the Leadership program at this point as the course is currently operating as a required topics course for Leadership majors and a restricted elective requirement for minors.

d. Utilizing current department resources

This initiative will have access to resources in both SUAPP and ORL, including: faculty and staff, undergraduate and graduate students, established contacts and networks both within and outside UD, Leadership students, facilities, and limited equipment and supplies.

2. Implementation (2 page limit)

Support involved in the project:

Leadership Program	Tony Middlebrooks, select SUAPP faculty, graduate assistants
Office of Residence Life	Jim Tweedy and select ORL staff
Library	Michael Guterrez, Leadership library liaison

a. Timeline for project development:

Given the complexity of the course, content, and connections; this endeavor began in conversations between the Leadership program and Residence Life in Spring 2006. The course is currently underway for the first time (Spring 2007) with an enrollment of 28 students, all juniors and seniors.

Ongoing qualitative assessment of the course, activities, and student reactions will inform course modifications and considerations for further collaborations between students in the course and organizations within and outside of UD.

The course, as well as key facets of its execution, will be presented at the International Symposium on Service-Learning in Indianapolis in May, 2007 (*Teaching to Lead, Leading to Teach: Leadership for Sustainability*, accepted for presentation), and at the International Leadership Association Annual Conference in Vancouver in November 2007 (*The Developmental Path to Servant-Leadership*, awaiting acceptance of proposal). These conferences will also allow the principle investigators opportunities to network and learn from other leadership educators, as well as acquire direct feedback on the endeavor at hand.

Fall and summer 2007 will provide time for the principle investigators to consolidate data and insights from the course, consult with others, and prepare modifications to launch the revised course in Spring 2008. Assuming successful execution, both the Leadership program and the Office of Residence Life will engage in discussions about how to further the reach and development of this topic (leadership and sustainability) as it is so critical and central to both the academic and applied arenas. It is not clear at this time the extent to which other departments or areas at UD, or organizations outside UD, will be involved long-term, i.e., beyond a given semester. However, the principle investigators and their respective programs are open to those possibilities to ensure project sustainability.

b. Anticipated stumbling blocks:

The most significant potential block is the targeted UD units and developing productive partnerships with non-university affiliated agencies. Steps are underway to develop strong learning partnerships with representatives from selected UD units. This course is experimental and will examine the effectiveness of the model on leadership for change. Data collected on the effectiveness of the course will be shared with other units and organizations to encourage collaboration.

In addition, although the targeted students are generally leadership majors and junior/senior level, and thus presuming some degree of maturity and social and emotional intelligence; the students will be significantly challenged to focus their inquiry (without losing hope or focus), and engage their peers

in a meaningful manner. The PI's are striving to capture the idealism of this developmental stage and focus it into practical, realistic leadership capacity - in the words often used as a tenet of sustainability: to make the invisible visible. The mastery learning orientation of the course, as well as the emphasis on advanced leadership concepts, should facilitate this effort (and, in fact, has been done successfully in other programs). The challenge is one about which both PI's maintain vigilance.

c. Project sustainability

Given that this proposal notes sustainability as one criterion for acceptance, clearly the general notion of creating things that last is of critical importance when economics, energy, and ensuring socially just processes are at stake. Individuals who aspire to leadership positions are even more responsible to ensure sustainability in their organization, community, and globe. The Leadership program, as well as the School of Urban Affairs and Public Policy, recognize the critical importance of this concept and in nurturing this ethic in students. The Leadership program was founded emphasizing the consumer protection perspective and leadership ethics and social responsibility. This project is a direct and explicit effort to emphasize those values as they manifest as sustainability concepts and leadership practices. Likewise, the Office of Residence Life has made substantial efforts to emphasize the curricular approach to student life outside the classroom, understanding that the student learning experience goes well beyond the classroom. Both principle investigators will strive to expand the reach of this particular course as a means of providing a more complete education for UD students.

Both sustainability and leadership are also "hot topics" in the real world and work contexts across many fields. Organizations will be seeking graduates who are familiar with the topics, practices, issues, and challenges of leading for sustainability. Currently, this course is sustainable in part by an offer of continued support by the Provost and the Office of Service Learning. The value-added feature of having this background for graduates, along with the data illustrating the value of this course, should provide ample evidence to elicit continued and further support for the collaboration and the teaching strategies employed.

3. Assessment (2 page limit)

An assessment guide is available at www.udel.edu/cte/eval.htm.

Support involved in project (e.g., CTE, Office of Educational Assessment)	Assistance confirmed (name of personnel)
<i>Office of Educational Assessment</i>	<i>Karen Stein and Kathy Pusecker have agreed to help shape the learning objectives. Not confirmed, but I am certain that Kathy will also assist with both the attitude change assessment and the residence hall impact assessment</i>

- a. *Describe how you will evaluate the students' learning. What assessment means will you use to evaluate student achievement of project goals (e.g. assignments, student work, portfolios, types of exams)?*

Address each question separately in preparing your project description.

Reflection papers and projects will be used. More importantly though, since the design is “learn, design, engage, evaluate, re-engage” the major success assessment is whether or not the students have applied the lessons learned from the initial engagement toward a strategy for re-engagement. Learning gains will be empirically examined throughout the course as a means to improve teaching strategies. Results will be presented at the International Symposium on Service Learning.

Through the change-initiative projects, the students will be engaging in action research to conduct a formal assessment to measure the accomplishments and shortcomings. This mode of assessment will offer data for both the students and the faculty. We will not only be assessing student learning, they will be fully assessing their actions and outcomes and will thus assist with the full assessment of the course.

Assessment methods will also be employed in residence halls. This collaboration will afford the ORL to examine differences between floor groups that have been exposed to the course strategies vs. those experiencing other engagement.

- b. *How you will determine the effectiveness of the project?*

Address each question separately in preparing your project description.

Measures of effectiveness will be based on the student learning goals outlined in the syllabus since the course strategies are designed to stimulate learning gains in those specific areas. Because this is a newly designed course, multiple strategies of assessment are to be employed. Student content knowledge will be examined via traditional quizzes and reflection activities. Attitudinal changes will be examined via standardized survey and student interviews. Students will also be asked to engage in the learning goals of the course and utilize their past educational lessons through the Leadership program to assist in course refinement for future cohorts.

Funds Requested - typically awards have not exceeded \$20,000 (2 page limit)

Address each aspect separately in preparing your project budget.

ITEM	AMOUNT REQUESTED	DEPT/COLLEGE actual and in-kind funds	EXPLANATION/JUSTIFICATION
TOTAL of Budget Items	\$10,790.00	\$5,500.00	In kind funds from Bringing Theory to Practice grant and Office of Service Learning support the faculty overload stipend and the supply and implementation costs for the student peer change initiatives.
Faculty summer S-contract			<i>Faculty summer total amount by rank including appropriate fringe benefits (8% no summer retirement) or (37% summer retirement) may not exceed \$4,750 Asst; \$5,410 Assoc; \$6,300 Full Professor.</i>
Graduate stipend	4000.00		50% single term. Assist with agency partnership agreements, assist students in out-of-class change projects.
Graduate stipend fringe 4%	160.00		
Graduate student non-contract (no fringe), or undergraduate student misc wage (no fringe)			
Consultant non-UD S-contract	1000.00		We seek to invite an expert on sustainability from the mid-atlantic region, primarily in the area of green-facility design.
Consultant non-UD S-contract fringe 8%	80.00		
Equipment (itemize/detail)			3 camcorders for video documentaries. The documentaries will be created as part of the qualitative inquiry of sustainability issues in organizations and will be later used as a means to generate peer-to-peer change related to sustainability.
Software (itemize/detail)			
Supplies & Books (itemize/detail)			
Conferences & Travel (itemize/detail)	2000.00		Class trip to regional conference related to sustainability and civic engagement. AAC&U conferences will

	500.00		be the primary consideration. Funds will be used for registration, transportation, and to offset lodging.
	1700.00		Transportation to agency sites for qualitative analysis and service projects. Faculty and instructor attendance at the International Symposium on Service-Learning: <i>Paradigms for the 21st Century—Educators, Community, and Students</i> . We would utilize this conference to share pilot results, solicit feedback on the design, learn from other initiatives, and network with other experts in the field.
Other (itemize/detail)	750.00		Change initiative contests: Each team allocated a budget for the change initiative. Contests focused on stimulating the greatest amount of change with the teams rewarded with prizes such as bookstore gift certificates, etc. Modeled after “The Apprentice”.
	600.00		Materials, transportation, and research expenses related the student qualitative analysis of sustainability within select organizations, businesses, and agencies.
Sustainability costs		5500.00	Costs to be covered to sustain course and maintain equipment and software once grant funds are expended.
Pending support from other source(s)			
Prior grant(s) (2000-2006)			

University of Delaware
Leadership Program, School of Urban Affairs and Public Policy
LEAD 411: Topics in Leadership Dynamics: Leadership for Sustainability (3 credits)
Spring, 2007 -- T,R 2:00 – 3:15 p.m.; 310 Alison West

<u>Instructor</u> Tony Middlebrooks, Ph.D. 188A Graham Hall 831-8548 tmiddleb@udel.edu Office Hours: Mon & Wed 10:00 a.m. – 11:30 a.m. and by appointment	<u>Instructor</u> Jim Tweedy, Ed.D. Office of Residence Life 5 Courtney Street 831-1201 tweedy@udel.edu Office Hours: by appointment	<u>Teaching Assistant</u> Ariana Friedlander 182A Graham Hall arianaf@gmail.com Office Hours: Mon. 3:30-5 or by appointment
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Introduction and Course Description

“Everything that was is tripping over everything that is.” –Ron Heifitz

Leadership is a process of influencing others toward a common vision. This course moves beyond the leader and process to explore the *common vision* of leadership, specifically a vision of sustainability at multiple levels. Can you as a leader envision an organization, or a worlds, that “meets the needs of the present without compromising the ability of future generations (or organizations) to meet their own needs”, as Rolf Jucker of UNESCO asserts?

Leadership for Sustainability (LEAD 411: Topics in Leadership Dynamics) integrates knowledge of leadership, change, and influence with the vision of nurturing a service ethic to sustainability. In simple terms, how do you as a leader best ensure future success – for you, your followers, your organization, your community, your society, and your world?

Part I - *What do I need to know to explore leadership for sustainability?*

Part I of this course focuses on building core knowledge in sustainability and the leadership theories that align with this service orientation.

Part II - *How do organizations and their leadership nurture a service ethic?*

After building their knowledge of vision-oriented leadership theories and the concept of sustainability, students will form research teams to perform a qualitative inquiry into an organization and its leadership for sustainability. As part of this inquiry, students will first learn the basics of qualitative research, and then create a research design to explore their specific research question. As with any research endeavor, their efforts must be informed by relevant research literature and end with an analysis, synthesis, and summary of data, from which applications and implications can be drawn.

Part III - *How do you nurture a service ethic in others?*

During the final segment of the course, students will draw on their knowledge of leadership and sustainability, as well as the data from the issues and organization they have been researching, to craft a plan to influence and inform others about sustainability. Students will continue to work in their research groups as they learn various change theories, identify a target population, and create and execute a plan for effectively influencing this population to a vision of sustainability.

FUNDS!! – There are limited funds (up to \$100 per group) available for groups to more effectively and creatively accomplish either their qualitative inquiry OR their strategic change and influence efforts. Interested groups should submit a detailed description of what they want to do, why they want to do it (what will it accomplish), and for what the money will be used.

Learning Objectives

As a result of this course, students will be able to:

1. Define and explain sustainability and related leadership theories and practices.
2. Analyze and evaluate an organization in terms of service, sustainability, and leadership.
3. Design and execute a qualitative inquiry.
4. Create and implement a change plan.

Course Readings/Texts

Loeb, P. (1999). Soul of a citizen: Living with conviction in a cynical time. New York: St. Martin's.

Greenleaf, R. (1991). The servant as leader. Indianapolis, IN: The Robert K. Greenleaf Center.

Additional readings to be distributed in class.

Sequence of Classes, Topics and Assignments*

Date	Topic	Assignment Due
Tuesday Feb. 6	Introduction to course Review of leadership theory and practice – overview	
2/8	Transformational Leadership Servant-Leadership	
2/13	Transformational Leadership Servant-Leadership	Greenleaf reading
2/15	Quiz 1 Introduction to Sustainability	
2/20	Sustainability Your “footprint”/ the UD footprint	Sustainability Issue Scavenger Hunt
2/22	Sustainability Jigsaw readings	Team selections...
2/27	Quiz 2 Introduction to organizational systems Introduction to sectors	Sector assignments...
3/1	Systems, leadership, and change	
3/6	Introduction to Qualitative inquiry	
3/8	Qualitative inquiry – planning and design	
3/13	Quiz 3 Introduction to Sustainability Project Planning and Pre-mortem	Research Design
3/15	Project planning and design	
3/20	Project data collection and Service-learning engagement	
3/22	Relevant literature collection and synthesis	
3/23-4/1	Spring Break – No class	
4/3	Project data collection and Service-learning engagement	Relevant Literature summary paper
4/5	Debrief Influence and Change	
4/10	Project data collection and Service-learning engagement	

4/12	Debrief Qualitative Analysis	
4/17	Analysis work and summary presentations	Analysis and Discussion Paper and Presentation
4/19	Influence planning Constructing Strategic Change Plan	
4/24	Application of Change Plan	Strategic Change Plan
4/26	Debrief and Revise 1	
5/1	Application of Change Plan	
5/3	Debrief and Revise 2	
5/8	Application of Change Plan	
5/10	Debrief and Revise 3	
5/15	Final Assessment, lessons, and future directions	Strategic Change Plan with Revision summary and Learning summary

***Schedule subject to change based on new information, opportunities, and/or interests of the class.**

Assignment Overview

All assignments are due on the date noted. Assignments are complementary to class content and discussion, and build on one another throughout the semester. Further, because you are not first-year students, late assignments will not be accepted, and will receive zero (0) points even if turned in late.

Grading Scheme or Weight Attached to Different Assessments

Assignment	Group or Individual?	Points	%	Grading Scale
Quiz 1, 2, 3	I	3 x 20	30	A 186-200
Research Design	G	10	5	A- 180-185
Relevant Literature Summary	G	10	5	B+ 174-179
Analysis and Discussion Paper	G	10	5	B 166-173
Strategic Change Plan	G	20	10	B- 160-165
Strategic Change Plan with Revisions and Learning Sum	G	50	25	C+ 154-159 C 148-153
				C- 140-147
Course Contribution	I	40	20	D+ 134-139
Extra Credit	I	Up to 10	Up to 5%	D 128-133 D- 120-127 F 119 and below

I. A Qualitative Inquiry into Sustainability Practices and Organizational Leadership

How do organizations and their leadership nurture a service ethic?

Research Design (10 pts.) – Each group will submit a 2-page summary of the research design plan. This plan should include the name, sector and brief description of the organization; and full explanation of each of the components of the design: sample, evidence, measures, procedures, validity, ethics, and timeline (which includes who will do what by when).

Relevant Literature Summary (10 pts.) – Each group will acquire, read, and summarize 10 articles related to sustainability in the sector or field of the organization of inquiry. Fifty percent (50%) of the articles must be RESEARCH articles (posing a research question and answering it with evidence). Each group should submit a 3-page summary giving the full reference of each article and a summary paragraph of key points for each, followed by a conclusion of the most important points across all articles.

Analysis and Discussion Paper and Presentation (10 pts.) – Each group will summarize and report the data from their inquiry in a brief paper, followed by a discussion/conclusion section summarizing key findings from the organization vis-à-vis sustainability.

II. A Strategic Plan for Influencing and Changing Sustainability Conceptualizations

How do you nurture a service ethic in others?

Strategic Change Plan (20 pts.) -

The initial strategic plan should begin to address how discoveries in the research design will be actualized through peer influence. This plan is designed to stimulate change with your peers or any of your “micro-societies” related to concepts of sustainability. A step by step strategy is required and should address your targeted area of change, your methods of human motivation strategies to be utilized to stimulate change within your targeted area, and the sources of intelligence you will be capitalizing on. Sources of intelligence can include organizational “insiders” and relevant theories on human or organizational change. The strategic plan must also include your methods for developing impact or feedback loops to analyze your targeted area’s reaction to your change initiative.

Strategic Change Plan with Revisions and Learning Sum (50 pts.) -

The second strategic plan must contain an analysis of progress and setbacks from the initial change effort. Based on this knowledge, a new strategic “re-trenching” plan must be completed. As with the first portion, a new step by step strategy is expected with the same areas addressed. Your second strategic plan is expected to be more informed and decisive in nature. As with the first effort, it will be necessary to develop a means to evaluate change impact.

Course Contribution (40 pts.) – As adults responsible for your own learning, your attendance and participation are your decisions. However, you will learn more, and contribute more to the learning of others, if you are present, involved, and engaged. Thus, while there is no daily requirement/penalty for attendance, attendance and participation are expected in all facets and phases of the course, both in the classroom and in experiences outside the classroom. A cost/benefit analysis of your overall contributions will determine your final contribution to the course. Group project efforts will also count toward your individual participation grade – just like in the real world. Group projects will incorporate a degree of peer assessment to be determined in class.

General Course Expectations:

- Be present and punctual. You can’t lead if you can’t manage, especially yourself.
- Be prepared, be awake, be willing to engage and sometimes lead.

- Changes in course content or schedule may be made during the semester. Changes will be emailed to the class list as applicable.
- No late work accepted. Electronic submissions are acceptable in advance of the class in which they are due (tmiddleb@udel.edu).
- All written work should be word-processed, free from spelling and grammatical errors, and proofed by a peer for clarity prior to submitting. A simple staple will suffice – no plastic covers.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided. Failure to do so is plagiarism and unethical.
- Cherish diverse perspectives, take the risk of sharing your own, conflict in the spirit of learning.
- Any person who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the professor so that appropriate arrangements can be made.

Extra Credit Opportunities – Successful completion of extra credit can be earned up to the noted points (or approximately 5% of your grade). Extra credit opportunities will be announced throughout the semester, however it is your responsibility to initiate, propose, and pursue extra-credit opportunities to enhance your education (and grade).

1. Retail Interview: Make contact with the manager of any type of retail store (preferably where you frequently shop) and conduct an interview regarding the “origins” of the items you purchase. Determine what the manufacturing process waste by-products are, if the people who produced the items are paid a living wage, and if the site where the items were produced has any standards in place for worker safety and quality working conditions. Produce a report of your findings.
2. Jewelry Interview: Make contact with the manager of jewelry store (preferably where you shop) and conduct an interview regarding the “origins” of the gold and diamonds. Determine the impact of the mining procedures used for these items and the working conditions of the miners. Produce a report of your findings.
3. Carry your waste: Spend 4 days carrying every piece of waste that you generate. The waste must accompany you at all times. Produce a report of your observations and reflections.
4. Corporate Sustainability Plans: Contact (phone or web) three major corporations to access the company sustainability plan. Produce a report of your findings.
5. Complaint Activism: Initiate three consumer complaints against an agency or company of your choice regarding issues of sustainability. Produce a report of your observations.
6. Wardrobe analysis: Conduct an inventory of your clothing and develop a report of the amount of waste generated in the production of your wardrobe.
7. Examine website <http://www.playagreaterpart.org> and identify one project that you believe could benefit you in your academic learning goals. Prepare a formal proposal to have the project count for credit in one of your classes.
8. Research the LEED green building rating system. Citing your sources, write a paper describing the system and its advantages and disadvantages.
9. Identify and watch a film focusing on sustainability (e.g., Al Gore’s An Inconvenient Truth). Write a movie review (look at a review in a paper or magazine for the proper format). And answer the following questions: 1. Is the message of the movie persuasive? Why/not? 2. How does the information in the movie support the need for sustainable practices? 3. What personal leadership practice could you adopt as a result of viewing and reviewing this movie?
10. Explore the website <http://adbusters.org/home/> and write a paper discussing how and why the practices they advocate do and do not align with effective leadership and with sustainable practices.

Sample PBL:

Tomorrows Leaders-Today

The Spring semester starts with thousands of opportunities. For those engaged in leadership development, there is an opportunity for change. As is typical in the LEAD program curriculum, students are given the chance to fully engage in developing real solutions for real problems. No discussion is necessary about whether or not college life is “real-world” since the changes being considered have a very real possibility of impact and improvement. With this in mind, the Blue Light Team was formed.

Following a full examination of all existing UD Blue Lights in terms of location, visibility, accessibility, and use patterns, the team put together an outstanding power-point presentation, produced exceptional visual aids, and presented rationale for adding additional phones, lighting, and resident student training. Information resources were used from other institutions, student interviews, and through survey data. The final presentation to UD administrators went off without a hitch. UDPD representatives felt the some of the information was inaccurate and added information about the campus student aide patrols, camera systems, and cost analysis. The students were given high scores, applauded, and left the course pleased that their presentation was so well received.

No new blue lights or additional lighting were added, and no resident student orientation occurred.

Problem Framing

Step 1 – The Problem

- A. How would you describe the problem? Develop a single-sentence definition.
- B. How has the problem shown itself? Who does it hurt, and how does it hurt them? Under what conditions or circumstances does it hurt them?
- C. What can be expected to occur if the problem is not solved?

Step 2 – Analysis of the Problem

- A. What causes led to the present problem? What conditions exist that allow the causes to act as they do?
- B. What is the absolute minimum action that must be taken to address causes or symptoms of the problem?
- C. What would an ideal solution to the symptoms or problems be?