

ALS 2000: Leadership for Sustainability

Spring 2017 Classroom day and time: TBD Classroom:TBD 3 Credit Course

Instructors: Email ecoreps@cornell.edu for any course questions:

Professor Hoffmann and Sarah Brylinsky will monitor and respond throughout the semester. Office Hours TBA.

Prof. Michael Hoffmann (mph3@cornell.edu) - Cornell Institute for Climate Change and Agriculture (CICCA)

Sarah Brylinsky (seb382@cornell.edu) - Campus Sustainability Office

Karel Hilversum (khilversum@cornell.edu) & Amy Kohut (ae44@cornell.edu) - Team & Leadership Center

Educational Materials: Readings and other useful resources can be found on Blackboard (blackboard.cornell.edu)

- *Cooler, Smarter: Practical steps for low-carbon living*, Shulman et al.
- *Fostering Sustainable Behavior*, Doug McKenzie-Mohr (Available online free: <http://www.cbsm.com/pages/guide/preface/>)
- Blog: blogs.cornell.edu/ecoreps (Create an account - you will be keeping a weekly journal here)
- Cornell Building Dashboard: buildingdashboard.cornell.edu
- Cornell Utilities Billing System: <http://instep-ebc.fs.cornell.edu/default.aspx>

About the Class

ALS 2000 *Leadership for Sustainability*, is responsible for managing the Cornell EcoRep program to engage North Campus residents in sustainable lifestyle choices. This course develops leadership and peer education skills while improving campus sustainability. Students in the class learn how to plan, coordinate, and implement sustainability education activities in collaboration with residence hall staff. Students work in and outside the class in developing competencies in persuasion, education and social marketing. Through this course students learn to:

Course objectives:

- Learn and teach sustainable practices using Cornell University as a living laboratory for behavior change
- Understand and improve your personal leadership and communication skills
- Develop project management and peer-education skills
- Analyze and communicate views effectively
- Implement effective programs and projects targeted at sustainable systems change
- Impact others through effective social marketing.

Course requirements:

- Complete all course assignments (see below)
- Complete a weekly journal using the course blog
- Pilot and implement a program using the Community Based Social Marketing framework
- Create project proposals and analysis documents.
- Attend and participate in class discussions and planning sessions.
- Meet biweekly with residence hall director and EcoReps-in-residence to coordinate work with residents.
- Serve as a role model for peers by promoting sustainable living practices.
- Write a final report reviewing what you learned throughout the semester.

Grading

Due by **11:59pm** unless otherwise noted. All written assignments should be submitted via Blackboard

Assignment	Percent of Grade
Class Attendance & Participation / Meetings with RHD	10%
Cornell Sustainability Improvement Blog <ul style="list-style-type: none">- Weekly Blog Entries- Final Presentation	15%
Student Leadership Practices Inventory <ul style="list-style-type: none">- Survey Completion- SLPI Essay	10%
Energy Smackdown Project <ul style="list-style-type: none">- Residence Hall Energy Analysis (10%)- Community Research (10%)- Project Proposal & Presentation (10%)- Final Paper (20%)	50%
Sustainability Passion Presentation	10%
Interview with “Change-Maker” on Campus	5%

Assignment Descriptions

1. **Attendance, Participation, and Meetings with Residence Hall Director (RHD)**: Come to class **on time**, participate in class activities and discussions, actively listen and respond to instructors and classmates, and meet regularly with the RHD and in-residence EcoReps from your assigned residence hall. These components are worth 10% of your final grade.
2. **Cornell Sustainability Improvement Blog**: In this assignment, you will keep a weekly blog of ideas for Cornell to improve energy conservation. Each week, you will create a short entry capturing an idea, a challenge, an observation, a discussion you may have had with peers or professors, and other creative solutions that you see or think of for improving energy conservation across all facets of Cornell. The weekly journals and presentation combined are worth 15% of your grade.
 - a. **Weekly Blog**: In total, you will complete ~10 short blog entries as a journal for this assignment. You will be asked to keep a weekly blog monitoring your discoveries. Each entry can be short - a photo with 3-5 sentences observation, a short paragraph on an idea and how to solve it, etc, but the entries should build on class knowledge and readings and show connections to learning objectives.
 - b. **Presentation**: The project will culminate in an 8 minute presentation to the class on what you learned in your observations and ideas for Cornell, on November 15th.
3. **Student Leadership Practices Inventory Completion**: The Student Leadership Practices Inventory (SLPI) is a leadership development tool. This online set of questions allows you to gauge your leadership strengths. Writing an essay on the SLPI survey drawing on connections to other theories of leadership built in class will

help you reflect on how to build leadership and use your strengths in creating sustainable change. Completion of these two components is worth 10% of your final grade.

- a. **Complete Survey**
 - b. **Essay**
4. **Energy Smackdown Project:** Our global community faces enormous challenges in terms of the sustainability of the planet. Climate change, coupled with the degradation of multiple natural systems, threatens the very habitability of earth. These problems can seem overwhelming, making us feel powerless to affect change. But individuals and communities, acting strategically and collaboratively, can alter the course of even the largest ship. With this project, you will gain hands-on experience in facing these challenges. To change the ship's course, we first identify actions that will move the ship from its present course to a new one. Next, we identify specific behaviors needed to implement the action. Others have already identified a list of critical global actions we must take to keep the earth habitable. These include: reduce greenhouse gas emissions; improve water quality; support/expand biodiversity, among many others. Embedded within each of these global actions are thousands of actions that nations, regions, communities, and individuals can take to enact the change. Cornell University has identified actions we must take as a community to become carbon neutral by 2035 -thereby doing our part in the world to combat dangerous climate change, but also to be a model or a "living laboratory" to the world on how it can be done.

In this course, we focus on energy conservation in North Campus Residence Halls as a way to mitigate climate change. Drawing on behavioral marketing research, you will create, implement, and evaluate a project designed to decrease energy use in a residence hall by targeting specific student behaviors. Changing people's behaviors, our own and that of other students, is a complex problem. Many researchers have studied this, identifying strategies and practices that enable people to change their behaviors. You will be developing the communication skills and leadership tools necessary to engage with your community for positive systems change. The project has multiple parts, described below.

- a. **Residence Hall Energy Analysis**
In order to better understand the infrastructure of your assigned residence halls, each student will conduct a Residence Hall Energy Analysis. Using the Cornell Building Dashboard and/or Electronic Billing System (EBS), you will analyze your assigned residence hall's energy usage to understand the patterns of energy use. Using a provided checklist, you will summarize the building's energy use in a 2 page report. The Analysis is worth 10% of your final grade and will inform what behaviors you target during the Energy Smackdown.
- b. **Residence Hall Community Research**
Understanding the attitudes and behaviors of residents is a critical component to developing energy conservation activities to engage them and support changes in energy-related behaviors. This research will involve getting to know the residence and what they see as the barriers and benefits of acting in more energy efficient ways. You will need to review the literature provided on Community Based Social Marketing to choose the right strategies. You will employ focus groups, surveys, interviews, and data collection to assess the current cultural situation in your residence hall. You will also have the opportunity to recommend changes in the building infrastructure that would reduce energy usage. This is worth 10% of your final grade.
- c. **Project Proposals**
Create a 2 page (minimum) project proposal and a presentation (≤ 5 min) for the fall residential energy competition (Energy Smackdown) in your assigned residence hall. The presentation and document should outline the specific energy-related behaviors you are targeting, barriers and benefits to the behaviors targeted, and a timeline of steps and resources required to plan, organize and complete your project. You should also include a way to assess the success and impact of your project (i.e. surveys given to residents). You will receive feedback from the instructors, who will highlight areas that need more attention and point out possible next steps. The proposal is worth 10% of your final grade.

- d. Final Paper
Describe your project from beginning to end. Summarize how you identified the behavior on which to focus, the processes you used to uncover benefits and barriers, and the strategies you used to implement the project. Describe the project's implementation, with dates and the numbers of students who participated at every stage. What obstacles did you encounter and how did you try to resolve them? Describe your evaluation process and its results. Did you achieve your goal? Overall, what went well and what didn't? What would you change if you were to repeat the project? How would you scale up the project if you could? How did this project change you? This is worth 20% of your final grade.

5. Interview with a Change-Maker on Campus: Interview someone on campus who makes change happen. Come prepared to the interview with a list of questions that will help you understand their keys to success, how they engage people, how they choose their priorities, etc. Afterwards, submit a 2 page summary of what you learned about affecting change in society with cited research to back up specific communication, behavior change, or leadership skills this person displays. Include a list of the questions asked during the interview. This is worth 5% of your final grade.

6. Sustainability Passion Presentation: You will research a sustainability topic of personal interest that one's individual behavior can impact. Please apply what you have learned about Community Based Social Marketing to produce a 8 minute presentation (plus 2 minutes for questions) that highlights 1) an overview of the topic 2) what specific 'end-state' behaviors can impact the topic, 3) an example from a community, organization, or region of a successful behavior change campaign that has addressed these behaviors including the strengths and weaknesses of this campaign, and 4) what approach you think would be most effective to encourage these behaviors. This assignment is worth 10% of your final grade.

Academic Integrity: All students are expected to be familiar with and adhere to the University's Code of Academic Integrity (<http://cuinfo.cornell.edu/Academic/AIC.html/>). "A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers." – Cornell University Code of Academic integrity.