Dear Students:

<mark>Our class will NOT be meeting in person again this semester. [Click here](#) to join us on-line (at our regularly scheduled times).</mark> Teams working on assignments should also do so virtually (please).

Wishing you all the best during this pandemic emergency!

Dr. Dann (Tues., March 23, 2020)

Syllabus

Instructor: Dr. Dann Sklarew   **Office**: David King Hall room 3019

Classroom: Innovation Hall 317 on 8 selected Mondays* at 4:30pm-7:10pm

Office Hours: Tues./Thurs. 10:30-12:30 in David King rm 3001,

by appointment made via https://gmu.campus.eab.com

 Office Phone: (703) 993-2012 (but email is better)

 Email: dsklarew@gmu.edu (preferred means for contact)

* See schedule below

The purpose of this course is to increase capacity to implement community-scale sustainability initiatives through development of a well-designed, well-informed and viable Strategic Plan for Sustainability (SPS).

Using a charrette-style workshop approach, we will focus on producing 4 products:
1. An assessment of faults and features of exemplary universities' existing SPSs then, for a particular university case study,
2. Conducting a stakeholder analysis (SHA) of community sustainability priorities,
3. Drafting a novel SPS, informed by [1] and [2], for the case study university, and
4. Researching and documenting answers and solutions to issues raised by 1 or more stakeholders responsible for implementing [3].

We will focus [1] on examining 30+ very high research (R1) public universities in the USA with exemplary sustainability performance, as reflected in "Gold" or "Platinum" AASHE STARS ratings, all of which have publically accessible SPSs. The SHA [2] will be aimed at understanding community priorities at George Mason University ("Mason") by adapting or emulating ISEE's iCAP Input Questionnaire to survey students, administrators, faculty and staff, summarize resulting guidance then create preliminary stakeholder analysis matrix (chart), materiality matrix (chart), list of key stakeholders (by name or title) for each SPS topic area. The draft SPS for 2021-2030 will address the charge provided to us on day 1 by our

"client," the Office of Sustainability, while [4] research will help key stakeholders prepare to lead their parts of the SPS (e.g., transportation, energy and climate, food security/systems)

Scores & Grading - Each student may earn up to 4 (EVPP 490) or 5 (EVPP 692) points per session, based on self-, peer and faculty assessment. One point each for: Preparation (for this session), Participation (during session), Contributions (to session) and Commitments (to do for next session). 692 students also receive up to 1 point for their leadership in project (1, 2, 3 or 4) management, as measured by progress and results. Course <u>score is average of session scores for 492 students and average minus 1 for 692 students</u>, where A = 4, B = 3, C = 2, D = 1 and F $\leq$ 1.

Key URLs: Our blackboard site (references and scores)
     Our Google Docs folder (where all works in progress and products reside)
     Session self-assessment form (evidence for your score each session)

Schedule (work in progress)

* Session (proj mgr (TA))	Admin (Dr. Dann)	Assess Peers (Emily)	SH Analysis (Rick)	Draft SPS (Alex (Colin))	Research A's (Geoffrey)
Team Members		*Schizah, Angela*	*Ben M, Kimi, Tess, Mitra*	*Ben R, Sara, (Katie)*	*Derrick, Morgan*
1 - 1/27	Introductions; Syllabus OK? SPS Charge; Project Teams/Leads; Refined dates/ schedule; self assessment	Structure, Faults, Features & Topics ID'd	Survey tool sketched (TABLED)	Outline for ideal SPS drafted	
2 - 2/3	Intro Greg Review/ Preview SumUp&Plan	Ideal SPS structure & Common Features ID'd	Creation of survey tool discussed Outline - milestones & identifying S.H.	Draft Vision, Outline & Possible Goal Priorities ID'd	Prioritized list of Transport Qs (tractactable)
3 - 2/10	Peer Kudos; Review/ Preview today plan; SDG Visioning; SPS Visualization; Team Time; SumUp&Plan	Present broad categories for Foci; ensure Process spreadsheet is populated	Firm list of general SH, further categorize them & decide on what kind of information we seek/ how to gain it (surveying, stats, ect.)	-Design process for class -identify indiv. Priorities - vision & Values for plan	Draft answers to Transport Qs
4 - 2/17	Benchmarking /plan tweaking	bullet points for Process; develop outline		Writing tasks check-in/ assignment	Prioritized list of Energy Qs (tractactable) -reach out for past peers paper on Mason Energy

* Session	Admin	Assess Peers	SH Analysis	Draft SPS	Research A's
5 - 3/2		*VERY* Rough drafts of Process and Foci sections done. Announce Resources and Content spreadsheets	Survey outlines created. List of SH and what is to be considered from each / how to gain their information decided.	Draft of content-bulleted lists OK	Draft answers to Energy Qs
6 - 3/23 via WebEx Webinar		Rough drafts of Resources and Content done; announce Impacts spreadsheet and deadline for completing it	Summarize data from surveying / data collection. Results should show: goals, capabilities, values, priorities, and involvement factors.	Rough 1st draft	Prioritized list of Food Qs (tractactable)
7 - 4/6 via WebEx Webinar		scrub/unify different sections; Impacts section written up based on input	Visuals ready for SPS Interpret findings into sustainability goals, capabilities, values, ect.	Clean 2nd draft for OoS	Draft answers to Food Qs
8 - 4/20 via WebEx Webinar		Article complete	Final organized summary of SH & their values.	Final draft for MSCouncil	Final Answers
Wed., 4/22 TBD (optional)	Earth Day Presentation to Mason Sustainability Council (MSC)				

* Session	Admin	Assess Peers	SH Analysis	Draft SPS	Research A's

General Course Policies

1. Use of Technology

You are encouraged to make use of information technology (laptops, smartphones, translation software, etc.) to whatever extent it can contribute to our learning in class and outside of class. Please do <u>not</u> use any of these technologies in class in such a way that distracts your instructor from teaching or others from learning. If you do so, you will be asked to desist and, if not respectful thereafter, to leave the classroom.

2. Academic Integrity

Academic integrity is crucial to the effectiveness of learning and its assessment in this class. In particular, students are required to be familiar and comply with the requirements of the GMU Honor Code:

> *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (see* https://oai.gmu.edu/mason-honor-code *)*

I strictly enforce Mason's Honor Code. Students must NOT collaborate on assignments or exams without explicit prior permission from the instructor.

What is plagiarism? Booth, Colomb, and Williams (1995) state in their book, *The Craft of Research* (University of Chicago Press):

> "You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if you placed your work next to the source, you would see that you could not have written what you did without the source at your elbow" (p. 167).

I HAVE A ZERO TOLERANCE POLICY FOR CHEATING. If you are caught cheating, you WILL be brought before the Honor Committee. (Latest infraction: Fall 2013)

If you are unsure about whether a given activity might be considered plagiarism, please ask <u>before</u> you submit the assignment or exam. Thank you.

3. Accommodation for Students With Disabilities

If you are a student with a disability and you need academic accommodations, please communicate such to your professor and contact the [Disability Services](#) (DS) at 703.993.2474. All academic accommodations must be arranged through that office.

4. Sick Policy

If you are too sick to come to class, have high fever, etc., please inform your professor via email ASAP. Insofar as no assignment is due that day, you will generally be offered option to attend via [WebEx] webinar or provided with a make-up opportunity (see class participation above plus and "optional" items on our schedule). Assignments which are not submitted on-time on sick days will still be marked according to "Late Work" criteria above, unless medical excuse is provided by your doctor's office.

5. Email Policy

GMU faculty and staff may only correspond with students through the students' GMU assigned email accounts. Emails sent from other accounts will not necessarily be answered nor will lack of checking gmu.edu email be considered legitimate reason for missing communication from your professor or peers.

6. University Norms and Resources

Mason's Diversity Statement emphasizes that diversity and inclusion are vital to creating a learning and living community for outstanding personal and professional growth. This includes both diversity of identity and diversity of perspective. Thus all participants in this course - instructor and students alike - should expect to respect, be respected, and learn from the diversity we embody, in all activities and relations associated with this class.

Here is a link to other resources to support your learning and success at Mason (e.g., Counseling and Psychological Services, Learning Services, University Career Services, the Writing Center): http://ctfe.gmu.edu/teaching/student-support-resources-on-campus. Resources for support (beyond the academic stuff) are also available via University Life's Student Support Advocacy Center: https://ssac.gmu.edu .

Additional details on university academic and non-academic policies can be found, respectively, at:
- University Catalog: http://catalog.gmu.edu
- University Policies: http://universitypolicy.gmu.edu

Finally, this 1-page George Mason University Title IX Resources sheet may benefit those of you seeking resources to prevent, address &/or recover from gender-based discrimination – including sexual harassment, sexual assault, stalking, domestic violence, and sexual exploitation. It includes 16 on- and off-campus sources of assistance, including confidential ones.