

# LEADERSHIP IMMERSION – Group Application Example

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**Expected Graduation date:**  
**Major:)**  
**Minor:**  
**GPA:**

**Title of Leadership Immersion Program:** Building Sustainable Communities

## Description of Leadership Immersion Program:

*Students, and the faculty of record, will travel to Dancing Rabbit Ecovillage, to learn about sustainable living. Participants will arrive on a Saturday and spend one night at the village. While at the village, participants will attend workshops that demonstrate what villagers are doing to live sustainably, and/or what participants can do to live sustainably. Workshops may include: natural and green construction, alternative currency, renewable energy, inner sustainability and communication skills, or ecovillage decision-making and governance. Participants also will help out with the care of the village. This may take the form of building, gardening, food processing, cooking, dishwashing or other daily responsibilities.*

## Relationship of the project to the Institute's themes of Women's Leadership, Social Responsibility, and Global Awareness:

*The Dancing Rabbit Ecovillage is based on feminist pedagogy, which is a type of women's leadership and results in social responsibility. Feminist pedagogy is based on an assumption that all people are equal - those who are similar and those who are different. It is based on dialogue, thoughtful reflection on what is in the best interest of the whole group - not just that of group members but of society at large, and decisions formed by consensus. New villagers are asked to complete basic consensus-building training. In doing so, feminist pedagogy disrupts authoritarian systems, such as patriarchal and capitalistic ones. It provides everyone a leadership role in which each person is to take responsibility for what is in the best interest of everyone in the village. As referred to earlier, villagers in the Dancing Rabbit Ecovillage also take responsibility for those outside of the village. This is accomplished through engaging in practices that allow them to be sustainably self-sufficient, so they are not polluting, accessing, or exhausting resources outside of the village. They also engage in research and provide education to visitors to the village to try to increase the number of people who are sustainably self-sufficient, in the best interest of everyone.*

## Budget:

Supplies: NA	Technology: NA	Housing: 300
Travel: 496.16	Meals: 690	Other: 288
<b>Total: 1,774.16</b>		

## Justification of proposed budget:

*Saturday meals as per Cottey per diem (\$5 breakfast, \$8 lunch, \$10 dinner) Sunday meals as per Cottey per diem (\$5 breakfast, \$8 lunch, \$10 dinner) x 15 participants = \$690*

*Staying in 4 season natural buildings at the village (\$50 per room of 4) x 6 rooms (13 students, 1 faculty member, 1 driver) = \$300*

*Pay for driver per Cottey pay norms (\$12 per hour) x 24 hours = \$288*

## Timeline outlining activities and responsibilities:

Spring 2015: Reserve visit at Dancing Rabbit Ecovillage (dates) Reserve Terra Transit bus

Summer 2015: Reserve driver for trip

Fall 2015:

Confirm driver for trip

Ask for cash advance for meals

Make final payments for trip (fees, housing) Get gas card from Business Office Participate on trip

**Learning Outcomes:**

*As a result of participating in this trip, students are expected to be able to engage in consensus-building as defined by coming to a group decision (in which all members agree) on a shared class goal in which each student's voice has been expressed and carefully considered through a discussion of strengths and limitations of each student's perspective --as a result of participating in this trip, students are expected to be able to collectively develop and implement a service project for the Cottey community based on a topic(s) learned at the Dancing Rabbit Ecovillage*

*Learning outcomes will be ensured in that class time will be given to enact the learning outcomes and grades will be attached that will factor into overall course grades*

**Experience and qualifications of applicant:**

*Psychology faculty*

**Plan for assessment and presentation to campus and/or outside sources:**

*Students will complete - individually - an individual/ group assessment in which they provide feedback on the quantity and quality of work they believe each student contributed, including themselves, to the consensus-building, including a description of the events that led them to believe the group had reached a consensus -students will complete - individually - an individual/ group assessment in which they provide feedback on the quantity and quality of work they believe each student contributed, including themselves, to the service project, including a description of the events that led them to believe the group had reached a consensus as to the project's completion --students will write - individually - and discuss - as a group - a reflection paper on the service project in which they answer the questions, "what did you gain from the service project?," "what did the Cottey community gain from the service project?," and "what does everyone gain from service?". Students will be required to ask members of the Cottey community for their answers to the second and third questions - two Cottey community members per student, one per question.*